LCFF Budget Overview for Parents

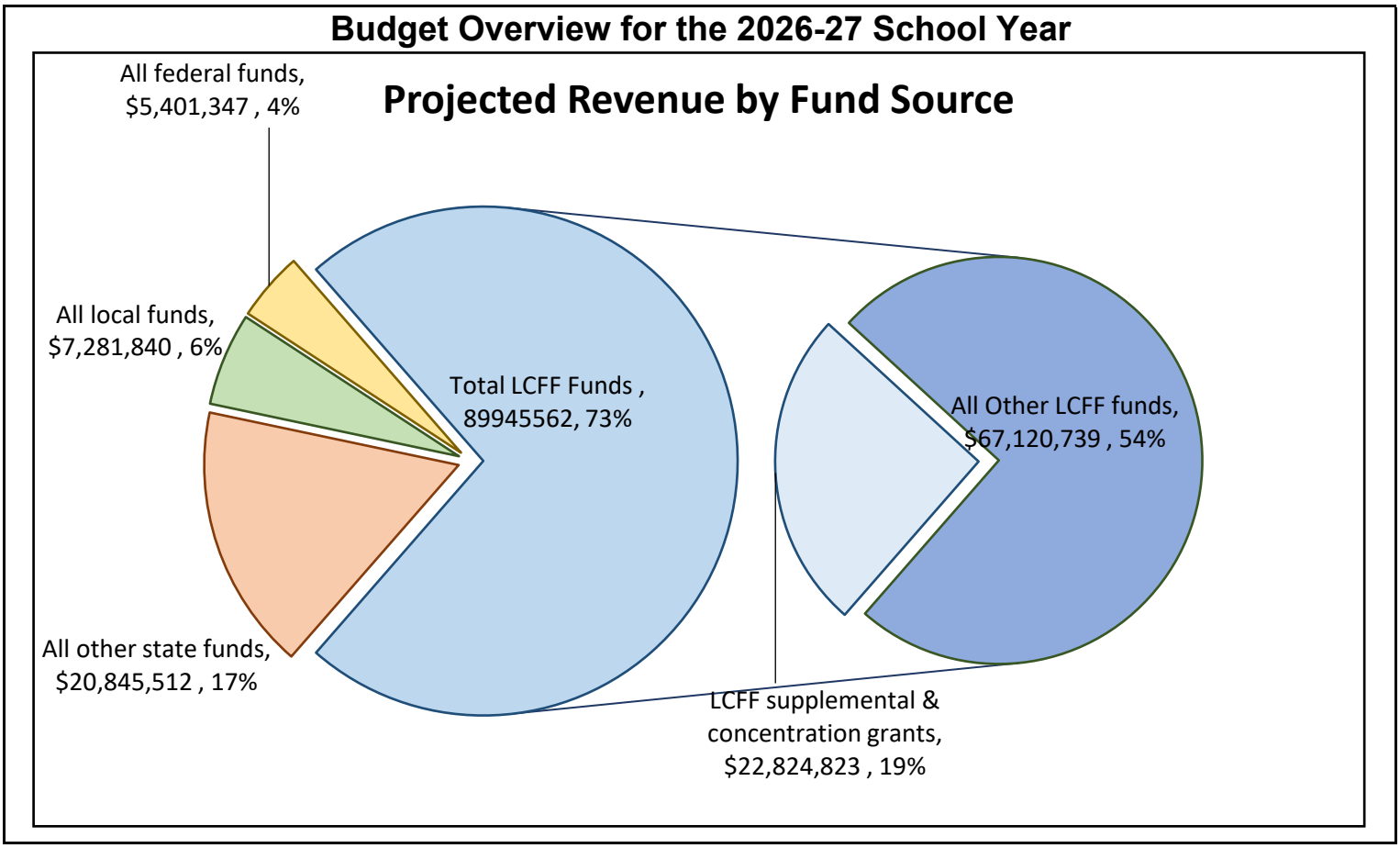
Local Educational Agency (LEA) Name: Centinela Valley Union HSD

CDS Code: 64352

School Year: 2026-27

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).

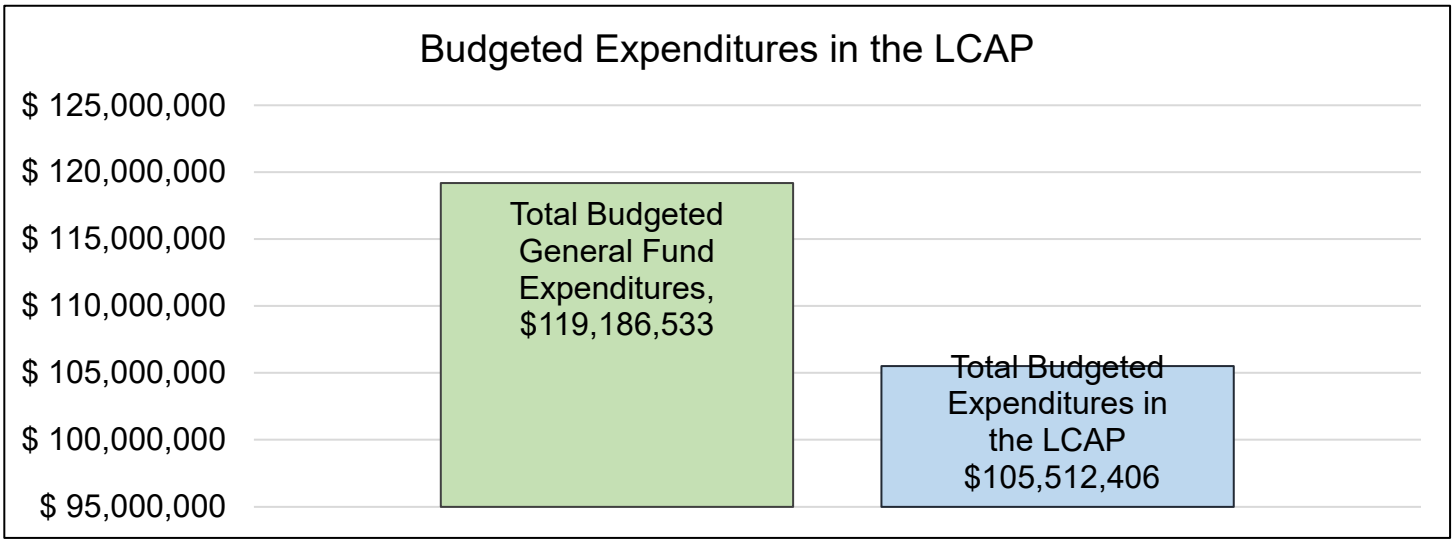


This chart shows the total general purpose revenue Centinela Valley Union HSD expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Centinela Valley Union HSD is $123,474,261.00, of which $89,945,562.00 is Local Control Funding Formula (LCFF), $20,845,512.00 is other state funds, $7,281,840.00 is local funds, and $5,401,347.00 is federal funds. Of the $89,945,562.00 in LCFF Funds, $22,824,823.00 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 2026-27. 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 $119,186,533.00 for the 2026-27 school year. Of that amount, $105,512,406.00 is tied to actions/services in the LCAP and $13,674,127.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

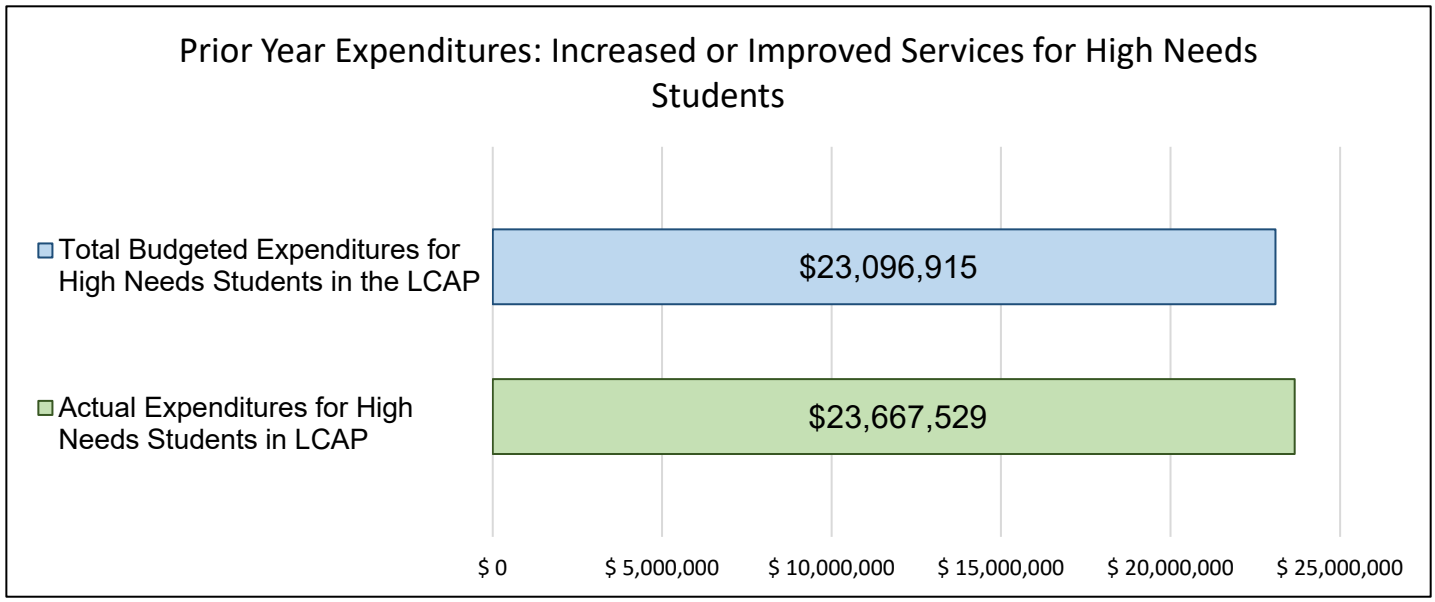
A majority of the District's non-LCAP budget is dedicated to general operational costs, including labor expenses for other certificated employees, most classified employees, information technology infrastructure, security services, administration, business operations, and human resources.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Centinela Valley Union HSD is projecting it will receive $22,824,823.00 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 $23,217,692.00 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 2025-26



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 2025-26, Centinela Valley Union HSD's LCAP budgeted $23,096,915.00 for planned actions to increase or improve services for high needs students. Centinela Valley Union HSD actually spent $23,667,529.49 for actions to increase or improve services for high needs students in 2025-26.

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 2026-2027

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 approximately 4,900 students in grade 9-12 students and 75 Adult Transition Program 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 approximately $73,016 with approximately 15.0% of families living below the poverty line. 83.3% of our students are socioeconomically disadvantaged, 16% are English Learners, 14% Students with Disabilities, 2.4% Homeless Students, and 0.6% 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. Additionally, our Early College Program at Lawndale High School provides students with the opportunity to complete their A-G requirements while completing courses that meet Cal-GETC requirements, while our AVID Programs at each school site work to close the opportunity gap by preparing all students for college and career readiness and success in a global society.

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 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 7 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, through2026, 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 2026-27 school year. LREBG funded actions may be found in the following actions: 1005 - Strategic Academic Supports; 2001 - Social, Emotional & Mental Health Supports; 2002 - School Safety & Connectedness; 3011 - CV Local Assessment System, and; 3012 - Course Access and Academy and Special Programs Support. Refer to action descriptions for an explanation of the rationale for choosing the selected actions to include LREGB 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 2025-26 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
CVUHSD's academic performance in 2025–26 demonstrates a notable divergence between college readiness gains and core subject mastery. The District achieved significant success in the College/Career Indicator, reaching a "Green" status with 48.3% of students classified as "Prepared," representing a 5.1% increase from the prior year.Internal LCAP data for the Class of 2025 reflects this upward trend, with the A-G completion rate climbing to 49.4%, an 8.84% increase over the 2023 baseline. Furthermore, Advanced Placement (AP) success among Students with Disabilities saw a substantial 29.07% increase over the baseline, with nearly 40% of this group now passing exams with a score of 3 or higher. Despite these successes in advanced coursework access, critical challenges remain in core proficiencies. English Language Arts is currently in the "Orange" category, sitting 14.2 points below standard, while Mathematics remains in the "Red" zone at 121.3 points below standard. Additionally, progress for English Learners has slowed, with the English Learner Progress Indicator (ELPI) falling into the "Orange" category at 35.9% making progress, a 2.4% decline.

SCHOOL CLIMATE & STUDENT WELL-BEING
The District continues to make significant strides in creating a safe and supportive environment, as evidenced by a 3.2% decline in the Suspension Rate, which achieved an overall "Blue" status on the 2025 Dashboard. Student perceptions of school safety and connectedness have also improved; 61.75% of students report feeling safe or very safe at school, and 52.75% report feeling connected to their school, representing noteworthy increases from the 2023–24 baseline. Staff perspectives reinforce this positive climate, with 95% of high school staff agreeing or strongly agreeing that their school is a safe place for staff and 96% reporting the same for students. While the District met the local standard for its Climate Survey, behavioral health risks persist. Approximately 60% of high school staff identify vaping/e-cigarette use as a moderate to severe problem, and 58% report student depression and mental health issues at similar levels of concern.

ENGAGING FAMILIES AS PARTNERS
CVUHSD has maintained high levels of parent satisfaction and a welcoming atmosphere, successfully meeting the state standard for Parent and Family Engagement. According to the 2025–26 California School Parent Survey, 92% of parents agree or strongly agree that they feel welcome to participate at their child's school, and 93% feel the school keeps them well-informed about activities. Parent respect remains a cornerstone of the District's culture, with 93% of parents agreeing or strongly agreeing that staff treat them with respect. The District also saw a massive surge in Family Education participation, with an increase of 1,551 participants over the 2023 baseline. However, a gap remains in active decision-making and direct campus volunteerism. While 81% of parents agree the school seeks their input, only 43% reported actual participation in school activities, and the total number of school volunteers declined by 166 compared to the baseline.

SUPPORTING VULNERABLE STUDENTS
Refining support systems for the District's most vulnerable populations remains a priority, with data showing both resilience and areas requiring urgent intervention. A key success is the English Learner graduation rate, which increased by 4.9% from the baseline. Additionally, the percentage of Students with Disabilities ready for college-level Math (EAP) improved by 1.38%. However, sharp declines were observed among other student groups. The Foster Youth graduation rate dropped significantly to 33.3%, a 28% decline from the baseline. Similarly, the distance from standard for students experiencing homelessness in ELA declined by 38.4 points. Performance disparities also persist for African American students, whose ELA performance declined by 10.6 points relative to the baseline, reflecting the continued need to focus on this student group via Technical Assistance. These trends underscore the need for targeted, data-driven academic and social-emotional supports specifically for Foster and unhoused youth.

LOOKING AHEAD
As CVUHSD moves into the 2026–27 school year, the focus will be on translating its "Blue" and "Green" Dashboard status in safety and college readiness into improved core academic outcomes. The District will continue to leverage its "Standard Met" status in basic services - including safe facilities and appropriately assigned teachers - to address critical performance gaps in Mathematics and English Language Arts. Priority will be given to restorative reviews to further reduce discipline disparities and the implementation of intensive Tier II academic interventions for student groups showing declining performance, particularly Foster and unhoused youth. Continued investment in Parent Centers, the Parent Academy, and Community Schools aims to turn high parent satisfaction into higher levels of direct campus involvement and decision-making.

Reflections: Technical Assistance

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

ELIGIBILITY
CVUHSD is also eligible for Technical Assistance in the form of Differentiated Assistance, through2026, 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 - AFRICAN AMERICAN STUDENTS
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. According to the 2025 Dashboard data, CAASPP ELA assessment African American student performance declined another 5.7 points to 41.7 points below standard. However, on the CAASPP Math assessment African American student performance increased 7.7 points to 146.4 points below standard. The suspension rate for African American students decreased 5.5% to 3.2% suspended at least one day.

SUMMARY OF DIFFERENTIATED ASSISTANCE WORK IN PROGRESS - AFRICAN AMERICAN STUDENTS
The above metrics underscore the continued need for specialized interventions planned for the 2026-27 school year. To help address the lowest performance indicator in mathematics, the District is launching a pilot of new instructional materials specifically aligned with the 2023 California Mathematics Framework. This pilot will also focus on identifying resources that better support African American student achievement by emphasizing growth and progress over perfection.

Alongside these materials, CVUHSD plans to expand its partnership with Math Yogis to provide targeted high-dosage tutoring, building on the 2025-26 pilot with the Lawndale High School Early College Program. This academic support is paired with instructional efforts to address "mathematical identity," utilizing qualitative data - such as student drawings of their feelings toward math - to counter negative perceptions and ensure students see themselves reflected in fields like engineering and mathematics. Teachers are also integrating Math Language Routines (MLRs) and AVID-style reading strategies to help students navigate the specific linguistic hurdles of the math curriculum.

Literacy initiatives for 2026-27 will include efforts to bridge the gap for African American students, including those designated as English Learners (EL) or Reclassified Fluent English Proficient (RFEP). The District has expanded the use of Summit K12 Connect to Literacy to encompass all LTEL courses after positive feedback from the previous year’s pilot. This platform, which aligns with ELPAC standards, aims for at least one ELPI level gain per year to improve graduation rates and CAASPP performance. Furthermore, the literacy and integrated-ELD professional development series, is expanding beyond core subjects to include CTE, VAPA, and Special Education. By using Scarborough’s Reading Rope as a foundation, educators across all disciplines will be trained to embed reading, writing, and speaking skills into daily instruction, providing the academic language support necessary for African American students to excel in ELA.

Central to the 2026-27 strategy is the intentional elevation of student voice to inform policy and practice. The District is moving toward a model where students, specifically from the African American student group, are randomly selected to participate in panels and interviews throughout the year, reflecting the WASC process. By analyzing data from the California Healthy Kids Survey, the District aims to move beyond standardized metrics to understand the emotional and cultural barriers students face. This student-centered approach ensures that the work in progress remains responsive to the actual lived experiences of African American youth, ultimately striving to fulfill the District's LCAP goal of promoting students' academic progress as well as their social, emotional, and mental health.

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	The California School Staff Survey (CSSS) was administered in January of 2026 and provided the District data on the degree to which staff perceive that their school has a learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. 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 January 29, March 5, April 29, and May 21. 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 slide deck and recordings 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. The California School Parent Survey (CSPS) was administered in January 2026, and provided the District with data regarding how well our schools are doing in their parent involvement efforts and what are the needs and concerns of parents that our schools should address. Survey results reflect parent perceptions about learning and teaching conditions, school climate, and parent-school involvement and relationships, including whether the school environment is academically challenging, caring and welcoming, participatory, safe, and fair. 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: October 24, December 5, April 17, and May 15. At the May 15 meeting, public and written comments in response to the presentation of the 2026-27 LCAP draft were collected and responded to in writing. LCAP input was also garnered at the February 25 districtwide African American Parent Advisory Council (AAPAC) meeting.
District English Learner Advisory Committee (DELAC)	Our District English Learner Advisory Committee (DELAC) provided input for the development of the 2026-27 LCAP across several meetings: October 24, December 5, April 17, and May 15. At the May 15 meeting, public and written comments in response to the presentation of the 2026-27 LCAP draft were collected and responded to in writing. 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. The California Healthy Kids Survey (CHKS) was administered in January 2026 to all students. The data from this survey assists the District in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and our academic, prevention, and health programs. Students also completed an LCAP Addendum survey that included specific District-focused items related to: 1) the helpfulness of of tutoring services; school counseling and mental health support; career or college readiness programs; sports and athletics; clubs and student organizations; 2) the importance of clean and well-maintained facilities; access to outdoor spaces; access to sports and fitness facilities; modern technology in classrooms; air conditioning and comfortable classrooms; 3) student nutrition and menu items. The Assistant Superintendent of Educational Services also held an LCAP-specific session with the Superintendents' Associated Student Body (ASB) Advisory on January 21, focused on an in-depth discussion about the LCAP Addendum survey results. Additionally, the Assistant Superintendent of Educational Services visited each ASB to gather school site specific input related to LCAP goals and actions (Lawndale HS on April 29; Leuzinger HS on May 6; Hawthorne HS on May 7).
Principals & Administrators	Principals and Administrators participated in the California School Staff Survey (CSSS) which was administered in January of 2026. Their responses to this survey provided the District data on the degree to which staff perceive that their school has a learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success.

	Additionally, 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 2026-27 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	All school personnel participated in the California School Staff Survey (CSSS) which was administered in January of 2026. Their responses to this survey provided the District data on the degree to which staff perceive that their school has a learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. Additionally, all school personnel 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 January 29, March 5, April 29, and May 21. 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 slide deck and recordings of the forums were made available via our District website.
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 April 16. 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)	The 2026-27 LCAP draft was presented to and discussed with the area SELPA Administrator on April 22. The discussion included how Students with Disabilities are supported within the 2026-27 LCAP and the connections between LCAP actions and the District's Compliance and Improvement Monitoring (CIM) Plan efforts. The SELPA's recommended focus areas included: 1) placement options for behavior/emotional disability, including networking with LACOE on CDS; 2) professional learning to include administrative designee training and Psychologist support, and; 3) Least Restrictive Environment (LRE) technical assistance.
Equity Multiplier Schools - Lloyde HS and Centinela Valley Independent Study School	At the School Site Council (SSC) meeting for Lloyde HS and CVISS after school on March 12, we discussed student needs and areas identified by Red performance indicators (the College/Career Readiness Indicator for All Students, English Learners, and Socioeconomically Disadvantaged Students) on the Fall 2025 release of the California School Dashboard. Input from those present was 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, input was used to determine the best use of funds to address "underlying issues with credentialing" in the absence of Red Dashboard performance indicators.
Board of Education	The Mid-Year Report for the 2025-26 LCAP was presented to the Board of Education at the regularly scheduled meeting on January 27, 2026. The 2026-27 LCAP was presented at the regularly scheduled Board of Education meeting on June 23, 2026, for the Public Hearing. The 2026-27 LCAP was adopted at a special Board of Education meeting on June 25, 2026.

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, refined, and/or strengthened for Year 3 of the 2024–2027 LCAP to support Low Income students, English Learners, Foster Youth, Students with Disabilities, and other student groups demonstrating areas of need. Educational partner input was collected through a variety of engagement opportunities, including Budget and LCAP Community Forums, DPAC, DELAC, Superintendent's ASB Student Advisory meetings, SELPA consultation, CVSTA and CSEA consultation, school site listening sessions, Equity Multiplier site consultation, and other student, staff, and family engagement opportunities. As in the prior year, this feedback was analyzed alongside Dashboard data, local assessment data, survey data, and site-level needs in order to prioritize actions and expenditures across LCAP Goals 1, 2, 3, 4, and 5.

Due to ongoing budget constraints, the District prioritized educational partner requests that were most consistently identified across groups and most directly aligned to student outcomes. These included academic intervention, tutoring, literacy and mathematics support, college and career readiness, English Learner support, student wellness and

safety, family engagement, special education support, course access, and professional learning for staff. Rather than creating unrelated new initiatives, the 2026–27 LCAP primarily reflects the continuation, strengthening, and refinement of existing actions to ensure available resources are focused on the highest-priority needs identified through the engagement process.

Educational partner feedback strongly emphasized the need for additional academic support, particularly in mathematics, literacy, credit recovery, and access to tutoring. Students and staff referenced the need for after-school tutoring, Saturday support, summer school, college tutors, reading intervention, smaller academic support settings, and more consistent access to help during and outside of the school day. In response, Goal 1 continues to include Action 1005: Strategic Academic Supports, which provides increased access to academic supports for Low Income students, English Learners, and Foster Youth, including credit recovery, after-school tutoring by certificated teachers, trained college tutors in targeted classes, virtual tutoring options, and fully staffed Digital Media Centers. Action 1013: CVUHSD Summer School also directly responds to this feedback by providing students with additional opportunities to recover credits, complete A-G coursework, and remain on track for graduation.

Feedback from educational partners also reinforced the need to improve post-secondary access, financial aid support, and college and career readiness. Students requested more college information beginning earlier in high school, more support with majors and career pathways, more college field trips, FAFSA and scholarship assistance, clearer transfer information, and increased exposure to career options. Hawthorne HS ASB feedback specifically identified the need for more college information, more college field trips, more connections to community colleges and career pathways, and greater access to mentoring and job-interest supports. In response, Goal 1 includes Action 1001: College Access, Preparation & Support, which funds academic counselors, college and career counselors, and a College & Career Guidance Specialist to support A-G completion, financial aid completion, college applications, advising, and college/career planning. This feedback also informed Action 1002: Career Readiness, which expands access to CTE academies and pathways, work-based learning opportunities, internships, and postsecondary-aligned career preparation.

Educational partners also expressed interest in more engaging, hands-on, and career-connected course options, including requests for expanded electives and vocational opportunities in areas such as culinary, automotive, health, criminal justice, film, theater, music, woodshop, and other pathways. In response, the LCAP maintains a focus on broad course access through Action 3012: Course Access and Academy and Special Programs Support, which is designed to increase access to A-G, CTE, academies, pathways, and specialized programs. Action 3004: CTE Pathways Implementation Support further responds to this feedback by supporting professional learning and programmatic support for the District's 7 CTE academies and 2 pathways, aligned to industry standards and postsecondary programs of study. For career areas not currently included in existing CVUHSD academies or pathways or for programs offered at other District sites but not available on a student's own campus, the District will also explore opportunities through Action 2005: Community Schools Transformation to connect students with community partners, post-secondary institutions, regional programs, field trips, workshops, guest speakers, and other career exposure opportunities. This approach allows the District to respond to student interest while working within existing staffing, facility, scheduling, and budgetary constraints.

Input from students, families, and staff also highlighted the importance of safe, connected, and supportive school environments. Educational partners raised concerns regarding school safety, student belonging, peer conflict, vaping, bullying, phone policy enforcement, mental health, anxiety, depression, substance use, and the need for students to feel known and supported by trusted adults. In response, Goal 2 includes Action 2001: Social, Emotional, and Mental Health Supports, which provides access to Wellness Centers, CareSolace, The Richstone Family Center, and Tier II and Tier III counseling supports. Goal 2 also includes Action 2002: School Safety & Connectedness, which supports trauma-informed practices, PBIS, restorative practices, and efforts to improve students' perceptions of safety, belonging, inclusion, and connectedness.

Educational partner feedback also emphasized the need for stronger family engagement, clearer communication with families, parent workshops, Canvas support, parent education related to mental health and academic progress, and more accessible opportunities for families to participate in school decision-making. In response, Goal 2 includes Action 2003: Family Engagement, which increases CV Family Academy efforts, supports Parent Centers staffed by full-time Parent Liaisons, and provides meaningful and culturally responsive family engagement opportunities and parent education workshops focused on academic progress and mental health. This action is also coordinated with Action 2005: Community Schools Transformation, which provides integrated academic supports, health and social services, youth and community development opportunities, and partnerships with local agencies and community-based organizations.

Feedback from English Learner families, DELAC, staff, and other educational partners reinforced the need for continued support for English Learners and Long-Term English Learners, including language development, bilingual tutoring, reclassification support, integrated and designated ELD, data monitoring, and stronger family communication. In response, Goal 1 includes Action 1003: Support for Long-Term English Learners, which provides LTELs with data chats, designated language instruction, cohorted support classes, and bilingual college tutors. Action 1004: English Learner Program Coordination also responds to this feedback by providing Newcomer and At-Risk of Becoming LTEL students with academic support structures, designated language instruction, and specialized support for EL students and families.

Input from staff and educational partners also emphasized the importance of effective instruction, professional learning, collaboration, data use, common assessments, coaching, and support for teachers in meeting the needs of diverse learners. In response, Goal 3 includes Action 3002: Instructional Coaching, which provides two instructional

coaches per comprehensive school site to support teachers through co-planning, co-teaching, demonstration lessons, Cognitive Coaching, and professional learning. Action 3008: Certificated Professional Learning & PLC Implementation Support responds to feedback regarding the need for collaboration, data analysis, and standards-aligned instruction by supporting professional learning, PLC implementation, department chair and instructional leader training, and the use of local and state assessment data to inform instruction. Action 3011: CV Local Assessment System further supports this priority by helping teachers use formative, interim, and summative assessment data to identify student needs and provide targeted interventions.

SELPA consultation also directly influenced the 2026–27 LCAP. The SELPA identified targeted areas for support, including placement options for students with behavioral/emotional disabilities, professional development for administrative designees, psychologist support, and Least Restrictive Environment technical assistance. In response, Goal 3 includes Action 3005: Co-Teaching Implementation Support, which provides professional learning and support for co-teaching pairs serving Low Income students and Students with Disabilities. The LCAP also includes Action 3018: Strategic Supports for Students with Disabilities, which provides expanded learning opportunities for Adult Transition students, training for Behavior Management Aides, training for general education teachers on accommodations and supports, and contracted BCBA services.

Educational partner input also informed the continued focus on culturally responsive practices, inclusive environments, and representative instructional materials. Students and staff raised the importance of belonging, inclusion, adult-student relationships, recognition of student identity, and culturally responsive instruction. In response, Goal 3 includes Action 3003: Organization-Wide Cultural Proficiency, which provides professional learning for certificated and classified staff and supports Equity Coordinators at each school site. Action 3010: Supplemental Instructional Materials also responds to this feedback by providing culturally relevant and sustaining supplemental materials and Chromebooks to ensure students can equitably access digital instructional materials.

The LCAP also reflects educational partner feedback regarding technology access and instructional technology support. Staff and students identified the importance of access to technology, digital resources, and training for effective classroom implementation. In response, Action 3001: Educational Technology provides classrooms with upgraded technology and educational applications through the Digital Learning Initiative, while Action 3006: Educational Technology Instructional Support provides on-site instructional coaching and professional learning to help teachers use technology to support 21st-century teaching and learning.

Equity Multiplier consultation also influenced the development of Goals 4 and 5. For Lloyde High School, educational partner feedback and Dashboard data informed Goal 4, which focuses on increasing college and career readiness. Action 4002: Lloyde Equity Multiplier – College & Career Readiness supports research and planning for A-G coursework, CTE pathway options, dual enrollment, and best practices from model continuation high schools. For CVISS, Goal 5 and Action 5001: CVISS Equity Multiplier - Access to A-G Coursework respond to the need for students to have consistent access to appropriately credentialed teachers in Science, Social Studies, World Languages, and VAPA so they can complete A-G coursework.

Ultimately, the 2026-27 LCAP was directly influenced by educational partner feedback through the continuation, refinement, and prioritization of actions aligned to the needs most consistently identified by students, families, staff, bargaining units, advisory committees, and school site teams. Within available budgetary resources, CVUHSD prioritized actions that strengthen academic intervention, tutoring, college and career readiness, English Learner progress, mental health and wellness, school safety and connectedness, family engagement, professional learning, special education support, technology access, culturally responsive practices, course access, and targeted support for Equity Multiplier school sites. These goals, actions, metrics, and expenditures reflect the District’s ongoing effort to ensure that educational partner feedback meaningfully informs LCAP development and remains connected to improved outcomes for students.

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 2025 CA School Dashboard, performance disparities in ELA and Mathematics persist, especially for English Learners (77.1 points below standard in ELA; 171.6 below in Math), Students with Disabilities (112.7 below in ELA; 193.3 below in Math), and African American students (41.7 below in ELA; 146.4 below in Math). While targeted supports have yielded some growth in Mathematics for these three groups since 2023, the data indicates a continued need for expanded tutoring and rigorous instruction, particularly as Homeless Youth fell significantly further behind, dropping 32.1 points in Math and 38.4 points in ELA. These persistent gaps necessitate academic interventions aligned with A-G and CCI metrics to accelerate progress and ensure equity in achievement outcomes for all student groups

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	2024-25, per CA Schools Dashboard Academic Progress Indicator for English Language Arts (ELA) All Students: 14.2 points below standard Female: N/A Male: N/A Socioeconomically Disadvantaged: 19.5 points below standard English Learners: 77.1	2025-26: Growth of 2% per year for all students and each student group.	2024-25 and 2022-23 difference: All Students: Decreased 2.4 points Female: N/A Male: N/A Socioeconomically Disadvantaged: Decreased 7.7 points English Learners: Increased 10.2 points Long-Term English Learners (LTELs): Maintained 0.3 points from Year 1; no Baseline Data 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	points below standard Long-Term English Learners (LTELs): 125 points below standard Redesignated Fluent English Proficient (RFEP): N/A Foster Youth: Fewer than 11 students - data not displayed for privacy Homeless Youth: 80.7 points below standard Students with Disabilities: 112.7 points below standard African American: 41.7 points below standard American Indian/Alaska Native: Less than 11 students - data not displayed for privacy Asian: 86.6 points above standard Filipino: 73 points above standard Hispanic or Latino: 12 points below standard Native Hawaiian/Pacific Islander: 8.8 points below standard White: 88.6 points below standard Two or More Races: 15.3 points below standard		Foster Youth: Fewer than 11 students - data not displayed for privacy Homeless Youth: Decreased 38.4 points Students with Disabilities: Increased 9.3 points African American: Decreased 10.6 points American Indian/Alaska Native: Less than 11 students - data not displayed for privacy Asian: Increased 54.8 points Filipino: Increased 26.8 points Hispanic or Latino: Decreased 1.9 points Native Hawaiian/Pacific Islander: Increased 8.0 points White: Decreased 106.3 pooints Two or More Races: Increased 28.8 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	2024-25, per CA Schools Dashboard Academic Progress Indicator for Mathematics All Students: 121.3 points below standard Female: N/A Male: N/A Socioeconomically Disadvantaged: 128.2 points below standard English Learners: 171.6 points below standard Long-Term English Learners (LTELs): 224.7 points below standard Redesignated Fluent English Proficient (RFEP): N/A Foster Youth: Fewer than 11 students - data not displayed for privacy Homeless Youth: 198.8 points below standard Students with Disabilities: 193.3 points below standard African American: 146.4 points below standard American Indian/Alaska Native: Fewer than 11 students - data not displayed for privacy Asian: 4.7 points above standard Filipino: 45.5 points below standard Hispanic or Latino: 120.5 points below standard Native Hawaiian/Pacific Islander: 178.4 points below standard	2025-26: Growth of 2% per year for all students and each student group.	2024-25 and 2022-23 difference: All Students: Increased 6.2 points Female: N/A Male: N/A Socioeconomically: Decreased 0.4 points English Learners: Increased 10.5 points Long-Term English Learners (LTELs): From Year 1 Outcome declined 7.8 points; no Baseline Data Redesignated Fluent English Proficient (RFEP): N/A Foster Youth: Fewer than 11 students - data not displayed for privacy Homeless Youth: Declined 32.1 points Students with Disabilities: Increased 3.3 points African American: Increased 2.9 points American Indian/Alaska Native: Fewer than 11 students - data not displayed for privacy Asian: Increased 60.2 points Filipino: Increased 19.2 points Hispanic or Latino: Increased 6.5 points Native Hawaiian/Pacific Islander: Decreased 23.6 points White: Decreased 60.0 points Two or More Races: Increased 38.9 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	White: 133.4 points below standard Two or More Races: 95.2 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	2024-25, per DataQuest CAASPP CAST Results: 13.34% All Students 12.27% Female 14.35% Male 12.85% Socioeconomically disadvantaged 0.54% EL (English learner, excluding RFEP) 0.52% LTEL (Long-Term English learner) 15.6% RFEP (Reclassified fluent English proficient) N/A Foster youth 6.25% Homeless 0.43% Reported disabilities 11.39% Black or African American N/A American Indian or Alaska Native 35.14% Asian 25% Filipino 12.81% Hispanic or Latino 16% White 12.31% Two or more races	2025-26: Growth of 2% per year for all students and each student group.	2024-25 and 2022-23 difference: 2.37% All Students 1.84% Female 2.88% Male 2.4% Socioeconomically disadvantaged -0.41% EL (English learner, excluding RFEP) -0.63% LTEL (Long-Term English learner) 2.17% RFEP (Reclassified fluent English proficient) N/A% Foster youth -0.42% Homeless -2.31% Reported disabilities 3.46% Black or African American N/A% American Indian or Alaska Native 6.57% Asian -13.89% Filipino 2.61% Hispanic or Latino -4% White -6.74% 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 2025, per DataQuest 4-YR ACGR 49.4% All Students 57.8% Female 41.3% Male 47.6% Socioeconomically Disadvantaged 28.3% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 22.2% Foster Youth 21.2% Homeless Youth 16.6% Students with Disabilities 45.5% African American N/A American Indian/Alaska Native 84.2% Asian N/A Filipino 48.5% Hispanic or Latino 33.3% Native Hawaiian/Pacific Islander 66.7% White 57.9% Two or More Races	Class of 2026: Growth of 2% per year for all students and each student group.	Class of 2025 and 2023 Difference 8.84% All Students 8.28% Female 8.99% Male 8.64% Socioeconomically Disadvantaged 4.30% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 13.89% Foster Youth -6.06% Homeless Youth 2.04% Students with Disabilities 6.59% African American N/A American Indian/Alaska Native 19.92% Asian N/A Filipino 8.70% Hispanic or Latino 6.06% Native Hawaiian/Pacific Islander 14.29% White 14.42% 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 2025, per CALPADS Report 15.2: 20.0% All Students 19.9% Female 20.0% Male 19.8% Socioeconomically Disadvantaged 26.8% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 0.0% Foster Youth 7.6% Homeless Youth 11.0% Students with Disabilities 15.3% African American N/A American Indian/Alaska Native 13.2% Asian N/A Filipino 21.9% Hispanic or Latino 13.3% Native Hawaiian/Pacific Islander 22.2% White 7.9% Two or More Races	Class of 2026: Growth of 2% per year for all students and each student group.	Class of 2025 and 2023 Difference: 3.1% All Students 5.6% Female 2.5% Male 4.6% Socioeconomically Disadvantaged 13.2% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) -8.3% Foster Youth -3.3% Homeless Youth 1.0% Students with Disabilities 4.4% African American N/A American Indian/Alaska Native -1.1% Asian N/A Filipino 4.3% Hispanic or Latino 4.2% Native Hawaiian/Pacific Islander 7.9% White -0.8% 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 2025 from CCI Data File 13.1% All Students 14.3% Female 12.0% Male 12.7% Socioeconomically Disadvantaged 9.9% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 21.2% Homeless Youth 3.7% Students with Disabilities 9.6% African American N/A American Indian/Alaska Native 10.5% Asian N/A Filipino 14.3% Hispanic or Latino 6.7% Native Hawaiian/Pacific Islander 11.1% White 5.3% Two or More Races	Class of 2026: Growth of 2% per year for all students and each student group.	Class of 2025 and 2023 Difference: 3.23% All Students 3.61% Female 2.82% Male 3.73% Socioeconomically Disadvantaged 6.04% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 17.58% Homeless Youth 1.45% Students with Disabilities 2.69% African American N/A American Indian/Alaska Native -0.19% Asian N/A Filipino 3.56% Hispanic or Latino -2.42% Native Hawaiian/Pacific Islander 1.59% White -1.26% 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	2024-25, per CA School Dashboard English Learner Progress Indicator (ELPI): 35.9% (763 students) making progress	2025-26: Growth of 2% per year.	2024-25 and 2022-23 difference: Declined 13.6%
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	July 1, 2024 - June 30, 2025: 11.9% (120) CVUHSD, per CALPADS Reports 2.16 and 1.21 EOY	2025-26: Growth of 2% per year.	2024-25 and 2022-23 difference: -0.4% (-40) 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	2024-25 per College Board AP Student Data file: 52.17% All Students 49.57% Female 55.71% Male 52.17% Socioeconomically Disadvantaged 52.17% English Learners 45.45% Long-Term English Learners (LTELs) 53.91% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 52.17% Homeless Youth 52.17% Students with Disabilities 39.42% African American N/A American Indian/Alaska Native 67.61% Asian 54.55% Filipino 53.17% Hispanic or Latino 0.00% Native Hawaiian/Pacific Islander 46.67% White 54.84% Two or More Races	2025-26: Growth of 2% per year for all students and each student group.	2024-25 and 2022-23 difference: -2.23% All Students -3.73% Female -0.49% Male -1.63% Socioeconomically Disadvantaged -28.53% English Learners 45.45% Long-Term English Learners (LTELs) -3.79% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 5.97% Homeless Youth 29.07% Students with Disabilities 6.42% African American N/A American Indian/Alaska Native -0.49% Asian -0.45% Filipino -4.03% Hispanic or Latino -25.00% Native Hawaiian/Pacific Islander -11.63% White 21.54% 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	2024-25, per DataQuest CAASPP Test Results: 48.19% All Students 56.03% Female 41.03% Male 46.92% Socioeconomically disadvantaged 9.7% EL (English learner, excluding RFEP) 15.56% LTEL (Long-Term English learner) 61.51% RFEP (Reclassified fluent English proficient) *% Foster youth 33.33% Homeless 8.97% Reported disabilities 37.38% Black or African American *% American Indian or Alaska Native 91.67% Asian 80.95% Filipino 49.33% Hispanic or Latino 56% White 35.14% Two or more races	2025-26: Growth of 2% per year for all students and each student group.	2024-25 and 2022-23 difference: -1.19% All Students 1.54% Female -3.08% Male -2.62% Socioeconomically disadvantaged 1.19% EL (English learner, excluding RFEP) 3.86% LTEL (Long-Term English learner) -3.59% RFEP (Reclassified fluent English proficient) N/A% Foster youth -2.67% Homeless 0.44% Reported disabilities -6.1% Black or African American N/A% American Indian or Alaska Native 22.7% Asian 16.66% Filipino -0.58% Hispanic or Latino 6% White -13.34% 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	2024-25, per DataQuest CAASPP Test Results: 15.76% All Students 14.86% Female 16.59% Male 14% Socioeconomically disadvantaged 0.56% EL (English learner, excluding RFEP) 1.1% LTEL (Long-Term English learner) 20.99% RFEP (Reclassified fluent English proficient) *% Foster youth 8.33% Homeless 1.38% Reported disabilities 11.17% Black or African American *% American Indian or Alaska Native 45.83% Asian 33.33% Filipino 15.42% Hispanic or Latino 19.23% White 26.32% Two or more races	2025-26: Growth of 2% per year for all students and each student group.	2024-25 and 2022-23 difference: 2.14% All Students 1.55% Female 2.62% Male 0.83% Socioeconomically disadvantaged 0.15% EL (English learner, excluding RFEP) 0.04% LTEL (Long-Term English learner) 1.51% RFEP (Reclassified fluent English proficient) N/A% Foster youth 4.33% Homeless 1.38% Reported disabilities 1.51% Black or African American N/A% American Indian or Alaska Native 11.35% Asian -2.38% Filipino 1.77% Hispanic or Latino -1.82% White 14.2% 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, per Renaissance Star Reading Test Report: English 9 S1 District Assessment: Participation: 79.00% English 10 S1 District Assessment: Participation: 84.20% English 11 S1 District Assessment: Participation: 79.91% English 12 S1 District Assessment: Participation: 80.98%	2025-26: Growth of 2% per year for each assessment.	2025-26 and 2023-24 difference: English 9 S1 District Assessment: Participation: 0.12% English 10 S1 District Assessment: Participation: 7.82% English 11 S1 District Assessment: Participation: 4.99% English 12 S1 District Assessment: Participation: -3.54%
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, per Renaissance Star Reading Test Report (% meeting median grade level expectation): English 9 S1 District Assessment: Mastery: 41.24% English 10 S1 District Assessment: Mastery: 39.81% English 11 S1 District Assessment: Mastery: 48.77% English 12 S1 District Assessment: Mastery: 54.55%	2025-26: Growth of 2% per year for each assessment.	2025-26 and 2023-24 difference: English 9 S1 District Assessment: Mastery: 3.78% English 10 S1 District Assessment: Mastery: 0.94% English 11 S1 District Assessment: Mastery: 4.77% English 12 S1 District Assessment: Mastery: 11.94%

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, per NWEA Map Growth Report: Integrated Math I S1 District Assessment: Participation: 72.05% Integrated Math II S1 District Assessment: Participation: 61.75% Integrated Math III S1 District Assessment: Participation: 81.76%"	2025-26: Growth of 2% per year for each assessment.	2025-26 and 2023-24 difference: Integrated Math I S1 District Assessment: Participation: 22.96% Integrated Math II S1 District Assessment: Participation: 6.09% Integrated Math III S1 District Assessment: Participation: -2.82%
15	Mathematics Benchmark % meeting median grade level expectation for Semester 1	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, per NWEA Map Growth Report: Integrated Math I S1 District Assessment: Mastery: 44.46% Integrated Math II S1 District Assessment: Mastery: 37.40% Integrated Math III S1 District Assessment: Mastery: 58.86%	2025-26: Growth of 2% per year for each assessment.	2025-26 and 2023-24 difference: Integrated Math I S1 District Assessment: Mastery: 7.04% Integrated Math II S1 District Assessment: Mastery: -2.92% Integrated Math III S1 District Assessment: Mastery: 7.7%

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, per CAST IA Life Science I test (Bio) / Physical Science I test (Chem & Physics): Biology S1 District Assessment Participation: 43.8% Chemistry S1 District Assessment Participation: 31.11% Physics S1 District Assessment Participation: 15.42%	2025-26: Growth of 2% per year for each assessment.	2025-26 and 2023-24 difference: Biology S1 District Assessment Participation: -1.71% Chemistry S1 District Assessment Participation: -17.24% Physics S1 District Assessment Participation: -6.73%
17	Science Benchmark Mastery Rate for Semester 1 Test (scored 2 or better)	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, per CAST IA Life Science I test (Bio) / Physical Science I test (Chem & Physics): Biology S1 District Assessment Mastery: 35.78% Chemistry S1 District Assessment Mastery: 47.09% Physics S1 District Assessment Mastery: 71.79%	2025-26: Growth of 2% per year for each assessment.	2025-26 and 2023-24 difference: Biology S1 District Assessment Mastery: -9.11% Chemistry S1 District Assessment Mastery: 8.55% Physics S1 District Assessment Mastery: 9.65%

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, per local assessment report: Economics S1 District Assessment Participation: N/A Government S1 District Assessment Participation: N/A US History S1 District Assessment Participation: 38.94% World History S1 District Assessment Participation: 24.06%	2025-26: Growth of 2% per year for each assessment.	2025-26 and 2023-24 difference: Economics S1 District Assessment Participation: N/A Government S1 District Assessment Participation: N/A US History S1 District Assessment Participation: -20.37% World History S1 District Assessment Participation: -30.02%
19	Social Science Benchmark Mastery 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, per local assessment report: Economics S1 District Assessment Mastery: Not Available Government S1 District Assessment Mastery: Not Available US History S1 District Assessment Mastery: 74.94% World History S1 District Assessment Mastery: 48.91%	2025-26: Growth of 2% per year for each assessment.	2025-26 and 2023-24 difference: Economics S1 District Assessment Mastery: Not Available Government S1 District Assessment Mastery: Not Available US History S1 District Assessment Mastery: 35.94% World History S1 District Assessment Mastery: 13.61%

Goal Analysis for 2025-2026

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.

One of the most successful aspects of Goal #1 implementation has continued to be in relation to Action 1001: College Access, Preparation, and Support. The continued addition of full time College and Career Counselors and an additional Academic Counselor at each site has enabled our schools to provide a more personalized counseling experience for students and the counseling program as a whole has been able to monitor and act on student data much more efficiently, leading to more tailored and effective support for our students.

The A-G completion rate for the Class of 2025 increased by 8.8% for All Students; 8.6% for Low Income Students; 4.3% for English Learners, and 13.8 for Foster Youth since 2023 which is a direct reflection of the District's efforts to connect students with the various college readiness and access programs offered on campuses. The goal of each of these programs is to increase the rate at which students complete high school and enroll in and graduate from a post-secondary institution. The District has worked hard to coordinate the efforts and impact across all of our partner programs, which we collectively refer to as the CVUHSD College Access Collaborative (CAC). These programs include: Cal Lutheran TRIO Upward Bound Classic; Cal Lutheran TRIO Upward Bound Math & Science; CSUDH Upward Bound Classic; CSUDH Upward Bound Math & Science; Volunteers of America Upward Bound; Volunteers of America Educational Talent Search; CARS (College Access, Readiness, and Success), and GearUp. As of the 2024-25 school year, College Counseling and college readiness programs are overseen by a District administrator separate from the District administrator overseeing Academic Counseling. This allows our college readiness initiatives to receive more targeted support and oversight, and allow for both college counseling and academic counseling administrators to work collaboratively to support these efforts. Ultimately, students' engagement in college access programs contributes to increased A-G completion rates, increased completion of dual enrollment courses, and increased enrollment in courses of rigor, such as Advanced Placement classes.

Additionally, though the District has made progress in educating students about post-secondary options, we need to continue to leverage use of the College and Career Guidance Initiative (CCGI) platform as well as our College and Career Centers and College & Career Counselors to ensure that all students have a clearly articulated post-secondary plan. The District must meet the challenge of ensuring detailed post-secondary planning takes place for each and every student, even without a dedicated advisory period within the school day.

The District also implemented an Early College Program, in collaboration with El Camino College, at Lawndale High School beginning in the 2025-26 school year and engaged in planning for a second Early College Program at Centinela Valley Independent Study School beginning in 2026-27. CVUHSD teacher credentials were audited to identify opportunities for dual enrollment courses delivered during the high school day. A comprehensive pathway was created that satisfies high school graduation and A-G requirements for CSU and UC admission while integrating Cal-GETC requirements, enabling students to complete general education transfer electives by graduation.

To ensure student success, embedded academic supports for both high school and college coursework were planned. Extensive outreach included virtual and in-person information sessions for CVUHSD stakeholders, promotion at feeder middle schools, and presentations during school sessions. A bilingual website (English and Spanish) was launched to provide detailed program information and application instructions. Feedback from other districts offering Early College programs was gathered to inform continuous improvement.

Virtual parent information and orientation sessions were orchestrated to maximize reach, complemented by guided tours of Lawndale HS for interested families. A family orientation dinner was organized to welcome new students and their families, share comprehensive program insights, and introduce administrators, counselors, teachers, and El Camino College partners. A student and family handbook outlining expectations and available support systems was authored, and each new student applicant received personalized welcome communication with clear next-step guidance. Internally, a "Counselor Hub" was established for Lawndale HS counselors and administrators, centralizing program information and scheduling guidance. Collaboration with district Special Education personnel ensured appropriate programming for students with IEPs within the Early

College program. Finally, potential expansion of Early College options to other CVUHSD sites was proposed.

Additionally, the PSAT was offered to all 9th - 11th graders and 415 students attended the Saturday administration of the test, while AP testing was offered to all AP students with over 2,300 AP exams administered this Spring.

Another significant success was in relation to Action 1002: Career Readiness. The District continued implementation of the Career Day event at Leuzinger and Lawndale High Schools. Facilitated by the National High School Career Day network, every student was able to participate in 3 sessions hosted by career speakers aligned to their interests (determined by a pre-event survey). Though all schools have implemented Career Days and experiences in the past, nothing to this extent has been previously undertaken. Each event featured approximately 150 professionals. Our CTE programs continue to offer high-quality experiences. Efforts to increase student participation in these valuable programs are ongoing and critical to their success.

Action 1003: The District's EL Specialist services have significantly enhanced instructional practices and refined support for English Learners, directly aligning with the LCAP commitment to high-needs students. Designated-ELD training was provided to ELA teachers, and ELPAC data was analyzed collaboratively with Newcomer EL instructors to drive targeted instruction. Integrated ELD professional development was developed and delivered for non-ELA courses, while the SPED-to-RFEP process was streamlined to improve efficiency. Cross-collaboration with instructional and ed-tech coaches led to improved classroom practices and the successful pilot of two new EL programs. Compliance requirements were met, and teacher access to ELD professional development was centralized and simplified.

Looking ahead, the District is committed to improving LTEL progress across testing, grading, and attendance through increased collaboration and a literacy professional development series for non-ELA teachers. Efforts will focus on reducing the number of RFEP-eligible students to zero and increasing ELPAC Level 4 scores, thereby fulfilling LCAP goals for outstanding outcomes for all English Learners.

Action 1004: In 2025-26, CVUHSD made progress in strengthening support for English Learners through collaborative practices such as quarterly learning walks, increased use of data chats, "Lunch and Learn" professional development and collaborations, and enhanced communication among ELD staff, RTI, and Counselors. Professional learning attendance improved, and EL students benefited from expanded access to college and career programs, AVID, and academic monitoring. Parent engagement remained strong through multilingual communication and organized events with a significant effort to improve the outreach to LTEL families. Focus areas for 2026-27 include deepening content-specific PD in math and science to support LTELs academically, expanding targeted interventions and mentoring, and integrating EL-specific strategies into broader instructional PD.

Action 1005: Strategic Academic Supports and Expanded Learning Opportunities was implemented through a multi-layered approach designed to increase student access to academic assistance, tutoring, intervention, and college-readiness support. The District continued to partner with CSUDH Project Reach to provide in-person tutoring support, with 37 active CSUDH tutors serving students across district schools. To supplement in-person tutoring and provide additional flexibility, the District also continued its partnership with Air Tutors, through which students accessed 1,750 virtual tutoring sessions during afternoon, evening, and weekend hours.

Implementation also included three full-time Media Center and Instructional Materials Technicians who provided technical support to students, maintained spaces where students could study and access tutoring, and organized information to help students utilize digital media resources such as research databases and digital libraries. In addition, the District implemented the Math Launchpad summer program, which provided targeted math intervention for 30 students through direct support from math teachers and individualized practice using IXL. Students were encouraged through weekly goals and incentives, with an end-of-program celebration recognizing their progress and achievements. Site School Site Councils also approved the use of Title I funds to provide GEAR UP services to all 9th grade students in the District, expanding early access to college-readiness, academic planning, and postsecondary support.

Action 1006: Arts Integration has continued to be a strength for CVUHSD. During the 2025-26 school year, we processed 3,338 reservations for students to see four different

professional productions presented at each school: 1) INCA the Peruvian Ensemble offered a wonderful and colorful array of music and dances from Peru and the Andean region; 2) UniverSOUL Hip Hop's "H.O.P.E.", a work that emerged as a theatrical movement love letter to the human family - restoring joy, rebuilding connection, and celebrating the resilience of the human spirit; 3) Backhausdance's "Arrive" a choreography inspired by these words from Maya Angelou - "Love recognizes no barriers. It jumps hurdles, leaps fences, penetrates walls to arrive at its destination full of hope." 4) L.A. Troupe's "A Midsummer Night's Dream" that made the story and language accessible to students. Accommodations were made for special needs students. 62 teachers of all subjects brought their students to the professional shows. Of those 62 teachers, 38 attended the pre-show districtwide professional development workshops (PD) that offered insights into the content of the productions, articulated the curriculum connections, and engaged participants in hands-on activities that could be replicated in classrooms. Each PD was led by a member of the featured company. In addition to learning about the various art forms, teachers received information that supported Language Arts, International Languages (Spanish), History/Social Studies, Mathematics (Statistics), and SEL. All teachers who brought their students to shows received the written support materials. Furthermore, this exposure to professional artists expanded students' awareness of possible careers in the arts.

Action 1013: Summer School continued to provide targeted credit recovery and ELD support through digital courseware, enabling flexible pacing and opportunities for students to recover credits and make progress toward graduation and A-G completion. In Summer 2025, the District saw increased student participation, due in part to more personalized and direct communication with students and families about the importance of credit recovery and the opportunity to get back on track. The inclusion of tutors also strengthened the program by providing students with additional academic support, helping them navigate course content, remain engaged, and complete coursework at higher rates. While summer learning continues to require clear expectations around attendance, rigor, and student responsibility, the 2025 implementation demonstrated improvement in both outreach and support structures. Moving forward, the District will continue refining communication, reinforcing expectations, and maintaining targeted supports to maximize student participation and successful course completion.

Overall, implementation of Goal #1 demonstrates that the District has continued to build and refine a comprehensive system of academic, college, career, language development, arts, and expanded learning supports aligned to student readiness for college, career, and life. While implementation challenges remain, particularly related to persistent performance gaps, tutor availability, and the need for continued postsecondary planning for every student, the District has also experienced meaningful successes through expanded college access programs, early college planning and implementation, strengthened English Learner supports, increased tutoring and intervention opportunities, robust arts integration, and improved summer school outreach. These efforts reflect CVUHSD's continued commitment to using data, partner collaboration, and targeted supports to improve outcomes for all students, with particular attention to unduplicated student groups and students with the greatest needs.

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 continues to be effective in supporting A-G completion and student awareness of academic and college planning resources. For the Class of 2025, 49.4% of All Students completed A-G requirements, with Low Income students completing at 47.6%, English Learners at 28.3%, and Foster Youth at 22.2%. While overall A-G completion remains strong compared to prior years, the data continue to show persistent gaps for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities, reinforcing the need for continued counseling, academic monitoring, college readiness programming, and targeted intervention.

Student awareness of academic planning supports also remained strong according to the 2025-26 California Healthy Kids Survey. The percentage of students who knew where to seek help with course selection increased from 78.5% in 2024-25 to 79.25% in 2025-26, indicating continued progress in connecting students to academic planning resources. Awareness of where to seek college and career planning support was 80.25% in 2025-26, remaining high overall, though slightly below the 81.75% reported in 2024-25. These results suggest that while students continue to have strong awareness of available supports, the District should continue strengthening communication, counseling touchpoints, and targeted outreach to ensure all students - particularly unduplicated student groups - can access the guidance needed to complete A-G requirements and prepare for college and career opportunities.

Action 1002: On the Fall 2025 Dashboard, the All Students group reported a College Career Indicator (CCI) percentage of 48.3% prepared, reporting in the green status level. 47.2% of Low Income students and 50% of Hispanic students were prepared, both reporting in the green status level. African Americans (36.6%) and Homeless (18.8%) earned a yellow status level. English Learners (26.3%), Long Term English Learners (26.9%), and Students with Disabilities (16%) all maintained, resulting in an orange status level. The CTE Pathway Completion Rate for the Class of 2025 saw a 2.6% decrease for all students. This metric increased 6.03% for Filipino students. While this slight decrease in growth is disappointing, it still reflects a significant growth from the Class of 2023.

Actions 1003 and 1004: According to the 2025 CA School Dashboard, Long Term English Learner performance in the following areas demonstrated a need for continuing adjustments to our program: 1) Pupil Achievement - CAASPP Math performance (red performance indicator) and CAASPP ELA performance (red performance indicator), and 2) Pupil Engagement - due to the Graduation Rate (orange performance indicator). From 2024 to 2025, the average distance from standard for LTELs on the CAASPP ELA maintained with +0.3 points, while the average distance from standard for LTELs on the CAASPP Math assessment declined by 7.8 points. According to the 2025 CA School Dashboard, English Learner performance in the following areas demonstrated a need for continuing adjustments to our program: 1) Pupil Achievement - CAASPP Math performance (red performance indicator) and CAASPP ELA performance (orange performance indicator), and 2) Pupil Engagement - due to the Graduation Rate (orange performance indicator). From 2024 to 2025, the average distance from standard for ELs on the CAASPP ELA increased by 9.6 points, while the average distance from standard for ELs on the CAASPP Math assessment declined by 4.1 points.

The English Learner Reclassification rate for 2024-25 was 16.59%, exceeding the prior year's outcome by 0.39%. However, per the 2023–24 CA School Dashboard, the percentage of English Learners making progress toward English language proficiency maintained (-0.3%), with only 32.9% demonstrating progress as measured by the English Learner Progress Indicator (ELPI). Despite this decline, feedback from District English Learner Advisory Committee (DELAC) members continues to highlight satisfaction with the programs, strategies, and site-level supports provided, commending the efforts of the EL team for being both responsive and impactful across schools.

A continuing challenge has been in relation to the implementation of Action 1005: Strategic Academic Supports and Expanded Learning Opportunities. Prior to the pandemic, the District had over 80 CV LEARNS tutors provided through our partnership with CSUDH Project Reach. However, CSUDH has continued to experience a severe tutor pipeline shortage since the onset of COVID-19, limiting the number of in-person tutors available to support students across district schools. In 2025-26, the District had 37 active CSUDH tutors supporting students through this partnership.

To help mitigate continued tutor availability challenges, the District also continued working with Air Tutors to provide virtual tutoring opportunities for students outside the regular school day, including afternoon, evening, and weekend support. In 2025–26, students accessed 1,750 Air Tutors sessions. While these supports continued to provide students with additional academic assistance, usage data and ongoing implementation challenges indicate the need to continue evaluating the most effective tutoring models and to strengthen student access to academic support through both in-person and no-cost community-based options.

Action 1006: Arts Integration has proven highly effective in advancing the District's goal of increasing access to high-quality, culturally relevant arts education for Low Income students. The implementation of four professional performances, coupled with robust teacher professional development and interdisciplinary curriculum development, successfully engaged students, including special needs students, and empowered teachers to use the arts as teaching tools. The breadth of integration - spanning subjects such as History/Social Studies, Language Arts, Visual and Performing Arts, and Social Emotional Learning - demonstrates both the scalability and equity of this initiative. Student and

teacher participation, written feedback from teachers and students, and the development of arts-based lessons underscore this action's impact in promoting student engagement, cultural awareness, and academic enrichment through the arts.

Action 1013: Summer School continued to demonstrate effectiveness in supporting credit recovery, graduation progress, and A-G completion, while also showing improvement in student attendance compared to the prior year. In Summer 2025, only 75 students who were enrolled did not attend at all, a significant decrease from 288 students in 2024, suggesting that increased and more personalized communication with students and families helped improve participation. This action resulted in 424 courses being completed through direct instruction and 1,595 courses completed through digital courseware. While direct instruction course completions decreased from the prior year, digital courseware completions remained strong and continued to provide students with a flexible pathway to recover credits and meet graduation and A-G course requirements. The inclusion of tutors also supported implementation by helping students navigate coursework, stay engaged, and make progress toward course completion.

To further increase effectiveness, the District will continue refining communication with families of credit-deficient students, including earlier and more targeted outreach that clearly explains each student's credit needs, the importance of attendance, and expectations for successful completion. The District will also continue reinforcing the importance of passing courses during the regular school year and communicating that summer school is a rigorous credit recovery opportunity, not an easier alternative. Maintaining tutoring support, monitoring course progress more frequently, and setting clear expectations for attendance and completion will remain priorities for future summer school sessions.

Overall, the actions within Goal #1 have been effective in supporting progress toward college, career, and life readiness, with measurable gains in A-G completion, student awareness of college and academic planning supports, CCI performance, reclassification, summer school participation, and access to arts and enrichment opportunities. At the same time, the data continue to identify areas requiring sustained attention, particularly for English Learners, Long-Term English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and students needing targeted academic intervention. These results affirm the importance of continuing effective strategies while refining programs, strengthening monitoring systems, and expanding targeted supports to ensure that progress is sustained and more equitably experienced across all student 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.

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 2026-27 school year to improve student readiness for college, career, and life.

Action 1001: College Access, Preparation, and Support has been updated to reflect the District's continued expansion of early college and dual enrollment opportunities. In 2025-26, the District implemented an Early College Program at Lawndale High School, providing students with increased access to college coursework while still in high school. Building on this implementation, the District will launch an Early College Program at Centinela Valley Independent Study School in 2026-27, further expanding access to dual enrollment opportunities and supporting students in earning college credit, strengthening college readiness, and preparing for postsecondary success. Additionally, for 2026-27, this action will no longer be partially supported with LREBG funds.

Action 1002: Based on analysis of incoming student survey results and local labor market data, the District will phase out the Marine Science Academy at Lawndale High School due to declining interest and limited regional demand. In its place, Action 1001 now includes the implementation of an Early College Program at Lawndale High School (2025–26) and the launch of one at Centinela Valley Independent Study School (2026-27), providing students with increased dual enrollment opportunities. Additionally, in response to Golden State Pathway funding, the District will continue researching and planning for potential implementation of new CTE pathways in Computer Science and Education, aligning future offerings with both student interest and emerging workforce needs.

Action 1003: Reflecting on both English Learner outcomes and educator feedback from the 2024–25 school year, CVUHSD enhanced Action 1003 by continuing use of Summit K12 Connect to Literacy. Summit K-12 is an online platform aligned to the ELPAC. This research-based program provides individualized learning plans, real-time data reporting,

and professional learning support for teachers and bilingual college tutors. The program was used by Newcomer teachers and some LTEL courses in 25-26. Staff and student feedback was requested, and the responses were mostly positive. Metrics such as the 25-26 ELPAC showed minor upward changes; therefore it was decided to continue use of Summit K12 for 26-27. The program will also be expanded in 26-27 to add all LTEL courses. In reviewing the use of this program for the past 2-3 years starting 26-27, the District continues to anticipate increased language proficiency and academic success, with the goal of at least one ELPI level gain per year. The intent is to help address persistent performance challenges identified in the CA School Dashboard, particularly in graduation rate, CAASPP performance, and English Learner Progress indicators.

The District also implemented a pilot literacy and integrated-ELD professional development series in 25-26. This was also aligned to subsume the districts ongoing "Pro-Talk" initiative. ELPAC data, including 25-26, point to continued needs in both reading and writing. The literacy program was meant to address this need by instructing and supporting non-ELA teachers in integrated-ELD and content literacy. It was also aimed at helping educators integrate reading, writing, speaking, and listening skills into daily lessons that reflect the ELPAC. The pilot group for 25-26 consisted of math, science, and social studies. The initiative used Scarborough's Reading Rope as the basis for literacy instruction. For 26-27, the pilot group will grow to include other courses such as CTE, VAPA, and SpEd. It will also increase the pool of participants.

Action 1004: In preparation to update designated-ELD materials in 26-27 for Newcomer and At-Risk Long-Term English Learner students, the district piloted the LIFT curriculum by National Geographic Learning in 25-26 as part of Action 1004. The 25-26 pilot group consisted of one teacher from each comprehensive site. They implemented LIFT for the entire 25-26 school year for all Newcomer levels. The pilot group then met in April 2026 to discuss the program, and decide if the district should move forward with full adoption. The LIFT program offers an accelerated approach to language acquisition, integrating nonfiction content, academic vocabulary development, and reading and writing instruction that is thematically and linguistically scaffolded. 25-26 metrics for this action included classroom observation data, teacher feedback, student growth data within the LIFT platform, and alignment to ELPI growth targets and reclassification rates. The pilot represented a targeted strategy to address English Learner performance challenges highlighted in the CA School Dashboard—specifically in Graduation Rate, CAASPP Math and ELA, and English Learner Progress indicators.

For 26-27, the pilot group voted to move forward with full adoption, in addition to purchasing supplemental grammar textbooks. There were some improvements for Newcomer students on the 25-26 ELPAC which supported the plan for full adoption. Training has been scheduled for both August 2026, before the start of the school year, and September 2026 for troubleshooting and sharing best practices. The EL Specialist will periodically meet with the teachers to discuss implementation individually. Feedback from both teachers and students in 26-27 will be used to inform changes in the 27-28 curriculum.

Action 1005: The District plans to expand its GEAR UP contract to serve both 9th and 10th grade students, building upon the 2025–26 implementation that focused on 9th grade students only. This expansion will allow students to receive earlier and more sustained college access, academic preparation, and postsecondary planning support. GEAR UP will also continue to support 12th grade students annually through its grant-funded services.

Additionally, due to low usage, the District will discontinue its contract with Air Tutors and shift toward connecting students with no-cost tutoring and homework support options available through the Los Angeles County Library. This includes access to free Homework Centers, where trained staff assist students with homework assignments, provide essential school supplies, and help students navigate library resources and research tools. The District will also promote Brainfuse HelpNow, which provides free, 24/7 on-demand homework assistance from live online tutors in subjects including math, science, reading/writing, social studies, PSAT/SAT, ACT, AP courses, and state standardized test preparation. In addition, the District will expand its Math Launchpad Program to serve up to 60 students, increasing access to targeted math intervention through direct teacher support, individualized practice, and structured progress monitoring. The District is also exploring expansion of its partnership with Math Yogis, which was piloted during the spring semester through the Lawndale High School Early College Program, to provide additional targeted math support for students.

Action 1006: Having received an Arts Education Advancement Grant, the district plans to enhance this action by expanding its arts education program by (1) deepening professional learning experiences for teachers; (2) engaging a broader range of content-area teachers in arts integration professional development; and (3) enhancing the student experience by selecting performances that are culturally relevant, curriculum-connected, and supportive of student well-being. Additionally, CVUHSD intends to strengthen partnerships with arts organizations and further integrate arts-based strategies into core academic instruction across all sites. These enhancements reflect lessons learned from

prior grant implementation, particularly around the importance of aligning performances with existing content standards and SEL goals, as well as the need for pre- and post-performance teacher support.

Based on reflections on prior practice, the District will expand Action 1013: Summer School in 2026-27 to include opportunities beyond credit recovery. In addition to supporting students who need to recover credits, the District will offer summer courses that allow students to advance in math and science, access academy and program electives, and create space in their regular school-year schedules for AP, advanced, CTE, and other specialized coursework. This adjustment is intended to reduce scheduling barriers, increase access to rigorous and interest-based course pathways, and provide students with greater flexibility to pursue college and career readiness opportunities during the regular school year.

Collectively, these changes reflect the District's ongoing commitment to using implementation data, student outcome data, educator feedback, and educational partner input to refine programs and better align resources to student needs. The revisions for 2026–27 are designed to strengthen early college and career readiness opportunities, expand targeted academic and language supports, improve access to rigorous and engaging coursework, and provide more responsive interventions for students who need additional support. Through these adjustments, CVUHSD will continue to build on effective practices while addressing areas of persistent need to improve readiness for college, career, and life for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	College Access, Preparation & Support	Provide Low Income students, English Learners, and Foster Youth with increased access to college readiness coursework and support. This includes planning for implementation of an Early College Program - funded by the Middle College Early College (MCEC) Grant - aimed at closing the achievement gap for students who are underrepresented in higher education, including first generation, students of color, and students experiencing poverty. Expanded supports will include increased academic advising, college and career planning tools and support, guidance when navigating the college and financial aid process, and equitable access to college preparatory courses to increase their competitiveness when applying to college. 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. For 2026-27, this action will no longer be partially supports with LREBG funds.	$2,634,339.00	Yes
2	Career Readiness	This action will provide Low Income students with expanded access to 8 Career Technical	$4,034,630.00	Yes

		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	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 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).	$115,679.00	Yes
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).	$241,548.00	Yes
5	Strategic Academic	LREBG Action	$2,590,063.00	Yes

	Supports & Expanded Learning Opportunities	Provide Low Income students, English Learners, and Foster Youth with increased access to academic supports, particularly for students struggling in Mathematics and/or English or deemed not on track for meeting graduation requirements. Provisions within this action include credit recovery options within and outside of the school day; after school tutoring provided by certificated teachers; trained college tutors within targeted classes (i.e. AVID, ELD, SL, LTEL); after school, evening, and weekend virtual tutoring options, and; fully staffed Digital Media Centers that serve as community hubs for after school expanded learning opportunities in support of students' college and career readiness. Use of the Digital Media Centers as community hubs will also be supported by Action 2005: Community Schools Transformation. 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. 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: $601,414.34 for the 2026-27 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.	$2,421,251.00	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	$2,369,052.00	Yes

		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).		

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 2025-26 data shows that 44.5% of students feel like they are part of their school (up from 38.25% the previous year), and 55% report emotional safety (a significant increase from 46.75% the previous year). While 92% of parents in the 2025-26 School Parent Survey report feeling welcome (up from 88% in the previous year), only 41% participated in school-based opportunities (a slight increase from 40% the previous year). Though there is clearly improvement, the continued gaps underscore the importance of maintaining 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	2025-26 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: 428 in 25-26 Percentage of parents who indicate they strongly agree or agree that our schools actively seek the input of parents before making important decisions, according to the California School Parent Survey (CSPS): 81% in 24-26	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	2025-26 and 2023-24 differences: # of CA School Parent Survey (CSPS) Responses: Declined by 521 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 5%
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	Logged from 9/12/25 - 5/22/26 # of Volunteers: 308 # of Family Engagement Participants: 1,668 # of Family Education Participants: 5,252 # of Family DIGITAL Engagement (Bit.ly ""clicks""): 4,621	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	2025-26 and 2023-24 difference: # of Volunteers: Declined by 166 # of Family Engagement Participants: Declined by 717 # of Family Education Participants: Increased by 1,551 # of Family DIGITAL Engagement (Bit.ly ""clicks""): Increased by 549

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	2024-2025, per CALPADS Report 14.2 91.4% All Students 91.2% Female 91.6% Male 91.2% Socioeconomically Disadvantaged 89.4% English Learners N/A Long-Term English Learners (LTELs) 92.8% Redeisgnated Fluent English Proficient (RFEP) 88.3% Foster Youth 86.2% Homeless Youth 88.2% Students with Disabilities 90.6% African American 94.4% American Indian/Alaska Native 95.6% Asian 93.9% Filipino 91.5% Hispanic or Latino 90% Native Hawaiian/Pacific Islander 90.3% White 89.9% Two or More Races	2025-26: Growth of 1% per year for all students and each student group.	Class of 2025 and 2023 difference 0.8% All Students 1% Female 1.6% Male 0.9% Socioeconomically Disadvantaged 0% English Learners N/A Long-Term English Learners (LTELs) 0.9% Redesignated Fluent English Proficient (RFEP) -0.7% Homeless Youth -0.2% Foster Youth 0.8% Students with Disabilities 0.7% African American 1.4% American Indian/Alaska Native 0.4% Asian 0.4% Filipino 0.9% Hispanic or Latino 0.3% Native Hawaiian/Pacific Islander 1% White 1.9% 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	2024-2025, per DatQuest Absenteeism Rate: 28.4% All Students 29.6% Female 27.4% Male 29.9% Socioeconomically Disadvantaged 33.3% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Profiicient (RFEP) 56.7% Foster Youth 50.0% Homeless 38.4% Students With Disabilities 33.4% African American N/A American Indian/Native American 12.2% Asian 16.32% Filipino 27.7% Hispanic or Latino 37.7% Native Hawaiian/Pacific Islander 22.9% White 33.3% Two or More Races	2025-26: Growth of 2% per year for all students and each student group.	Class of 2025 and 2023 difference: -4.5% All Students -4.5 % Female -4.4% Male -4.5% Socioeconomically Disadvantaged -2.9% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 0.04% Foster Youth 2.1% Homeless Youth -8.5% Students With Disabilities -2.3% African American N/A American Indian/Alaska Native -3.1% Asian -5.78% Filipino -4.8% Hispanic or Latino -2.7% Native Hawaiian/Pacific Islander -16% White -7.5% 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 2025, per DataQuest 4-YR ACGR: 7.5% All Students 7.2% Female 7.8% Male 6.9% Socioeconomically Disadvantaged 14.7% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 21.4% Foster Youth 13.8% Homeless Youth 7.6% Students with Disabilities 6.9% African American N/A American Indian/Alaska Native 2.4% Asian 0.0% Filipino 7.7% Hispanic or Latino 6.3% Native Hawaiian/Pacific Islander 8.3% White 11.4% Two or More Races	Class of 2026: Growth of 2% per year for all students and each student group.	Class of 2025 and 2023 difference: -1% All Students -0.1% Female -1.7% Male -1.4% Socioeconmically Disadvatnaged -2.1% English Learners N/A Long-Term English Learners(LTELs) N/A Redesignated Fluent Learners (LTELs) 21.4% Foster Youth 1.9% Homeless Youth 1.3% Students with Disabilities 4.6% African American N/A American Indian/Alaska Native -3.7% Asian -5.0% Filipino -2.1% Hispanic or Latino -8% Native Hawaiian/Pacific Islander -10.2% White 7.3% 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 2025, per DataQuest 4-Yr ACGR: 88.2% All Students 89.6% Female 86.9% Male 88.6% Socioeconomically Disadvantaged 75.8% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 64.3% Foster Youth 82.5% Homeless Youth 77.3% Students with Disabilities 90.1% African American N/A American Indian/Alaska Native 92.7% Asian 100% Filipino 87.7% Hispanic or Latino 93.8% Native Hawaiian/Pacific Islander 75.0% White 86.4% Two or More Races	Class of 2026: Growth of 2% per year for all students and each student group.	Class of 2025 and 2023 difference: 0.6% All Students 0.2% Female 1% Male 0.6% Socioeconomically Disadvantaged 4.9% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) -28% Foster Youth 0.4% Homeless Youth -3.7% Students with Disabilities -4.9% African American N/A American Indian/Alaska Native 7.9% Asian 5% Filipino 1.69% Hispanic or Latino 15.18% Native Hawaiian/Pacific Islander -2.78% White -7.51% 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	Class of 2025, per DataQuest Suspension Rate 1.6% All Students 1.0% Female 2.1% Male 1.4% Socioeconomically Disadvantaged 1.1% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 0.0% Foster Youth 2.5% Homeless Youth 1.4% Students with Disabilities 3.2% African American 4.2% American Indian or Alaska Native 0.0% Asian 0.0% Filipino 0.8% Hispanic or Latino 0.0% Native Hawaiian/Pacific Islander 0.4% White 0.6% Two Or More Races	2025-26: Reduce by 0.5% per year for all students and each student group.	Class of 2025 and 2023 difference -2.1% All Studnets -1.8% Female -2.4% Male -2.6% Socioeconomically Disadvantaged -3.1% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient -9.6%. Foster Youth -6.6% Homeless Youth -5.0% Students with Disabilites -4.8% African American 4.2% American Indian or Alaska Native -2.2 Asian 0.0% Filipino -2.0% Hispanic or Latino -3.4% Native Hawaiian/Pacific Islander -2.5% White -4.5% 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	Class of 2025, per DataQuest Expuslsion Rate 0.1% All Students 0.0% Female 0.1% Male N/A Socioeconomically Disadvantaged N/A English Learners N/A Long-Term English Leaners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) N/A Foster Youth N/A Students with Disabilities 0.2% African American 4.2% American Indian/Alaska Native 0.0% Asian 0.0% FIlipino 0.0% Hispanic or Latino 0.0% Native Hawaiian/Pacific Islander 0.0% White 0.0% Two or More Races	2025-26: Reduce by 0.1% per year for all students and each student group.	Class of 2025 and 2023 difference 0.0% All Students 0.0% Female -0.1% Male N/A 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 Students with Disabilities 0.0% African American 4.2% American India/Alaska Native 0.0% Asian 0.0% Filipino 0.0% Hispanic or Latino 0.0% Native Hawaiian/Pacific Islander 0.0% White 0.0% 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 Students: 61.75% perceive the school as safe/very safe, per CHKS Parents: 90% perceive the school as safe/very safe, per CSPS Teachers: 95% perceive the school as safe/very safe, per CSSS	2025-26: Growth of 2% per year for each group.	2025-26 and 2023-24 difference: Students: 11.75% Parents: 10% Teachers: 11%
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: Students: 52.75% agree/strongly agree on School Connectedness Scale Questions, per CHKS Parents: 92% agree/strongly agree that they feel welcome to participate at their school, per CSPS Teachers: 90% 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.	2025-26 and 2023-24 difference: Students: 6.75% Parents: 5% Teachers: 14%

Goal Analysis for 2025-2026

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 2025-26 school year, CVUHSD continued to make meaningful progress in implementing the planned actions associated with Goal #2, advancing efforts to promote student well-being, academic engagement, and family involvement.

Action 2001: Social, Emotional, and Mental Health Supports was fully implemented across all sites through on-campus Wellness Centers and partnerships with Richstone Family Center. School sites were staffed with Social Workers, Psychologists, and LVNs, and students accessed Tier II and III supports, including small group counseling and individualized mental health support. Integrated tools such as PBIS Rewards and Navigate360 also helped embed SEL into schoolwide expectations and daily routines.

Early service logs and 2025-26 CHKS data indicate continued improvement in student mental health indicators and increased access to needed supports. Significant social-emotional distress decreased to 17.0%, down from 21.25% in 2024-25 and 26.0% in 2023-24, while chronic sadness decreased to 21.25%, down from 24.75% in 2024-25 and 33.25% in 2023–24. These continued decreases suggest that the District's investment in Wellness Centers, mental health staffing, counseling supports, and partner services is contributing to improved student well-being, with anticipated impacts including reduced mental health challenges and chronic absenteeism, as well as improved academic engagement.

During the 2025-26 school year, the District continued implementation of Action 2002: School Safety and Connectedness through a sustained focus on creating supportive, inclusive, and engaging school environments for Low Income students, English Learners, Foster Youth, and all students. Implementation continued to include Positive Behavior Interventions and Supports (PBIS), trauma-informed practices, restorative approaches, SEL integration, and ongoing alignment of student support systems within the District's MTSS framework.

A key implementation focus this year was strengthening Tier I practices and consistency across school sites. The District began the year with training for teachers on districtwide cell phone policies, Tier I interventions, and the updated student behavior matrix to support shared expectations and more consistent responses to student behavior. In addition, teachers participated in professional learning on "Creating Inclusive Classrooms: Strategies for Success," which focused on building classroom environments where all students feel valued, supported, and connected. This session provided educators with practical strategies to support diverse learners, foster equity and cultural responsiveness, and strengthen students' sense of belonging.

The District also maintained its commitment to PBIS and restorative practices as foundational approaches to improving school climate and reducing exclusionary discipline. To strengthen accountability and continuous improvement, the District selected the Los Angeles County Office of Education to serve as an independent auditor of PBIS implementation, ensuring that school sites are held accountable to PBIS standards and receive meaningful feedback for improvement. While continued coaching and support are still needed to ensure consistent implementation across all sites and classrooms, the District's ongoing focus on PBIS, trauma-informed practices, SEL, inclusive classroom strategies, and aligned behavior supports continues to positively impact student safety, connectedness, and school climate.

Additionally, CVUHSD's school safety efforts were implemented through a comprehensive, multi-layered approach focused on prevention, preparedness, response, and continuous improvement. Key efforts included maintaining secure campuses through controlled access systems, Raptor visitor management, districtwide surveillance infrastructure, emergency procedure flip charts, required emergency drills, updated Comprehensive School Safety Plans, and fully stocked emergency preparedness containers at all school sites. The District also strengthened proactive reporting and response systems through Anonymous Alerts and Titan HST, maintained a K9 detection program to support drug-free campuses, and continued training Safety Officers in legal/ethical practices, crisis response, medical response, de-escalation, and student-centered support. These efforts, along with ongoing collaboration with law enforcement, emergency management agencies, and community partners through events such as the District Safety Summit, reflect the District's continued commitment to maintaining safe, prepared, and supportive learning environments for students and staff.

Action 2003: Family Engagement was implemented through the District's continued investment in site-based Parent Centers and Family Engagement Liaisons, who supported families with access to school information, participation opportunities, and student success resources. Parent Centers provided a range of supports, including assistance with School Site Council, DPAC, ELAC, DELAC, SpEd PAC, PTSO, and advisory committee participation; bi-weekly and monthly coffees with school staff; registration and Parent Portal support; parent orientations and tours; grade checks and unofficial transcripts; communication assistance with teachers, staff, and administrators; counselor appointment scheduling; parent learning walks; ESL courses; basic computer skills workshops; parenting workshops; educational conferences; Parent University field trips; volunteer opportunities; and other student success events.

Implementation also included continued work to strengthen family access to information and technology. MyPowerHub, a communication platform designed to provide students and parents with unified access to school communication, grades, and attendance information, continued moving toward implementation. However, implementation has been slower than anticipated as the District worked through functional issues with the application. The District is preparing for a soft launch in Spring 2026, with full implementation

planned for Fall 2026. In addition, the Chromebook Distribution program successfully supported Chromebook delivery and assisted students and families with Chromebook setup, helping ensure families had access to the technology needed to stay connected to school information and student learning.

Implementation was largely successful across the District, as these structures provided families with multiple entry points to engage with schools, access information, and participate as partners in their child's education. However, Lawndale High School experienced implementation challenges due to staffing transitions, including a new Family Engagement Liaison and an extended period in which a substitute supported the role while the new liaison covered another position. This disruption impacted consistency of outreach and engagement, which was reflected in Lawndale's family engagement participation numbers. Moving forward, the District will continue strengthening onboarding, coverage planning, and site support for Family Engagement Liaisons to ensure more consistent implementation across all schools.

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.

In 2025-26, all four CVUHSD high schools continued implementation of the Community Schools model with a shared focus on reducing barriers to student success, expanding access to basic needs and wellness supports, strengthening family engagement, and connecting students to enrichment and college/career readiness opportunities. Community Schools Site Coordinators at each campus supported implementation by organizing resource distribution, parent and student workshops, field trips, enrichment programs, resource fairs, and partnerships with community-based organizations.

Implementation reflected both districtwide alignment and site-specific responsiveness to local needs. Lloyde High School focused on post-secondary planning, wellness activities, extracurricular opportunities in arts, clubs, and sports, and student and parent engagement activities to strengthen school connection. Leuzinger High School emphasized wellness-focused events, basic needs support for families, expanded extracurricular and extended learning opportunities, post-secondary job and career readiness activities, and parent engagement. Lawndale High School focused on student wellness, post-secondary and career readiness opportunities, family engagement, and access to essential resources such as clothing, food, and hygiene supplies. Hawthorne High School prioritized activities and services addressing student and family needs, family connection and skill-building opportunities, post-secondary awareness and preparation, mental health and substance use supports, healthy relationship development, and integrated academic and post-high school supports.

Action 2005: Across the District, Community Schools efforts included produce distributions, Resource Center access, Community Closet items, pantry resources, hygiene items, school supplies, Metro TAP cards, and student support opportunities such as internships, certifications, and partner-funded stipends. While implementation required significant coordination across sites, departments, and community partners, the model remained a strong vehicle for expanding student and family supports, deepening school-community connections, and aligning resources to the unique needs of each school community.

Overall, implementation of Goal #2 reflects the District's continued progress in building a comprehensive system of student wellness, safety, family engagement, athletics, and community school supports. While some challenges remained, including staffing transitions, technology implementation delays, and the need for stronger data collection in certain areas, the District successfully expanded access to mental health services, strengthened school safety and connectedness systems, increased family and community engagement opportunities, and provided essential resources to students and families. These efforts demonstrate CVUHSD's continued commitment to creating safe, supportive, and engaging school environments that promote student well-being, belonging, and academic success.

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

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.

Overall, the actions within Goal #2 have demonstrated effectiveness in supporting student well-being, school connectedness, family engagement, and access to essential resources. Data from CHKS, suspension outcomes, family engagement participation, student survey feedback, and Community Schools implementation indicate meaningful progress, while also identifying areas where continued refinement and monitoring are needed.

Action 2001: Social, Emotional, and Mental Health Supports continues to demonstrate clear and consistent effectiveness. According to the 2025–26 California Healthy Kids Survey (CHKS), significant social-emotional distress decreased to 17.0%, down from 21.25% in 2024–25 and 26.0% in 2023–24. Similarly, chronic sadness decreased to 21.25%, down from 24.75% in 2024–25 and 33.25% in 2023–24. These multi-year declines indicate continued progress in reducing student mental health risk indicators and suggest that the District's comprehensive wellness infrastructure is making a measurable impact on student well-being.

Supports included the provision of on-campus Wellness Centers staffed by School Social Workers, Richstone Family Center bilingual therapists, and social work interns; a partnership with Care Solace to connect students and families with verified local mental health service providers; and implementation of Hazel Health to provide free telehealth services. The District also conducted home visits for students identified for Tier 2 intervention due to lack of attendance, engagement, and/or academic progress in order to assess mental health needs and connect students and families with appropriate supports. Intervention Specialists further supported this work by providing targeted Tier 2 interventions designed to increase student engagement.

In addition, the District partnered with Counseling4Kids, OTTP, and AADAP to expand access to student support services. Counseling4Kids and OTTP provided mental health-focused services, while AADAP supported students in the area of substance abuse prevention and intervention. While more than one in five students continues to report chronic sadness, the overall trend shows meaningful improvement, reinforcing the importance of sustaining Wellness Centers, community-based mental health partnerships, telehealth access, home visits, and targeted Tier 2 engagement supports.

Action 2002: School Safety and Connectedness continues to demonstrate effectiveness as the District strengthens its approach to student discipline, school climate, and student belonging. In alignment with the purpose of this action, the District has continued its focus on fostering supportive and engaging physical environments for Low Income students, English Learners, and Foster Youth through trauma-informed practices, Positive Behavior Interventions and Supports (PBIS), restorative approaches to behavior management, and schoolwide systems designed to keep students connected to school.

According to the 2025-26 California Healthy Kids Survey (CHKS), student perceptions of safety and connectedness improved meaningfully. The percentage of students who reported feeling safe or very safe at school increased to 61.5%, up from 52.75% in 2024-25 and 50% in 2023-24. School connectedness also increased to 52.75%, up from 47% in 2024-25 and 46% in 2023-24. In addition, 44.5% of students reported feeling like they are part of their school, an increase from 39.75% the prior year, and 56.0% reported that there is a teacher or some other adult at school who really cares about them, up from 53.5%. These data indicate positive movement in students' perceptions of safety, belonging, and adult support.

Suspension data also show significant improvement following the District's intentional focus on restorative practices and student-centered discipline. After suspension rates increased in 2023-24, the 2024-25 data show a substantial decrease across nearly all student groups. The overall suspension rate decreased to 1.6%, down from 4.9% the prior year. Suspension rates for Socioeconomically Disadvantaged students decreased to 1.4%, English Learners decreased to 1.1%, Foster Youth decreased to 0.0%, Homeless Youth decreased to 2.5%, and Students with Disabilities decreased to 1.4%. Suspension rates also decreased for African American students to 3.2%, Hispanic or Latino students to 0.8%, White students to 0.4%, and students identifying as Two or More Races to 0.6%. While these improvements are notable, continued monitoring remains necessary, particularly for student groups whose suspension rates remain above the District average, including American Indian or Alaska Native students at 4.2%, African American students at 3.2%,

Homeless Youth at 2.5%, and male students at 2.1%.

The District's Student-Centered Restorative Review Process continues to support these improvements by reducing reliance on exclusionary discipline and promoting equity in disciplinary practices. This three-pronged approach - cultivating a restorative mindset, implementing restorative practices, and reviewing discipline incidents through a restorative lens - supports administrators in using restorative decision-making before recommending suspension, particularly for students with additional vulnerabilities, including students with disabilities, foster youth, and students experiencing homelessness. The process emphasizes Other Means of Correction, on-campus interventions, student accountability, and reconnection to the school community.

Action 2003: Family Engagement has demonstrated effectiveness in strengthening parent participation and recognizing families as active partners in student success. Through the CV Family Academy, the District continued to provide a structure to support, encourage, and recognize parents and guardians who take an active role in their child's education. In 2025–26, a total of 101 parents earned CV Family Academy recognition, including 21 parents at Level 1, 56 parents at Level 2, and 24 parents at Level 3. These recognition levels indicate that families are engaging in District and site opportunities at varying levels of participation, with the strongest participation reflected at Level 2. While continued outreach is needed to increase the number of families reaching the highest recognition level, the data show that the District's family engagement efforts are helping build parent confidence, strengthen school-family partnerships, and promote meaningful involvement in students' educational experiences.

Ultimately, actual participation remains an area for continued growth. In 2025–26, the CSPS reported 41% parental involvement in school, only a slight increase from 40% in 2024–25. This indicates that while families continue to feel welcomed and respected, additional work is needed to translate positive perceptions into increased participation, particularly for families who may face language, economic, scheduling, or access barriers.

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 2025-26 LCAP Addendum Survey, where "sports teams" was the activity students ranked as mattering most to their high school experience. 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 demonstrated strong effectiveness in expanding access to essential resources, enrichment opportunities, and community-based supports for students and families. During the 2025–26 school year, Community Schools efforts served 2,042 families through produce distribution and 7,338 students through school-based Resource Centers. Students accessed a wide range of essential supports, including Community Closet items, personal hygiene items, pantry resources, school supplies, and Metro TAP cards. The District also offered 189 programs, including 53 parent workshops, 48 field trips, 43 student workshops, 19 resource fairs, 18 enrichment programs, and 8 teacher workshops. In addition, expanded student opportunities included internships, IBT participation, iPad awards, CPR certifications, and OSHA-10 certifications, while community partners provided $26,800 in student stipends. These outcomes reflect the continued impact of the Community Schools model in reducing barriers, strengthening family and community partnerships, and connecting students to resources and opportunities that support engagement, well-being, and success.

Collectively, these actions show that Goal #2 is making progress toward creating safer, more supportive, and more connected school environments for students and families. Decreases in social-emotional distress, chronic sadness, and suspension rates, along with increased access to wellness supports, family engagement opportunities, athletics, and Community Schools resources, reflect the positive impact of the District's coordinated approach. At the same time, continued attention is needed to strengthen participation, improve data tracking, address remaining disparities, and ensure supports are consistently accessed by the students and families with the greatest needs.

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 reflection on implementation, student outcome data, and educational partner input, the District will make targeted refinements to Goal #2 actions in 2026-27 to strengthen student wellness, safety, connectedness, family engagement, and access to support services.

Based on reflections on prior practice, the District will make adjustments to Action 2001: Social, Emotional, and Mental Health Supports to improve data tracking and refine mental health service delivery. While sites are currently tracking Wellness Center, counseling, and intervention data through site-based spreadsheets, there is a need for a more streamlined and consistent CVUHSD system for tracking service delivery, referrals, outcomes, and follow-up across sites. As Care Solace begins serving as the District's electronic health record system, the District anticipates improved systematization of Wellness Center and counseling data. The District will also continue exploring ways to standardize RTI data collection and monitoring across school sites.

Additionally, the District will not continue its partnership with Hazel Health. Implementation proved challenging due to the difficulty of coordinating virtual, on-campus therapy during class time for high school students, and usage by families remained low. Based on these implementation challenges and student/family needs, the District will prioritize in-person mental health supports and community-based partnerships that allow students to access services more directly and consistently.

Based on reflections on prior practice and implementation data, the District will make several refinements to Action 2002: School Safety and Connectedness for the coming year. Comprehensive School Safety Plans for all sites have been updated to include processes and procedures related to immigration enforcement and campus response. While the District already had Board policy and staff training in place, adding this information directly into site safety plans ensures that procedures are clearly documented, consistently accessible, and aligned across all schools.

The District will also continue to reinforce, clarify, and strengthen implementation of the Office Disciplinary Referral (ODR) process to support more consistent documentation, response, and follow-up across sites. In addition, the District will continue monitoring and refining implementation of the districtwide cell phone policy to ensure it supports student engagement, classroom learning, and consistent expectations. Continued educational partner conversations will be important to increase shared understanding and buy-in for schoolwide engagement systems, including PBIS, restorative practices, and other positive behavior supports.

Going into Year 3 of the LCAP cycle, the District will sustain the systems, interventions, and restorative practices that contributed to the overall reduction in suspensions, while continuing to monitor disproportionality among student groups whose suspension rates remain above the districtwide average. Continued implementation of positive behavior supports, restorative practices, trauma-informed responses, culturally responsive classroom management, and early intervention strategies will be essential to maintaining these gains and ensuring that reductions in exclusionary discipline are sustained across all student groups.

Based on reflections on implementation and effectiveness, the District will continue Action 2003: Family Engagement with refinements to strengthen consistency, communication, and parent participation across sites. In 2026-27, the District will provide additional support for onboarding and coverage of Family Engagement Liaisons to minimize disruption during staffing transitions, continue implementation of Parent Centers and CV Family Academy recognition, and increase outreach to support more families in reaching higher levels of engagement. The District will also move forward with the full launch of MyPowerHub in Fall 2026 and continue Chromebook Distribution support to ensure students and families have access to the technology and information needed to remain connected to school.

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.

Based on 2025-26 CHKS and CSPS data, the District will refine Community Schools implementation to strengthen awareness of available supports, deepen student and family connection, and improve access to wellness and basic needs resources. CHKS data show that while student awareness of counseling support was strong at 74.5%, awareness was

lower for emergency assistance at 54.5% and dental care at 47.5%. CSPS data similarly indicate a need to strengthen parent communication and engagement, with 34% of parents strongly agreeing that schools actively seek parent input, 40% strongly agreeing that schools encourage them to be active partners, and 41% reporting involvement in school activities. In response, the District will more intentionally promote Resource Centers, partner services, and referral pathways, while also increasing opportunities for parents and families to provide input, participate in school events, and access resources connected to food, medical, dental, counseling, emergency assistance, and other basic needs supports.

The District will also increase Community Schools efforts focused on belonging, student engagement, and trusted adult relationships. Although CHKS data show that school connectedness improved to 52.75%, only 44.5% of students reported feeling like they are part of their school, and 56.0% reported that an adult at school really cares about them. Parent data also show continued opportunity for growth in school climate and connection, with 38% of parents strongly agreeing that school is a safe place for their child, 39% strongly agreeing that adults at school really care about students, and 44% strongly agreeing that students have meaningful opportunities to participate. In response, Community Schools teams will continue expanding student engagement activities, mentoring opportunities, clubs, extracurricular programs, student voice opportunities, and family engagement events that help students and families feel more connected to school.

Finally, the District will continue prioritizing student wellness through Community Schools partnerships and programming. Although CHKS data show decreases in significant social-emotional distress and chronic sadness, many students continue to need ongoing support. CSPS data show that parents value these supports, with 84% agreeing or strongly agreeing that schools provide parents with advice and resources to support their child's social and emotional needs, and 78% agreeing or strongly agreeing that teachers are responsive to their child's social and emotional needs. In 2026–27, the District will align Wellness Centers, Resource Centers, student workshops, family outreach, and community partnerships to strengthen prevention, early identification, and access to mental health, wellness, and basic needs supports.

Collectively, these changes reflect the District's commitment to sustaining effective practices while improving systems that require greater consistency, usability, and monitoring. In 2026-27, CVUHSD will strengthen data tracking, refine service delivery, improve communication with students and families, increase consistency across sites, and continue aligning wellness, safety, family engagement, athletics, and Community Schools resources to the needs identified through implementation data and educational partner feedback.

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	$3,285,626.00	Yes

		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: $402,816.00 for the 20260-27 school year		
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 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: $768,896.78 for the 2026-27 school year	$5,895,621.00	Yes
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).	$1,044,802.00	Yes

		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).		
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).	$2,438,955.00	Yes
5	Community Schools Transformation	Establish the structure to provide Low Income students, Foster Youth, and English Learners with access to integrated academic supports, health and social services, and youth and community development opportunities by transforming CV's high schools into Community Schools. This action will address increasing economic and social inequity within our community by leveraging intentional partnerships between our schools and other local entities—higher education institutions, government health and social service agencies, community-based nonprofits, etc. Through these partnerships, systems, structures, strategies and relationships are created to help provide the learning conditions and opportunities—both within and outside of school—that students, families, and communities need to succeed. Services will be adjusted, as needed, to meet the needs of families as reflected through the annual Community Schools Survey embedded in the InfoSnap registration process. Services will also be coordinated with those provided through Action 2003: Family Engagement. Effectiveness 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.	$1,362,765.00	Yes

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	2023-24, 88.0%, per DataQuest TAMO	Eliminate teacher misassignments as reported by LACOE's teacher assignment monitoring division.	2023-24 and 2021-22 difference: Declined, -0.7%
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.	2025-26: 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.	2025-26: 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.	2025-26: MET according to the District's Narrative Summary for this local indicator provided for the 2025 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 2025, course history data 57.1% All Students 63.0% Female 51.6% Male 54.8% Socioeconomically Disadvantaged 22.1% English Learners N/A Long-Term English Learners (LTELs) 65.4% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 47.5% Homeless Youth 28.4% Students with Disabilities 0.0% African American N/A American Indian/Alaska Native 0.0% Asian 72.7% Filipino 57.6% Hispanic or Latino 0.0% Native Hawaiian/Pacific Islander 0.0% White 0.0% Two or More Races	Class of 2026: Growth of 2% per year for all students and each student group.	Difference from Baseline -17.7% All Students -16.1% Female -19.2% Male -21.2% Socioeconomically Disadvantaged -14.8% English Learners N/A Long-Term English Learners (LTELs) -18.2% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth -9.3% Homeless Youth -29.8% Students with Disabilities -77.6% African American N/A American Indian/Alaska Native -71.9% Asian -6.2% Filipino -16.2% Hispanic or Latino -91.7% Native Hawaiian/Pacific Islander -63.2% White -82.6% 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 2025, course history data 67.2% All Students 74.7% Female 60.0% Male 65.5% Socioeconomically Disadvantaged 27.9% English Learners N/A Long-Term English Learners (LTELs) 76.3% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 50.0% Homeless Youth 28.4% Students with Disabilities 0.0% African American N/A American Indian/Alaska Native 0.0% Asian 81.8% Filipino 66.1% Hispanic or Latino 0.0% Native Hawaiian/Pacific Islander 0.0% White 0.0% Two or More Races	Class of 2026: Growth of 2% per year for all students and each student group.	Difference from Baseline -14.5% All Students -11.4% Female -17.5% Male -16.9% Socioeconomically Disadvantaged -19.2% English Learners N/A Long-Term English Learners (LTELs) -12.1% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth -25.7% Homeless Youth -30.4% Students with Disabilities -84.8% African American N/A American Indian/Alaska Native -78.1% Asian -2.4% Filipino -14.6% Hispanic or Latino -75.0% Native Hawaiian/Pacific Islander -78.9% White -91.3% 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 2025, course history data 19.4% All Students 24.3% Female 14.7% Male 20.5% Socioeconomically Disadvantaged 25.3% English Learners N/A Long-Term English Learners (LTELs) 29.3% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 10.0% Homeless Youth 1.2% Students with Disabilities 0.0% African American N/A American Indian/Alaska Native 0.0% Asian 0.0% Filipino 25.2% Hispanic or Latino 0.0% Native Hawaiian/Pacific Islander 0.0% White 0.0% Two or More Races	Class of 2026: Growth of 2% per year for all students and each student group.	Difference from Baseline -45.4% All Students -47.7% Female -43.5% Male -44.9% Socioeconomically Disadvantaged -6.8% English Learners N/A Long-Term English Learners (LTELs) -38.9% Redesignated Fluent English Proficient (RFEP) N/A Foster Youth -38.6% Homeless Youth -29.4% Students with Disabilities -67.9% African American N/A American Indian/Alaska Native -62.5% Asian -73.7% Filipino -38.0% Hispanic or Latino -83.3% Native Hawaiian/Pacific Islander -63.2% White -78.3% 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	Class of 2025 end of year completion 31.0% All Students 37.4% Female 25.0% Male 29.5% Socioeconomically Disadvantaged 14.7% English Learners N/A Long-Term English Learners (LTELs) 40.5% Redesignated Fluent English Proficient (RFEP) 28.6% Foster Youth 18.1% Homeless Youth 2.7% Students with Disabilities 24.1% African American N/A American Indian/Alaska Native 68.0% Asian 53.7% Filipino 31.2% Hispanic or Latino 14.6% Native Hawaiian/Pacific Islander 26.3% White 28.0% Two or More Races	2025-26: Growth of 2% per year for all students and each student group.	Difference from Baseline 4.8% All Students 4.7% Female 5.1% Male 3.4% Socioeconomically Disadvantaged 2.2% English Learners N/A Long-Term English Learners (LTELs) 4.7% Redesignated Fluent English Proficient (RFEP) 16.1% Foster Youth 5.8% Homeless Youth 0.1% Students with Disabilities 7.0% African American N/A American Indian/Alaska Native 20.5% Asian 12.8% Filipino 3.8% Hispanic or Latino 2.7% Native Hawaiian/Pacific Islander 3.2% White 1.9% 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	2024-2025, per CALPADS Report 3.11: 31.6% All Students 29.5% Female 33.4% Male 66.7%. Non-Binary 32.1% Socioeconomically Disadvantaged 23.1% English Learners N/A Long-Term English Learners (LTELs) 32.9% Redesignated Fluent English Proficient (RFEP) 31.8 % Foster Youth 23.3% Homeless Youth 31.0% Students with Disabilities 31.4% African American 6.7% American Indian/Alaska Native 19.4% Asian 26.8% Filipino 31.9% Hispanic or Latino 18.1% Native Hawaiian/Pacific Islander 32.6% White 30.9% Two or More Races	2025-26: Growth of 2% per year for all students and each student group.	2024-2025 and 2022-2023 difference: -1.0% All Students -4.0% Female -6.2% Male 66.7% Non-Binary -4.3% Socioeconomically Disadvantaged 2.7% English Learners N/A Long-Term English Learners (LTELs) -8.6% Redesignated Fluent English Proficient (RFEP) -6.1% Foster Youth -7.6% Homeless Youth -0.9% Students with Disabilities -5.0% African American 6.7% American Indian/Alaska Native -16.9% Asian -15.0% Filipino -5.0% Hispanic or Latino -15.2% Native Hawaiian/Pacific Islander -0.7% White 0.0% 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	2024-2025, per CALPADS Report 3.11: 8.9% All Students 8.5% Female 9.3% Male 9.0% Socioeconomically Disadvantaged 3.8% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) N/A Foster Youth 11.1% Homeless Youth 7.5% Students with Disabilities 5.7% African American 20% American Indian/Alaska Native 3.2% Asian 6.7% Filipino 9.9% Hispanic or Latino 4.9% Native Hawaiian/Pacific Islander 9.7% White 6.7% Two or More Races	2025-26: Growth of 2% per year for all students and each student group.	2024-2025and 2022-2023 difference: -3.0% All Students -0.9% Female -5.0% Male -3.3% 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 -4.2% Students with Disabilities -1.1% African American 20% American Indian/Alaska Native -3.3% Asian -6.7% Filipino -3.6% Hispanic or Latino -2.5% Native Hawaiian/Pacific Islander 0.4% White 3.1% 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	2024-25 CALPADS Report 3.11 S2 "A" History 81.7% All Students 84.3% Female 78.9% Male 80.9%	2025-26: Growth of 2% per year for all students and each student group.	Difference from baseline 1.84% ""A"" History 1.84% All Students 1.96% Female 1.57% Male 0.76% Socioeconomically Disadvantaged N/A English Learners

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

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
100.0% 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

1.28% Long-Term English Learners (LTELs)
22.22% Redesignated Fluent English Proficient (RFEP)
1.65% Foster Youth
-1.83% Homeless Youth
6.40% Students with Disabilities
0.00% African American
-0.51% American Indian/Alaska Native
2.92% Asian
1.15% Filipino
-4.49% Hispanic or Latino
-8.02% Native Hawaiian/Pacific Islander
1.25% White
0.00% Two or More Races

""B"" English
1.87% All Students
1.58% Female
2.27% Male
1.51% Socioeconomically Disadvantaged
6.43% English Learners
N/A Long-Term English Learners (LTELs)
-0.65% Redesignated Fluent English Proficient (RFEP)
-12.50% Foster Youth
-4.60% Homeless Youth
7.93% Students with Disabilities
1.87% African American
50.00% American Indian/Alaska Native
3.76% Asian
0.70% Filipino
1.74% Hispanic or Latino
22.35% Native Hawaiian/Pacific Islander
-0.09% White
-3.86% Two or More Races

""C"" Mathematics
-0.28% All Students
0.36% Female
-0.92% Male
-1.20% Socioeconomically

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

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
100.0% 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
-3.39% English Learners
N/A Long-Term English Learners (LTELs)
0.26% Redesignated Fluent English Proficient (RFEP)
-19.33% Foster Youth
-2.98% Homeless Youth
7.35% Students with Disabilities
3.40% African American
0.00% American Indian/Alaska Native
-2.42% Asian
1.29% Filipino
-0.89% Hispanic or Latino
1.32% Native Hawaiian/Pacific Islander
-12.50% White
3.68% Two or More Races

""D"" Science
-1.26% All Students
-1.58% Female
-0.97% Male
-1.61% Socioeconomically Disadvantaged
-4.71% English Learners
N/A Long-Term English Learners (LTELs)
1.52% Redesignated Fluent English Proficient (RFEP)
-13.33% Foster Youth
5.58% Homeless Youth
15.29% Students with Disabilities
2.89% African American
-8.33% American Indian/Alaska Native
3.11% Asian
2.19% Filipino
-2.17% Hispanic or Latino
0.94% Native Hawaiian/Pacific Islander
-10.29% White
-0.08% Two or More Races

""E"" Language other than English
-2.07% All Students

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

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
100.0% American

-2.54% Female
-1.24% Male
-1.88% Socioeconomically Disadvantaged
-4.34% English Learners
N/A Long-Term English Learners (LTELs)
-0.88% Redesignated Fluent English Proficient (RFEP)
-23.33% Foster Youth
-17.02% Homeless Youth
10.34% Students with Disabilities
3.93% African American
0.00% American Indian/Alaska Native
4.91% Asian
-2.53% Filipino
-2.88% Hispanic or Latino
-1.11% Native Hawaiian/Pacific Islander
-29.33% White
-0.56% Two or More Races

""F"" Visual and Performing Arts
-2.36% All Students
-2.03% Female
-2.40% Male
-2.92% Socioeconomically Disadvantaged
-6.91% English Learners
N/A Long-Term English Learners (LTELs)
-1.83% Redesignated Fluent English Proficient (RFEP)
0.00% Foster Youth
2.65% Homeless Youth
1.13% Students with Disabilities
0.32% African American
N/A American Indian/Alaska Native
4.11% Asian
-13.04% Filipino
-3.32% Hispanic or Latino
4.73% Native Hawaiian/Pacific Islander
4.57% White
-0.33% Two or More Races

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

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
100.0% 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

""G"" College-Prep Elective
3.71% All Students
3.49% Female
3.76% Male
3.67% Socioeconomically Disadvantaged
15.91% English Learners
N/A Long-Term English Learners (LTELs)
2.43% Redesignated Fluent English Proficient (RFEP)
24.00% Foster Youth
-9.00% Homeless Youth
-1.02% Students with Disabilities
3.85% African American
25.00% American Indian/Alaska Native
1.91% Asian
3.73% Filipino
3.62% Hispanic or Latino
20.51% Native Hawaiian/Pacific Islander
-0.21% White
2.81% Two or More Races

		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		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 2025-2026

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 2025-26 school year, CVUHSD continued to make 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 17 actions, the District advanced work in educational technology, instructional quality, inclusive practices, course access, and staffing, with all actions implemented as planned and demonstrating strong alignment to the articulated goal.

Technology access and implementation continued through Action 3001 and Action 3010, which supported classroom technology, maintained 1:1 Chromebook access for students, and increased classroom technology infrastructure to support in-class and at-home learning. These efforts provided students with access to digital tools and formats

that support engagement, individualized learning, and multiple ways to demonstrate understanding. Implementation was further supported by Action 3006 through the Digital Learning Initiative, including DLI Academies, DLI leader development, technology workshops, Canvas Bootcamps, and new ELD and AI workshop series. While the program was implemented as planned and expanded professional learning opportunities for staff, participation in optional after-school workshops remains an area for continued growth.

Action 3002: Instructional Coaching was implemented through site-based and districtwide coaching supports designed to strengthen instructional practice, teacher collaboration, and alignment with District academic priorities. Instructional Coaches supported teachers through classroom observations, coaching conferences, cognitive coaching sessions, learning walks, department-specific release days, instructional planning, and review of assessment results. Coaches also helped facilitate professional learning and collaboration across content areas, including release days focused on curriculum, assessment, instructional planning, and implementation of District initiatives. In addition, Instructional Coaches received internal training on the Professional Learning Communities model to support the District's transition toward more consistent PLC implementation. These efforts helped build coaching capacity, strengthen teacher support systems, and align instructional coaching with the District's broader focus on standards-aligned instruction, data-informed decision-making, and improved student outcomes.

Action 3003: Organization-Wide Cultural Proficiency was implemented through ongoing professional learning, coaching, and staff engagement opportunities focused on equity, inclusion, and culturally responsive practices. The District's ELD Specialist continued to provide professional development and coaching for teachers to support English Learners and strengthen instructional practices that address the needs of diverse student populations. In addition, CVUHSD supported participation in the CABE conference for approximately 50 staff members and parents, expanding opportunities for educators and families to deepen their understanding of multilingual learner advocacy, culturally responsive practices, and family engagement.

Equity Coordinators also supported implementation by providing regular Lunch and Learn opportunities for staff to engage in discussions, workshops, and trainings related to equitable practices that support students. The District Equity Team attended the LACOE Equity and Well-Being Conference and brought back strategies and resources to share with staff across the District. While implementation provided meaningful opportunities for learning and reflection, a continuing challenge is the lack of designated time to engage all staff consistently in this work. As a result, participation and exposure to equity-focused supports vary across sites and staff groups, reinforcing the need to continue developing more systematic opportunities for all staff to understand and address the unique needs of CVUHSD's diverse student populations.

Action 3004: CTE Pathways Implementation Support was fully implemented in the 2025-26 school year. The Summer Academy Retreat was well-attended and continues to be an excellent opportunity for pathways to collaborate and plan for the coming year. All pathway leaders developed annual goals to address growth areas as they pertain to the 12 Elements of a High Quality CTE program.

Action 3005: Co-Teaching Implementation Support was fully implemented during the 2025-26 school year through four quarterly Co-Teaching Planning and Collaboration Release Days facilitated by a trained Co-Teaching facilitator. These sessions provided co-teaching teams with structured opportunities to strengthen collaboration, clarify roles, and develop instructional strategies that support inclusive classroom environments. Co-teachers were also provided dedicated release time to jointly plan and prepare lessons that increased access to grade-level curriculum and addressed the diverse academic, behavioral, and social-emotional needs of all learners.

Implementation was further strengthened through the District's participation in the Inclusive Practices Community of Practice and Blueprint for Inclusion process. This work reinforced the importance of moving beyond compliance-based inclusion toward systems that promote belonging, equitable access, and meaningful participation for students with disabilities. The Blueprint process emphasized the need for shared responsibility between general education and special education staff, data-informed reflection, progress monitoring, and continuous improvement. As a result, the District's co-teaching work continues to focus not only on scheduling students into inclusive settings, but also on strengthening adult collaboration, asset-based practices, and instructional supports that allow students with disabilities to access, engage in, and make progress within the general education curriculum.

Action 3007: Hiring and Retaining Diverse Staff was implemented through structured onboarding, professional learning, and credential support for newly hired certificated staff.

Although the District began the school year with seven new hires, CVUHSD successfully held a one-day intensive New Hire Summer Institute as planned to provide new staff with an introduction to District systems, expectations, student supports, instructional priorities, and school culture. The District also continued to provide access to and funding for clear credential candidates to complete their induction program through UCLA Extension, with Instructional Coaches providing mentor support, coursework assistance, and required observation feedback.

In addition, the District recognized the need to better support staff hired after the summer institute, including late hires who joined the District in late August or September. To address this need, the District implemented a self-paced Canvas course that includes key resources and information covered during the New Hire Summer Institute. This course helps ensure that late hires have access to the same foundational tools, resources, and guidance provided to teachers hired before the start of the school year, supporting a more consistent onboarding experience and helping new staff transition successfully into CVUHSD.

Action 3008: Certificated Professional Learning and Professional Learning Communities (PLC) Implementation Support was fully implemented during the 2025-26 school year. The District facilitated its 12th annual Summer Professional Learning Week, attended by 163 staff members from across the District. The August Professional Learning Day focused on strengthening districtwide implementation of Professional Learning Communities through sessions titled "Stronger Together: Launching Our Districtwide PLC Journey," "Supporting Every Student: Systems That Work," and "Clarity Counts: Connecting Data to Daily Decisions."

The District also provided an October Optional Professional Learning Day, attended by 128 staff members, where educators participated in four 90-minute workshops aligned to District priorities. Session topics included AI literacy, inclusive classroom practices, data-driven support for Long-Term English Learners, legal aspects of school discipline, and diversifying storytelling in the classroom. To further strengthen leadership and collaboration, the District provided Adaptive Schools training for Instructional Coaches, Department Chairs, and administrators, as well as Cognitive Coaching training opportunities for Instructional Coaches and administrators.

As CVUHSD deepened its commitment to PLC implementation, administrators attended a three-day PLC Institute, and Math Instructional Coaches, Department Chairs, and administrators attended a two-day PLC Math Summit. All Instructional Leaders, including Principals, Associate Principals, and Educational Services administrators, also engaged in monthly two-hour training sessions focused on Transforming School Culture by Anthony Muhammad and Luis Cruz. Instructional Coaches attended the California Collaborative for Learning Acceleration Summit, participating in the coaching strand to strengthen their ability to support classroom implementation and teacher collaboration. In addition, the District facilitated release days for World Languages, Math Department Chairs, all math teachers to support the transition to the new mathematics framework, Department Chairs for summer professional learning planning, and Social Studies curriculum work. These professional learning opportunities supported implementation of District instructional priorities, strengthened collaboration across roles and content areas, and advanced the District's transition toward a more consistent PLC model.

Action 3009: Paraprofessional and Classified Support Staff Training was implemented through targeted professional learning for paraeducators, paraprofessionals, and classified management staff. Paraeducator and paraprofessional training focused on behavior management, inclusive practices, data collection, and strategies to support students in special education classrooms and general education settings. Training emphasized dignity, respect, belonging, and the successful inclusion of Students with Disabilities in the general education environment. In addition, classified management staff participated in leadership series trainings designed to strengthen leadership capacity, communication, and support for effective school and district operations.

Action 3010: Supplemental Instructional Materials was also fully and effectively implemented, as supplemental instructional materials were provided for VPA, PE, World Languages, and Practical Arts courses. Advanced Placement (AP) prep and practice materials were also provided, along with supplemental materials for Upward Bound, CARS, and other college access programs providing direct services to our students. Additionally, the PE Departments used their funds to replace outdated or broken equipment and to purchase new equipment that has allowed them to increase the variety of physical education opportunities for students. Students were introduced to activities such as badminton, field hockey, and pickle ball, which improved engagement and participation.

Action 3011: CV Local Assessment System was implemented to strengthen the District's use of assessment data and support student engagement with statewide assessments.

During the 2025-26 school year, the District successfully implemented SBAC Interim Assessment Hand Scoring Workshops for English and Math, providing teachers with opportunities to deepen their understanding of assessment expectations, scoring practices, and student performance. Science hand scoring workshops were not implemented because usable interim assessments were not released for that content area. In addition, student incentives in the form of gift cards were purchased and used to support improved attendance, participation, and engagement with statewide assessments.

Action 3012: Course Access and Academy and Special Programs Support was fully implemented during the 2025-26 school year. Through this action, the District continued to support student access to a broad course of study, including A-G courses, CTE pathways, academies, specialized programs, credit recovery opportunities, and courses designed to support college and career readiness. The District's 2025 California School Dashboard local indicator narrative for Priority 7: Access to a Broad Course of Study also reflected full implementation, demonstrating that students continued to have access to a comprehensive range of academic and programmatic options.

To further expand course access, the District continued offering Period 0 and Period 7 options, which provided additional scheduling flexibility for students. These expanded periods helped students access credit recovery, meet graduation and A-G requirements, participate in academy or special program courses, and maintain space in their schedules for advanced, elective, or pathway-aligned coursework. Overall, implementation of this action supported the District's continued efforts to reduce scheduling barriers and ensure students have access to rigorous, engaging, and varied course opportunities.

For Action 3014: Basic Services - Continuous Improvement Cycle and Data Analysis, implementation included training teachers to administer statewide assessments, providing substitute coverage to support testing implementation, maintaining local assessment software through Pear Assessment, and supporting use of the District's data warehouse and analytics platform, LinkIt. State testing training was successfully implemented, and Pear Assessment was fully implemented with teacher training and support. Teachers used the platform to create classroom-based assessments, and the District supported the development of common assessments in History and World Language. While testing implementation was completed, the District continued to experience challenges with having sufficient funding to provide the substitute coverage needed to fully support testing administration. In addition, LinkIt has been more difficult to implement consistently due to user interface challenges that have made the platform confusing and less accessible for staff. As a result, while the District made progress in strengthening local assessment practices and statewide testing systems, continued work is needed to improve data system usability, staff confidence, and consistent use of data tools to support continuous improvement.

Core basic services were implemented through Actions 3014-3017 to ensure that essential instructional and operational conditions were in place across all sites, including teacher credentialing, access to instructional materials, facility readiness, WASC coordination, state testing administration, and systems to support continuous improvement and data analysis.

Action 3018: Strategic Supports for Students with Disabilities was provided through the implementation of targeted behavioral, instructional, and inclusive practices. Board Certified Behavior Analysts (BCBAs) provided consultation, coaching and behavior support to school teams to address student needs and promote positive outcomes. Paraeducators, or BMAs, participated in ongoing professional development focused on evidence-based practices, behavior support strategies, data collection, and fostering student independence. Additionally, general education teachers received training and support on inclusive practices, accommodations, and strategies to increase meaningful participation and access for students with disabilities.

Overall, implementation of Goal #3 demonstrates that CVUHSD continued to strengthen the instructional, technological, staffing, and programmatic systems needed to support high-quality teaching and learning across the District. Actions were implemented as planned and reflected meaningful progress in professional learning, instructional coaching, PLC implementation, inclusive practices, course access, educational technology, assessment systems, supplemental materials, and supports for Students with Disabilities. While challenges remain related to consistent staff participation in optional professional learning, data system usability, substitute coverage for testing, and ensuring expanded access translates into equitable student success, the District's implementation efforts reflect a continued commitment to improving instructional coherence, building staff capacity, and providing students with rigorous, inclusive, and engaging learning opportunities.

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 Budgeted Expenditures and Estimated Actual Expenditures are defined as fluctuations exceeding ±15%. In the case of Goal #3, estimated actual expenditures are 22.62% below the adopted budget, representing a material difference under this policy. This variance is primarily attributable to two related factors. First, the District has been working to correct a legacy budgeting practice in which restricted-fund revenues, notably indirect cost recoveries, were fully budgeted at the time of adoption even though historical spending patterns indicated that a portion of those funds would remain unexpended. While this practice has decreased, it has not yet been fully rectified, and it continued to contribute to an inflated adopted budget for Goal #3.

Second, during the year, the District shifted LCFF Supplemental and Concentration Grant funds originally budgeted in Goal #3 to support expenditures in Goal #1 and Goal #2, where estimated actual expenditures exceeded budgeted amounts by 5.86% and 3.86%, respectively. As a result, the Goal #3 variance appears larger when reviewed by goal, even though the overall underspending across Goals #1, #2, and #3 is approximately 13.8%. The District reviewed and adjusted projections through the first and second interim reporting periods to better align budgeted expenditures with realistic spending expectations and actual program needs. These adjustments reduced expenditure authorizations in Goal #3 and contributed to the 22.62% underspend reflected in the estimated actuals.

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

Overall, the actions within Goal #3 demonstrated effectiveness in strengthening access to high-quality instruction, instructional technology, professional learning, inclusive practices, course access, assessment systems, and basic services across CVUHSD. Evidence from implementation data, staff participation, coaching activity, student outcome measures, course success rates, and state accountability indicators shows that the District continued to build instructional capacity and improve systems that support rigorous, engaging, and inclusive learning environments for all students.

Through 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. Teachers and students effectively utilized computer-based programs and applications to enhance learning, improve student engagement, and teach students how to use various technologies effectively.

Action 3002: Instructional Coaching demonstrated effectiveness by providing teachers with targeted, job-embedded support aligned to District instructional priorities and student needs. Instructional Coaches supported teachers through classroom observations, coaching conferences, cognitive coaching sessions, learning walks, department-specific release days, instructional planning, and assessment results review, helping educators reflect on practice, strengthen instruction, and use data more effectively. The internal training coaches received on the Professional Learning Communities model also strengthened their ability to support teacher collaboration and site-based PLC implementation. Overall, the action helped build instructional coherence across the District by connecting coaching, professional learning, assessment data, and standards-aligned instruction to improve outcomes for students, particularly student groups needing targeted academic support.

Action 3003: Organization-Wide Cultural Proficiency continues to demonstrate effectiveness, while also identifying areas for continued growth. According to the 2025–26 California Healthy Kids Survey, school connectedness increased to an average of 52.75% across grades 9-12, with 53% of 9th grade students, 52% of 10th grade students, 52% of 11th grade students, and 54% of 12th grade students reporting “agree” or “strongly agree” on the school connectedness scale. This reflects continued positive movement in students’ sense of belonging and connection to school.

Staff survey data also show strong perceptions related to respect for diversity and inclusive school culture. According to the 2025-26 California School Staff Survey, 86% of staff agreed or strongly agreed that students respect each other’s differences, 98% agreed or strongly agreed that adults at school respect differences in students, and 99% agreed or strongly agreed that teachers show it is important for students of different races and cultures to get along with each other. Additionally, 95% of staff agreed or strongly agreed that adults who work at the school support and treat each other with respect, indicating continued strength in adult relationships and school climate.

At the same time, the data continue to show a need for sustained professional learning and support. In 2025-26, 41% of staff reported needing more professional development, training, mentorship, or other support for working with diverse racial, ethnic, or cultural groups. This indicates that while staff perceptions of respect and inclusion are strong, continued investment in cultural proficiency, equity-focused professional learning, and opportunities for staff to engage in meaningful dialogue remains necessary to deepen implementation and ensure all educators are equipped to support CVUHSD's diverse student population.

Action 3004: CTE Pathways Implementation Support continues to play an important role in strengthening student access to career-connected learning and improving college and career readiness outcomes. On the Fall 2025 Dashboard, the All Students group reported a College Career Indicator (CCI) percentage of 48.3% prepared, reporting in the green status level. 47.2% of Low Income students and 50% of Hispanic students were prepared, both reporting in the green status level. African Americans (36.6%) and Homeless (18.8%) earned a yellow status level. English Learners (26.3%), Long Term English Learners (26.9%), and Students with Disabilities (16%) all maintained resulting in an orange status level. The CTE Pathway Completion Rate for the Class of 2025 saw a 2.6% decrease for all students. This metric increased 6.03% for Filipino students. While this slight decrease in growth is disappointing, it still reflects a significant growth from the Class of 2023.

Action 3005: Co-Teaching Implementation Support has been effective in strengthening collaboration between general education and special education teachers. Training opportunities and dedicated collaboration time have allowed co-teaching teams to develop instructional strategies, clarify roles and responsibilities, and align lesson planning to meet the diverse needs of all learners. As a result, students have benefited from increased access to grade-level curriculum, more differentiated instruction, and greater support within the general education classroom. The 2024–25 CAASPP data also show progress for Students with Disabilities, with both ELA and Math now in the Orange performance level, indicating positive movement in academic outcomes and reinforcing the need to continue strengthening inclusive instructional practices through co-teaching.

Action 3006: Educational Technology Instructional Support continues to demonstrate effectiveness in building teacher capacity to integrate instructional technology into classroom practice. The District's DLI program has been incredibly effective for a small group of teachers who voluntarily participate in our academies and workshops. Canvas Bootcamp and ELD & AI programs were very successful and were fully booked each time we offered the programs. Our library of resources and human technology support are very effective in helping teachers learn, implement, and troubleshoot instructional technology.

Action 3007: Hiring and Retaining Diverse Staff has demonstrated effectiveness in supporting newly hired certificated staff through structured onboarding, professional learning, and credential support. The 2025-26 New Hire Summer Institute helped eight newly hired teachers build familiarity with the District's vision, goals, student and family culture, instructional expectations, and school community. Sessions on Human Resources and Fiscal Services, Safe Schools, diversity, equity and inclusion, curriculum and assessment, educational technology, Students with Disabilities, English Learners, PBIS, MTSS, and social-emotional and mental health supports helped new teachers begin the year with a stronger understanding of District systems and student needs.

The action also supported retention by providing new hires with District-issued laptops, access to self-paced Ed Tech training, and information about the UCLA Extension Clear Credential Induction Program and reimbursement eligibility. During the year, six candidates participated in the induction program; one completed year one, and five completed the full two-year program and applied for their clear credential. These outcomes indicate that the District's onboarding and induction supports are helping new teachers transition into CVUHSD, build capacity to serve diverse student populations, and progress toward long-term credentialing and retention.

Action 3008: Certificated Professional Learning and Professional Learning Communities (PLC) Implementation Support has demonstrated effectiveness by strengthening instructional leadership, teacher collaboration, coaching systems, and alignment around District instructional priorities. During the year, six Instructional Coaches engaged in 872 conferences and classroom observations, provided 24 cognitive coaching sessions, and planned and facilitated multiple department-specific release days focused on instructional planning, assessment results review, and learning walks. These efforts provided teachers with targeted support, opportunities for reflection, and structured time to analyze student learning and refine instructional practice.

The District also made meaningful progress in laying the foundation for systemic professional learning through the implementation of Professional Learning Communities at

Work, with a particular focus on improving academic outcomes for Low Income students and English Learners. Professional learning related to PLCs, coaching, data use, inclusive practices, and instructional leadership supported a more coherent Districtwide approach to improving student achievement. This work also aligned with other LCAP actions focused on targeted interventions, benchmark assessments, and standards-aligned instruction, helping to ensure that professional learning, assessment practices, and classroom supports are connected to the needs of student groups performing in the red on state academic indicators.

Action 3009: Paraprofessional and Classified Support Staff Training demonstrated effectiveness by strengthening staff capacity to support student behavior, inclusion, and meaningful participation for Students with Disabilities. Paraprofessionals participated in Summer and Fall trainings, as well as ongoing professional development opportunities offered through the District and SW SELPA, including Crisis Prevention Institute (CPI) training. These efforts contributed to positive outcomes, including a reduction in Behavior Emergency Reports and increased opportunities for Students with Disabilities to participate meaningfully in general education elective classes and extracurricular activities. Overall, the training supported more consistent, inclusive, and student-centered practices across school settings.

Action 3010: Supplemental Instructional Materials supported student access to high-quality instructional resources across multiple content areas, including VAPA, PE, World Languages, and Advanced Placement coursework. These supplemental materials helped teachers provide more engaging, varied, and standards-aligned learning experiences for students. In addition, access to Chromebooks for all students supported the implementation of digital learning tools that enhanced instruction, made topics more interactive and engaging, and helped students develop essential digital skills applicable to college, career, and post-high school learning.

Action 3011: CV Local Assessment System has demonstrated effectiveness in strengthening educator understanding of statewide assessment expectations and supporting high student participation rates. The SBAC Interim Assessment Hand Scoring Workshops for English and Math provided educators with an opportunity to take a deeper look at the assessments, scoring criteria, and student responses, helping teachers better understand how student work is evaluated and how assessment results can inform instruction. While some teachers did not administer the interim assessments as planned, which reduced the number of student items available to score, the quality and value of the professional learning experience were not negatively impacted.

Student incentives have also proven effective in supporting statewide assessment participation. Gift cards helped motivate students to attend and complete statewide assessments, contributing to the District's ability to meet the required 95% participation rate and, in many cases, approach full participation. These efforts support more complete and reliable assessment data, which strengthens the District's ability to monitor student performance and make data-informed instructional decisions.

Action 3012: Course Access and Academy and Special Programs Support continues to demonstrate effectiveness in maintaining student access to a broad course of study, including A-G courses, academies, CTE pathways, dual enrollment, Advanced Placement, credit recovery, and other specialized programs. For the Class of 2025, 49.4% of all students completed A-G requirements, with Low Income students completing at 47.6%, English Learners at 28.3%, Foster Youth at 22.2%, Homeless Youth at 21.2%, and Students with Disabilities at 16.6%. These outcomes indicate that while broad access to college-preparatory coursework is being maintained, significant gaps remain for several student groups and continued supports are needed to ensure access translates into successful completion.

The 2024–25 UC/CSU A-G Required Course Success Rate data show that all students earned a C- or better at the highest rates in Visual and Performing Arts at 85.3%, History at 81.7%, College-Prep Electives at 81.4%, Language Other than English at 76.4%, Science at 75.9%, English at 73.9%, and Mathematics at 66.5%. Socioeconomically Disadvantaged students performed close to the overall district rate in most subject areas, including 85.2% in Visual and Performing Arts, 80.9% in History, 80.4% in College-Prep Electives, and 65.9% in Mathematics. However, English Learners continued to experience larger gaps, particularly in Mathematics at 49.9%, English at 63.3%, College-Prep Electives at 63.8%, and Language Other than English at 65.5%. Students with Disabilities also showed areas of need, particularly in Mathematics at 51.0%, Language Other than English at 51.9%, Science at 64.0%, English at 65.3%, and College-Prep Electives at 68.1%.

These findings indicate that Action 3012 has been effective in sustaining access to a broad range of course opportunities and supporting overall A-G course success in several subject areas, particularly electives, History, and Visual and Performing Arts. At the same time, the data continue to show that expanded access alone is not sufficient to close

achievement gaps in core academic subjects. Continued attention is needed in Mathematics, English, and Science, especially for English Learners, Students with Disabilities, Homeless Youth, and other student groups with lower course success rates.

Action 3014: Basic Services: Continuous Improvement Cycle and Data Analysis supported the District's ongoing focus on accreditation, assessment implementation, and systemic evaluation. Extra duty hours were provided to each school site to support continuous WASC preparation, including at Lloyde High School, which is preparing for a full accreditation visit during the 2026–27 school year. In addition, testing training and substitute coverage supported the successful administration of statewide assessments, while Pear Assessment was effectively implemented for common assessments and classroom-based assessments. LinkIt was implemented as a data warehouse and analytics tool; however, it was less effective due to usability challenges that made consistent staff use more difficult.

Action 3015: Basic Services: Teachers reflects CVUHSD's continued focus on recruiting and retaining qualified educators while minimizing reliance on underprepared personnel. During the 2025–26 school year, the District maintained a strong certificated workforce, with 88.0% of teachers holding a Clear Credential. Out-of-field teachers represented 1.8%, interns represented 3.4%, ineffective teachers represented 3.2%, incomplete assignments represented 4.9%, unknown assignments represented 0%, and N/A represented 0.8%.

Action 3016: Basic Services: Instructional Materials supported the District's continued commitment to ensuring students have access to necessary instructional materials. The District successfully met Williams sufficiency at Lawndale High School, as confirmed by the LACOE visiting team. In addition, the automation of digital textbook assignments through Clever and Canvas has enabled students to receive digital materials within 24 hours, improving timely access to instructional resources.

Action 3017: Basic Services: Facilities demonstrated the District's commitment to providing safe, clean, and functional learning environments. All CVUHSD school sites met the "good repair" standard outlined in the Williams Facilities Inspection Report, confirming that facilities were maintained at a level that supports student learning and school operations.

Action 3018: Supports for Students with Disabilities contributed to improved student outcomes across both academic and behavioral measures. According to California School Dashboard data, the English Language Arts Academic Indicator increased by 18.9 points, while the Mathematics Academic Indicator increased by 9.6 points, demonstrating meaningful gains in academic achievement for Students with Disabilities. Student behavior outcomes also improved significantly, as reflected by the Suspension Rate Indicator improving from Orange to Blue, indicating a substantial positive shift in student engagement and behavior supports.

Collectively, these actions show that Goal #3 is supporting progress toward stronger instructional systems, improved access to rigorous coursework, greater use of data, and more inclusive learning opportunities. The District saw positive outcomes in areas such as instructional coaching, professional learning, educational technology support, assessment participation, CTE and college/career readiness, basic services, and academic and behavioral outcomes for Students with Disabilities. At the same time, continued attention is needed to ensure that expanded access results in equitable success for all student groups, particularly English Learners, Students with Disabilities, Homeless Youth, and other groups with lower course success rates or academic outcomes. Moving forward, CVUHSD will continue refining these actions to strengthen instructional coherence, deepen PLC implementation, improve data use, and ensure all students have the supports needed to succeed in rigorous and inclusive learning environments.

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 reflection on implementation, effectiveness data, and identified areas for continued growth, the District will make targeted refinements to Goal #3 actions in 2026-27 to strengthen instructional coherence, staff capacity, inclusive practices, assessment systems, and student access to rigorous coursework. These changes are designed to build on successful implementation while addressing areas where greater consistency, participation, data use, and alignment are needed across sites and student groups.

Based on reflections on implementation and effectiveness, the District will continue Action 3003: Organization-Wide Cultural Proficiency with refinements to ensure more

systematic and consistent participation across staff groups. While the District has provided opportunities for staff to engage in equity-focused discussions, Lunch and Learns, coaching, and professional learning, participation has not yet reached all staff in a consistent way. In 2026–27, the District will include cultural proficiency and equity-focused training as part of on-going PLC work at each school site, allowing all staff to participate in learning facilitated by the Equity Team. This adjustment is intended to build on progress to date, strengthen shared understanding of culturally responsive practices, and ensure that all staff have access to training that supports the diverse needs of CVUHSD students.

In order to provide students with access to high-wage, high-demand industry sectors through our CTE pathways, CVUHSD is exploring the implementation of two new CTE pathways (Education and Computer/Data Science), supported by Action 3004 (CTE Pathways Implementation Support). These will begin no earlier than 2027-28 to allow sufficient planning and collaboration with our industry and post-secondary partners.

For 2026-27, the District will continue Action 3005: Co-Teaching Implementation Support with refinements designed to further strengthen teacher collaboration, instructional effectiveness, and access to inclusive learning environments for all students. Improvements will include incorporating more data-driven planning components into co-teaching collaboration time, providing differentiated training sessions based on teachers' co-teaching experience levels, and increasing participation of student support staff in co-teaching professional learning. These refinements are intended to build shared responsibility, improve instructional planning, and strengthen inclusive practices that support meaningful access to grade-level instruction for Students with Disabilities.

Based on reflections on prior practice and the evolving needs of classroom instruction, the District will shift Action 3006: Educational Technology Instructional Support from the Digital Learning Initiative (DLI) to an AI Pioneer Program. The DLI helped build foundational capacity for teachers and students to effectively use 1:1 devices, digital platforms, and instructional technology for teaching and learning. As technology use has become more embedded across classrooms, the District will now focus on supporting teachers in the responsible, effective, and instructional use of artificial intelligence.

Through the AI Pioneer Program, participating teachers will receive access to AI tools, ongoing support from the EdTech Team, and monthly professional learning focused on AI literacy, lesson design, classroom implementation, and collaborative reflection. AI Pioneers will test and integrate AI tools into instructional planning and practice, develop AI-integrated lessons for the district resource library, and share strategies and lessons learned with colleagues. This shift is intended to build teacher capacity, strengthen AI literacy, and support thoughtful implementation of emerging technologies that enhance instruction and student learning.

For 2026-27, the District will refine Action 3008: Certificated Professional Learning and Professional Learning Communities (PLC) Implementation Support by focusing PLC implementation more intentionally on ELA and Math, while continuing to provide release days and collaboration opportunities for other content areas. Math release days will focus on piloting new instructional materials, supporting implementation of the new Mathematics Framework, and strengthening common instructional practices and assessment use. ELA release days will focus on implementation of the ACE writing model to build greater consistency in writing instruction, expectations, and student support across courses.

The District will also continue working to institutionalize site-based PLC frameworks rooted in the four essential questions of a Professional Learning Community: what students need to learn, how educators will know if students learned it, how teams will respond when students do not learn it, and how teams will extend learning for students who already demonstrate mastery. These refinements are intended to strengthen collaboration, improve use of assessment data, align instruction across sites and departments, and support improved academic outcomes for students.

In regard to Action 3009: Paraprofessional and Classified Support Staff Training, the district will continue to provide paraprofessional training in the upcoming school year and will expand topics to further strengthen support for inclusive practices. Future training will emphasize strategies that promote student independence, systematic fading of prompts, and effective implementation of IEP accommodations. Key areas of focus will include Augmentative and Alternative Communication (AAC), positive behavior supports, data collection, and a clear understanding of the paraprofessional's collaborative role within the general education classroom.

For 2026-27, the District will refine implementation of Action 3011: CV Local Assessment System by more closely monitoring interim assessment administration to improve teacher implementation and student participation. In addition, the District will implement the IXL Diagnostic as the common assessment for English, replacing Renaissance Star, and as the common assessment for Math, replacing NWEA MAP. These refinements will support more consistent assessment practices, provide timely data for instructional decision-making, and ensure that more student responses are available for analysis during hand scoring workshops.

For 2026-27, the District will continue refining Action 3012: Course Access and Academy and Special Programs Support to ensure that expanded access to rigorous coursework results in successful course completion for all student groups. CVUHSD will continue using expanded scheduling options, academy and pathway supports, diagnostic assessment data, PLC progress monitoring, targeted counseling, and academic intervention supports to identify students in need of assistance and respond more effectively. These refinements are intended to strengthen student success in A-G, CTE, dual enrollment, AP, academy, and specialized program courses, with particular attention to student groups demonstrating lower course success rates in core academic areas. Additionally, Action 3012 will be supported in part with LREBG funds.

For 2026-27, Action 3014: Basic Services - Continuous Improvement Cycle and Data Analysis will continue to support statewide assessment implementation, local assessment systems, and data-informed decision-making. The District will continue implementing testing training in the same manner to ensure teachers are prepared to administer statewide assessments consistently and appropriately. At the same time, the District will work to improve the efficiency of substitute usage during testing windows in order to reduce costs while still providing the staffing support needed for successful assessment administration.

The District will also continue implementing Pear Assessment in the same manner, as the platform has supported teacher-created classroom assessments and the development of common assessments in areas such as History and World Language. However, based on implementation challenges with LinkIt, including concerns related to usability and staff access, the District will replace LinkIt with Schoolytics as its data warehouse and analytics platform. This change is intended to provide a more user-friendly system that better supports the District's transition to Professional Learning Communities, strengthens access to timely student data, and advances a more consistent, data-driven culture across schools.

Based on the progress achieved during the 2025-2026 school year, the district will continue to prioritize increasing graduation rates and improving performance in English Language Arts (ELA) and Mathematics. To support these outcomes, the district will expand structured professional development opportunities for staff, including targeted training in behavioral supports, evidence-based instructional practices, and inclusive strategies for general and special education staff. These enhancements are intended to build staff capacity, strengthen student access to rigorous instruction, and improve academic and behavioral outcomes for students with disabilities.

Additionally, for 2026-27, Action 3018 will no longer be partially supported with LREBG funds.

Collectively, these refinements reflect CVUHSD's continued commitment to improving high-quality instruction, expanding access to rigorous and career-connected learning opportunities, and strengthening the systems that support student success. In 2026-27, the District will focus on deepening PLC implementation, strengthening ELA and Math instruction, expanding inclusive practices and staff training, improving assessment and data systems, and ensuring that students not only have access to academic and specialized programs, but are supported in successfully completing them. These adjustments will help the District continue building a more coherent, equitable, and responsive instructional system for all students.

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

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.	$1,954,226.00	Yes
2	Instructional Coaching	Ensure teachers of Low Income students and English Learners are provided with increased professional learning enabling them to engage students in rigorous, standards-aligned instruction utilizing best practices for equitable instruction. This action will include the provision of instructional coaching provided by appropriately assigned, experienced, and effective teachers on special assignment (two FTEs per comprehensive school site) utilizing the Cognitive Coaching model. Instructional Coaches focus on supporting teachers through building capacity in best first instruction across all content areas. Instructional Coaches provide development and coaching to support evidence-based practices in the classroom through co-planning, co-teaching, demonstration lessons, and leading professional learning opportunities. Disaggregated student performance data from local and state assessments analyzed through the PLC at Work process (see Action 3008: Professional Learning Communities [PLC] Implementation Support) will also inform the focus of instructional coaching so that this action can contribute to improving outcomes for student groups performing in the red on academic indicators, which include the following: CAASPP Math All Students (District, Lawndale HS); CAASPP Math African American students (District, Hawthorne HS, Lawndale HS); CAASPP Math Hispanic students (District, Lawndale HS); CAASPP Math Socioeconomically Disadvantaged students (District, Lawndale HS); CAASPP Math English Learners (District, Lawndale HS, Leuzinger HS); CAASPP Math Students with Disabilities (Lawndale HS); CAASPP ELA Students with Disabilities (Leuzinger HS). Effectiveness of this action will be monitored via data collected on the number of formal Cognitive Coaching sessions engaged in by Instructional Coaches at each school site, disaggregated by content area.	$1,173,706.00	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	$243,136.00	Yes

		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.		
4	CTE Pathways Implementation Support	Provide professional learning and programmatic supports for CVUHSD's 8 Career Technical Education (CTE) academies and 2 pathways that align with both industry standards and post-secondary programs of study. This action will be facilitated by appropriately assigned, experienced, and effective teachers on special assignment and focus on expanding equitable access to high quality CTE instruction for Low Income students. Effectiveness of this action will be demonstrated by improved College and Career Readiness Indicator metrics and increased CTE pathway completion rates. This action will also support efforts funded by Equity Multiplier Funds to improve College and Career Readiness Indicator metrics for Lloyde High School (see Action 4002). At Lloyde HS, all students as well as the Socioeconomically Disadvantaged and Hispanic student groups received a Very Low status on the 2023 CA School Dashboard College & Career Readiness Indicator.	$49,728.00	Yes
5	Co-Teaching Implementation Support	Implementation of the co-teaching instructional model will provide additional academic support and increase academic outcomes for Low Income students and Students with Disabilities in English, Mathematics, Science, and Social Studies. The professional learning provided through this action is essential for co-teaching pairs, as the development of the 22 core competencies of co-teaching are fundamental to the successful implementation of the co-teaching model (Murawski, 2003). This action will specifically address Low Income students who are also Students with Disabilities performing in the red on both the CAASPP Math and ELA assessments as reported on the 2023 CA School Dashboard. Effectiveness of this action will be monitored by the following metrics: CAASPP ELA and CAASPP Math performance for Students with Disabilities; Course Completion Success Rate (C- or Better).	$66,322.00	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.	$389,806.00	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%.	$19,511.00	Yes
8	Professional Learning	This action focuses on the provision of professional learning in support of systemic strategy	$826,199.00	Yes

	Communities (PLC) Implementation Support	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 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.	$39,389.00	Yes

		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).		
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 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.	$1,236,702.00	Yes
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	$1,443,157.00	Yes

		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: $336,883.96 for the 2026-27 school year		
12	Course Access and Academy and Special Programs Support	LREBG Action Increase access to a broad course of study for Low Income students, English Learners, and Foster Youth to support implementation of College and Career Readiness Academies, Pathways, and Programs and the co-teaching instructional model. Additionally, this action will provide release periods for experienced and effective teachers to coordinate college and career academies and special programs to support the effectiveness of these programs in meeting student needs. The services provided through this action will support increases in the following course enrollment rates: A-G, CTE, 4th year Math, 3rd year Science, 4th year World Languages. Services will also support an increase in the percentage of students deemed ""prepared"" or ""well prepared"" according to the College and Career Readiness Indicator. Additional concentration grant add-on funding will be used to retain the staff necessary to support implementation of College and Career Readiness Academies, Pathways, and Programs and the co-teaching instructional model, ultimately increasing students' access to a broad course of study. LREBG funds supporting this action: $225,493.86 for the 2026-27 school year	$5,921,860.00	Yes
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.	$617,168.00	No
15	Basic Services - Teachers	All students have equitable access to appropriately assigned, experienced, and effective teachers.	$48,694,944.00	No
16	Basic Services - Instructional Materials	All students have access to and use appropriate grade-level, standards-aligned instructional materials for all content areas.	$954,318.00	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.	$12,488,630.00	No
18	Strategic Supports for Students with Disabilities	Provide Students with Disabilities with specific academic and behavior supports and structures designed to improve their academic outcomes. This will include: expanded learning opportunities for our Adult Transition students, including structured vocational strands; the provision of enhanced training for our Behavior Management Aides (BMAs) enabling them to provide expanded academic support; increased training for general education teachers regarding how to effectively and efficiently provide accommodations and additional supports for Students with Disabilities, and; contracted services for five Board Certified Behavior Analysts (BCBAs). Services provided through this action will also support the District's Compliance Improvement Monitoring Plan to address disproportionality in the Suspension Rate of low-income African American Students with Disabilities. Research shows that students with disabilities who receive targeted academic and behavioral supports—such as structured vocational strands and expanded learning 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.	$604,800.00	No

Goal

Goal #	Description	Type of Goal
4	Lloyde High School will target Equity Multiplier funds to increase the percentage of students deemed "prepared" or "well prepared" according to the College and Career Readiness Indicator (CCI) for all students and specifically Socioeconomically Disadvantaged students and English Learners.	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 2025 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 and English Learners which are student groups who performed in the red on the 2025 CA School Dashboard CCI.

Measuring and Reporting Results

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

1	Suspension rate*	2022-23, per DataQuest and CALPADS Report 1.21 and 7.10: 7.7% All Students 2.7% Female 4.9% Male 7.7% Socioeconomically Disadvantaged 9.4% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) N/A Foster Youth N/A Homeless Youth 5.6% Students with Disabilities 10.3% African American N/A American Indian/Alaska Native N/A Asian N/A Filipino 7.6% Hispanic or Latino N/A Native Hawaiian/Pacific Islander 7.1% White N/A Two or More Races	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	2024-2025 per DataQuest Suspension Rate: 1.6% All Students 1.0% Female 2.1% Male 1.4% Socioeconomically Disadvantaged 1.4% English Learners N/A Long-Term English Learners (LTELs) N/A Redesignated Fluent English Proficient (RFEP) 0.0% Foster Youth 2.5% Homeless Youth 1.4% Students with Disabilities 3.2% African American 4.2% American Indian/Alaska Native N/A Asian N/A Filipino 0.8% Hispanic or Latino N/A Native Hawaiian/Pacific Islander 0.4% White 0.6% Two or More Races	2025-26: Reduce by 0.5% per year for all students and each student group.	2024-25 and 2022-23 difference: -5.7% All Students 0.4% Female -3.2% Male -5.7% Socioeconomically Disadvantaged -8.0% English Learners N/A Long-Term English Learners (LTELs) N/A Redesginated Fluent English Proficient (RFEP) 0.0% Foster Youth 5.0% Homeless Youth -4.2% Students with Disabilities -5.3% 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 -7.1% White 0.0% 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%	2024-25, per CA Schools Dashboard College/Career Progress Indicator: All Students: 4.2% prepared	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 0.9% 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	Female: N/A Male: N/A Socioeconomically Disadvantaged: 4.2% prepared English Learners: 4.2% prepared Long-Term English Learners (LTELs): 4.8% prepared Redesignated Fluent English Proficient (RFEP): N/A Foster Youth: Less than 11 students - data not displayed for privacy Homeless Youth: 0.0% Students with Disabilities: 5.6% prepared African American: 0.0% prepared American Indian/Alaska Native: N/A Asian: N/A Filipino: Less than 11 students - data not displayed for privacy Hispanic or Latino: 5.7% prepared Native Hawaiian/Pacific Islander: Less than 11 students - data not displayed for privacy White: N/A Two or More Races: Less than 11 students - data not displayed for privacy		Socioeconomically Disadvantaged: Maintained -0.5% English Learners: Increased 1.9% Long-Term English Learners (LTELs): Increaesd 4.5% Redesignated Fluent English Proficient (RFEP): N/A Foster Youth: Less than 11 students - data not displayed for privacy Homeless Youth: N/A Students with Disabilities: Increased 5.6% African American: Decreased 4.8% American Indian/Alaska Native: N/A Asian: N/A Filipino: Less than 11 students - data not displayed for privacy Hispanic or Latino: Increased 2.0% Native Hawaiian/Pacific Islander: Less than 11 students - data not displayed for privacy White: N/A Two or More Races: Less than 11 students - data not displayed for privacy

			not displayed for privacy			

Goal Analysis for 2025-2026

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 2025-26 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 English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, and Hispanic students - who are deemed "prepared" or "well prepared" on the College and Career Readiness Indicator (CCI). All Lloyde students and the above student groups performed in the red on the 2024 CA School Dashboard CCI.

Action 4001: English Learner Progress, supported by services provided through Action 1003: Support for Long-Term English Learners, and Action 1004: English Learner Program Coordination was fully implemented as planned, with increased bilingual parent communication used to help support student progress in terms of English language acquisition.

Action 4002: College and Career Readiness focused on implementing ways to expand access to a broad course of study aligned to CCI indicators. The school conducted initial planning to identify CTE pathway development and dual enrollment opportunities, particularly for Socioeconomically Disadvantaged and Hispanic students, who were in the Very Low status level for CCI. The school was able to begin a CTE Media Arts pathway that will continue to build next year and, in partnership with El Camino College, brought the first within-the-instructional-day dual enrollment course to Lloyde HS.

Overall, Goal #4 was implemented as planned, with focused efforts to address the needs of Lloyde High School students through English Learner supports, bilingual family communication, expanded course access, and college and career readiness planning. While continued work is needed to improve CCI outcomes for student groups performing in the red, implementation resulted in meaningful progress, including the launch of a CTE Media Arts pathway and the addition of an in-day dual enrollment course through El Camino College. These efforts establish an important foundation for continued expansion of rigorous, career-connected, and postsecondary-aligned opportunities for Lloyde students in 2026-27.

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 Budgeted Expenditures and Estimated Actual Expenditures are defined as fluctuations exceeding ±15%. In the case of Goal #4, estimated actual expenditures are 64.58% below the adopted budget, representing a material difference under this policy. This variance is largely attributable to the same legacy budgeting practice identified in Goal #3, in which restricted-fund revenues, notably indirect cost recoveries, were fully budgeted at adoption despite historical spending patterns indicating that a significant portion of those funds would remain unspent. While this practice has decreased, it has not yet been fully rectified. Following budget adoption, the District reviewed this practice and, through the first and second interim reporting periods, worked to realign projections and reduce budget authorizations to better reflect realistic spending expectations and actual program needs.

An additional factor contributing to the Goal #4 variance was the implementation approach for Action 4002. Funds allocated for this action were not fully expended because new leadership determined that additional planning was needed to identify and develop a more engaging and sustainable CTE pathway for students. During the year, leadership researched pathway options, prepared staff, engaged students in exploring potential pathway opportunities, and leveraged no-cost dual enrollment implementation as an initial strategy to address low College/Career Indicator performance. Because this planning and early implementation work was completed with fewer expenditures than originally anticipated, Goal #4 experienced a significant underspend.

No LCFF Supplemental and 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.

Overall, the implementation of Goal #4 during the 2025-26 school year reflects clear signs of effectiveness.

Action 4001: English Learner Progress has demonstrated effectiveness in supporting improved outcomes for English Learners and Long-Term English Learners at Lloyde High School. From the 2024 to the 2025 California School Dashboard, both English Learners and Long-Term English Learners moved from the Red performance level to the Orange performance level on the English Learner Progress Indicator (ELPI). While continued support for English language development will remain important through districtwide English Learner services, Action 4001 will not be continued as a separate Equity Multiplier action in the 2026–27 school year because Equity Multiplier funds are directed toward student groups performing in the Red performance level. As a result, the District will continue to monitor English Learner and Long-Term English Learner progress at Lloyde High School through existing supports and adjust services as needed.

Action 4002: College and Career Readiness demonstrated progress in expanding access to CCI-aligned opportunities for Lloyde High School students. During the 2025-26 school year, work focused on the student groups that performed in the Red performance level on the 2024 California School Dashboard College/Career Indicator at Lloyde High School, including All Students, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Hispanic students. Implementation included planning for a new CTE pathway and beginning pathway-aligned coursework, establishing the foundation for a full pathway to be implemented in 2026-27. This preparation and initial implementation are important steps toward increasing student access to career-connected learning, CTE pathway completion, A-G coursework, dual enrollment, and other opportunities that support improved long-term CCI outcomes.

Together, these actions demonstrate meaningful progress toward improving outcomes for Lloyde High School students through targeted Equity Multiplier supports. The movement of English Learners and Long-Term English Learners from Red to Orange on the ELPI reflects positive impact, while the planning and initial implementation of pathway-aligned coursework establish a strong foundation for improving future CCI outcomes. Continued monitoring and refinement will ensure that resources remain focused on the student groups with the greatest need and that expanded college and career readiness opportunities are implemented with fidelity in 2026-27.

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 2025 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 and English Learners which are student groups who performed in the red on the 2025 CA School Dashboard CCI.

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 and English Learners. Additionally, Action 4001 related to Lloyde's English Learner Progress Indicator will be discontinued for the 2026 -27 school year, as no student groups performed in the red on the 2025 CA School Dashboard for the ELPI.

Action 4001: English Learner Progress has been retired, as both English Learners and Long-Term English Learners have moved from red to orange on the 2025 California School Dashboard English Learner Progress Indicator (ELPI).

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.	$0.00	No
2	Lloyde Equity Multiplier - College & Career Readiness	Through this action, Lloyde HS will research and plan to implement options that better meet the needs of students for a broad course of study that prepares them for postsecondary success. This action serves not only all students, but specifically Socioeconomically Disadvantaged students and Hispanic Students which are student groups who received a Very Low status on the 2023 CA School Dashboard College & Career Readiness Indicator. This includes exploring the inclusion of A-G coursework, Career Technical Education (CTE) Pathway options, and dual enrollment options, as well as looking to other Model Continuation High Schools with higher CCI status levels	$233,201.00	No

		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.

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 @ Centinela Valley Independent Study School (CVISS)	2021-22, 39.4%, per DataQuest TAMO	2022-23, 55.0%, per DataQuest TAMO	2023-24, 62.9% Clear, per DataQuest TAMO	Eliminate teacher misassignments as reported by LACOE's teacher assignment monitoring division.	2023-24 and 2021-22 difference: Increased 23.5%

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 2025, 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 2025-2026

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 2025-26 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, Mathematics, Spanish).

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, 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 2025-26 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.

Material variances between Budgeted Expenditures and Estimated Actual Expenditures are defined as fluctuations exceeding ±15%. In the case of Goal #5, estimated actual expenditures are 46.32% below the adopted budget, representing a material difference under this policy. Goal #5 is funded solely with Equity Multiplier funds, and no LCFF Supplemental and Concentration Grant funds were allocated to this goal.

This variance is primarily due to CVISS students requiring fewer extra-period A-G course assignments than originally anticipated. Because CVISS teachers hold credentials in English and Math, extra-period teaching assignments are only needed when students require A-G coursework in other subject areas. The need for these additional assignments can be difficult to predict due to the school's high instability rate and the individualized nature of student course completion needs. As a result, fewer extra-period certificated assignments were needed than budgeted, leading to the 46.32% underspend while still ensuring students had access to appropriately credentialed teachers for A-G coursework when needed.

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 2025-26 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, 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 post-secondary readiness and helped maintain equity of opportunity for students in a non-traditional 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 goal and action will continue as is in the 2026-27 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).	$121,272.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$22,824,823.00	$2,741,523.00

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
34.44%	0.00%	$0.00	34.44%

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 49.4.0% for the Class of 2025, up from 43.0% in 2024, 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 47.6% since 2023. Encouragingly, English Learners demonstrated continued improvement, rising from 24.0% to 28.3% since 2023. However, they continue to experience a substantial 21.1 percentage point gap from the overall rate for All Students. Foster Youth saw a significant gain, rising from 8.3% to 27.3% in 2024 but had a slight decrease to 22.25 for the Class of 2025, 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 has maintained a slight improvement to 16.6%, and Homeless Youth showed a slight decrease to 21.2%. 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 2025–26 California Healthy Kids Survey (CHKS), 79.25% 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, an increase from 75.25% in the 2024–25 school year and 75.0% in 2023–24. Similarly, 80.25% of students reported knowing where to go or who to contact for help with college and career planning, reflecting an increase from 79.75% in 2024–25 and returning to the 2023–24 level of 80.25%. These results indicate modest improvement in students' awareness of academic and college/career planning supports, while also highlighting the need for continued growth in these critical areas.

and 14 unique within-the-school-day dual enrollment courses).

While the Class of 2025 shows an overall A-G completion rate of 49.4% for all students - a significant increase from 40.6% in the 2023 baseline year - significant gaps remain across student groups. Female students completed A-G requirements at a rate of 57.8%, compared to 41.3% for male students, reflecting a persistent gender gap of 16.5 percentage points. Students with Disabilities had an A-G completion rate of 16.6%, Homeless Youth completed at 21.2%, and Foster Youth completed at 22.2%, all substantially below the districtwide rate. English Learners also remained below the overall average, with an A-G completion rate of 28.3%, while Socioeconomically Disadvantaged students completed at 47.6%, slightly below the all-student rate. Completion rates also varied by race/ethnicity, with African American students at 45.5%, Hispanic or Latino students at 48.5%, Native Hawaiian/Pacific Islander students at 33.3%, Asian students at 84.2%, White students at 66.7%, and students identifying as Two or More Races at 57.9%. These patterns indicate that while some student groups are meeting or exceeding the districtwide A-G completion rate, others continue to experience substantial barriers to completing the full A-G course sequence. Addressing the needs of these student populations will require differentiated support strategies, targeted monitoring, and stronger alignment between academic advising, intervention programs, credit recovery, grade improvement, and the unique challenges faced by each group. Continued refinement of A-G counseling strategies, increased access to rigorous coursework, and expanded support services remain critical to closing persistent gaps and increasing A-G completion for all students.

	Meanwhile, internal tracking of A-G completion continues to highlight the need for timely interventions. Increased academic advising, credit recovery, grade improvement, 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, Low Income students reported a College/Career Indicator (CCI) rate of 33.0%, placing this student group in the low status level. From the Class of 2022 to the Class of 2023, the percentage of Low Income students completing Career Technical Education (CTE) pathways decreased by 3.7 percentage points to 15.2%. According to the Fall 2024 Dashboard, Low Income students increased to the green performance level with a CCI rate of 39.1%, reflecting improvement from the prior year. From the Class of 2023 to the Class of 2024, the percentage of Low Income students completing CTE pathways also increased by 7.9 percentage points to 23.1%. Based on the 2025 data, Low Income students continued to improve, reaching a CCI rate of 47.0%. This represents an increase of 7.9 percentage points from the 2024 rate of 39.1% and demonstrates continued progress in college and career readiness for Low Income students. Despite this growth, Low Income students remain slightly below the All Students rate of 48.3%, underscoring the continued need for targeted academic advising, expanded access to CTE pathways, and differentiated supports to ensure sustained improvement in college and career readiness outcomes.	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	The District will provide increased access to academic supports, particularly for students struggling with coursework	Services provided through this action will contribute to improving outcomes for student

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

According the California Healthy Kids Survey (CHKS), 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

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 was initially provided on an LEA-wide basis due to the fact that the following student groups in the Class of 2023 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%.

This action is being continued on an LEA-wide basis because Class of 2025 A-G completion data continue to reveal critical gaps across student groups. While the overall A-G completion rate increased to 49.4% for all students, male students completed A-G requirements at a rate of 41.3%, remaining 16.5 percentage points below female students at 57.8%. Socioeconomically Disadvantaged students completed at 47.6%, slightly below the districtwide rate, while English Learners completed at 28.3%, indicating a continued need for targeted language development, academic advising, and course completion supports. Foster Youth, Homeless Youth, and Students with Disabilities remain among the lowest-performing groups, with A-G completion rates of 22.2%, 21.2%, and 16.6%, respectively. Completion rates also varied by race/ethnicity, with African American students at 45.5%, Hispanic or Latino students at 48.5%, and Native Hawaiian/Pacific Islander students at 33.3%, while Asian students completed at 84.2% and White students at 66.7%. These data demonstrate that, although some student groups are meeting or exceeding the districtwide average, persistent disparities remain and require continued differentiated support, targeted progress monitoring, expanded academic advising, credit recovery, grade improvement opportunities, and stronger alignment of intervention services to ensure more students complete the full A-G course sequence.

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).

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 Learners increased significantly by 7.9% to 78.8%; Foster Youth declined significantly by 37.3% to 55%.

As the District enters Year 3, 2025 outcome data continue to show the need for sustained, targeted support in both A-G completion and graduation outcomes. For the Class of 2025, 49.4% of All Students completed A-G requirements, while 88.2% graduated. Low Income students had an A-G completion rate of 47.6% and a graduation rate of 88.6%, closely aligning with the overall graduation rate but remaining slightly below the All Students group in A-G completion.

English Learners continue to demonstrate a more significant gap, with an A-G completion rate of 28.3% and a graduation rate of 75.8%, indicating the need for continued academic advising, language development support, credit monitoring, and targeted intervention to ensure students remain on track for both graduation and college eligibility. Foster Youth also remain an area of critical need, with an A-G completion rate of 22.2% and a graduation rate of 64.3%, substantially below the All Students rate in both measures.

These data indicate that while overall graduation outcomes remain relatively strong, A-G completion gaps persist, particularly for English Learners and Foster Youth. Continued implementation of differentiated academic advising, credit recovery, grade improvement opportunities, progress monitoring, and aligned intervention supports will be essential in Year 3 to increase both college eligibility and graduation outcomes for targeted student groups.

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	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	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

	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. According to 2025–26 California Healthy Kids Survey (CHKS) data, students continue to show improvement in social, emotional, and mental health indicators. The percentage of students reporting significant social emotional distress decreased to 17.0% in 2025–26, down from 21.25% in 2024–25 and 26.0% in 2023–24. Reports of chronic sadness also decreased to 21.25% in 2025–26, down from 24.75% in 2024–25 and 33.25% in 2023–24. These year-over-year declines indicate continued progress in student wellness and suggest that expanded access to mental health services, school-based wellness supports, and increased awareness efforts may be having a positive impact.	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 facilitated by the Department of Public Health, which will be continued into the 2026-27 school year, along with the LA County Department of Youth Development's Rooted Program at Lawndale High School. 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.	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	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	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

Income students face the additional challenge of living in distressed neighborhoods. The percentage of students who perceive our schools as safe/very safe decreased from 52% in 2022-23 to 50% in 2023-24, while the percentage of students who agree/strongly agree on the California Healthy Kids school connectedness scale questions also decreased from 50% in 2022-23 to 46% in 2023-24. 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	support, school connectedness initiatives, and social-emotional support. Although this action is designed to meet Low Income student, English Learner, and Foster Youth needs, the MTSS system is implemented LEA-wide to maximize supports for all students in improving both academic and behavioral outcomes and improving the overall school climate.	support efforts funded by Equity Multiplier Funds to decrease Supsension Rates specifically for Lloyde High School (see Action 4001). This action will also support the District's Compliance Improvement Monitoring Plan to address disproportionality in the Suspension Rate of low-income African American Students with Disabilities, and increase student perceptions of safety, belonging, inclusion, and connectedness as measured by the California Healthy Kids Survey (CHKS).

	students increased from 4.5% to 5%; Low Income students increased from 4% to 5.3%; 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 increased 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%. Although the District's Suspension Rate for all students increased going into Year 2 of the LCAP cycle, the Class of 2025 data show substantial improvement across nearly all student groups. The Suspension Rate for All Students decreased to 1.6%, down from 4.9% in the prior year. Low Income students, identified as Socioeconomically Disadvantaged, decreased to 1.4%, down from 5.3%; English Learners decreased to 1.1%, down from 5.3%; Homeless Youth decreased to 2.5%, down from 9.8%; and Students with Disabilities decreased to 1.4%, down from 8.1%. Foster Youth reported a Suspension Rate of 0.0% in 2025, reflecting a significant improvement from prior-year rates. Class of 2025 suspension outcomes also show decreases by gender and race/ethnicity. Female students decreased to 1.0%, and male students decreased to 2.1%. African American students decreased to 3.2%, Hispanic or Latino students decreased to 0.8%, Native Hawaiian/Pacific Islander students decreased to 0.0%, White students decreased to 0.4%, and students identifying as Two or More Races decreased to 0.6%. Asian and Filipino students also reported Suspension Rates of 0.0%. While these reductions represent meaningful progress, some student groups, including African American students at 3.2%, American Indian or Alaska Native students at 4.2%, Homeless Youth at 2.5%, and male students at 2.1%, remain above the All Students rate of 1.6%.		
2003	Low Income and English Learner families each have an increased need for school-based supports due to their unique needs, conditions,	The District will increase CV Family Academy efforts to provide Low Income and English Learner families with meaningful and culturally responsive family engagement	Services provided through this action will result in an increase in the parent participation rate of both Low Income and English Learner

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 initiatives like the CV Parent Academy and expanded roles for PTO/PTSO groups. According to the 2025–26 California School Parent Survey (CSPS), parent perceptions of school welcome, respect, and partnership remain strong. 92% of parents agreed or strongly agreed that parents feel welcome to participate at school, an increase from 88% in 2024–25. In addition, 94% of parents agreed or strongly agreed that school staff treat parents with respect, and 86% agreed or strongly agreed that school staff take parent concerns seriously. Parents also reported strong perceptions of	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.	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).

	partnership, with 92% agreeing or strongly agreeing that the school encourages them to be active partners in educating their child, while 81% agreed or strongly agreed that the school actively seeks parent input before making important decisions. At the same time, actual participation remains an area for continued growth. In 2025–26, the CSPS reported 41% parental involvement in school, only a slight increase from 40% in 2024–25.		
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%).	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.

	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. In 2025–26, student awareness of available school-based supports continued to improve across all identified service areas. Awareness of how to access food support increased to 66.0%, while knowledge of how to obtain medical care when sick or needing a checkup increased to 67.5%. Awareness of how to access dental care also increased to 47.5%, and knowledge of how to obtain counseling support for stress, sadness, family issues, alcohol, or drug use increased to 74.5%. Student awareness of how to seek emergency assistance showed notable improvement as well, increasing to 54.5%.		

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.

Year 3
The percentage of students who agree or strongly agree with the California Healthy Kids Survey (CHKS) school connectedness scale questions increased from 47% in 2024–25 to 52.75% in 2025–26, showing continued improvement after the decline reported in Year 1. According to the 2025–26 CHKS Community Schools Module, 56% of students strongly agree or agree that adults/teachers at their school respect differences in students, while 41.25% strongly agree or agree that students at their school respect one another's differences. While school connectedness improved, these respect-for-diversity indicators show a continued need to strengthen student belonging, inclusive school culture, and peer-to-peer respect across campuses.

According to the 2025–26 California School Staff Survey (CSSS), 41% of staff indicated they need more professional development, training, mentorship, or other support for working with diverse racial, ethnic, or cultural groups, a decrease from 47% in 2024–25 but still slightly above the 38% reported in Year 1. Additionally, 95% of staff indicated that adults who work at our

	schools support and treat each other with respect, an increase from 92% in 2024–25 and 86% in 2023–24. These results suggest continued growth in respectful adult working relationships, while also reinforcing the need for ongoing professional learning focused on culturally responsive practices, inclusion, and support for diverse student populations. Additionally, the percentage of students who know where to go or who to contact at school for help with language supports increased to 63.5% in 2025–26, up from 56.5% in 2024–25 and 54% in 2023–24. This represents meaningful progress in students' awareness of language-related supports; however, continued outreach and communication remain important to ensure that English Learners and families can consistently access translation, interpretation, and other language support services when needed.		
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	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.

	performance 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%. According to the Class of 2025 data, the District's College/Career Indicator (CCI) for All Students increased to 48.3%, reflecting continued growth from 39.4% in the Fall 2024 Dashboard. Low Income students, identified as Socioeconomically Disadvantaged, also continued to improve, increasing to 47.0%, compared to 39.1% in the prior year. This represents a 7.9 percentage point increase for Low Income students and places them only slightly below the All Students rate. From the Class of 2024 to the Class of 2025, the percentage of Low Income students completing Career Technical Education (CTE) pathways decreased from 23.1% to 19.8%, a decline of 3.3 percentage points. The overall CTE pathway completion rate for All Students was 20.0%, indicating that Low Income students are completing CTE pathways at a rate nearly aligned with the District average. While the overall CCI data show meaningful progress for Low Income students, the decline in CTE pathway completion suggests a need to continue strengthening access, enrollment, persistence, and completion supports within CTE programs to ensure that Low Income students continue to benefit from career-connected learning opportunities.		

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. 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. During the 2025-26 school year, the District engaged multiple course teams in PLC-aligned release days and administrator training focused on transforming school culture. 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.	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. Additional 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	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.	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

	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. In 2025–26, the percentage of students who feel like they are part of their school increased to 44.5%, up from 39.75% in 2024–25 and 38.25% in 2023–24, reflecting continued improvement in students' sense of belonging. Similarly, the percentage of students who indicated that there is a teacher or some other adult at school who really cares about them increased to 56.0%, up from 53.5% in 2024–25 and 51.75% in 2023–24. These gains suggest continued positive movement in building stronger adult-student	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.	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).

	relationships and improving students' connection to school. Additionally, awareness of where to go or who to contact at school for help with language supports increased to 63.5%, up from 56.5% in 2024–25 and 54% in 2023–24. This represents meaningful progress in student awareness of translation, interpretation, and other language-related supports, particularly for English Learners and families who may need assistance navigating school systems. Parent perceptions of respect remained strong in 2025–26, with 94% of parents agreeing or strongly agreeing that school staff treat parents with respect. While this is a slight decrease from 95% in 2024–25, it remains above the 89% reported in 2023–24 and continues to indicate a strong foundation for positive family-school partnerships. These data show continued progress in student belonging, adult-student relationships, language support awareness, and respectful family engagement, while also reinforcing the need to sustain and deepen efforts that connect students and families to school-based supports.		
3010	The District's culturally and linguistically diverse Low Income students and English Learners exhibit an intensified need for culturally relevant and sustaining curriculum as well as access to technology both at school and at home. English Learners often struggle to engage with curriculum that does not reflect their cultural and linguistic background, while our culturally diverse Low Income students face similar challenges, wherein culturally relevant and sustaining curriculum - which recognizes socioeconomic status as a critical dimension of culture - is lacking. 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	The District will provide Low Income students and English Learners with culturally relevant and sustaining supplementary instructional materials, as well as Chromebooks from which students can equitably access digital instructional materials. This action will support an increased understanding of cultural diversity by using instructional materials that are consistent with the 2013 guidelines approved by the SBE in Standards for Evaluating Instructional Materials for Social Content. Though targeted for Low Income students and English Learners, this action is being provided on an LEA-wide basis because all students will benefit from engaging with culturally relevant and sustaining instructional materials.	Effectiveness of this action will be monitored via the percent of students who strongly agree/agree with the following statements on the Community Schools Module of the California Healthy Kids Survey (CHKS): the books and lessons used in my classes include examples of people from different backgrounds (for example, cultures, ethnicities, and languages); the books and lessons used in my classes include examples of people from different gender identities and sexual orientations (for example, people who are lesbian, gay, bisexual, transgender, queer, or questioning (LGBTQ)). Additionally, effectiveness of this action will be monitored via the percent of staff who strongly agree/agree with the following statement on the California School Staff Survey (CSSS): this school emphasizes using instructional materials that reflect the culture or ethnicity of its students.

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.

In 2025–26, student perceptions of culturally inclusive curriculum continued to show slight improvement. The percentage of students who agreed or strongly agreed that the books and lessons used in their classes include examples of people from different cultural, ethnic, and linguistic backgrounds increased to 49.5%, up from 48.5% in 2024–25 and 44.5% in 2023–24. This continued upward trend suggests steady progress in the integration of culturally responsive materials and classroom examples that reflect the diverse backgrounds of students.

Student perceptions of LGBTQ-inclusive representation showed a slight decline from the prior year but remained above the 2023–24 baseline. In 2025–26, 33.0% of students agreed or strongly agreed that the books and lessons used in their classes include examples of people from different gender identities and sexual orientations, compared to 34.75% in 2024–25 and 31.5% in 2023–24. These results indicate that while some progress has been maintained over time, continued attention is needed to ensure that students see a broader range of

	identities and experiences reflected in instructional materials. Sustained professional learning, curriculum review, and intentional selection of inclusive materials remain important to support belonging and affirming classroom environments for all students. 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), 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	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) as reported on the 2023 and 2025 CA School Dashboard.

	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. 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 (see Action 3008: Certificated Professional Learning & Professional Learning Communities [PLC] Implementation Support). During the 2025-26 school year, the District engaged multiple course teams in PLC-aligned release days and administrator training focused on transforming school culture.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.		

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 through this action will also

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.	target the following 2025 CA School Dashboard red performance indicators for LTELs: ELPI (District, Lawndale 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 improvement of 6.6 points from the prior year's Red performance 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.

On the Fall 2025 Dashboard, the “all students” group reported an average score of 14.2 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 (125.0 points below standard), a slight increase of 0.3 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 2025 Dashboard, the “all students” group reported an average score of 121.3 points below standard in mathematics, placing the District in the Red performance level, a slight decrease of 0.4 points from the prior year's Orange performance level. LTEL students reported in the Red performance level (224.7 points below standard), a decline of 7.8 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 2025 Dashboard, 32.9% of LTEL students were reported as making progress towards English language proficiency as measured by the ELPI, a slight decrease of 0.3%

	placing the district in the Red performance level. Lawndale HS also reported in the Red performance level in ELPI on the Fall 2025 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 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	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 through this action will target the following 2025 CA School Dashboard red performance indicators for English Learners: English Learner Progress Indicator (Hawthorne HS, Leuzinger HS, Lloyde HS); CAASPP Math (Lawndale HS); CAASPP ELA (Lawndale HS) 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.

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% of 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.

On the Fall 2025 Dashboard, the “all students” group reported an average score of 14.2 points below standard in ELA, reflecting a slight decline from 13.0 points below standard in 2024. English Learners reported 77.1 points below standard, an improvement from 86.7 points below standard in 2024.

On the Fall 2025 Dashboard, the “all students” group reported an average score of 121.3 points below standard in mathematics, reflecting a slight decline from 120.9 points below standard in 2024. English Learners reported 171.6 points below standard, a decline from 167.4 points below standard in 2024.

On the Fall 2025 Dashboard, 35.9% of English

	Learners were reported as making progress toward English language proficiency as measured by the ELPI, a decrease of 2.4 percentage points from the prior year.		

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

2026-2027 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 %)
2026-2027	$66,268,396.00	$22,824,823.00	34.44%	0.00%	34.44%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$67,521,005.00	$28,808,351.00	$4,554,612.00	$4,628,438.00	$105,512,406.00	$83,719,783.00	$21,792,623.00

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	$2,182,806	$451,533	$2,362,678	$253,421	$0	$18,240	$2,634,339	0.00%
1	2	Career Readiness	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$1,165,361	$2,869,269	$334,884	$3,427,091	$500	$272,155	$4,034,630	0.00%
1	3	Support for Long-Term English Learners	Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	$95,679	$20,000	$0	$0	$0	$115,679	$115,679	0.00%
1	4	English Learner Program Coordination	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$171,944	$69,604	$142,469	$29,476	$0	$69,603	$241,548	0.00%
1	5	Strategic Academic Supports & Expanded Learning Opportunities	All	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	Ongoing	$900,325	$1,689,738	$446,298	$601,415	$0	$1,542,350	$2,590,063	0.00%
1	6	Arts Integration	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$1,408,444	$1,012,807	$1,467,601	$947,273	$6,377	$0	$2,421,251	0.00%
1	7	CVUHSD Summer School	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$1,394,928	$974,124	$552,266	$1,136,900	$93,747	$586,139	$2,369,052	0.00%
2	1	Social, Emotional, and Mental Health Supports	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$2,531,010	$754,616	$628,996	$2,560,939	$30,500	$65,191	$3,285,626	0.00%

2	2	School Safety & Connectedness	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$5,035,994	$859,627	$3,476,778	$766,264	$1,642,579	$10,000	$5,895,621	0.00%
2	3	Family Engagement	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	Ongoing	$587,297	$457,505	$864,464	$33,500	$0	$146,838	$1,044,802	0.00%
2	4	Athletics as a Means of Improving Student Attendance and Academic Engagement	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$1,956,915	$482,040	$2,438,955	$0	$0	$0	$2,438,955	0.00%
2	5	Community Schools Transformation	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$877,122	$485,643	$21,000	$1,341,765	$0	$0	$1,362,765	0.00%
3	1	Educational Technology	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$1,045,706	$908,520	$1,162,706	$0	$631,020	$160,500	$1,954,226	0.00%
3	2	Instructional Coaching	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	$1,080,039	$93,667	$1,044,138	$77,901	$0	$51,667	$1,173,706	0.00%
3	3	Organization-Wide Cultural Proficiency	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	$196,257	$46,879	$59,392	$10,186	$0	$173,558	$243,136	0.00%
3	4	CTE Pathways Implementation Support	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$47,228	$2,500	$3,052	$46,676	$0	$0	$49,728	0.00%
3	5	Co-Teaching Implementation Support	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$66,322	$0	$0	$66,322	$0	$0	$66,322	0.00%
3	6	Educational Technology Instructional Support	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$348,413	$41,393	$180,992	$188,121	$0	$20,693	$389,806	0.00%
3	7	Hiring and Retaining Diverse Staff	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$2,211	$17,300	$1,100	$2,211	$0	$16,200	$19,511	0.00%
3	8	Professional Learning Communities (PLC) Implementation Support	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	$711,608	$114,591	$17,191	$587,936	$0	$221,072	$826,199	0.00%
3	9	Paraprofessional and Classified Support Staff Training	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	$1,389	$38,000	$1,389	$38,000	$0	$0	$39,389	0.00%
3	10	Supplemental Instructional Materials	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	Ongoing	$90,472	$1,146,230	$1,208,702	$28,000	$0	$0	$1,236,702	0.00%
3	11	CV Local Assessment System	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$984,548	$458,609	$1,106,273	$336,884	$0	$0	$1,443,157	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	$5,921,860	$0	$5,696,368	$225,492	$0	$0	$5,921,860	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	$400,918	$216,250	$39,771	$66,911	$510,486	$0	$617,168	0.00%

3	15	Basic Services - Teachers	All	No				Ongoing	$48,467,196	$227,748	$35,930,590	$11,038,813	$566,988	$1,158,553	$48,694,944	0.00%
3	16	Basic Services - Instructional Materials	All	No				Ongoing	$0	$954,318	$550,518	$400,000	$3,800	$0	$954,318	0.00%
3	17	Basic Services - Facilities	All	No				Ongoing	$5,916,214	$6,572,416	$7,177,634	$4,242,381	$1,068,615	$0	$12,488,630	0.00%
3	18	Strategic Supports for Students with Disabilities	Student with Disabilities (SWD)	No				Ongoing	$0	$604,800	$604,800	$0	$0	$0	$604,800	0.00%
4	1	Lloyde Equity Multiplier - School Climate	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
4	2	Lloyde Equity Multiplier - College & Career Readiness	All	No				Ongoing	$31,432	$201,769	$0	$233,201	$0	$0	$233,201	0.00%
5	1	CVISS Equity Multiplier - Access to A-G Coursework	All	No				Ongoing	$100,145	$21,127	$0	$121,272	$0	$0	$121,272	0.00%

2026-2027 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
$66,268,396.00	$22,824,823.00	34.44%	0.00% - No Carryover	34.44%	$23,217,692.00	0.00%	35.04%	**Total:**	$23,217,692.00
								LEA-wide Total:	$23,075,223.00
								Limited Total:	$142,469.00
								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	$2,362,678.00	0.00%
1	2	Career Readiness	Yes	LEA-wide	Low Income	All Schools	$334,884.00	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	$142,469.00	0.00%
1	5	Strategic Academic Supports & Expanded Learning Opportunities	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$446,298.00	0.00%
1	6	Arts Integration	Yes	LEA-wide	Low Income	All Schools	$1,467,601.00	0.00%
1	7	CVUHSD Summer School	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$552,266.00	0.00%

2	1	Social, Emotional, and Mental Health Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$628,996.00	0.00%
2	2	School Safety & Connectedness	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$3,476,778.00	0.00%
2	3	Family Engagement	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$864,464.00	0.00%
2	4	Athletics as a Means of Improving Student Attendance and Academic Engagement	Yes	LEA-wide	Low Income	All Schools	$2,438,955.00	0.00%
2	5	Community Schools Transformation	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$21,000.00	0.00%
3	1	Educational Technology	Yes	LEA-wide	Low Income	All Schools	$1,162,706.00	0.00%
3	2	Instructional Coaching	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$1,044,138.00	0.00%
3	3	Organization-Wide Cultural Proficiency	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$59,392.00	0.00%
3	4	CTE Pathways Implementation Support	Yes	LEA-wide	Low Income	All Schools	$3,052.00	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	$180,992.00	0.00%
3	7	Hiring and Retaining Diverse Staff	Yes	LEA-wide	Low Income	All Schools	$1,100.00	0.00%
3	8	Professional Learning Communities (PLC) Implementation Support	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$17,191.00	0.00%
3	9	Paraprofessional and Classified Support Staff Training	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$1,389.00	0.00%
3	10	Supplemental Instructional Materials	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$1,208,702.00	0.00%
3	11	CV Local Assessment System	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,106,273.00	0.00%
3	12	Course Access and Academy and Special Programs Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$5,696,368.00	0.00%

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

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$81,204,851.00	$74,816,799.84

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	$2,496,383.00	$1,143,105.00
1	2	Career Readiness	Yes	$3,980,341.00	$611,672.00
1	3	Support for Long-Term English Learners	Yes	$143,083.00	$10,000.00
1	4	English Learner Program Coordination	Yes	$168,378.00	$169,729.00
1	5	Strategic Academic Supports & Expanded Learning Opportunities	Yes	$2,569,927.00	$752,180.00
1	6	Arts Integration	Yes	$1,265,498.00	$593,935.00
1	7	CVUHSD Summer School	Yes	$0.00	$31,408.00
2	1	Social, Emotional, and Mental Health Supports	Yes	$3,334,321.00	$1,755,121.50
2	2	School Safety & Connectedness	Yes	$5,815,341.00	$3,192,841.30
2	3	Family Engagement	Yes	$905,942.00	$920,095.93
2	4	Athletics as a Means of Improving Student Attendance and Academic Engagement	Yes	$2,456,944.00	$2,759,326.16
2	5	Community Schools Transformation	Yes	$1,492,789.00	$18,561.00
3	1	Educational Technology	Yes	$1,995,797.00	$1,178,034.00
3	3	Organization-Wide Cultural Proficiency	Yes	$184,835.00	$72,104.00

3	4	CTE Pathways Implementation Support	Yes	$57,995.00	$59,407.00
3	5	Co-Teaching Implementation Support	Yes	$94,027.00	$89,830.58
3	6	Educational Technology Instructional Support	Yes	$331,888.00	$304,114.00
3	7	Hiring and Retaining Diverse Staff	Yes	$63,929.00	$3,267.00
3	8	Professional Learning Communities (PLC) Implementation Support	Yes	$1,134,266.00	$195,275.02
3	9	Paraprofessional and Classified Support Staff Training	Yes	$46,680.00	$34,333.00
3	10	Supplemental Instructional Materials	Yes	$1,817,058.00	$1,661,870.00
3	11	CV Local Assessment System	Yes	$1,130,065.00	$1,187,192.00
3	12	Course Access and Academy and Special Programs Support	Yes	$6,851,916.00	$5,775,212.00
3	13	Operationalizing the Graduate Profile	Yes	$0.00	$0.00
3	14	Basic Services - Continuous Improvement Cycle & Data Analysis	No	$2,105,716.00	$97,680.00
3	15	Basic Services - Teachers	No	$27,142,268.00	$37,245,741.47
3	16	Basic Services - Instructional Materials	No	$1,300,800.00	$721,912.44
3	17	Basic Services - Facilities	No	$10,025,583.00	$12,019,041.87
3	18	Strategic Supports for Students with Disabilities	No	$604,800.00	$805,793.65
3	19	Instructional Coaching	Yes	$1,527,779.00	$1,148,916.00
4	1	Lloyde Equity Multiplier - School Climate	No	$13,881.00	$13,881.00
4	2	Lloyde Equity Multiplier - College & Career Readiness	No	$146,621.00	$146,621.00
5	1	CVISS Equity Multiplier - Access to A-G Coursework	No	$0.00	$98,598.92

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$23,191,247.00	$23,096,915.00	$23,667,529.49	($570,614.49)	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	$461,691.00	$1,143,105.00	0.00%	0.00%
1	2	Career Readiness	Yes	$669,326.00	$611,672.00	0.00%	0.00%
1	3	Support for Long-Term English Learners	Yes	$0.00	$10,000.00	0.00%	0.00%
1	4	English Learner Program Coordination	Yes	$168,378.00	$169,729.00	0.00%	0.00%
1	5	Strategic Academic Supports & Expanded Learning Opportunities	Yes	$763,755.00	$752,180.00	0.00%	0.00%
1	6	Arts Integration	Yes	$659,481.00	$593,935.00	0.00%	0.00%
1	7	CVUHSD Summer School	Yes	$0.00	$31,408.00	0.00%	0.00%
2	1	Social, Emotional, and Mental Health Supports	Yes	$980,668.00	$1,755,121.50	0.00%	0.00%
2	2	School Safety & Connectedness	Yes	$2,923,658.00	$3,192,841.30	0.00%	0.00%
2	3	Family Engagement	Yes	$800,354.00	$920,095.93	0.00%	0.00%
2	4	Athletics as a Means of Improving Student Attendance and Academic Engagement	Yes	$2,456,944.00	$2,759,326.16	0.00%	0.00%

2	5	Community Schools Transformation	Yes	$0.00	$18,561.00	0.00%	0.00%
3	1	Educational Technology	Yes	$1,207,622.00	$1,178,034.00	0.00%	0.00%
3	3	Organization-Wide Cultural Proficiency	Yes	$68,744.00	$72,104.00	0.00%	0.00%
3	4	CTE Pathways Implementation Support	Yes	$57,995.00	$59,407.00	0.00%	0.00%
3	5	Co-Teaching Implementation Support	Yes	$0.00	$89,830.58	0.00%	0.00%
3	6	Educational Technology Instructional Support	Yes	$326,888.00	$304,114.00	0.00%	0.00%
3	7	Hiring and Retaining Diverse Staff	Yes	$1,250.00	$3,267.00	0.00%	0.00%
3	8	Professional Learning Communities (PLC) Implementation Support	Yes	$1,106,166.00	$195,275.02	0.00%	0.00%
3	9	Paraprofessional and Classified Support Staff Training	Yes	$23,822.00	$34,333.00	0.00%	0.00%
3	10	Supplemental Instructional Materials	Yes	$1,782,058.00	$1,661,870.00	0.00%	0.00%
3	11	CV Local Assessment System	Yes	$1,130,065.00	$1,187,192.00	0.00%	0.00%
3	12	Course Access and Academy and Special Programs Support	Yes	$6,360,798.00	$5,775,212.00	0.00%	0.00%
3	13	Operationalizing the Graduate Profile	Yes	$0.00	$0.00	0.00%	0.00%
3	19	Instructional Coaching	Yes	$1,147,252.00	$1,148,916.00	0.00%	0.00%

2025-2026 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)
$65,853,356.00	$23,191,247.00	0.00%	35.22%	$23,667,529.49	0.00%	35.94%	$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:	$3,176,066.00	$510,011.00	$218,735.00	$209,433.00	$0.00	$514,193.00

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	$0.00	$0.00	$18,240.00	$0.00	$0.00	$2,634,339.00
1	2	Career Readiness	$0.00	$0.00	$0.00	$0.00	$0.00	$272,155.00	$4,034,630.00
1	3	Support for Long-Term English Learners	$115,679.00	$0.00	$0.00	$0.00	$0.00	$0.00	$115,679.00
1	4	English Learner Program Coordination	$52,000.00	$0.00	$17,603.00	$0.00	$0.00	$0.00	$241,548.00
1	5	Strategic Academic Supports & Expanded Learning Opportunities	$1,542,350.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,590,063.00
1	6	Arts Integration	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,421,251.00
1	7	CVUHSD Summer School	$553,608.00	$0.00	$0.00	$0.00	$0.00	$32,531.00	$2,369,052.00

2	1	Social, Emotional, and Mental Health Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$65,191.00	$3,285,626.00
2	2	School Safety & Connectedness	$0.00	$0.00	$0.00	$10,000.00	$0.00	$0.00	$5,895,621.00
2	3	Family Engagement	$146,838.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,044,802.00
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	$2,438,955.00
2	5	Community Schools Transformation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,362,765.00
3	1	Educational Technology		$0.00	$0.00	$160,500.00	$0.00		$1,954,226.00
3	2	Instructional Coaching	$0.00	$51,667.00	$0.00	$0.00	$0.00	$0.00	$1,173,706.00
3	3	Organization-Wide Cultural Proficiency	$61,677.00	$0.00	$111,881.00	$0.00	$0.00	$0.00	$243,136.00
3	4	CTE Pathways Implementation Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$49,728.00
3	5	Co-Teaching Implementation Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$66,322.00
3	6	Educational Technology Instructional Support	$0.00	$0.00	$0.00	$20,693.00	$0.00	$0.00	$389,806.00
3	7	Hiring and Retaining Diverse Staff	$0.00	$16,200.00	$0.00	$0.00	$0.00	$0.00	$19,511.00
3	8	Professional Learning Communities (PLC) Implementation Support	$0.00	$221,072.00	$0.00	$0.00	$0.00	$0.00	$826,199.00
3	9	Paraprofessional and Classified Support Staff Training	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$39,389.00
3	10	Supplemental	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,236,702.00

		Instructional Materials							
3	11	CV Local Assessment System	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,443,157.00
3	12	Course Access and Academy and Special Programs Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,921,860.00
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	$617,168.00
3	15	Basic Services - Teachers	$703,914.00	$221,072.00	$89,251.00	$0.00	$0.00	$144,316.00	$48,694,944.00
3	16	Basic Services - Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$954,318.00
3	17	Basic Services - Facilities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$12,488,630.00
3	18	Strategic Supports for Students with Disabilities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$604,800.00
4	1	Lloyde Equity Multiplier - School Climate	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4	2	Lloyde Equity Multiplier - College & Career Readiness	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$233,201.00
5	1	CVISS Equity Multiplier - Access to A-G Coursework	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$121,272.00

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).