CHINO VALLEY
UNIFIED SCHOOL DISTRICT

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

2023-2024

Local Control and Accountability Plan (LCAP)

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Board Approved June 15, 2023

LCFF Budget Overview for Parents

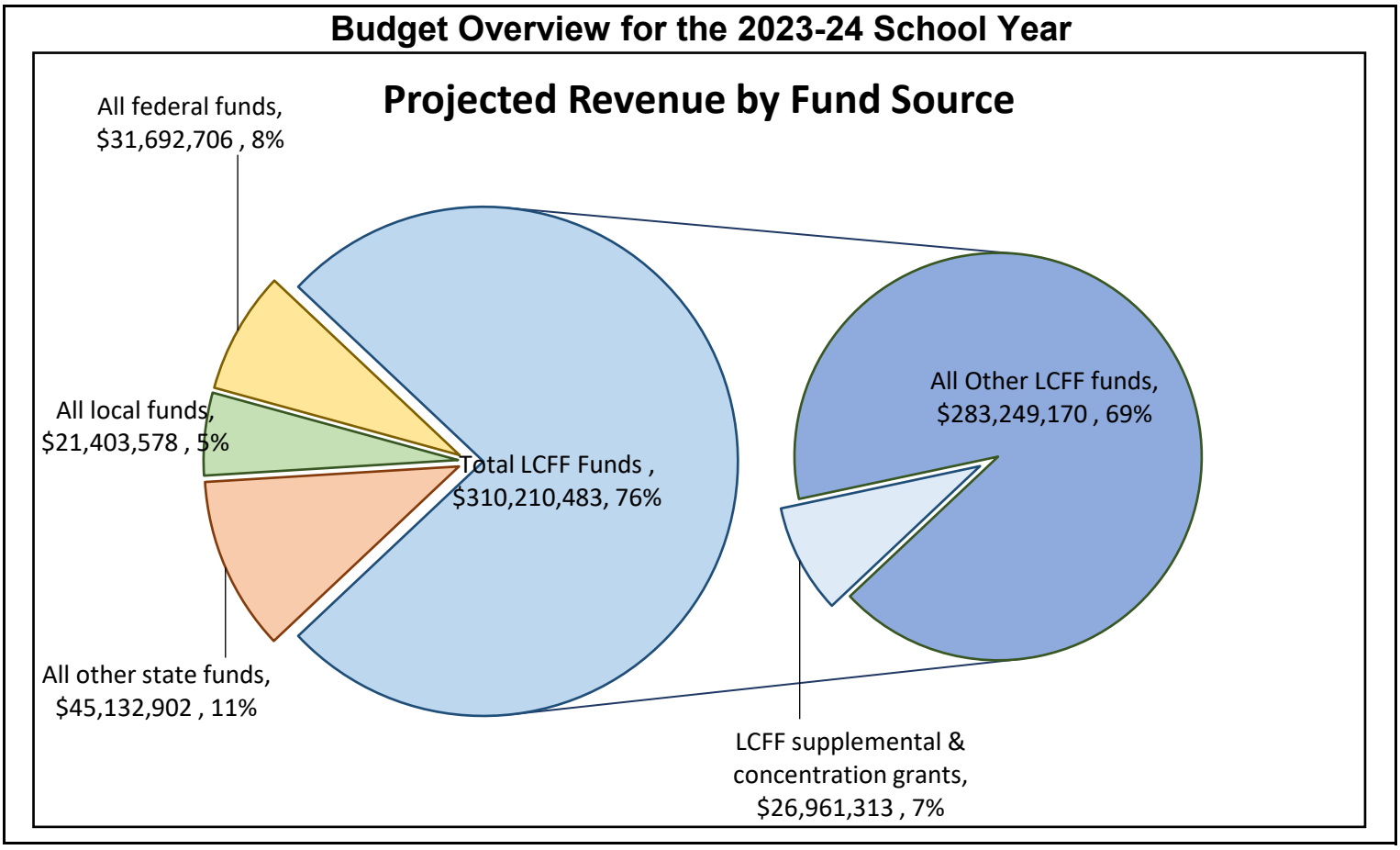
Local Educational Agency (LEA) Name: Chino Valley Unified School District

CDS Code: 36-67678-0000000

School Year: 2023-24

LEA contact information: Liz Pensick, (909)628-1201 x1398, liz_pensick@chino.k12.ca.us

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).

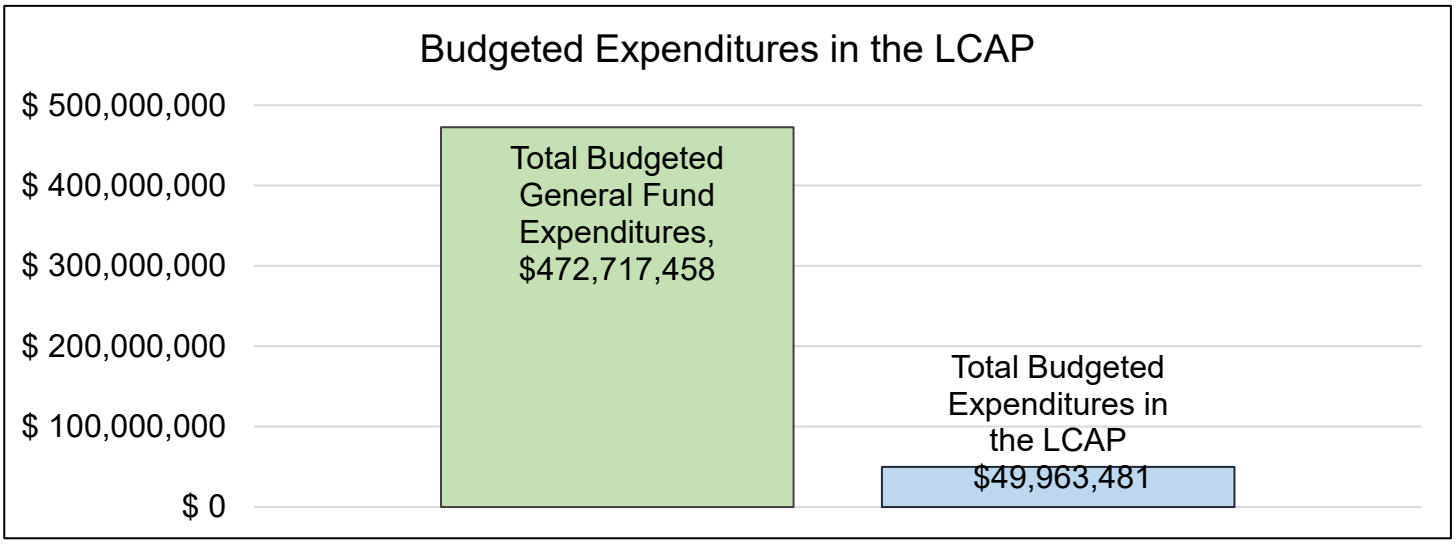


This chart shows the total general purpose revenue Chino Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chino Valley Unified School District is $408,439,669.00, of which $310,210,483.00 is Local Control Funding Formula (LCFF), $45,132,902.00 is other state funds, $21,403,578.00 is local funds, and $31,692,706.00 is federal funds. Of the $310,210,483.00 in LCFF Funds, $26,961,313.00 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 Chino Valley Unified School District plans to spend for 2023-24. 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: Chino Valley Unified School District plans to spend $472,717,458.00 for the 2023-24 school year. Of that amount, $49,963,481.00 is tied to actions/services in the LCAP and $422,753,977.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

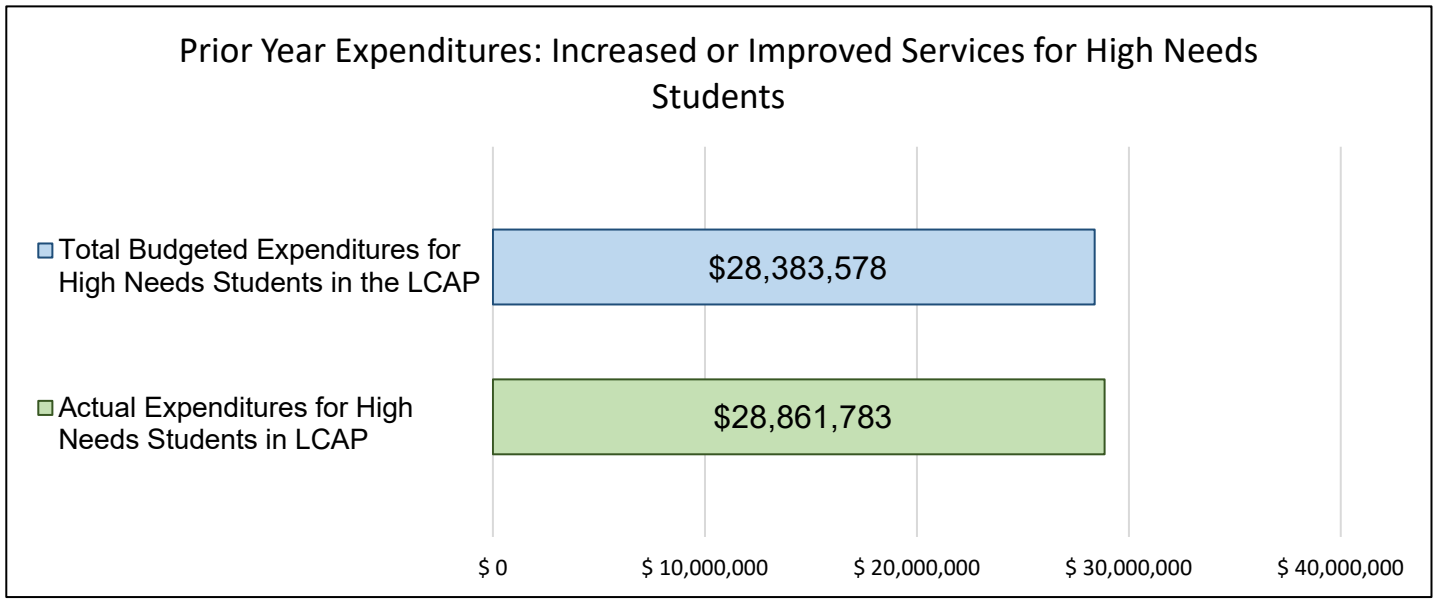
All Special Education program expenditures, regular education teachers and aides salaries and benefits, administration and support staff salaries and benefits, supplies, operational and capital expenditures, other Federal/State/Local restricted expenditures.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Chino Valley Unified School District is projecting it will receive $26,961,313.00 based on the enrollment of foster youth, English learner, and low-income students. Chino Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chino Valley Unified School District plans to spend $28,994,782.00 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 2022-23



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

The text description of the above chart is as follows: In 2022-23, Chino Valley Unified School District's LCAP budgeted $28,383,578.00 for planned actions to increase or improve services for high needs students. Chino Valley Unified School District actually spent $28,861,783.00 for actions to increase or improve services for high needs students in 2022-23.

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
Chino Valley Unified School District	Norm Enfield, Ed.D., Superintendent	norm_enfield@chino.k12.ca.us/909-628-1201

Plan Summary 2023-24

General Information

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

Chino Valley Unified School District (CVUSD) offers premier educational opportunities for approximately 25,934 (CA Dashboard 2022) students, from Transitional Kindergarten through 12th grade. Nestled in the region known as the Four Corners, on the boundaries of Los Angeles, Orange, and Riverside Counties, and located within San Bernardino County, the District services the communities of Chino, Chino Hills, and parts of South Ontario. There are 20 elementary schools, two (2) K-8 schools (with a third K-8 school currently under construction), five (5) junior high schools, four (4) comprehensive high schools, one (1) community day school, one (1) continuation high school, and one (1) adult school.

The District has an LCFF unduplicated count of 49% students that are comprised of 9.8% English Learners, 0.5% Foster Youth, and 40.4% who are classified as low income. The racial/ethnic diversity of the school community reflect the following: African American 3.6%, American Indian 0.1%, Asian 19.3%, Filipino 5.1%, Hispanic or Latino 55.4%, Two or More Races 2.8%, Pacific Islander 0.3%, White 12.7%, and 0.7% Not Reported.

CVUSD is home to 18 California Distinguished Schools, some that have been designated Distinguished multiple times, as many as 32 times. It is also home to a California Gold Ribbon School, National Blue Ribbon School, Title I Academic Achieving Schools, California Honor Roll Schools, California Positive Behavioral Interventions and Supports (PBIS) Coalition Medal Award Winning Schools, California Department of Education Service-Learning Leaders School, a Schools to Watch, California Pivotal Practice Award Program Schools, and an Educational Results Partnership (ERP) Honor Roll school. The Golden Bell Award for outstanding programs has been awarded to a District school and career academy. As one of 547 school Districts in the U.S. and Canada, CVUSD has been honored by the College Board with placement on the 5th Annual Advanced Placement (AP) District Honor Roll for increasing access to AP course work while simultaneously maintaining or increasing the percentage of students earning scores of 3 or higher on the AP exams. CVUSD's student test scores traditionally remain at the top of schools throughout the County of San Bernardino and the state. In addition to its stellar academic programs, CVUSD is set apart by its thriving performing arts and athletic programs as well as state and nationally recognized marching bands, color guards, robotics, and Odyssey

of the Mind creative challenge teams. District students continue to be awarded with the Golden State Seal and the Seal of Biliteracy by the State in recognition of attaining proficiency in two or more languages.

CVUSD has been designated as a Model School Attendance Review Board (SARB) District four times by the State Superintendent of Public Instruction for its attendance improvement and decreasing dropout rates. The SARB process is available for students who are experiencing issues beyond the norm and provides resources for families to overcome barriers that may be contributing to students' truancy. The District is responsive to the needs of its students and families through a wide variety of programs. Before and after school care is available for students at several school sites. HOPE Family Resource Centers assist students and their families with food and clothing, counseling, housing information, tutoring referrals and more. In addition, a Health Clinic and its satellite center offer physical exams, illness care, assistance with MediCal approval, and immunizations, including the flu shot. Furthermore, parenting forums provided by the District and law enforcement partners inform parents about school trends and how to keep their children safe.

With a diversity of student needs, resources in the plan are allocated to support the achievement of all students with additional actions and services provided to English learner (EL), low income (LI), and foster youth (FY) students. For the community, challenges related to impacts on the home environment, food, and childcare, as well as financial hardship and health concerns continue due to the COVID-19 pandemic. The District continues to support the community, including partnerships with the Family Engagement Center (FEC), the HOPE Center, and the Health Clinic. The Health Clinic continues to support students and families by providing access to medical services for the community. With Nutrition Services, the team reassessed their meal preparation and serving and currently conducts meal service through safe local distribution.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Chino Valley Unified School District is proud of its progress in minimizing learning loss by focusing on essential standards. By doing so, the District has helped ensure that students receive a solid foundation of knowledge and skills that will prepare them for future academic and career success. The District is invested in continuous improvement and is dedicated to providing a high-quality learning environment. To continue to maintain its success and build upon its success, the District will continue to offer structured Professional Learning Communities (PLC) release time and training. Furthermore, the District will provide support for student engagement through collaborative communication professional development by way of structured PLC release time. Increased teacher engagement with the Areas of Emphasis will better prepare students for the 21st century with focus and clarity in a unified manner.

Based on a review of performance on the state indicators and local performance indicators included in the California Dashboard, progress toward LCAP goals has been made via local self-assessment tools, California Assessment of Student Performance and Progress (CAASPP), and input from educational partners. The District continues to make progress with continued investment in implementing a Multi-Tiered Systems of Support for Academic (MTSS-A) and Behavior (MTSS-B). With the focus on the essential standards, professional learning communities and student engagement through collaborative communication, the District minimized learning loss in English Language Arts (ELA) and Math based on County and Benchmark Districts. CVUSD ranks number one in ELA with less than a 2% decline while other Districts in San Bernadino County had a decrease of 4% to13%.

Despite the challenges and disruptions caused by the pandemic, the District remained focused to minimize learning loss by prioritizing those key areas of knowledge and skills that are critical for student success. By doing so, the District has been able to help students maintain their academic progress and achieve their learning goals.

Through a combination of strong leadership, effective teaching strategies, and support for students and families, the Chino Valley School District has been able to overcome many of the obstacles posed by the pandemic and ensure that students continue to receive a high-quality education and is proud of the following achievements on the California Dashboard 2022:

English Language Arts (ELA) Indicator: The District scored 20.1 points above standard (High) for English Language Arts on the CAASPP. Aggregate data from the local essential standards assessments (ESA), in ELA, indicate that the percent of students scoring met/exceeded increased throughout the 2022-23 school year in 8 of 10 grade levels/courses. In ELA for grades 3-8 and 11, there was a 3.8% average increase in the percent of students scoring met/exceeded on ESA #3 from 2021-22 to 2022-23.

English Learner Progress Indicator: Across the District, 56.1% of English Learners are making progress toward English Language proficiency, making the District's status High.

Mathematics Indicator: Aggregate data from the Local Essential Standards Assessment (ESA), in Math, indicate that the percent of students scoring met/exceeded increased throughout the 2022-23 school year in 7 of 10 grade levels/courses.

Graduation Rates: In addition, graduation rates revealed 94% for all students, and the ratings for the following ten groups scored Medium to High:

Very High
Asian: 97.3%
Filipino: 98.3%

High
Hispanic: 93.4%
Two or More Races: 92.7%
Socioeconomically Disadvantaged: 91.6%
White: 94.3%

Medium
African American: 84.3%
English Learners: 83.6%
Homeless: 84.9%

Students with Disabilities: 85.4%

Implementation of Academic Standards Local Indicator: Based on the reflection tool and the CVUSD Teaching and Learning Survey, CVUSD teachers have full implementation and sustainability of the Common Core state standards in ELA and Math. The District continues to focus on professional development in the areas of English language arts and mathematics and first best instruction to support student engagement through collaborative communication. Additionally, the District will continue to offer structured professional learning communities release time and training.

The District displays a continued emphasis on professional learning communities which employ collaborative team actions, developing team norms, writing SMART (Specific, Measurable, Achievable, Realistic, Timely) goals, monitoring progress, and deconstructing the 10 to 12 essential standards into learning targets. The Professional Learning Community questions focus on:

1. What do we want all students to learn?

2. How do we know if the students are learning the concepts?

3. What will we do if the students are not learning the concepts?

4. What will we do if the students show progress in learning conceptions?

Student Groups: In addition, the District has focused on personalized learning experiences for all students, specifically Foster Youth, Students with Disabilities, and English Learners for academic growth. The progress was made possible through the individualized attention of a school counselor who was solely dedicated to Foster Youth and free tutoring offered to the students; collaborative model for students with disabilities; co-plan/co-teach for students with disabilities and English Learners. The District will continue to provide individualized attention of a school counselor through the Foster Youth counselor who acts as a liaison between Foster Youth students and the school to maintain these successes. In addition, the District is continuing to offer free tutoring for Foster Youth students and professional development to teachers for building collaborative models for students with disabilities and English Learners.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Following the review of Chino Valley Unified School District's (CVUSD) local data, staff reviewed performance areas and planned for next steps. Specific areas reviewed included Essential Standards in English language arts and mathematics for the 2021-22 and 2022-23 school years, California Department of Education (CDE) Dataquest 2021 and 2022, and the California Dashboard 2022 results. The following areas were noted to be the areas of greatest need:

Chronic Absenteeism Indicator: This indicator represents students who were absent for 10 percent or more of the instructional days they were enrolled. The following absences count toward this indicator: excused absence (in-person), unexcused absence (in-person), out of school suspension, and non-ADA-generating independent study.

The District has had success in this indicator in the past, however, it continues to be an identified need. Based on the 2022 California Dashboard, CVUSD qualifies for Differentiated Assistance for Chronic Absenteeism. Unfortunately, the COVID-19 pandemic intervened with the District's progress on improving attendance rates. The attendance rate in 2020-21 was 95.63%, with the percentage of students chronically absent at 9.3%, an increase of 2.6% from 2019-20. For the 2021-22 school year, the year-end attendance rate was 92% and the California Dashboard indicates 26% of students were chronically absent, resulting in a "Very High" indicator, which is attributed to the COVID-19 pandemic. The following student groups scored "Very High": all students, English Learners, Foster Youth, homeless, socio-economically disadvantaged, students with disabilities, African American, Hispanic, White, and Two or More Races.

Moving forward, to improve attendance, the District will take a multi-faceted approach that involves coordination from applicable educational partners, including school administrators, teachers, parents, and students. Here are the steps the District and/or applicable schools will take to improve attendance and included actions in LCAP to improve the Chronic Absenteeism Indicator:

- Review the baseline for the current attendance rate for each student group by examining attendance records over the past year to identify the extent of the problem and inform the target area for improvement. Goal 2, Action 5, 11, and 21
- Analyze the causes and examine the reasons why students are absent from school. Some of the common reasons include illness, family responsibilities, lack of transportation, bullying, and disengagement from learning. Goal 2, Action 5, 11, and 21
- Each school identified as Comprehensive Support and Improvement (CSI) and Additional Comprehensive Support and Improvement will develop a plan based on the analysis of the causes. The plan will include strategies for promoting regular attendance, addressing the root causes of absenteeism, and providing support for students and families.
- Involve parents and families since parents and families play a critical role in ensuring that students attend school regularly. Schools will engage parents by communicating regularly with them about attendance expectations and sharing strategies for supporting their student's attendance. Goal 2, Action 23 and 24
- Monitor attendance data regularly to evaluate the effectiveness of the interventions implemented to identify areas that require improvement and adjust the strategies accordingly. Goal 2, Actions 5, 11, and 21
- Promote positive school culture through PBIS: A positive school culture can go a long way in promoting regular attendance; this includes creating a safe and welcoming environment where students feel valued, engaged, and connected to their school community. Goal 2, Actions 3-4
- Recognize and reward good attendance for students who attend school regularly; this can be done through attendance certificates, prizes, or other incentives. Goal 2, Action 21
- Provide support for students since some students may require additional support to attend school regularly; this may include offering tutoring or counseling services or connecting them with community resources. Goal 2, Actions 2-4, 9

- Train teachers and staff because teachers and staff play a critical role in promoting regular attendance. Schools can provide professional development opportunities to equip them with strategies for promoting student engagement that promote positive attendance. Goal 1, Action 7
- Communicate with students regularly about the importance of attending school regularly and the impact of absenteeism on their academic success. Schools can use various channels, including social media, school newsletters, and classroom discussions, to reinforce this message.
- Create a campaign for “Attendance Counts” District-wide to promote awareness that the District is focused on improving attendance. Goal 2, Action 5
- Offer Saturday School and/or Independent Study which will allow the District to recoup ADA and make up attendance. Goal 2, Actions 6 & 10
- Ensure coding procedures are entered correctly in the Student Information System to assist in identifying students who are “No Shows”.
- Use the School Attendance Review Team (SART) and School Attendance Review Board (SARB) process when applicable as the mission for SART/SARB is to help students stay in school, attend regularly and graduate. Goal 2, Action 5

English Language Arts (ELA) Indicator: Although the District scored 20.1 points above standard (High) for English Language Arts on the CAASPP, there were seven student groups who scored 2 or more levels below the all-student group as identified by the California School Dashboard:

Low

African American: 15.9 points

English Learners: 14.8 points

Foster Youth: 40.1 points

Hispanic: 10.7 points

Homeless Youth: 27.2 points

Socioeconomically Disadvantaged: 10.3 points

Very Low

Students with Disabilities: 76.2 points

Mathematics Indicator: While the District is supporting improvement for a variety of student groups, Students with Disabilities was identified as a need on the California Dashboard. On the 2022 California Dashboard, the District scored 19.6 points below standard (Medium) for mathematics on the CAASPP, there were seven student groups who scored two or more levels below the all-student group:

Low

African American: 67.5 points

English Learners: 40.5 points

Foster Youth: 89.9 points

Hispanic: 59.1 points

Homeless: 64.1 points

Socioeconomically Disadvantaged: 52.9 points

Very Low

Students with Disabilities: 114.2 points

Graduation Rate Indicator: On the 2022 California Dashboard, the LEA scored 94% (High) students graduating. However, the foster youth student group scored very low at 50% students graduating. 65% of the foster youth at grade 12 are enrolled at one site which houses highly at-promise youth with a high transient population.

The foster youth student group continues to be an area of need and the District is committed to:

1. Providing academic support through tutoring and academic counseling.
   - Monitoring foster youth students grades at regular intervals to implement appropriate interventions.
2. Ensuring educational stability even if the student moves out of the area.
   - Notify youth/ERH school of origin rights at both enrollment and disenrollment.
   - Should a student move, ensure school of origin rights are implemented immediately.
   - Convene as a team (youth, caregiver, ERH, social worker, and school staff) to mitigate any transportation barriers.
3. Addressing social and emotional needs through counseling and/or therapy (if applicable).
   - Regular and frequent check ins with FY Liaison for social-emotional support.
4. Providing access to resources (e.g., school supplies, transportation, community programs).
5. Foster Youth Liaison to advocate for their needs and work with the school sites, social workers, and other educational partners.
   - Collaborative communication with CFS Education Liaison during student enrollment and disenrollment to ensure FY are being afforded their educational rights.

To focus and improve on the ELA, mathematics, and graduation rate indicators, the District will continue to offer structured Professional Learning Communities (PLC) release time and training. Groups of educators will come together to collaborate, share ideas, and work towards a common goal of improving student learning outcomes. There are several reasons PLCs can help with student improvement:

1. Collaboration: PLCs allow teachers to collaborate and work together towards a common goal. By sharing their experiences and knowledge, teachers can learn from each other and find new ways to improve student learning outcomes.

2. Data-driven decision-making: PLCs can use data to inform their teaching practices and make more informed decisions about how to improve student learning outcomes. By analyzing data together, teachers can identify areas where students are struggling and work together to find solutions.

3. Focus on student learning: PLCs are focused on improving student learning outcomes, which means that teachers are constantly thinking about how to improve their teaching practices to help students succeed.

4. Support and accountability: PLCs provide a support network for teachers, where they can share their successes and failures and receive feedback and support from their colleagues. This accountability can motivate teachers to improve their teaching practices and stay focused on improving student learning outcomes.

Furthermore, the District will support student engagement through collaborative communication professional development through structured PLC release time. Increased teacher engagement with the Areas of Emphasis will better prepare CVUSD students for the 21st century with focus and clarity. Student engagement is essential for learning because it will help students to be more focused, motivated, and invested in the learning process. The District believes when students are engaged, they are more likely to retain information, develop critical thinking skills, and apply what they have learned in new situations. Student Engagement through Collaborative Communication: Staff will ensure access to core instruction and interventions, while deepening and extending the inquiry model at alternative education schools. Staff will also focus on collaboration across content areas with general education, special education, and alternative education teachers. Staff will utilize collaboration strategies to engage students, including Social-Emotional Learning opportunities to support meaningful and relevant teaching and learning.

Low Performing Schools:

Two schools in CVUSD meet the low-performing schools' criteria as outlined in EC Section 52064(e)(6) and therefore must include a goal in its LCAP focusing on addressing the disparities in performance between the schools and the LEA. Buena Vista and Boys Republic meet the criteria outlined in EC Section 52064(e)(6) because the schools have:

• At least one state indicator in the Red or Orange in both 2018 and 2019; and

• The performance color for every state indicator at the school is lower than the LEA's performance color in both 2018 and 2019.

The California Dashboard reports on various indicators by color to show the progress of the LEA and its schools. When reviewing the 2018-19 and 2019-20 Dashboards for the LEA, Boys Republic, and Buena Vista, the following ratings were reflected:

2018-19	LEA	Boys Republic	Buena Vista
Graduation Rate	Green	Yellow	Yellow
ELA	Green	N/A	Red
Math	Yellow	N/A	Red
English Learner Progress	N/A	N/A	N/A
Suspension Rate	Green	Red	Red
Chronic Absenteeism	Yellow	N/A	N/A
College/Career	Yellow	Red	Red

2019-20	LEA	Boys Republic	Buena Vista
Graduation Rate	Green	Red	Red
ELA	Green	N/A	Orange
Math	Green	N/A	Red
English Learner Progress	N/A	N/A	N/A
Suspension Rate	Green	Yellow	Yellow
Chronic Absenteeism	Orange	N/A	N/A
College/Career	Yellow	Red	Red

Moving from Red to Orange to Yellow to Green indicates improvement. The chart demonstrates that Suspension Rates improved for both Boys Republic and Buena Vista, while Graduation Rates show a decrease for both schools. Additionally, Buena Vista achieved success in improving their ELA indicator. While experiencing successes in some areas, these two schools are at a lower performance indicator than the LEA, therefore, the District is implementing a goal specifically for Boys Republic and Buena Vista to address the disparities in performance. Current data reveals improvement for the 2020-21 school year for Buena Vista and Boys Republic, exiting CSI status due to an increase in graduation rates over the last three years. Buena Vista's three-year average graduation rate from 2019-21 is 76.26%. Boys Republic three-year average graduation rate for 2019-2021 is 70%. These rates now surpass the CSI exit criteria of a 68% average.

CSI Schools:

CVUSD has identified two schools or Comprehensive Support and Improvement (CSI) in the District for the 2023-24 school year, specifically Chino Valley Learning Academy (CVLA) and Boys Republic. Boys Republic qualifies for CSI status due to low graduation rates. CVLA qualifies for CSI status due to high Suspension rates as indicated on the 2022-23 California Dashboard.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

CVUSD LCAP is designed to meet the needs of all students, including additional actions/services to support the unduplicated student population. The LCAP is organized by the District's four adopted goals:

Goal 1: All students are provided a high-quality teaching and learning environment: 16 actions

Goal 2: Students, parents, families, and staff are connected and engaged to their school to ensure student success: 26 actions

Goal 3: All students are prepared for college and career beyond graduation: 18 actions

Goal 4: Schools targeted for assistance are prepared for college and career beyond graduation through a clear system of support: 7 actions

Reflective of educational partner feedback, key features are investment in technology and instructional technology [Goal 1, Action 15]; professional development [Goal 1, Action 7]; implementation of MTSS-B [Goal 2, Action 2-4]; and AVID (Achievement Via Individual Determination) for support for students to encourage college and career readiness and success [Goal 3, Action 7].

Additionally, CVUSD will continue to promote student teacher engagement by providing professional development in the integration of technology use in the classroom, providing tutoring services for foster youth and homeless students and increasing college awareness at all levels, providing intervention support designed to improve academics and meet academic goals (MTSS-A); training secondary administrators and counselors in tools to monitor CSU/UC eligibility.

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.

-Chino Valley Learning Academy

-Boys Republic

Chino Valley Learning Academy and Boys Republic are the two schools that are identified for Comprehensive Support and Improvement (CSI) in Chino Valley Unified School District for the 2023-24 school year. Previously in 2019, CVUSD identified three schools through CSI that qualified for specific targeted assistance through California's system of support based on their data on the California Dashboard: Buena Vista, Boys Republic, and Chino Valley Learning Academy. In 2021, Buena Vista exited CSI status due to an increase in graduation rates over the last three years. Boys Republic three-year average graduation rate from 2020-2023 is 61%, and this falls below the CSI exit criteria of a 68% average. Chino Valley Learning Academy meets the criteria for CSI-Low Performing because it only has one indicator on the 2022-23 California

Dashboard and this one indicator, Suspension, is the lowest status level. CVLA reports that 30% of the students have been suspended, which places their Suspension indicator in the Very High category, thus qualifying them for CSI status.

Support for Identified Schools

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

Chino Valley Unified School District (CVUSD) supported the identified schools in developing Comprehensive Support and Improvement (CSI) plans that included a school-level needs assessments, research and evidence-based intervention strategies, as well as identifying resource expenditure inequities, by meeting with the administration of the identified CSI school, individually, to explain the CSI status and identify areas with the greatest need for improvement in order to best support students and close achievement gaps.

Educational partner input was gathered from the School Site Council, students, parents/guardians, staff, and administration through needs assessments conducted via meetings and District annual surveys. This input was reviewed, evaluated, and included in the planning process in the decision making for the School Plan for Student Achievement (SPSA), which serves as the site's CSI plan.

The development of the needs assessment included an analysis of each site's performance on local and state indicators to determine student levels of performance. The Tiered Fidelity Inventory (TFI) was used to identify the extent to which school personnel are applying the core features of the Multi-Tiered System of Supports – Behavior (MTSS-B) implemented at the school sites. Feedback from parents, staff, and students, on the District annual survey, provided quantifiable data regarding culture and climate. Teacher assignments were compared with student socio-economic status (SES) data. Each site's current School Plan for Student Achievement (SPSA) and expenditures along with teacher assignment and credentials were reviewed.

The District used Hattie's research, What Works Clearing House and the Evidence for ESSA website to support the schools in identifying and selecting evidenced-based interventions. These interventions align to match the identified needs began with each identified CSI school leadership team meeting with District department leaders to analyze their data from the California Dashboard for the red indicators that qualified them for CSI identification and used this data coupled with local data to create Specific, Measurable, Actionable, Realistic, Timely (SMART) goals. As part of the process, an analysis of the data gathered from these assessment reviews and evaluations by each site administration and school site councils provided a means to determine the root causes of the scores and identify the next steps to be taken to address specific areas of needed improvement.

The CSI schools engage their educational partners through School Site Council meetings, LCAP site engagement meetings, and surveys. The CSI school sites review the quantitative and qualitative data collected through these meetings and surveys. They review their results through their SPSA evaluations and conduct a comprehensive needs assessment. This data collection and process is documented in their SPSA which is progress-monitored three times per year. School Site Councils and educational partners in attendance at the meetings participate in the decision-making process for the school site to support the implementation of evidence-based practices.

Going forward the District will support Chino Valley Learning Academy (CVLA) and Boys Republic. Revisions to the site SPSA and CSI plan are currently being made for the 2023-24 school year that meet CSI requirements. CVUSD will continue to collaborate and guide CVLA in order to offer a program that supports a decrease in suspension rates and an increase in mental health resources for students through the use

of CSI funds. The District will support Boys Republic with a focus on strengthening and building teacher capacity in the identified areas by developing an action-driven inquiry cycle, allocating an increase in resources to target site-specific trainings, and providing research and evidence based professional development to support lesson development with rigor and relevance in all content areas. The District will continue to monitor and evaluate the implementation of the CSI plan to support student and school improvement through the needs assessment process as part of the site's SPSA cycle and the LCAP site engagement process.

The District identified resource inequities for CVLA and Boys Republic by engaging in a process to analyze the data from the California Dashboard and to discuss the student groups that scored in lowest status category on the Dashboard. The identified practices that address resource inequities included an analysis of the CSI schools' needs assessment through a continuous improvement cycle. The District then analyzed the LEA and site level budget. Through the LCAP process, the District was able to review a variety of data to identify, diagnose, and address sources of inequity to inform improvement decisions. These inequities are addressed for CVLA in the LCAP in Goal 2, Action 15.

The determined resource inequities were noted and revealed a need for CVLA and Boys Republic to have continued training and implementation of Professional Learning Communities (PLCs); training and implementation of Universal Design for Learners (UDL); continued training and implementation of Differentiated Instruction; teacher training in math standards and Next Generation Science Standards (NGSS); and continued training and implementation of Positive Behavior Intervention Systems (PBIS) Social – Emotional Learning to increase student engagement and connectedness; increase mental health supports; increase training culturally responsive teaching; embedding systemic feedback using collective data and the collaborative rubric process to set goals and reflect regularly on progress; and attending to and correcting inequities in teacher misassignments, through either reassigning or building teacher competency and capacity through providing a local induction program. Additionally, an examination of master schedules and course offerings indicated limited opportunities for student enrichment courses. The CSI plan addresses these inequities by providing resources for information regarding enrollment in partnership opportunities. Implementation of CSI plan/School Plan for Student Achievement will address the identified resource inequities.

Monitoring and Evaluating Effectiveness

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

The District will continue to monitor and evaluate the implementation of the CSI plan to support student and school improvement through the annual needs assessment process as part of the site's SPSA cycle and the LCAP site engagement process. Families and students are asked to provide input into annual surveys. They are also encouraged to give input into the LCAP goals and School Site goals. This quantitative data and qualitative data are included in the SPSA's comprehensive needs assessment. The process for monitoring and evaluating the CSI plan and evaluating the effectiveness of selected evidence-based interventions to improve student outcomes include utilizing a progress monitoring tool three times

• Local Assessment Data in ELA and Math

• Attendance Rates

• Grades and Credit completion rates

• Decrease of 5% on suspension rates associated with drug/alcohol use SW-PBIS Tiered Fidelity Inventory (TFI) and District Annual Survey Site walk-throughs as part of the continuous review

• Graduation rate increase of at least 5%

• Number of students receiving mental health support

• Teacher assignments relative to student socioeconomic status (SES)-California Dashboard data will also be utilized when available

• Effectiveness of the evidence-based interventions are evaluated during the progress monitoring periods by administration, staff, and SSC/ELAC to determine whether the interventions are to be continued, revised, or replaced. a year to review metrics such as:

The District builds school and educational partner capacity for continuous improvement through the PLC process, staff professional development, student conferences, surveys, school community meetings (e.g., parent/guardian forums, workshops), and Family Engagement Center outreach.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Chino Valley Unified School District reached out to its community of educational partners to share student successes and challenges and to gather input to assist with the development of the 2023-24 LCAP. The LCAP Advisory Committee includes parents/guardians representing English Learners, Low Income, Foster Youth, Students with Disabilities, counselors, classified staff, Credentialed/Classified Staff Association Representatives, principals, site and District administrators, teacher representative, Associated Teacher Union representatives (ACT), California School Employees Association-Chapter 102 representative(s), the SELPA (Special Education Local Plan Area) Administrator, and community organizations participated in in-person meetings. Additional school site LCAP engagement meetings were held with opportunity for teachers, counselors, staff, principals, assistant principals, students, and community organizations. The District reached out to its educational partners to advise of the dates of LCAP development opportunities and survey input through the Districtwide calling system, e-mails, paper and electronic posters/flyers, social media, and the District website.

Chino Valley Unified School District strategically planned educational partner meetings for the purposes of informing the District's LCAP. Along with the scheduled LCAP Advisory Committee meetings, District English Language Advisory Committee meetings, LCAP School Site meetings, and LCAP student meetings were held to discuss the District's LCAP. During these meetings educational partners provided input and input was gathered and analyzed. Engagement was held, and feedback was considered before finalizing the LCAP. The overall educational partner process included students, families, educators, school administrators, principals, other school personnel, along with educational partners who spoke languages other than English. Community voice matters and, as such, the District engaged with educational partners in the 2022-23 school year through a variety of methods. Those methods included in-person meetings, virtual meetings, Board presentations, and livestreaming of Board meetings. Additionally, the District administered surveys, responded to telephone calls, sent, and responded to electronic emails, mailed letters to applicable groups, and transmitted messages via the District's communication system.

Educational partner consultation included the Local Bargaining Units and SELPA administrator. Additional engagement consultation was held with the Superintendent's Student Advisory Committee, Associated Chino Teachers Union, the California School Employees Association-Chapter 102, Administrators, the Foster Youth Liaison, the committee for the Community Engagement Initiative, and with participating attendees at the Family Engagement Center. Other meetings included School Site Parent Engagement Meetings. Translations were provided when requested or needed. District-wide surveys were also sent to students, staff, and families.

Engagement meetings at the site level include ELAC and School Site Council which are held virtually, in-person, by phone for those without an internet connection, or via email to seek input and support parents through this process and identify student and parent needs.

The Superintendent held a meeting with LCAP/DELAC educational partner groups, administrators, and other school personnel representatives. The group had the opportunity for a Q&A with the Superintendent, and responses to the educational partner questions were provided in writing and posted to the District website. This meeting meets the requirements in accordance with EC section 52062(a)(2) and in accordance with EC section 52062(a)(2) or 52068(a)(2).

The 2022-23 educational partner meetings took place on the following dates:

DELAC and LCAP Advisory Committee Groups:

- September 20, 2022
- October 4, 2022
- October 18, 2022
- December 6, 2022
- January 18, 2023
- January 31, 2023
- February 21, 2023
- March 21, 2023
- April 18, 2023
- May 2, 2023

Student Engagement Meetings:

- January 26, 2023
- January 28, 2023
- February 1, 2023
- February 15, 2023
- February 18, 2023

School sites held LCAP engagement sessions for parents/families and community members.

Elementary School • Date / Time

- Borba • January 26, 2023 / 8:30 AM
- Butterfield Ranch • January 12, 2023 / 2:00 PM
- Cattle • January 31, 2023 / 2:45 PM
- Chaparral • January 25, 2023 / 9:00 AM
- Cortez • January 26, 2023 / 8:15 AM
- Country Springs • January 10, 2023 / 10:00 AM
- Dickey • January 26, 2023 / 5:30 PM
- Dickson • January 25, 2023 / 8:15 AM & 6:00 PM
- Eagle Canyon • January 26, 2023 / 5:30 PM

- Glenmeade • January 12, 2023 / 8:00 AM
- Hidden Trails • January 31, 2023 / 6:00 PM
- Liberty • January 13, 2023 / 2:30 PM and January 19, 2023 / 9:00 AM
- Litel • January 20, 2023 / 9:00 AM
- Marshall • January 25, 2023 / 1:00 PM
- Newman • January 27, 2023 / 8:00 AM
- Oak Ridge • January 25, 2023 / 2:35 PM
- Rhodes • January 11, 2023 / 5:00 PM
- Rolling Ridge • January 19, 2023 / 8:45 AM
- Walnut • January 18, 2023 / 2:40 PM and January 26, 2023 / 8:30 AM
- Wickman • January 19, 2023 / 1:00 PM

K to 8 School

- Briggs • January 25, 2023 / 1:30 PM
- Cal Aero Preserve • January 19, 2023 / 3:00 PM

Junior High School

- Canyon Hills • February 28, 2023 / 8:00 AM
- Magnolia • January 12, 2023 / 6:00 PM
- Ramona • January 9, 2023 / 8:00 AM
- Townsend • January 17, 2023 / 6:00 PM
- Woodcrest • January 25, 2023 / 2:30 PM

High School

- Ayala • January 23, 2023 / 4:00 PM; January 24, 2023 / 4:30 PM; January 25, 2023 / 4:00 PM and January 26, 2023 / 4:00 PM
- Chino • January 24, 2023 / 10:00 AM
- Chino Hills • January 18, 2023 / 6:00 PM
- Don Lugo • January 17, 2023 / 7:30 AM
- Buena Vista • January 25, 2023 / 4:00 PM

Principals led the LCAP presentation at each school site and focused on reviewing the implementation of the actions/services across the District and specifically at their school site. With members representative of parents of English learners, foster youth, homeless, low income, and students with disabilities, the variety of educational partners provided their input on feedback forms with written comments and suggestions about the goals, actions, and services.

School Board Meetings and Presentations:

• March 2, 2023 (Annual Update Part 1: Goals 1, 3, & 4 Metrics and Implementation of the State Academic Standards to the Board of Education)
• April 20, 2023 (Annual Update Part 2: Goal 2 Metrics - Local Indicator for Parent & Family Engagement & Local Climate Survey)

• June 1, 2023 (LCAP Public Hearing and notify members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP)

• June 15, 2023 (LCAP Adoption & Local Indicators Report)

These meetings meet compliance with the instructions for Engaging Educational Partners for this section d) Held at least one public hearing in accordance with EC section 52062(b)(1) and e) Adopted the LCAP in a public meeting in accordance with EC section 52062(b)(2) or 52068(b)(2) and in accordance with EC section 52062(b)(1) 52068(a)(3).

District Staff:

• The Superintendent's Cabinet held weekly meetings to discuss the development and the progress of LCAP goals were reviewed

• Discussion on the progress and the input on the LCAP development with the Division of Curriculum, Instruction, Innovation, and Support was agendized from August 2022 through June 2023

• Administration meetings to include school site (principals and assistant principals) and District administrators were agendized on January 2023 to discuss the progress of the LCAP development

• Administration input gathered from school and District administrators on the LCAP development were held in January and February 2023.

Associations (ACT and CSEA):

• CSEA (classified unit members) January 24, 2023

• ACT (Associated Chino Teachers) (certificated unit members) January 20-February 10, 2023

The progress of District goals, actions and services that are aligned to the 8 state priorities were reviewed with the certificated and bargaining units. Educational partners provided input on their priorities to better address the actions and services aligned to conditions of learning, engagement, and student outcomes.

Surveys:

Two (2) surveys were administered with more than 23,504 comments received from educational partners. The electronic survey results are listed below by constituency group:

• Parents: 4,509

• Staff: 928

• Students: 10,693 in grades 6 to 12

Survey results from school level input sessions:

• Parents: 1,035

• Administrators: 1,384

• A.C.T./CSEA: 3,516

• Students: 745

• LCAP/DELAC Advisory Committee: 694

A summary of the feedback provided by specific educational partners.

The following themes listed under their respective Goals were the prevalent ideas, trends, and inputs that emerged from an analysis of the feedback received from educational partners:

Students

Goal 1: Conditions of Learning (State Priorities 1, 2, & 7)

1. Maintain District elementary music program and increase funding to all music programs
2. Maintain and expand career pathways and ROP
3. Ensure clean and safe environment by maintaining school facilities so they are in good repair
4. Improve Wi-Fi connectivity and ensure a backup plan for Wi-Fi outages
5. Upgrade and replace computers and acquire technology tools to support the instructional program

Goal 2: Engagement (State Priorities 3, 5, & 7)

1. Utilize bilingual translation services to increase in parent communication and school engagement with regards to school programs, policies, and practices for English Learners and their families
2. Provide increased awareness and accessibility around existing programs: Mental health supports, HOPE Center, CVUSD Health Services, etc.
3. Provide transparency around suicide prevention

Goal 3: Student Outcomes (State Priorities 4 & 8)

1. Expand AP Course offerings
2. Expand World Languages and continue the DLI (Dual Language Immersion) program
3. (a) Continue to provide awareness to all college and career related services, courses, and activities (CTE pathways, Career Day, Career Centers, etc.)
   (b) Provide tutoring either in-person or on online

Goal 4: Targeted Assistance (State Priorities 4 & 8)

1. Maintain instructional aide to support the infant/toddler program at Buena Vista
2. Host College Nights at the targeted schools and provide opportunities for high school students to participate in college tours
3. Increase student participation in career exploration programs

Parents/Guardians

Goal 1: Conditions of Learning (State Priorities 1, 2, & 7)

1. Upgraded facilities
2. Ensure clean and safe environment by maintaining school facilities so they are in good repair
3. Allow students access to a broad course of study
4. Updated textbooks and additional textbook copies available
5. (a) Maintain and expand District elementary music program

   (b) Offer math support in class and after school tutoring

Goal 2: Engagement (State Priorities 3, 5, & 7)

1. School activities (e.g., sports, clubs, field trips, etc.)
2. Continue to promote family engagement to promote parent involvement
3. Safe school environment
4. Provide positive reinforcement through supports, awards, and recognitions
5. Monitor students with chronic absenteeism and work with families to ensure their attendance improves

Goal 3: Student Outcomes (State Priorities 4 & 8)

1. Continue to provide awareness for all college and career related services, courses, and activities (CTE pathways, Career Day, Career Centers, etc.)
2. Practical knowledge/life skills/soft skills
3. (a) EL Support

   (b) Tutoring

Goal 4: Targeted Assistance (State Priorities 4 & 8)

1. Offer more electives and trades
2. Counseling Support
3. (a) Increase student participation in career exploration programs

(b) College awareness

4. Intervention supports

LCAP Advisory Committee

Goal 1: Conditions of Learning (State Priorities 1, 2, & 7)

1. Teacher misassignment
2. Upgrade and replace computers, acquire technology tools, and improve technology infrastructure to support the instructional program
3. Maintain Coordinator of Teacher Support
4. Provide professional development and support for teachers/administrators to provide high-quality instruction
5. Access to broad course of study

Goal 2: Engagement (State Priorities 3, 5, & 7)

1. Family engagement and communication
2. School Activities (e.g., sports, clubs, field trips, etc.)
3. Monitor students with chronic absenteeism and work with families to ensure their attendance improves
4. Student Connectedness/Safe School Environment; Maintain positive environment with supports, awards, and recognitions

Goal 3: Student Outcomes (State Priorities 4 & 8)

1. Career Pathways and Awareness
2. College awareness and early college promotion
3. Resource awareness
4. Provide intervention support designed to improve academics and meet academic goals (MTSS-A)

Goal 4: Targeted Assistance (State Priorities 4 & 8)

1. Continue current goals
2. Career and college nights
3. Focus on career pathways

DELAC Committee

Goal 1: Conditions of Learning (State Priorities 1, 2, & 7)

1. Increase bilingual teachers
2. Maintain District elementary music program and increase funding to all music programs

Goal 2: Engagement (State Priorities 3, 5, & 7)

1. School Activities (e.g., sports, clubs, field trips, etc.)

2. Monitor students with chronic absenteeism and work with families to ensure their attendance improves
3. Increase student engagement and family connectedness and communication

Goal 3: Student Outcomes (State Priorities 4 & 8)

1. English learner supports
2. Provide career awareness

Goal 4: Targeted Assistance (State Priorities 4 & 8)

1. Focus on career pathways
2. Continue current goals

Associated Chino Teachers (ACT)

Goal 1: Conditions of Learning (State Priorities 1, 2, & 7)

1. Maintain District elementary music program
2. Upgrade and replace computers and acquire technology tools to support the instructional program
3. Ensure clean and safe environment by maintaining school facilities so they are in good repair
4. Continue to build Career Technical Education at each high school
5. Provide professional development and support for teachers and/or administrators to support staff's pedagogical needs to increase student achievement (e.g., Professional Learning Community (PLC), Co-Plan/Co-Teach-Universal Design for Learning, English Language Development, Leadership Development, Multi-Tiered Systems of Supports-Behavior (MTSS-B), AVID, common core materials, and site based professional development).

Goal 2: Engagement (State Priorities 3, 5, & 7)

1. Maintain school nurses and health technicians to support and monitor students who have health related issues
2. Monitor students with chronic absenteeism and work with families to ensure their attendance improves
3. Maintain high school K-12 intervention counselors to support Multi-Tiered Systems of Support for Behavior (MTSS-B)
4. Provide supplemental education for students who need additional academic supports [e.g., credit recovery, summer school, after school]
5. Offer mental health services through licensed therapists and to provide educationally related mental health services

Goal 3: Student Outcomes (State Priorities 4 & 8)

1. Provide academic tutoring services: Foster youth, homeless students, and afterschool programs (ASES/Child Development)
2. Provide support to intervention teachers to close the achievement gap to improve student outcomes
3. Continue to provide career centers at all high schools
4. Provide intervention support through instructional materials designed to improve student outcome
5. Offer college credit courses (dual enrollment) at all high schools

Goal 4: Targeted Assistance (State Priorities 4 & 8)

1. Increase student participation in career exploration programs
2. Maintain Boys Republic School for FY (Foster Youth) court appointed students in grades 9-12
3. Maintain instructional aide to support the infant/toddler program at Buena Vista
4. Support professional development for administrators, teachers, and instructional staff at targeted schools to improve equitable practices and ensure staff is informed on utilizing trauma informed practices
5. Host College Nights at the targeted schools and provide opportunities for high school students to participate in college tours

California School Employees Association-Chapter 102 (CSEA)

Goal 1: Conditions of Learning (State Priorities 1, 2, & 7)

1. Upgrade and replace computers and acquire technology tools to support the instructional program
2. Ensure clean and safe environment by maintaining school facilities so they are in good repair
3. (a) Maintain District elementary music program

   (b) Continue to build Career Technical Education at each high school

   (c) Increase student participation in ROP to increase career readiness

Goal 2: Engagement (State Priorities 3, 5, & 7)

1. (a) Maintain a Foster Youth Counselor and clerk to provide student and family support, as well as tools/training for Foster Youth Intake to improve academics and attendance rates for foster youth

   (b) Offer mental health services through licensed therapists to Medi-Cal eligible students and students with disabilities and provide educationally related mental health service (ERMHS) on an ongoing basis

2. (a) Provide suicide prevention training on a yearly basis to secondary school staff and community

   (b) Provide supplemental education for students who need additional academic supports [e.g., credit recovery, summer school, after school]

   (c) Maintain the CVUSD Health Center that provides direct medical care including immunizations to increase access to health care services and ensure regular school attendance

   (d) Utilize bilingual translation services to ensure the understanding of District communications and provide classified bilingual clerks for schools whose non-English designated language is greater than 14%

Goal 3: Student Outcomes (State Priorities 4 & 8)

1. Provide academic tutoring services: Foster youth, homeless students, and Afterschool Programs (ASES/Child Development)
2. (a) Continue to provide Career Centers at all high schools

   (b) Offer college credit courses (dual enrollment) at all high schools

(c) Expand access to Advance Placement programs and equitable preparation for assessments and provide training for Advanced Placement teachers

Goal 4: Targeted Assistance (State Priorities 4 & 8)

1. (a) Increase student participation in career exploration programs

(b) Maintain instructional aide to support the infant/toddler program at Buena Vista

2. (a) Support professional development for administrators, teachers, and instructional staff at targeted schools to improve equitable practices and ensure staff is informed on utilizing trauma informed practices

(b) Host College Nights at the targeted schools and provide opportunities for high school students to participate in college tours

(c) Implement the Best Version of You Academy at targeted schools.

Principals

Goal 1: Conditions of Learning (State Priorities 1, 2, & 7)

1. Provide professional development and support to teachers/ administrators to support strong instruction
2. Maintain Instructional Coaches to support staff development and build teacher capacity
3. Upgrade and replace computers and acquire technology tools to support the instructional program
4. Maintain District elementary music program
5. Maintain teacher support for beginning teachers throughout the District sponsored CVUSD Induction Program

Goal 2: Engagement (State Priorities 3, 5, & 7)

1. Support the implementation and maintenance of Multi-Tiered Systems of Support for Behavior (MTSS-B)
2. Maintain school nurses and health technicians to support and monitor students who have health related issues
3. Maintain high school K-12 intervention counselors to support Multi-Tiered Systems of Support for Behavior (MTSS-B)
4. Monitor students with chronic absenteeism and work with families to ensure their attendance improves

Goal 3: Student Outcomes (State Priorities 4 & 8)

1. (a) AVID support for students to encourage college and career readiness and success

(b) Provide intervention support designed to improve academics and meet academic goals (MTSS-A).

2. Provide intervention support through instructional materials designed to improve student outcomes

3. Provide professional development for Integrated and Designated ELD to the elementary, junior high schools, and high schools

4. Subsidize AP fees for students in need and expand Advanced Placement course offerings

Goal 4: Targeted Assistance (State Priorities 4 & 8)

1. Support professional development for administrators, teachers, and instructional staff at targeted schools to improve equitable practices and ensure staff is informed on utilizing trauma informed practices

2. (a) Maintain Boys Republic School for Foster Youth court appointed students in grades 9-12

(b) Continue to augment teaching staff beyond Buena Vista's base school allocation to improve student connectedness with school

3. Maintain instructional aide to support the infant/toddler program at Buena Vista

4. Increase student participation in career exploration programs

Assistant Principals

Goal 1: Conditions of Learning (State Priorities 1, 2, & 7)

1. Provide professional development and support to teachers/administrators to support strong instruction
2. Maintain Instructional Coaches to support staff development and build teacher capacity
3. Maintain the Coordinator of Teacher Support for beginning teachers through the District sponsored CVUSD Induction Program to improve teacher retention and improve quality teacher instruction
4. Adopt updated and supplemental Common Core materials and assessments aligned to current framework and state standards

Goal 2: Engagement (State Priorities 3, 5, & 7)

1. Maintain high school K-12 intervention counselors to support Multi-Tiered Systems of Support for Behavior (MTSS-B)
2. Offer mental health services through licensed therapists and to provide educationally related mental health services
3. Support the implementation and maintenance of Multi-Tiered Systems of Support for Behavior (MTSS-B)
4. Maintain school nurses and health technicians to support and monitor students who have health related issues

Goal 3: Student Outcomes (State Priorities 4 & 8)

1. Provide intervention support designed to improve academics and meet academic goals (MTSS-A)
2. AVID support for students to encourage college and career readiness and success
3. Maintain a coordinator to assist with analyzing and monitoring English Learner (EL) progress in academics and English Language proficiency

Goal 4: Targeted Assistance (State Priorities 4 & 8)

1. Increase student participation in career exploration programs

2. Support professional development for administrators, teachers, and instructional staff at targeted schools to improve equitable practices and ensure staff is informed on utilizing trauma informed practices

3. Continue to augment teaching staff beyond Buena Vista's base school allocation to improve student connectedness with school

4. Maintain instructional aide to support the infant/toddler program at Buena Vista

District Administration

Goal 1: Conditions of Learning (State Priorities 1, 2, & 7)

1. Maintain Instructional Coaches to support staff development and build teacher capacity
2. (a) Maintain the Coordinator of Teacher Support for beginning teachers through the District sponsored CVUSD Induction Program to improve teacher retention and improve quality teacher instruction

   (b) Provide professional development and support to teachers/administrators to support strong instruction
   (c) Continue to build Career Technical Education at each high school
   (d) Upgrade and replace computers and acquire technology tools to support the instructional program
   (e) Increase student participation in ROP to increase career readiness

Goal 2: Engagement (State Priorities 3, 5, & 7)

1. Provide supplemental education for students who need additional academic supports (e.g., credit recovery, summer school, after school)
2. Monitor students with chronic absenteeism and work with families to ensure their attendance improves
3. (a) Continue to subsidize home to school transportation costs to facilitate increased student attendance rates
   (b) Maintain the Coordinator of Parent and Family Engagement and personnel for the Family Engagement Center, to provide trainings to parents and staff during the school year
   (c) Utilize bilingual translation services to ensure the understanding of District communications and provide classified bilingual clerks for schools whose non-English designated language is greater than 14%

Goal 3: Student Outcomes (State Priorities 4 & 8)

1. AVID support for students to encourage college and career readiness and success
2. Offer college credit courses (dual enrollment) at all high schools
3. (a) Provide intervention support through instructional materials designed to improve student outcomes
   (b) Provide support to intervention teachers to close the achievement gap to improve student outcomes

Goal 4: Targeted Assistance (State Priorities 4 & 8)

1. (a) Increase student participation in career exploration programs

   (b) Support professional development for administrators, teachers, and instructional staff at targeted schools to improve equitable practices and ensure staff is informed on utilizing trauma informed practices

2. (a) Continue to augment teaching staff beyond Buena Vista's base school allocation to improve student connectedness with school

   (b) Maintain instructional aide to support the infant/toddler program at Buena Vista

GATE Advisory Committee:
This committee meets two times per year to monitor the use of GATE funds provided through the LCAP and the implementation of actions related to the GATE program. Recommendations are made related to LCAP each year. The amount was increased in 2022-23 school year to include costs associated with Odyssey of the Mind.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

For Goal 1, educational partner input has suggested an emphasis on a broad course of study for students, which includes Music and additional activities for students. There is a need to continue to support new teachers through the CVUSD induction program and to continue to offer professional development for all teachers and administrators to support high quality instruction. Educational partners also expressed the need to continue to upgrade and replace computers and acquire technology tools to support the instructional program and emphasized the need to continue to maintain and upgrade facilities.

For Goal 2, educational partner input has suggested a need to continue to advertise existing programs for students and families to increase awareness of the resources available and to make those resources accessible to them. In addition, educational partners expressed the need to continue to support the implementation and maintenance of the Multi-Tiered Systems of Support for Behavior mental health services and social emotional supports, along with staff to support student physical and mental health within a positive learning environment including the K-12 Intervention Counselors and school nurses. Educational partners indicated the need for a safe, positive, and welcoming environment. Furthermore, educational partners have emphasized the necessity to ensure student attendance.

For Goal 3, educational partner input suggests continued support designed to improve academics and meet academic goals, tutoring, expansion of AP courses and college and career awareness programs across all schools. To assist students in achieving success, educational partners recommended that the District look to provide intervention support designed to improve academics and meet academic goals Multi-Tiered Systems of Support – Academic (MTSS-A) intervention programs and continue to provide awareness for all college and career related services, courses, and activities (e.g., CTE Pathways, Career Day, Career Centers). Student partners requested to offer more language options, offer them earlier, and continue the Dual Language Immersion program and expand it.

Upon the review of all educational partner groups, the following recommendations resulted in additions and modifications:

LCAP Goal 2, Action 5: Chronic Absenteeism Support - provide additional time to the District Attendance Liaison(s) to monitor and support unduplicated student groups who display chronic absenteeism

LCAP Goal 2, Action 11: School Based Health Services - provide materials/supplies for nurses/school sites; increase the number of school-based health services staff (e.g., LVNs)

LCAP Goal 2, Action 20: Intensive Student Support - increase and maintain Behavior Intervention Specialists and Behavior Aides

LCAP Goal 2, Action 25: Bilingual Translation Services - increase the number of bilingual clerks for schools whose non-English designated language is greater than 14%

LCAP Goal 3, Action 15: Multilingual Programs - increase the number of teachers for the Dual Language Immersion Program and include advertising costs

LCAP Goal 3, Action 18: Multilingual Assessments - provide training and cost of bilingual assessments to determine student's multilingual abilities in reading, writing, listening and speaking

Goals and Actions

Goal

Goal #	Description
1	All students are provided a high-quality teaching and learning environment

An explanation of why the LEA has developed this goal.

The District, along with the District's educational partners, looked at a variety of data/information to develop this goal. This goal focuses on recruiting and retaining highly qualified credentialed teachers despite a growing shortage of teachers. As such, core instructional materials have been deemed prerequisites for learning. Common core state standards and newly acquired textbooks require support for teachers through targeted professional development coaching. Educational partner input has suggested an emphasis on a broad course of study for students, which includes GATE, CTE, music, and additional activities for students. There is a need to continue to support new teachers through the CVUSD induction program and to continue to offer professional development for all teachers and administrators to support high quality instruction. Educational partners also expressed the need to expand the District's infrastructure along with updated technology tools and emphasized the need to continue to maintain and upgrade facilities.

In addition to surveys given to the District's students, staff, and parents, staff also looked at the State Reflection Tool for Implementation of SBE (State Board of Education) Adopted Standards. On the State's self-implementation tool, the District is at full implementation and sustainability in professional development that relates to ELA, ELD (English Language Development), and Math and full implementation in Science, and History-Social Science. The District's Annual Survey (2023) revealed that District schools have high learning standards with 86% parents, 93% staff, and 80% students rating agree or strongly agree.

This goal was created to deliver high quality instruction in a safe learning environment. These actions and metrics grouped together will build teacher capacity and ensure students are well equipped with capabilities needed to become productive citizens, hold sustainable careers/employment, and enhance individual well-being in a safe environment. Monitoring tools for Goal 1 include the SARC (School Accountability Report Card), Williams Reports, State Reflection Tool, CAASPP (California Assessment of Student Performance and Progress), Broad Coarse of Study Reflection Tool, Technology inventory, Technology surveys, and FIT (Facilities Inspection Tool) Reports.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. School Accountability Report Card (SARC) for teaching Misassignments [Priority 1 Rate of Teacher Misassignment]	100% of teachers are assigned to teach according to their subject-matter competence/authorization	100% of teachers are assigned to teach according to their subject-matter competence/authorization	100% of teachers are assigned to teach according to their subject-matter competence/authorization	[Insert outcome here]	100% of teachers are assigned to teach according to their subject-matter competence/authorization
2. Williams Report/Sufficiency Report of Instructional Materials [Priority 1 Student Access to Standards Aligned Instructional Materials]	100% of students have access to standards aligned curriculum as reported on the Williams Report and Sufficiency of Instructional Materials Report	100% of students have access to standards aligned curriculum as reported on the Williams Report and Sufficiency of Instructional Materials Report	100% of students have access to standards aligned curriculum as reported on the Williams Report and Sufficiency of Instructional Materials Report	[Insert outcome here]	100% of students have access to standards aligned curriculum as reported on the Williams Report and Sufficiency of Instructional Materials Report

3. State Reflection Tool for Implementation of State Adopted Standards [State Priority 2 Implementation of State Standards] Programs and services will enable English Learners to access the CCSS (Common Core State Standards) and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	A summary of the District's progress on the implementation of State Academic Standards are reported using the State's Reflection Tool: 2019 Dashboard Data- Met Reflection Tool Rating Scale: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5- Full Implementation and Sustainability Professional Development ELA=4 Mathematics=4 History/Social Science=3 ELD=4 NGSS=3 Instructional Materials ELA=3 Mathematics=4 History/Social Science=2 ELD=4 NGSS=2	A summary of the District's progress on the implementation of State Academic Standards are reported using the State's Reflection Tool: 2021-22 Dashboard Data- Met Reflection Tool Rating Scale: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5- Full Implementation and Sustainability Professional Development ELA=4 Mathematics=4 History/Social Science=3 ELD=4 NGSS=3 Instructional Materials ELA=4 Mathematics=4 History/Social Science=3 ELD=4 NGSS=2	A summary of the District's progress on the implementation of State Academic Standards are reported using the State's Reflection Tool: 2022-23 Dashboard Data- Met Reflection Tool Rating Scale: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5- Full Implementation and Sustainability Professional Development ELA=5 Mathematics=5 History/Social Science=4 ELD=5 NGSS=4 Instructional Materials ELA=5 Mathematics=5 History/Social Science=4 ELD=5	[Insert outcome here]	Show growth and improvement annually on the State Reflection Tool for Implementation of State Adopted Standards Professional Development ELA=5 Mathematics=5 History/Social Science=4 ELD=4 NGSS=4 Instructional Materials ELA=5 Mathematics=5 History/Social Science=5 ELD= 5 NGSS=5 Policy & Program Support ELA=5 Mathematics=5 History/Social Science=5 ELD=5 NGSS=4 Implementation of Standards CTE=5 PE= 5 World Language= 5 Health Ed= 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Policy & Program Support ELA=4 Mathematics=4 History/Social Science=3 ELD=5 NGSS=3 Implementation of Standards CTE=4 PE=3 World Language=3 Health Ed=3 VAPA=3 Engagement of School Leadership (2019 data added April 2022) Identify Needs=5 Provide Support=3 Identifying Individual Needs=4	Policy & Program Support ELA=5 Mathematics=5 History/Social Science=4 ELD=5 NGSS=4 Implementation of Standards CTE=4 PE=3 World Language=3 Health Ed=4 VAPA=3 Engagement of School Leadership Identify Needs=5 Provide Support=4 Identifying Individual Needs=4	NGSS=3 Policy & Program Support ELA=5 Mathematics=5 History/Social Science=5 ELD=5 NGSS=5 Implementation of Standards CTE=5 PE=4 World Language=4 Health Ed=4 VAPA=4 Engagement of School Leadership Identify Needs=5 Provide Support=5 Identifying Individual Needs=5		VAPA=5 Engagement of School Leadership Identify Needs=5 Provide Support=5 Identifying Individual Needs=5

4. California School Dashboard CAASPP Result 3-8, and 11 or Essential Standards Assessment (ESA) Local Data [State Priority 4 Pupil Achievement]	To support staff needs so that they can meet, share expertise, and work collaboratively to improve teaching skills and the academic performance of students 2019 Dashboard Data (ELA/Math) • District: Green/Green • SWD: Yellow/orange • Foster Youth: orange/yellow • Homeless: yellow/orange • LI: yellow/yellow • EL: yellow/yellow 2019-20 ESA Local Data: % of students in each group who do NOT Meet or Exceed Standard on local Essential Standards Assessments Local Data: % of students in each group who do NOT Meet or Exceed Standards on local Essential Standards Assessments (ESAs) 2019-20	To support staff needs so that they can meet, share expertise, and work collaboratively to improve teaching skills and the academic performance of students 2019 Dashboard Data (ELA/Math) with distance from standard points • District: Green(+16.6)/Green (-11.2) • SWD: Yellow(-69.7) /orange(-99.4) • Foster Youth: orange (-41.6)/yellow(-74.1) • Homeless: yellow (-25.6)/orange(-52.1) • LI: yellow(-10.8)/yellow(-42.2) • EL: yellow(-18.9)/ yellow(-36.3) 2020-21 ESA Local Data: % of students in each group who do NOT Meet or Exceed Standard on local Essential Standards Assessments Local Data: % of students in each group who do	To support staff needs so that they can meet, share expertise, and work collaboratively to improve teaching skills and the academic performance of students 2022 Dashboard Data (ELA/Math) with distance from standard points • District: High(+20.1)/Medium (-19.6) • SWD: Very Low (-76.2) /Very Low(-114.2) • Foster Youth: Low (-40.1)/Low(-89.9) • Homeless: Low (-27.2)/Low(-64.1) • LI: Low(-10.3)/Low(-52.9) • EL: Low(-14.8)/ Low(-40.5) 2021-22 ESA Local Data: % of students in each group who do NOT Meet or Exceed Standard on local Essential Standards Assessments. Local Data: % of students in each group who do NOT		Maintain or increase performance color in ELA/Mathematics for the District on the CAASPP or decrease percentage of students who DO not meet or exceed standards in ELA/Mathematics for the District on ESA Local Data 2023-24 Dashboard Data (ELA/Math) with distance from standard points. District: +25/+5 • SWD: -60/-80 • Foster Youth: -30/-50 • Homeless: -5/-30 • LI: +10/-20 • EL: +2/-6 2023-24 ESA Local Data: %of students in each group who do NOT Meet or Exceed Standard on local Essential Standards Assessments Local Data: % of students in each group who do NOT Meet or Exceed Standards on local Essential Standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELA District: 42% EL: 85.6% SWD: 76.6% Homeless: 59.5% FY: 68% Math District: 54.4% EL: 76.3% SWD: 81.6% Homeless: 66% FY: 76.1%	NOT Meet or Exceed Standards on local Essential Standards Assessments (ESAs) 2020-21 ELA District: 43.4% EL: 83.2% SWD: 77.9% Homeless: 60.2% FY: 73.9% LI: 55.5% Math District: 51.4% EL: 75% SWD: 78.3% Homeless: 66.7% FY: 75.6% LI: 63.2	Meet or Exceed Standards on local Essential Standards Assessments (ESAs) 2021-22 ELA District 41% EL: 79% SWD: 78% Homeless: 66% FY: 66% LI: 51% Math District 52% EL: 73% SWD: 83% Homeless: 76% FY: 87% LI: 64%		Assessments (ESAs) 2023-24 ELA District: 37% EL: 78% SWD: 71.6% Homeless: 54.5% FY: 63% LI: 50% Math District: 49.4% EL: 71.3% SWD: 76.6% Homeless: 61% FY: 71.1% LI: 58%

5. Program Participation in Broad Course of Study [State Priority 7 & 8] Student Access and Enrollment in All Required Areas of Study and Pupil Outcomes including Programs and Services Developed to Unduplicated Pupils and Students with Exceptional Needs	1. Gate identification in 2nd Grade through Universal Screening: 2019-20: 15.21% 2. 100% Participate in District Elementary Music Program Grades 2-4; 100% opportunity to participate in elective music for Grades 5-6 3. 2019-20 CTE Pathway Completion CVUSD: 76% Ayala HS: 68% Chino HS: 82% CHHS: 68% DAL HS: 72% 4. Student Access and enrollment in required areas of study=100%	1. Gate identification in 2nd Grade through Universal Screening: 2021-22: 17.67% 3rd Grade students tested in 2021-22 for missed Gate screening in 2020-21 due to the pandemic: 15.84% 2. 100% Participate in District Elementary Music Program Grades 2-4; 100% opportunity to participate in elective music for Grades 5-6 3. 2020-21 CTE Pathway Completion Ayala HS: # of participants: 662 # of completers: 57 Chino HS: # of participants: 536 # of completers: 22 CHHS: # of participants: 749 # of completers: 35 DAL HS: # of participants: 551 # of completers: 25	1. Gate identification in 2nd Grade through Universal Screening: 2022-23: 21.5% 3rd Grade students no longer tested as the District is current with 2nd Grade Universal Screening. 2. 100% Participate in District Elementary Music Program Grades 2-4; 100% opportunity to participate in elective music for Grades 5-6 3. 2021-22 CTE Pathway Completion Ayala HS: # of participants: 687 # of completers: 52 Chino HS: # of participants: 529 # of completers: 70 Chino Hills: # of participants: 811 # of completers: 53 DAL HS: # of participants: 679 # of completers: 29		1. At least 15% of 2nd grade students identified for GATE services. 2. 100% participation in elementary music in grades 2-4; 100% opportunity to participate in elective music for Grades 5-6 3. Increase % completing “Concentrator” course at each high school 4. 100% access and enrollment in required areas of study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		4. Student Access and enrollment in required areas of study=100%	4. Student Access and enrollment in required areas of study=100%		
6. Technology Inventory	100% of our teachers, and students have access to upgraded technology, both via infrastructure and hardware as measured by the District technology inventory.	100% of our teachers, and students have access to upgraded technology, both via infrastructure and hardware as measured by the District technology inventory.	100% of our teachers, and students have access to upgraded technology, both via infrastructure and hardware as measured by the District technology inventory.		100% of our teachers and students will have access to technology that is 4 years or newer
7. 100% Facilities with Good or Higher Rating (FIT) [State priority 1 Facilities in Good Repair]	100% of facilities have a good or higher rating with minimal deficiencies as reported through the FIT report.	100% of facilities have a good or higher rating with minimal deficiencies as reported through the FIT report.	100% of facilities have a good or higher rating with minimal deficiencies as reported through the FIT report.		100% of facilities have a good or higher rating with minimal deficiencies as reported through the FIT report.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8. Instructional Technology Survey Results	We recognize that with our unduplicated student groups, different instructional tools (visuals, tools to connect, etc.) may be needed to ensure their engagement and ultimately their academic success. Rating Scale Baseline: 0 Tools Identified New Baseline for Year 1 2021-22 Percentage of the frequency that teachers use formative tech tools (added April 2022): 0% Daily 40% Weekly 50% Monthly 10% Never	2021-22 Percentage of the frequency that teachers use formative tech tools: 0% Daily 40% Weekly 50% Monthly 10% Never	2022-23 Percentage of the frequency that teachers use formative tech tools: 0% Daily 64% Weekly 36% Monthly 0% Never		Percentage of the frequency that teachers use formative tech tools: 40% Daily 50% Weekly 10% Monthly 0% Never

Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruitment Fairs	The Division of Human Resources will attend recruitment fairs to hire appropriately credentialed teachers for the District to fill teacher vacancies created by teacher attrition, relocation, and retirement.	$10,000.00	No
2	Library and Media Support	The Division of Human Resources will maintain high school teacher librarian(s) and provide library support with media technicians at the elementary and secondary school sites principally directed to Foster Youth, English Learners, and Low-Income student groups (hereafter referred to as unduplicated student groups) to increase accessibility to instructional resources during school hours.	$1,547,442.00	Yes
3	New Teacher Induction	The Division of Human Resources will oversee the Coordinator of Teacher Support for beginning teachers through the District sponsored CVUSD Induction Program to improve teacher retention and improve quality teacher instruction principally to improve outcomes for unduplicated student groups.	$500,000.00	Yes
4	Common Core Materials	The Departments of Elementary, Secondary Curriculum, and Access and Equity will pilot and adopt instructional materials aligned to current framework and state standards (e.g., NGSS, DLI) as determined by the adoption cycle and/or District need.	$690,000.00	No
5	Common Core Supplemental Supports	The Department of Special Education will provide supplemental Common Core materials, assessments, and training aligned to state standards to improve quality of instruction and support to students with disabilities.	$15,000.00	No
6	Instructional Coaches	The Division of Curriculum, Instruction, Innovation, and Support (CIIS) will maintain 19 FTE Instructional Coaches to support staff development and build teacher capacity to improve outcomes in ELA and math for the unduplicated student groups.	$2,642,299.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Professional Development	The Division of CIIS will provide professional development and support for teachers and/or administrators to support staff's pedagogical needs to increase student achievement (e.g., Professional Learning Community (PLC), Co-Plan/Co-Teach/ Universal Design for Learning, English Language Development, Leadership Development, Multi-Tiered Systems of Supports-Behavior (MTSS-B), AVID, common core materials, fare/sustenance, and site based professional development).	$550,000.00	No
8	Student Courses	The Departments of Elementary and Secondary Curriculum will provide trainings to administrators and/or counselors to review master schedules and school site administration will ensure student access and enrollment in required areas of study.	$0	No
9	GATE	The Department of Elementary Curriculum will support Gifted and Talented Education (GATE) differentiation/enrichment opportunities to meet the unique needs for unduplicated student groups. In addition, GATE screening is offered and principally directed for the unduplicated student groups, which includes 2nd grade, to provide equitable access and opportunity to participate in the GATE program.	$200,000.00	Yes
10	Music	The Department of Access and Equity will oversee the District elementary music programs and enhance music operations at schools to increase enrichment opportunities for unduplicated student groups.	$1,466,559.00	Yes
11	Career Pathways and Options	The Department of Secondary Curriculum will support sites in increasing the overall percentage of unduplicated student groups participating in and completing at least one of the twenty-seven CTE Pathways in the District. Towards this end, CTE teachers will be provided professional learning. Systemwide, schools will reach out via counseling departments and career centers to make sure unduplicated student groups are aware of programs and that the recruitment and maintenance into CTE programs is strategic and supported by data.	$679,756.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	Preschool Inclusion Program	The Department of Special Education will maintain on an ongoing basis preschool inclusion programs (PREP) according to student needs as determined by the Special Education State Performance Indicator Report for students with disabilities and to promote success in language, pre-academics and social development for both typically developing students to students with special needs.	$1,656,506.00	No
13	Technology	The Department of Technology will upgrade and replace student and teacher computers and acquire technology tools to support instructional programs for all students.	$2,700,000.00	No
14	Facilities	The Department of Maintenance and Operations and school sites will maintain school facilities, so they are in good repair and safe for students and staff (Deferred Maintenance).	$5,965,000.00	No
15	Instructional Technology	The Department of Assessment and Instructional Technology as well as the Department of Technology will explore instructional technology tools to improve and enhance engagement [via the Techsploration Committee] in order to increase learning outcomes for unduplicated student groups.	$30,000.00	Yes
16	Regional Occupational Program	The Department of Secondary Curriculum will support sites in increasing the overall percentage of unduplicated student groups participating in and completing Regional Occupational Program (ROP) courses in partnership with Baldy View ROP to increase career readiness. Systemwide, schools will reach out via counseling departments and career centers to make sure unduplicated student groups are aware of programs.	$2,951,337.00	Yes

Goal Analysis for [2022-23]

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

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

Chino Valley Unified School District (CVUSD) made progress in implementing most actions and services in LCAP Goal 1. There were no substantive differences in the actual implementation of these actions. The District is continuing its implementation of 1:1 student to computer ratio where all students from transitional kindergarten (TK) through twelfth (12th) grade have been issued devices. All students in fifth (5th) through twelfth (12th) grades can take their devices home. The District built a standard refresh cycle across the student devices, with students receiving new devices in TK/K, fifth and 9th grades. This year, all incoming 9th graders received new devices as they started their high school career. The plan is to replace all teacher devices on a four-year rotation. Approximately 800 teachers received new devices this year.

In addition, the District continues to be at full implementation and sustainability in professional development that relates to ELA, ELD, and Math and full implementation in Science and History-Social Science. Instructional coaches have provided professional development and support to all teachers in advancing professional learning communities. Instructional coaches have also supported teachers with increasing student engagement in all classrooms. For the 2023-2024 school year, NGSS professional development will focus on supporting teachers in year 2 of the instructional materials adoption.

The District's Annual Survey (2022) revealed that District schools have high learning standards with 86% parents, 93% staff, and 80% students rating agree or strongly agree.

Successes:

The District has invested in materials for dual language immersion in Mandarin and Spanish. The use of the materials that support dual language learning is essential for ensuring that students have access to appropriate resources that help them develop their language skills and increase their cultural competencies. For music, 2nd through 4th grade students participate in music and 5th and 6th grade students have access to participate in Band and/or Choir at each of the elementary schools.

Since the return to in-person teaching, teacher recruitment has seen success due to the efforts of District collaboration with the universities creating programs to meet District needs and going above and beyond to staff hard-to-fill positions. The university staff has been extremely communicative and has worked collaboratively with schools to ensure that the recruitment process runs smoothly. They have worked collaboratively with schools to ensure that they have access to a pool of qualified candidates and that the hiring process runs smoothly; this has helped to streamline the recruitment process and has resulted in more efficient hiring of teachers. For the District Induction Program, 139 candidates and 75 mentors are currently participating. The retention rate of induction candidates has remained consistently between 88% and 97%.

Regarding alternative education, the online instructional materials are the online platform for elementary school. The District was commended for having the best time usage for the online platform along with a high percentage rate of student course completions. The funding has provided a high quality of curriculum for the virtual students in the District's elementary program.

For instructional technology, there is an increase of staff reporting using the instructional technology tool weekly (from 40% to 64% weekly and from 10% down to 0% never).

Challenges:

Despite the ongoing efforts by the District in recruiting, there are limited candidates in the areas of math, science, and Special Education, specifically Moderate-Severe teachers. In addition, there continues to be a need for speech and language pathologists. The District's Induction Program is continuing to recruit new mentors for the 2023-24 school year to lower the ratio of Induction candidates to mentor teachers.

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.

There is no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages or improved services to report at the time of writing.

An explanation of how effective the specific actions were in making progress toward the goal.

Based on metrics, the District concludes the actions in Goal 1 are effectively impacting the District's progress in offering a high-quality teaching and learning environment. The following is the District's progress toward Goal 1:

Metric 1: Actions 1, 2, and 3 support the District meeting the School Accountability Report Card for teaching misassignments. Recruitment Fairs held and resumed to in-person. These actions are effectively supporting the achievement towards meeting the articulated goal and desired outcome.

Metric 2: Actions 4 and 5 support 100% of students having access to standards aligned curriculum as reported on the Williams Report and Sufficiency of materials. These actions are effectively supporting the achievement towards meeting the articulated goal and desired outcome.

Metric 3: Action 6 promotes Professional Development related to the implementation of State Adopted Standards and staff have instructional coaches to support school sites with standards-based curriculum. Staff reported a (5) full implementation of the reflection tool rating for ELA, Mathematics, and ELD. Staff reported a (4) for History/Social Science and NGSS. This action is effectively supporting the achievement towards meeting the articulated goal and therefore the desired outcome needs to be increased.

Metric 4: Action 7 continues to support staff needs so that they can meet, share expertise, and work collaboratively to improve teachings skills and the academic performance of students; this continues to be an area of need. Specifically, the following actions are effectively impacting the District's progress in offering high-quality teaching and learning: Actions 4, 5, 6, and 7. Aggregate data from local essential standards assessments (ESA), in ELA, indicate that the percent of students scoring met/exceeded increased throughout the 2022-23 school year in 8 of 10 grade levels. Although, the District had success in this indicator and the California Dashboard indicates all students as 20.1 points above standard-ranking high, continued focus on student groups who reported as Low/Very Low and Below Standard include: African American, Hispanic, English Learner, Foster Youth, Homeless population, Socio-economically Disadvantaged, and Students with Disabilities. Aggregate data from local essential standards assessments (ESA), in Math, indicate that the percentage of students scoring Met/Exceeded increased throughout the 2022-23 school year in 7 of 10 grade levels/courses. On the 2022 California Dashboard, the LEA scored 19.6 points Below Standard (Medium) for all students. While four student groups scored in the High/Very High-performance level, seven student groups scored below standard or in the Low/Very Low performance level: African American, English Learners, Foster Youth, Hispanic, Homeless population, Socio-economically Disadvantaged Students, and Students with Disabilities.

Metric 5: Action 8-12 and 16 promotes program participation for a broad course of study. The District continues to ensure students have access and are enrolled in required areas of study, maintain GATE enrichment activities, support music at the elementary school sites, support CTE pathways and ROP programs, and provide preschool inclusion programs. These actions are effectively supporting the achievement towards meeting the articulated goal and desired outcome.

Metric 6: Through Action 13, 100% of teachers and students have access to upgraded technology. This action is effectively supporting the achievement towards meeting the articulated goal and desired outcome.

Metric 7: With Action 14, Through the deferred maintenance program, staff addressed major upgrades to some school facilities such as schoolwide re-roofing and track resurfacing. This action is effectively supporting the achievement towards meeting the articulated goal and desired outcome.

Metric 8: Action 15 The Techsploration Committee explored engagement platform tools and STEM (Science, Technology, Engineering and Math) materials to enhance learning and engage students. This action is effectively supporting the achievement towards meeting the articulated goal and desired outcome.

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

The following changes will be made based on prior practices implemented by the District:

Metric 3: 2023-24 Outcomes increased in 5 areas based on the results of achieving the District's desired goal.
Metric 5: District staff will continue to only report second grade numbers moving forward.
Action 1: Proposed budget amount changed to account for increase cost of recruitment fairs and for in-person fairs.
Action 2: Proposed budget amount changed to account for changes in salary.
Action 4: Proposed budget amount changed to account for decrease due to the purchase of Core Instructional Materials for World Languages in the 2022-23 school year. Action description revised to include NGSS and DLI materials.
Action 6: Proposed budget amount changed to account for changes in salary and 1 additional FTE.
Action 10: Proposed budget amount changed to account for changes in salary.
Action 11: Proposed budget amount changed to account for changes in salary.
Action 12: Proposed budget amount changed to account for 2 additional FTE and 2 aides to add another PREP program in the District.
Action 13: The District achieved its goal of one-on-one devices this year. The proposed budget amount moving forward is for technology refresh.
Action 16: Proposed budget amount changed to account for the increase of services provided by ROP.
A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	Students, parents, families, and staff are connected and engaged to their school to ensure student success

An explanation of why the LEA has developed this goal.

The goal was developed due to the continued need to promote students' request to feel safe and connected to school campuses. Increased family partnerships continue to be of interest so parents/guardians can actively participate in students' educational experiences. Data indicates a need to address equity gaps in student outcomes in suspension and graduation.

After reviewing the data regarding school connectedness such as chronic absenteeism and suspension rate, the District, along with educational partner groups, concluded that the current actions implemented will need to be sustained to continue for strong academic success. Analysis of the District Annual Survey indicated that 71% of students felt safe at school and 74% of 5th grade students indicated they felt connected to school. Educational partner input has suggested a need to advertise existing programs for students and families to increase awareness of the resources available to them. In addition, educational partners expressed increasing mental health services and social emotional supports, along with staff to support student physical and mental health within a positive learning environment. Furthermore, educational partners have emphasized the necessity to provide supplemental education to help students stay connected to school and improve academic outcomes. Engagement is crucial to student well-being, including providing a sense of empathy, consideration, and support for social-emotional learning. A school community is essential to a strong school environment, and it is important to inform families so that they can support student success.

The actions and metrics grouped together will ensure connectedness with the school community resulting in positive academic outcomes, including strong achievement and academic persistence. Utilizing actions targeted to address these needs, the District will increase the percentage of students who feel safe and connected to school. Monitoring tools for Goal 2 include the Healthy Kids Survey, Graduation Rate, Year End Attendance Rate, Chronic Absenteeism Rate, Suspension and Expulsions, Dropout Rates, School Quality Survey, The Family Engagement Reflection Tool, and the number of Decision-Making Meetings.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. CA Healthy Kids Survey for students' report of feeling safe and connected to their school (school	To assess students' healthy habits and respond with appropriate intervention	To assess students' healthy habits and respond with appropriate intervention	To assess students' healthy habits and respond with appropriate intervention	[Insert outcome here]	Increase or maintain percentage of student responses and reduce unhealthy and negative student

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
climate) [State Priority 6-Other Local measure for School Climate]	programs for the Tobacco Use Prevention Education (TUPE grant) CHKS metric 2019-20 Percentage of students who have never tried vaping. Grade 7- 95% have never used a vaping product Grade 9- 86% Grade 11- 74% Non-traditional- 49% On the 2021-22 CHKS 71% of the students indicated that they feel safe at school (added April 2022 since the survey was not administered in the baseline year) . Percentage by grade level of students feeling connected to school: 5th: 74% 7th: 63%	programs for the Tobacco Use Prevention Education (TUPE grant) CHKS metric 2021-22 Percentage of students who have never tried vaping. Grade 7- 95% have never used a vaping product Grade 9- 89% Grade 11- 83% Non-traditional- 64% On the 2021-22 CHKS 71% of the students indicated that they feel safe at school. Percentage by grade level of students feeling connected to school: 5th: 74% 7th: 63% 9th: 64% 11th: 33%	programs for the Tobacco Use Prevention Education (TUPE grant) CHKS metric 2021-22 (Students did not take CHKS in 22-23) Percentage of students who have never tried vaping. Grade 7- 95% have never used a vaping product Grade 9- 89% Grade 11- 83% Non-traditional- 64% On the 2021-22 CHKS 71% of the students indicated that they feel safe at school. Percentage by grade level of students feeling connected to school: 5th: 74% 7th: 63% 9th: 64% 11th: 33%		health behaviors from assessment based on the TUPE Grant CHKS metric Percentage of students who have never tried vaping. Grade 7- 98% have never used a vaping product Grade 9- 92% Grade 11-85% Non-traditional- 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	9th: 64% 11th: 33%				
2. Graduation Rate [State Priority 5 Graduation Rate]	Graduation Rate: District 91.5% EL: 71.4% LI: 87.5% FY: 40.5% H: 84.6% (Dataquest 19-20)	Graduation Rate: District 93.2% EL: 77.1% LI: 90.2% FY: 41.7% H: 83.4% (Dataquest 2020-21)	Graduation Rate: District 94.0% EL: 83.6% LI: 91.6% FY: 50% H: 84.9% (Dataquest 2021-22)	[Insert outcome here]	Graduation Rate that are greater than or equal to District 96.5% EL:84% LI: 92.5% FY:50.5 % H: 85% (Dataquest 19-20)
3. Year End Attendance [State Priority 5 - School Attendance]	Year End District Attendance Rate 2020: 95.82% 2019: 96.06% State 2020: N/A 2019: 94.53%	Year End District Attendance Rate 2020-21 District: 95.63% State: 94.75%	Year End District Attendance Rate 2021-22 District: 92% State: 90.7%	[Insert outcome here]	Year End District Attendance Rate that are greater than or equal to: 2023: 97% and desired District percentage above state average

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4. Chronic Absenteeism Rate [State Priority 5 Chronic Absenteeism Rate]	2020 Chronic Absenteeism [CALPADS] District: 6.2% 2019 Chronic Absenteeism [Dashboard] State: 10.1% District: orange 6.7% SWD: orange 10.7% Foster Youth: orange 13% Homeless: orange 11% LI: orange 9.6% EL: green 6.3%	2020-21 Chronic Absenteeism [CALPADS] District: 9.3% State: 14.3% 2019 Chronic Absenteeism [Dashboard] State: 10.1% District: orange 6.7% SWD: orange 10.7% Foster Youth: orange 13% Homeless: orange 11% LI: orange 9.6% EL: green 6.3%	2021-22 Chronic Absenteeism [CALPADS] District: 26% State: 30% 2022 Chronic Absenteeism [Dashboard] State: 30% Very High District: Very High 26% SWD: Very High 38.6% Foster Youth: Very High 27.6% Homeless: Very High 35.2% LI: Very High 34.9% EL: Very High 25.9%		2023 Chronic Absenteeism rate that is less than or equal to: [CALPADS] District: 5.2% and below the state average District: green 5% SWD: green 5% Foster Youth: green 5.2% Homeless: green 5% LI: green 5% EL: green 5%
5. Suspension Rates & Expulsion Report (California School Dashboard, CDE, Dataquest) [State Priority 6-School Climate]	2019- 2020 Suspension Rate: 1.6% 2019-2020 Expulsion Rate: .08%	2020-21 Suspension Rate: 0.4% 2020-21 Expulsion Rate: 0%	2021-22 Suspension Rate: 2.6% 2020-21 Expulsion Rate: 0.1%		Suspension Rate: .5% Expulsion Rate: .07%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6. CDE Dataquest Attendance & Drop Out Report for High School [State Priority 5 Middle School and High School Dropout Rate]	2019-2020 Year End Attendance: 95.82% 2020 Dropout Rate: [CALPADS] Middle: 0.13% High School: 5.68%	2020-21 Year End Attendance: 95.63% 2020-21 Dropout Rate: [CALPADS] Middle: 0.39% High School: 4.28%	2021-22 Year End Attendance: 92% 2021-22 Dropout Rate: [CALPADS] Middle: 0% High School: 5%		District year end attendance percentage above state average 2025 Year End Attendance: 97% Decrease Middle School and High School Dropout Rate 2023 Dropout Rate: [CALPADS] CVUSD: Middle: 0% High School: 4%

7. School Quality Survey for Parent and Family Connectedness and Engagement with their School, Seeking Input in School/District Decision Making through School Site Council/ELAC/DELAC, and the state adopted self-reflection tool. [State Priority 3-Efforts to Seek Parent Input and Promotion of Parental Participation] Parent/Family engagement and school governance will be used to gather feedback to improve programs/services and promote parent participation for our unduplicated student population and individuals with exceptional needs.	2020-2021 District Annual Survey Results: Participation rate: Parent 6,217 Staff 1,057 Student 5,036 Families are informed about school sponsored activities: 74% Families are encouraged to attend school-sponsored activities: 84% The school encourages families to volunteer: 66% This school respects and values input provided by families: 71% This school provides information about programs and services for eligible students such as GATE, Sped (Special Education), EL: 60% 70% of the schools are seeking input in	2021-2022 District Annual Survey Results: Participation rate: Parent 5,883 Staff 1,033 Student 6,335 Families are informed about school sponsored activities: 83% Families are encouraged to attend school-sponsored activities: 87% The school encourages families to volunteer: 66% This school respects values input and builds trusting relationships provided by families: 73% This school provides information about programs and services for eligible students such as GATE, SpEd (Special Education), EL: 64%	2022-2023 District Annual Survey Results: Participation rate: Parent 4,509 Staff 928 Student 10,693 Families are informed about school sponsored activities: 89% Families are encouraged to attend school-sponsored activities: 95% The school encourages families to volunteer: 80% This school respects values input and builds trusting relationships provided by families: 80% This school provides information about programs and services for eligible students such as GATE, SpEd, EL: 70%		2023 District Annual Survey Results: Participation rate: Parent 7,500 Staff 2,000 Student 10,800 Families are informed about school sponsored activities: 90% Families are encouraged to attend school- sponsored activities: 96% The school encourages families to volunteer: 82% This school respects and values input provided by families: 81% This school provides information about programs and services for eligible students such as GATE, SpEd, EL: 75% 100% of the schools will seek input in School/District Decision Making

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School/District Decision Making through these meetings: a. 4 SSC b. 4 ELAC c. 4 DELAC	85% of the schools are seeking input in School/District Decision Making through these meetings: a. 4 SSC b. 4 ELAC c. 4 DELAC	85% of the schools are seeking input in School/District Decision Making through these meetings: a. 4 SSC b. 4 ELAC c. 4 DELAC		through these meetings: a. 4 SSC b. 4 ELAC 4 DELAC

Actions

Action #	Title	Description	Total Funds	Contributing
1	California Healthy Kids Survey	The Department of Health Services administers the California Healthy Kids Survey (CHKS) every other year resuming in the 2023-24 school year to grades 5, 7, 9, and 11 to assess students' health habits and respond with appropriate intervention programs for the Tobacco Use Prevention Education. 2023-24 will be an on-year survey.	$7,700.00	No
2	High School Intervention Counselors	The District will maintain (4) high school K-12 intervention counselors to support Multi-Tiered Systems of Support for Behavior (MTSS-B), ensure engagement, and monitor social-emotional well-being of unduplicated students.	$621,515.00	Yes
3	Multi-Tiered Systems of Support-Behavior (MTSS-B) Intervention Counselors (K-8)	The Department of Health Services will maintain 13 intervention counselors for K-8 to support Multi-Tiered Systems of Support for Behavior (MTSS-B), ensuring and monitoring social-emotional well-being of unduplicated students.	$1,933,907.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Multi-Tiered Systems of Support-Behavior (MTSS-B) Materials	The Department of Health Services supports the implementation and maintenance of the Multi-Tiered Systems of Support for Behavior (MTSS-B) to improve the achievement of individualized behavior/social-emotional goals in Tier 2 services, providing materials and measurement tools for PBIS/MTSS-B principally directed for unduplicated student groups.	$161,000.00	Yes
5	Chronic Absenteeism Supports	The Department of Student Support Services will partner with contracted service provider(s) to work collaboratively and support school sites to monitor unduplicated student groups who display chronic absenteeism; the group will work with families to ensure continuity of enrollment.	$699,117.00	Yes
6	Supplemental Education for K-12	The Departments of Elementary, Secondary Curriculum, and Alternative Education will provide supplemental education for students who need additional supports to engage in school through academic supports [e.g., credit recovery, intervention, summer school, after school] to meet graduation requirements.	$804, 531.00	No
7	Suicide Prevention Training	The Department of Special Education will provide suicide prevention training on a yearly basis to secondary school staff and community to heighten awareness of risk factors in youth suicide.	$10,000.00	No
8	Families with Hardships (Previously named McKinney Vento Grant)	The Department of Health Services will provide case management and clinical support for unduplicated students and families and training for staff to reduce barriers and improve attendance and family engagement.	$199,977.00	Yes
9	Mental Health Services (Licensed Therapists)	The Departments of Health Services and Special Education offer mental health services through licensed therapists to Medi-Cal eligible students and students with disabilities to improve individual student mental wellness and to provide educationally related mental health service (ERMHS) on an on- going basis.	$1,513,487.00	No

Action #	Title	Description	Total Funds	Contributing
10	Saturday School	The Department of Alternative Education will provide Saturday Day School opportunities for students to receive academic support as they recover attendance in order to compensate for missed instructional minutes.	$42,208.00	No
11	School Based Health Services	The Division of Human Resources and the Department of Health Services will maintain 21.96 full-time equivalent (FTE) school nurses and 22.84 FTE health technicians and materials principally directed for unduplicated student groups to support and monitor health-related issues and reduce chronic absenteeism.	$4,307,624.00	Yes
12	CVUSD Health Center	The Department of Health Services will oversee the CVUSD Health Center that provides direct medical care, including immunizations principally directed for unduplicated student groups, to increase access to health care services and ensure regular school attendance.	$366,000.00	Yes
13	HOPE Resource Center	The Department of Health Services will oversee the HOPE Resource Center that provides additional supports (i.e., school supplies, hygiene items, clothing, Tykes Nurturing Parent Program, case management, etc.) for unduplicated student groups, to reduce barriers and increase student-school engagement.	$786,881.00	Yes
14	Transportation	The Department of Transportation will continue to subsidize home to school transportation costs principally directed for eligible low-income students in order to facilitate increased student attendance rates.	$1,710,141.00	Yes
15	Community Day School	The Department of Alternative Education will maintain the Community Day School (CVLA) principally directed for the unduplicated student groups, behaviorally at promise to improve student attendance rates.	$675,299.00	Yes

Action #	Title	Description	Total Funds	Contributing
16	Foster Youth Counselor and Clerk	The Department of Student Support Services will oversee a Foster Youth Counselor and clerk to provide student and family support for Foster Youth Intake to improve academics, attendance, graduation rate, and A-G completion rate for foster youth.	$207,812.00	Yes
17	Contracted Mental Health Services	The Department of Health Services will provide individual counseling services through Chino Human Services and other contracted providers to support students' social emotional development principally directed for K-12 unduplicated student groups in order to improve student connectedness.	$100,093.00	Yes
18	"Other Means of Correction"	The Department of Student Support Services will provide yearly professional development to school site administrators on "Other Means of Correction" to mitigate suspension and expulsion rates for students.	$0	No
19	Safe Schools	The Department of Risk Management and Health Services will maintain an anti-bullying prevention program (e.g., Safe Schools Ambassadors Program, Second Steps, Restorative Practices) in order to reduce occurrences of bullying on CVUSD campuses for students.	$104,000.00	No
20	Intensive Student Support	The District will maintain the Building Respect, Independence, Excellence, and Family (BRIEF) Academy and 4 Behavior Intervention Specialists and 5.25 FTE Behavior Aides for intensive behavior training principally directed to provide support for unduplicated student groups, requiring intensive behavioral support to improve student engagement.	$1,588,951.00	Yes
21	Student Support Services Staff/School Sites	The Department of Student Support Services with 4 FTE will coordinate services and appropriate program placement in order to address academic and behavioral needs. School sites will monitor students with chronic absenteeism and work with families to ensure continuity of student enrollment.	$358,541.00	No

Action #	Title	Description	Total Funds	Contributing
22	School Quality Survey	The Department of Access and Equity will administer an annual school quality survey to measure student, parent and family connectedness and engagement with their school.	$30,000.00	No
23	Family Engagement	The Department of Access and Equity will maintain the Coordinator of Parent and Family Engagement and personnel for the Family Engagement Center, to provide trainings to parents and staff during the school year principally directed to support achievement for unduplicated student groups, through increasing partnerships between Home and School.	$230,000.00	Yes
24	School Governance	The Department of Access and Equity will promote family participation for unduplicated student groups through school governance by school sites holding at least four (4) meetings each for the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the District English Learner Advisory Committee (DELAC) every year to provide site support in training, outreach, child care, and translation for parent/student participation in the required school governance meetings. In addition, the District will host meetings (e.g., Local Control and Accountability Plan (LCAP) Advisory Committee, Superintendent's Student Advisory Committee (SAC), and the Special Education Committee) to provide information and receive feedback from educational partners.	$12,000.00	Yes
25	Bilingual Translation Services	The Division of Human Resources and Access and Equity will utilize bilingual translation services to ensure the understanding of District communications and provide 25 positions of classified bilingual clerks for schools whose non-English designated language is greater than 14% to ensure an increase in parent communication and school engagement with regards to school programs, policies, and practices for English Learners and their families.	$617,028.00	Yes

Action #	Title	Description	Total Funds	Contributing
26	Parent/Guardian Information Forum	The Department of Communications will host parent/guardian forums for schools and the community principally directed for unduplicated student groups to provide information regarding social trends of school age students.	$5,000.00	Yes

Goal Analysis for 2022-23

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

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

Chino Valley Unified School District (CVUSD) made progress in implementing the actions and services in LCAP Goal 2. There were not any substantive differences in the planned actions. The increase in the number of Intervention Counselors continues to increase social-emotional support to students, achieving success in strengthening PBIS across all school sites. Addressing the social-emotional concerns of students continue to remain a top priority. Nurses and health technicians provide support to all school sites by providing medication administration training and monitoring of student health issues. The Family Engagement Center continued to provide training virtually and in-person at the site and District level. They host at least 4 parent engagement events per week. The HOPE Program has successfully provided over 1,352 connections of various supports including assistance with Medi-Cal, CalWORKs & CalFresh applications, mental health support, food/ pantry resources, rental/utilities assistance, educational resources, and basic needs to CVUSD students and their families including those identified homeless and/or facing socio-economic challenges. New immigrant families continue to move to the area which allowed staff and programs to learn more about their needs and how best to support them. The Health Center in particular has worked with multiple new immigrant families and provided the necessary healthcare to ensure successful transition to the school setting. Another positive area of growth are new options to increase awareness of District mental health supports and services for students and families (One Stop Shop, Mental Health Supports Brochure).

Successes:

Overall, the HOPE Program, school nurses, the health clinic, and behavioral health counselors have successfully supported various students and families with resources and services to address physical, social-emotional, and behavioral health. An MTSS-B counselor at each school site to support PBIS implementation and provide support to students, families, and staff, increasing connectedness and student success. New options to increase awareness of District mental health supports and services for students and families (One Stop Shop, Mental Health Supports Brochure). HOPE Program, school nurses, the health clinic, and behavioral health counselors have successfully supported various students and families with resources and services to address physical, social-emotional, and behavioral health.

Supplemental Education has provided credit recovery for summer school and four terms of credit recovery during the school year. This program is a part of the successful increase of graduation rate over the last three to five years. As a result, the District graduation rate is 92% to 97% success rate at the District comprehensive high school programs. In addition, the program works to replace the D and F grades, which is a major

contributor for helping students meet college requirements. There is an increase of staff reporting using the instructional technology tool weekly (from 40% to 64% weekly and from 10% down to 0% never). World Languages and Science(s) have instructional materials aligned with current standards and framework.

Challenges:

By acknowledging the current challenges and addressing them, the District can create a path forward that ensures all students succeed. Since returning to in-person learning after school closures due to the pandemic, there has been a visible decrease in parent/guardian participation for in-person parenting and training classes provided by the HOPE program. In addition, while various counseling supports and services are offered through the District and District partnerships, many parents/guardians decline to accept and/or consistently make their students available to receive the services and supports. As the District continues to navigate through post-pandemic recovery, Foster Youth students are met with the challenges of reintegration and an increased need for mental health services.

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.

There are material differences between the Budgeted Expenditures and Estimated Actual Expenditures for action 10. In lieu of Saturday school, some elementary schools provided after-school enrichment and Saturday offerings through the Expanded Learning Opportunities Program, and secondary sites offered credit recovery using a different funding source leading to an unspent amount of $30,000 in LCAP. In addition, Title I funding provided online tutoring services for both elementary and secondary school sites.

An explanation of how effective the specific actions were in making progress toward the goal.

Based on the metrics, the District concludes that the actions in Goal 2 are positively impacting the organization's progress for students, parents, families, and staff to feel connected and engaged to their school; school engagement is necessary to ensure student success. Specifically, the following actions are positively impacting the organization's progress for students, parents, families, and staff to feel connected and engaged to their school: Actions 2, 3, 4, 7, 9, 11, 12, and 17.

Metric 1: Action 1 CA Healthy Kids Survey indicated an increase percentage of students who have not tried a vaping product in 2021-22. The percentage increased by 3% for 9th graders and 9% for 11th graders. This action did not occur in the 2022-23 school year since the CA Healthy Kids Survey is administered every other year. This action is effectively supporting the achievement towards meeting the articulated goal and desired outcome

Metric 2: Action 2-6 are supporting the District's graduation rate. CVUSD's current graduation rate is 94% in the 2021-22 school year, a 2.5% increase from the 2019-20 school year. These actions are effectively supporting the achievement towards meeting the articulated goal and therefore increased the desired outcome for 23-24.

Metrics 3 & 4: Actions 7-17 continue to support the District's goal. The District's year end attendance rate in the 2021-22 school year is recorded at 92%, which is significantly lower than the previous year due to COVID-19 pandemic and its effects on student attendance. However, the District's attendance rate remains higher than the State average of 90.7%. The District attributes the 2.7% above the state average to Actions

7 – 17, which specifically support the homeless/foster youth student population, provides social-emotional supports for mental health services, behavior intervention counseling, nurses to monitor students with health-related issues, health center to support health related concerns, HOPE center as vital resource center, TYKES literacy, subsidy of home-to school transportation, and contracted services for Chino Human Services. Unfortunately, though, the very high number of chronically absent students at 26% qualifies the District for Differentiated Assistance. These actions are effectively supporting the achievement towards meeting the articulated goal and desired outcome despite an increase in the number of chronically absent students.

Metrics 5 & 6: Actions 18-21 serve as foundation to support students to remain at school. The year-end attendance rate is 92% for the 2021-22 school year. The drop-out rate for middle went from 0.13% in the 2019-20 school year to 0%. High school dropped from 5.68% in 2019 to 5%. The drop-out rate for high school trajectory is moving in a positive direction. Due to the pandemic, the chronic absenteeism increased from 5%. The suspension rate rose from 1.6% in 2019-20 to 2.6% in 2021-22 with 0.1% expulsions. Other means of correction continues to support students to remain on school sites, the BRIEF academy assists in supporting primary students with behavioral concerns, and the District's behavior intervention specialist continue to support students at the sites to reengage in school. These actions are effectively supporting the achievement towards meeting the articulated goal and therefore increased the desired outcome for 23-24 for middle school students.

Metric 7: Actions 22 – 26 continues to provide engagement support at the school sites. The District improved in 5 out of 6 designated areas in the local School Quality Survey which demonstrated an increase in engagement with parents/guardians. There was also an increase in the number of secondary students who have not experienced vaping which is a positive development. These actions are effectively supporting the achievement towards meeting the articulated goal and therefore increased the desired outcome for 23-24.

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

The following changes are in progress; they stem from feedback on prior practices:
Metric 2: Increased the outcome for EL and Homeless students as District staff met the goal for graduation rate.
Metric 6: Adjusted the outcome for Dropout rate for middle school as District staff met the goal
Metric 7: Adjusted the outcome for student participation expectations for the school quality survey and increased the expected outcome percentage of agree that families on the 4 questions where the District met the expected outcome.
Action 1: Proposed budget amount changed to account for the administration of the CHKS in 2023-24. This survey is administered every other year.
Action 2: Proposed budget amount changed to account for changes in salary.
Action 3: Proposed budget amount changed to account for changes in salary.
Action 5: Proposed budget amount changed to account for changes in salary and additional time allocated for the District Attendance Liaisons.
Action 6: Proposed budget amount changed to account for the increase of summer course offerings.
Action 8: Proposed budget amount changed to account for changes in salary. The action name was revised to Families with Hardships (Previously named McKinney Vento Grant).
Action 9: Proposed budget amount changed to account for changes in salary and filling the vacant position.

Action 10: Proposed budget amount changed to account for changes in salary.
Action 11: Proposed budget amount changed to account for changes in salary and materials.
Action 12: Proposed budget amount changed to account for changes in salary and materials.
Action 13: Proposed budget amount changed to account for changes in salary.
Action 15: Proposed budget amount changed to account for changes in salary.
Action 16: Proposed budget amount changed to account for changes in salary.
Action 17: Proposed budget amount changed due to contracted services increasing.
Action 20: Proposed budget amount changed to account for changes in salary and additional staffing.
Action 21: Proposed budget amount changed to account for changes in salary.
Action 23: Proposed budget amount changed to account for changes in salary.
Action 24: Proposed budget amount changed to account for additional committees and the cost of providing childcare to facilitate greater participation by educational partners.
Action 25: Action description revised to include additional positions and proposed budget to reflect salary changes.

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

Goal

Goal #	Description
3	All students are prepared for college and career beyond graduation

An explanation of why the LEA has developed this goal.

The District, along with educational partner groups, looked at a variety of data/information to create this goal. An analysis of the District's local benchmark assessments indicates an achievement gap in English Language Arts and Math in the performance of unduplicated populations. Achievement gaps need to be systematically addressed through a multi-tiered system of support framework in academics and behavior to allow all students to demonstrate improved learning outcomes. This need is evident in broader learning experiences that will allow underrepresented students increased access to success in college and career pathways. In addition to surveys given to students, staff, and parents, the District reviewed the graduation rate and the College/Career Readiness indicator. The District Annual Survey found that 80% of students agree or strongly agree that school has high learning standards for all students and 70% receive the support they need to prepare for the next grade level/life after high school.

After reviewing all the necessary data and educational partner input, this goal was developed to ensure students graduate from high school and are prepared to enter and succeed in postsecondary opportunities—whether college or career—without need for remediation. For students, college acceptance and attendance affect their future careers and livelihoods; they are looking for the support needed to prepare for future classes at the college/university level and, furthermore, tools for life readiness. Educational partner input suggests a need to continue to grow college and career awareness programs across all schools, including the continued growth of AVID and Career Centers. To assist students in achieving success, educational partners recommended that the District look to continue to provide mental health support, grow intervention programs, and college credit courses. Educational partners also suggested that the District increase multilingual programs available to students and consider increasing English learner supports, which has now been added as a new action.

The following actions and services provide a well-ordered, multi-tiered system of support and will measure progress towards the District's goal using the metrics identified below. The metrics include: CAASPP Results, Dashboard Indictors (Academic and CCI), AP Results, ELPAC Data and English learner progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

1. California School Dashboard CAASPP Results for Grades 3-8 & 11 or Essential Standards Assessment (ESA) Local Data [State Priority 4	2019 Dashboard: ELA/Math: LEA: Green/Green Asian: Green/Blue African American: Yellow/Yellow English Learners: Yellow/Yellow Filipino: Blue/Blue Foster Youth: Orange/Yellow Hispanic: Yellow/Yellow Homeless: Yellow/Orange Socio-Economically Disadvantaged: Yellow/Yellow Two or More Races: Green/Green Students with Disabilities: Orange/Orange White: Green/Green Local Data: % of students in each group who do **NOT** Meet or Exceed Standards on local Essential Standards	2019 Dashboard: ELA/Math with distance from standard points: LEA: Green (+16.6) / Green (-11.2) Asian: Green (+76.4) / Blue (+76.5) African American: Yellow (-6.8) / Yellow (-40.6) English Learners: Yellow (-18.9) / Yellow (-36.3) Filipino: Blue (+66.9) / Blue (+48.7) Foster Youth: Orange (-41.6) / Yellow (-74.1) Hispanic: Yellow (-7.6) / Yellow (-44.4) Homeless: Yellow (-25.6) / Orange (-52.1) Socio-Economically Disadvantaged: Yellow (-10.8) / Yellow (-42.2) Two or More Races: Green(+48.7)/Green(+18.1) Students with Disabilities: Yellow(-69.7) /Orange(-99.4)	2022 Dashboard: ELA/Math with distance from standard points: LEA: High(+20.1)/Medium (-19.6) Asian: Very High (+83.3) / Very High (+69.8) African American: Low (-15.9) / Low (-67.5) English Learners: : Low(-14.8)/ Low(-40.5) Filipino: Very High (+78.3) / Very High (+37.3) Foster Youth: Low (-40.1)/Low(-89.9) Hispanic: Low (-10.7) / Low (-59.1) Homeless: Low (-27.2)/Low(-64.1) Socio-Economically Disadvantaged: Low(-10.3)/ Low(-52.9)	[Insert outcome here]	Maintain or increase performance color in ELA/Mathematics for the District on the CAASPP or decrease percentage of students who DO not meet or exceed standards in ELA/Mathematics for the District on ESA Local Data 2023 Dashboard: 2023-24 Dashboard Data (ELA/Math) with distance from standard points. District: +25/+5 • SWD: -60/-80 • Foster Youth: -30/-50 • Homeless: -5/-30 • LI: +10/-20 • EL: +2/-6 Local Data: % of students in each group who do **NOT** Meet or Exceed Standards on local Essential Standards

	Assessments (ESAs) 2019-2020 **ELA** District: 42% EL: 85.6% SWD: 76.6% Homeless: 59.5% FY: 68% **Math** District: 54.4% EL: 76.3% SWD: 81.6% Homeless: 66% FY: 76.1%	White: Green(+28.4)/Green(+3.5) Local Data: % of students in each group who do **NOT** Meet or Exceed Standards on local Essential Standards Assessments (ESAs) 2020-21 **ELA** District: 43.4% EL: 83.2% SWD: 77.9% Homeless: 60.2% FY: 73.9% LI: 55.5 **Math** District: 51.4% EL: 75% SWD: 78.3% Homeless: 66.7% FY: 75.6% LI: 63.2	Two or More Races: Very High (+49.9) /High(+18.2) Students with Disabilities: Very Low(-76.2) /Very Low(-114.2) White: High(+32.4)/Medium (+10.5) Local Data: % of students in each group who do **NOT** Meet or Exceed Standards on local Essential Standards Assessments (ESAs) 2021-22 **ELA** District 41% EL: 79% SWD: 78% Homeless: 66% FY: 66% LI: 51% **Math** District 52% EL: 73% SWD: 83% Homeless: 76% FY: 87% LI: 64%		Assessments (ESAs) 2023 **ELA** District: 37% EL: 88% SWD: 71.6% Homeless: 54.5% FY: 63% LI: 50% **Math** District: 49.4% EL: 71.3% SWD: 76.6% Homeless: 61% FY: 71.1% LI: 58%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2. College and Career Indicator % Prepared [State Priority 4 & 8: Pupil Achievements/Pupil Outcomes] AP, CAASPP, Dual Enrollment/College Credit Courses, CTE Completion, State Seal of Biliteracy, A-G, J-ROTC Military Science, IB	2019-20 % Prepared: LEA: 47.5% Asian: 24.9% African American: 3.5% English Learners: 4.2% Filipino: 6.8% Foster Youth: 0.2% Hispanic: 41.9% Homeless: 8.0% Socio-Economically Disadvantaged: 48.5% Two or More Races: 2.1% Students with Disabilities: 2.4% White: 18.9% A-G Requirements Met (2019 Dashboard): LEA: 89.4% EL: 46/154 = 29.9% FY: 2/74 = 2.7% SED: 545/1363 = 40.0%	2019-20 % Prepared: LEA: 47.5% Asian: 24.9% African American: 3.5% English Learners: 4.2% Filipino: 6.8% Foster Youth: 0.2% Hispanic: 41.9% Homeless: 8.0% Socio-Economically Disadvantaged: 48.5% Two or More Races: 2.1% Students with Disabilities: 2.4% White: 18.9% 2020-21 A-G Requirements Met (Reported Differently – Dataquest): LEA: 59%	2019-20 % Prepared: No change LEA: 47.5% Asian: 24.9% African American: 3.5% English Learners: 4.2% Filipino: 6.8% Foster Youth: 0.2% Hispanic: 41.9% Homeless: 8.0% Socio-Economically Disadvantaged: 48.5% Two or More Races: 2.1% Students with Disabilities: 2.4% White: 18.9% 2021-22 A-G Requirements Met (Reported Differently – Dataquest) LEA: 54%	[Insert outcome here]	Increase District percentage of students prepared from baseline 2023 % Prepared: LEA: 52% Asian: 29% African American: 9% English Learners: 9% Filipino: 11% Foster Youth: 5% Hispanic: 47% Homeless: 13% Socio-Economically Disadvantaged: 53% Two or More Races: 7% Students with Disabilities: 7% White: 24% A-G Requirements Met: LEA: 95% EL: 35% FY: 5% SED: 50.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3. AP District Summary Report by Student Demographics for % of Students scoring a 3+ on AP exams [State Priority 4 Pupil Achievement]. Share that pass AP exams with a 3 or higher.	2019-20 % Prepared via AP: LEA: 44.3% English Learners: 41.3% Foster Youth: 0% Low-Income: 39.4%	2019-20 % Prepared via AP: LEA: 44.3% English Learners: 41.3% Foster Youth: 0% Low-Income: 39.4% 2020-21 % of AP assessments with score of 3 or higher LEA: 61.3%	2019-20 % Prepared via AP: No Change LEA: 44.3% English Learners: 41.3% Foster Youth: 0% Low-Income: 39.4% 2021-22 % of AP assessments with score of 3 or higher LEA: 69.2%	[Insert outcome here]	Increase District percentage of students prepared from baseline 2023 % Prepared: LEA: 52% English Learners: 50% Foster Youth: 5% Low-Income: 45% 2023 % of AP assessments with score of 3 or higher 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4. English Language Proficiency Assessments for CA (ELPAC) and English Learner Reclassification Rate; [State Priority 4 - Pupil Achievement]	English Language Proficiency Indicator 2019 (ELPI) Dashboard: 58.1% Making Progress (High) 2019-2020 Reclassification District Rate: 23.6% State Rate: 13.8% 2020 LTEL Rate: 5.1%	Percentage of EL students showing growth in 2020-21 LEA: 52% 2020-21 Reclassification District Rate: 20.2% State Rate: 8.6% 2020-21 LTEL Rate: 9.7%	Percentage of EL students showing growth in 2021-22 LEA: 56.1% 2021-22 Reclassification District Rate: 17.86% State Rate: Report not available 2021-22 LTEL Rate: 9.8%		Increase percentage of the students making progress on ELPI; District reclassification above state percentage rate; decrease LTEL rate English Language Proficiency Indicator 2019 (ELPI) Dashboard: 60% Making Progress (High) Reclassification District Rate: 30% Above the state percentage. LTEL Rate: 4%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Multi-Tiered Systems of Support: Academics (MTSS-A) Materials	The Department of Elementary and Secondary Curriculum will provide specific interventions and support through instructional materials at the designated Title I junior high schools to close the achievement gap for the unduplicated student population designed to improve student outcomes.	$154,780.00	Yes
2	Multi-Tiered Systems of Support: Academics (MTSS-A) Staff	The Department of Elementary and Secondary Curriculum will provide support to a total of 29.5 FTE, which includes intervention teachers at elementary schools, intervention counselors at the junior high schools, and include intervention classes at the designated Title I junior high schools to close the achievement gap for the unduplicated student population designed to improve student outcomes.	$4,241,151.00	Yes
3	Alternative Education Counselor	The Department of Alternative Education will maintain a counselor to create and monitor academic plans principally directed for unduplicated students to ensure academic success in an alternative educational program.	$169,375.00	Yes
4	College Entrance and Readiness	The Departments of Secondary Curriculum and Assessment and Instructional Technology will maintain the California College Guidance Initiative (CCGI) to increase and give students/parents, especially those in unduplicated groups, access to “a-g” information and the application process for post-secondary institutions to increase college matriculation rates.	$0	No
5	College Awareness	The Department of Secondary Curriculum will support Jr. High and High School College Nights to increase college awareness and provide opportunities to participate in college tours principally directed for unduplicated student groups.	$29,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	A-G Promotion	The Department of Secondary Curriculum will provide secondary administrators and counselors training in tools to monitor CSU/UC eligibility, continued alignment of current new a-g courses with UC/CSU criteria, and a-g progress monitoring, and monitor on-track a- g progress bi-annually using the UC Eligibility Report and CSU Eligibility Report in AERIES SIS.	$0	No
7	AVID	The Departments of Elementary and Secondary Curriculum will provide the AVID program principally directed for unduplicated student support who are primarily first-time college goers to encourage and increase college and career readiness and success.	$380,000.00	Yes
8	Career Centers	The Department of Secondary Curriculum will support Career Centers at all high schools to improve and provide equitable access and information to college and career courses and opportunities principally directed for unduplicated student groups.	$243,700.00	Yes
9	College Credit	The Department of Alternative Education will offer college credit courses (dual enrollment) at all high schools to increase equitable access and information to college and career courses and opportunities principally directed for unduplicated student groups.	$0	No
10	HS Transcript Audits	The Department of Secondary Curriculum will oversee high school counselors who perform transcript audits at the end of each semester and provide additional monitoring of students not “on track status” in order for students to graduate in 4 years.	$0	No
11	Advanced Placement Fees	The Departments of Secondary Curriculum and Assessment and Instructional Technology will subsidize advanced placement fees principally directed for unduplicated student groups in order to provide access for low-income students to take the AP exams.	$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	Professional Development to Support English Learners	The Department of Access & Equity will support professional development by ELD instructional coaches to administrators, teachers, and instructional support staff to improve and ensure all English Learners attain English Language proficiency and are provided language acquisition support across content areas.	$235,000.00	No
13	Access & Equity Staff	The Department of Access and Equity will maintain 3 FTE staff to support with LCAP implementation to support unduplicated student groups, assist with analyzing and monitoring English Learner (EL) progress in academics and English Language proficiency, and ensure that ELs have access to a broad course of study as determined by assessments and appropriate program placement (e.g., ELD standards, full curriculum, rigorous coursework, quality standards-based instruction).	$567,706.00	Yes
14	English Learner Support and Language Acquisition	The Department of Access and Equity will oversee site administration in monitoring and reviewing master schedules to ensure ELs are provided access to the full curriculum through Structured English Immersion, along with the provision of EL supports and services through daily Designated and Integrated ELD.	$0	No
15	Multilingual Programs	The Department of Access and Equity will oversee site administration in monitoring the implementation of dual language immersion and the biliteracy pathways.	$1,195,177.00	No
16	After School Tutoring	The Department of Student Support Services and Health Services will provide academic tutoring services for foster youth and low-income students to increase academic achievement and increase proficiency.	$100,000.00	Yes
17	Advanced Placement Programs	The Departments of Secondary Curriculum will expand access to Advanced Placement programs and equitable preparation for assessments principally directed for low-income student groups by expanding course offerings, increasing student efficacy in taking exams, and provide training for Advanced Placement teachers.	$166,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
18	Multilingual Assessments	The Department of Access and Equity and the Department of Assessment and Instructional Technology will oversee various training and costs of bilingual assessments to support the translation of assessment materials for the dual language immersion programs and to determine students' multilingual abilities in reading, writing, listening, and speaking principally directed for English learners.	$22,000.00	Yes

Goal Analysis for 2022-23

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

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

Chino Valley Unified School District was successful in implementing most actions and services identified to ensure that all students are prepared for college and career beyond graduation. There were not any substantive differences in the planned actions. In 2021-22, there was a 2% increase from the prior year in the number of Advanced Placement (AP) exams administered across the District. Achievement, as well as participation, on the local Essential Standards Assessments (ESAs) improved from beginning to end of year in nearly every grade level/course.

The annual District-wide College Fair returned to an in-person event in 2022. The event included representatives from California's two state university systems, Cal State University and the University of California, along with community colleges, private universities and other post-secondary options from across the region, state, and nation. In-person career-related events also returned to Junior High School sites, mostly in the form of "Career Days."

AVID continues to thrive at the District's four elementary schools, five junior high schools, and at each of the four comprehensive high schools. AVID high school students began a new recruiting program by travelling to junior high schools and sharing their experiences with incoming 9th graders in the hopes of continuing or beginning their AVID experiences. The Advanced Placement program continues to expand with the District offering up to 30 different AP courses in grades 9-12, including the prestigious and coveted AP Capstone program where students undertake two years of concentrated research and study.

English Language Development instructional coaches continue to support school sites with 1:1 coaching, co-teaching, co-planning, and staff professional development. Teachers are also supported with instructional strategies and lesson planning to assist in increasing student engagement.

Successes:

The District has successfully researched multilingual programs and biliteracy pathways to support implementation of a Mandarin program in two Kindergarten classes for the 2022-23 school year. The number of AP exams with passing scores increased by 13% Districtwide from 2020-21 to 2021-22.

Multilingual Programs: The District successfully opened Mandarin Dual Language Immersion at Hidden Trails. The District is preparing to launch a Spanish Dual Language Immersion at Borba for the 2023-24 school year.

Professional Development to Support English Learners: The District has four ELD Coaches to support the elementary and secondary teachers to provide instructional support to support the English Learners and the designated and integrated instruction. All Access and Equity staff is in place to monitor the LCAP and support the English learners in the District. The annual "Road Shows" as well as regular collaboration among High School counseling staff has created a system of reciprocal accountability geared towards increasing more students to be prepared for both college and career beyond graduation.

Challenges:

The District continues to have percentage rates for student groups who are not meeting or exceeding standards on the Essential Standards Assessment (ESA). This correlates with student groups that are not meeting the expected outcome for meeting Distance from Standard on the CAASPP for ELA and Math. Additionally, by not having the CCI indicator on the Dashboard, it has been difficult to monitor growth in the same way it in 2019. By acknowledging the current challenges and addressing them, the District will continue to ensure that ELs and their parent/guardians understand all the implications of opting a student out of receiving English learner services.

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 action 1, MTSS-A, a cost overrun of $42,880 occurred due to the increased cost of instructional intervention materials. For action 9, College Credit, a partner university covered the $5,000 cost for college credit saving the District that designated amount.

An explanation of how effective the specific actions were in making progress toward the goal.

Based on the metrics, the District concludes the actions in Goal 3 are effectively impacting progress towards students being college and career ready. Specifically, the following actions are effectively impacting progress towards students being college and career ready: Actions 2, 3, 7, 8, 10, 12 and 13.

Metric 1: Actions 1-4 The end-of-year Essential Standards Assessment 2021-2022 for ELA scores overall are headed in the right direction with less students falling into the "not met" category. This impacts a change in the desired outcome for English learners in 2023 since this has been met. For Math, the District can celebrate that 2% of English Learners moved into the "met" category. These actions are effectively supporting the achievement towards meeting the articulated goal and desired outcome.

Metric 2: Actions 5-10 The actions continue to support the College and Career Indicator Preparedness for students. The LEA reported over 54% of students meeting A-G requirements. These actions are effectively supporting the achievement towards meeting the articulated goal and desired outcome.

Metric 3: Action 11 The AP fees subsidy for students in need has resulted in a positive score of 69.23% of AP assessments with a score of 3 or higher. This action is effectively supporting the achievement towards meeting the articulated goal and desired outcome.

Metric 4: Actions 12-17 The percentage of students demonstrating growth in 20-21 is at 56.1%, which is higher than the state at 50.3%; Likewise, historically the reclassification rate is above the state average. This year, the District's reclassification rate in 2021-22 is at 17.86%, but the state report is not available at this time. The LTEL (Long Term English Learner) rate of students reclassified is at 9.8%. The actions are effectively impacting the high rates of reclassification in the District.

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

The following changes are being made based on reflections of the District's prior practices:

Metric 1: The desired outcome was changed for English Learners in the Essential Standards Assessment (ESA) ELA since the District already met the 2023 desired outcome.
Metric 2: Data is reported differently and no longer uses the "prepared" language
Metric 3: Data is reported differently and no longer uses the "prepared" language; therefore, the desired outcome now matches what is tracked locally related to AP scores.
Metric 4: The Reclassification rates are not available on the CDE website; therefore the state average is not available. The District]used local data to report the reclassification rates.
Action 1: Proposed budget amount changed to account for increasing cost of materials.
Action 2: Proposed budget amount changed to account for changes in salary.
Action 3: Proposed budget amount changed to account for changes in salary.
Action 8: Proposed budget amount changed to account for changes in salary.
Action 9: Proposed budget amount changed due to partnering university covering cost for the 2023-24 school year.
Action 11: Proposed budget amount changed to increase allocation for testing fees.
Action 13: Proposed budget amount changed to account for changes in salary.
Action 15: Proposed budget amount changed to account for changes in salary and an increase to a total of 11 FTE for the DLI program.
Action 18: New action added to support the translation and administration of assessment materials for the dual language immersion programs and students with proficiency in more than one language.
A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal 4

Goal #	Description
4	Students at schools targeted for assistance are prepared for college and career beyond graduation through a clear system of support

An explanation of why the LEA has developed this goal.

Chino Valley Unified School District (CVUSD) meets the low-performing schools' criteria as outlined in EC Section 52064(e)(6) and therefore added this goal in the 22-23 in response to this Education Code. For the 23-24, this is no longer a state a requirement, but CVUSD will continue to include this a goal in its LCAP in order to address the disparities in performance between the schools and the LEA. This goal includes metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. Buena Vista and Boys Republic meet the criteria outlined in EC Section 52064(e)(6) because the schools have:

• At least one state indicator in the Red or Orange performance colors in both 2018 and 2019; and

• The performance color for every state indicator at the school is lower than the LEA's performance color in both 2018 and 2019.

The District, along with educational partner groups, looked at a variety of data/information to create this goal. An analysis of the District's local benchmark assessments indicate an achievement gap in English Language Arts and Math in the performance of unduplicated populations. Achievement gaps need to be systematically addressed through a multi-tiered system of support framework in academics and behavior to allow all students to demonstrate improved learning outcomes. This is evident in broader learning experiences that will allow underrepresented students increased access to success in college and career pathways. In addition to surveys given to students, staff, and parents, the District reviewed the graduation rate and the College/Career Readiness indicator for the two identified schools in comparison to the District.

The actions and associated metrics differ from previous efforts to improve outcomes for these students since this goal is focused specifically on school improvement versus overall District improvement efforts. The actions focus particularly on two school sites: Buena Vista Continuation High School and Boys Republic. CVUSD believes the actions, metrics, expenditures included in this goal will help achieve the outcomes identified in the goal description and continue to increase the graduation rates of the students at these two low-performing schools. All CVUSD schools meeting the low-performing criteria are addressed in this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Dashboard Indicators Comparison of District compared to targeted schools	2019-2020 Dashboard Graduation Rate: LEA: Green (93.5%) BV: Red (65.3%) BR: Red (56.3%) ELA Indicator DFS: LEA: Green (+16.6) BV: Orange (-105.1) Math Indicator: LEA: Green (+11.2) BV: Red (-198.1) Suspension: LEA: Green (1.6%) BV: Yellow (6.9%) BR: Yellow (6.2%) College/Career: LEA: Yellow (48%) BV: Red (0%) BR: Red (0%)	2020-21 Dataquest Graduation Rate: LEA: 94.2% BV: 93.7% BR: 85.7% Suspension: LEA: 0.4% BV: 1.6% BR: 0.5% 2019-2020 Dashboard ELA Indicator DFS: LEA: Green (+16.6) BV: Orange (-105.1) Math Indicator: LEA: Green (+11.2) BV: Red (-198.1) College/Career: LEA: Yellow (48%) BV: Red (0%) BR: Red (0%)	2021-22 Dataquest Graduation Rate: LEA: 94% BV: 91.8% BR: 25% Suspension: LEA: 2.7% BV: 3.6% BR: 2.4% 2021-2022 Dashboard ELA Indicator DFS: LEA: High (+20.1) BV: Very Low (-74.7) Math Indicator: LEA: Medium (-19.6) BV: Very Low (-170.1) 2020-21 College/Career – not updated in 21-22: LEA: Yellow (48%) BV: Red (0%) BR: Red (0%)	[Insert outcome here]	Graduation Rate: LEA: 96.5% BV: 96.5% BR: 96.5% Suspension: LEA: .5% BV: 1% BR: 1% 2023-24 Dashboard Data (ELA/Math) with distance from standard points. Site: +25/+5 • SWD: -60/-80 • Foster Youth: -30/-50 • Homeless: -5/-30 • LI: +10/-20 • EL: +2/-6

2. Dashboard Indicators for consecutive years of Red/Orange	2018-19 compared to 2019-20 Dashboard Graduation Rate: LEA: Green(93.5%)/ Green(93.5%) BV: Yellow(70.2%)/ Red(65.3%) BR: Yellow(68.9%)/ Red(56.3%) ELA Indicator: LEA: Green(+15.1)/Green(+16.6) BV: Red(-99)/ Orange (-105.1) Math Indicator: LEA: Yellow(-14.9)/Green(+11.2) BV: Red(-185.1)/ Red (-198.1) Suspension: LEA: Green (1.6%) BV: Red(10.2%)/ Yellow (6.9%) BR: Red(17.8%)/ Yellow(6.2%) College/Career: LEA: Yellow(48.4%)/ Yellow(48%) BV: Red(1.9%)/ Red (0%) BR: Red(0%)/ Red	2018-19 compared to 2019-20 Dashboard No color changes to report	2018-19 compared to 2019-20 Dashboard No color changes to report	[Insert outcome here]	2018-19 compared to 2019-20 Dashboard Graduation Rate: Green(93.5%) ELA Indicator: Green(+15.1) Math Indicator: LEA: Yellow(-14.9) Suspension: LEA: Green (1.6%) College/Career: LEA: Yellow(48.4%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3. Graduation Rate	Grad Rates for 2019-2020 Buena Vista All: 69.8% EL: 53.8% H: 68.5% SED: 67.2% SWD: 63.6% Boys Republic All: 68% EL: 54.5% H: 69.7% SED: 67.4% SWD: 69.2% AA: 50% FY: 70.5%	Grad Rates for 2020-2021 Buena Vista All: 93.7% EL: 81.8% H: 95.7% SED: 93.7% SWD: 88.2% Boys Republic All: 85.7% H: 92.9% SED: 85.2% SWD: 72.7% AA: 81.8% FY: 84.6%	Grad Rates for 2021-2022 Buena Vista All: 91.9% EL: 84.6% H: 90.5% SED: 92.3% SWD: 92.9% Boys Republic All: 29% H: only eight students SED: 29.4% SWD: only nine students AA: only six students FY: 29%	[Insert outcome here]	Grad Rate Goal Site 96.5% EL: 85% LI: 92.5% FY: 85 % H: 96% (Dataquest 19-20)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Boys Republic High School	The District will provide an educational program and maintain Boys Republic School for Foster Youth/low-income court appointed students in grades (9-12) which allows students the opportunity to change their lives by becoming productive and contributing members of the community through educational achievement.	$2,343,872.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Buena Vista Infant Toddler Center	The Division of Human Resources will continue to augment 2.31 FTE teaching staff and instructional aide to support the infant/toddler program beyond Buena Vista's (BV) base school allocation to improve student connectedness with school principally directed for foster youth and low-income students.	$123,030.00	Yes
3	Buena Vista Student Connectedness	The Division of Human Resources will continue to augment 7 FTE teaching staff beyond Buena Vista's (BV) base school allocation to improve student connectedness with school principally directed for low-income students.	$1,101,979.00	Yes
4	Trauma Informed Practices and Equity Inclusivity	The Department of Access & Equity and Health Services will support professional development for administrators, teachers, and instructional support staff at targeted schools to improve equitable practices and ensure staff is informed on utilizing trauma informed practices to further support the high population on unduplicated students at the targeted schools.	$30,000.00	No
5	Career and Community College Awareness	The Department of Secondary Curriculum will support targeted school Career and College Nights specifically for unduplicated student groups, to increase career and community college awareness and provide opportunities for them to participate in academic field trips.	$4,000.00	Yes
6	Career Exploration Programs	The Department of Secondary Curriculum and Access and Equity will support targeted sites in increasing the overall percentage of unduplicated student groups participating in career exploration programs. Sites will expand course offerings, increasing student efficacy in career exploration opportunities, provide training, and resources for career exploration.	$85,000.00	No
7	Only Thoughts to Ownership	Student Support Services works with the organization Only Thoughts to Ownership and SBCSS (San Bernardino County Superintendent of Schools) to implement the Best Version of You Academy. The program is designed to support unduplicated students to build strong social emotional skills and the tools to facilitate healthy relationship skills, decision making, and boundary setting.	$0	No

Goal Analysis for 2022-23

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

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

Chino Valley Unified School District was successful in implementing all actions and services identified to support students at schools targeted for assistance, such as Boys Republic and Buena Vista Continuation High School to be prepared for college and career beyond graduation through a clear system of support.

CVUSD provided an educational program at Boys Republic School which allows students the opportunity to change their lives by becoming productive and contributing members of the community through educational achievement. There continues to be challenges with monitoring the long-term progress of the students when they are enrolled in the program for only a short period of time.

Teaching staff and instructional aide supports are in place for the infant/toddler program at Buena Vista's (BV) to improve student connectedness with school principally directed for unduplicated students. Likewise, CVUSD continues to augment teaching staff beyond Buena Vista's (BV) base school allocation to improve student connectedness with school principally directed for unduplicated students.

Professional development for administrators, teachers, and instructional support staff is in place to improve equitable practices and ensure staff is informed on utilizing trauma informed practices to further support the high population on unduplicated students at Buena Vista and Boys Republic.

Career and College Nights specifically for unduplicated student groups, are available at each school to increase career and community college awareness and provide opportunities for them to participate in academic field trips, as well as career exploration programs. Sites have expanded course offerings, increasing student efficacy in career exploration opportunities, provide training, and resources for career exploration.

Only Thoughts to Ownership and SBCSS (San Bernardino County Superintendent of Schools) implemented the Best Version of You Academy. The program is designed to support unduplicated students to build strong social emotional skills and the tools to facilitate healthy relationship skills, decision making, and boundary setting. The challenges with this program were associated with the high turnover rate of the students that were enrolled at Boys Republic.

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.

There were no material differences in the existing goals.

An explanation of how effective the specific actions were in making progress toward the goal.

Based on the metrics , the District concludes the actions in Goal 4 are important to continue for these two schools to support the students to be college and career ready.

Metric 1: Based on the results from Dataquest, the graduation rate for BV is slightly lower than the LEA rate and significantly lower for Boys Republic. For suspension rate, the Boys Republic's rate is lower than the District, but Buena Vista's rate needs to improve since it is higher than the LEA percentage rate. Buena Vista's ELA and math indicators are significantly lower that the District's distance to standard. This affects Actions 1-4, with the need to continue to fund support staff at the sites and the need to offer professional development. These actions are effectively supporting the achievement towards meeting the articulated goal and desired outcome.

Metric 2: Nothing new to report.

Metric 3: The graduation rates for Buena Vista and Boys Republic did drop from the previous school year. Buena Vista's rates were as follows:

All: 91.9%, EL: 84.6%, H: 90.5%, SED: 92.3%, and SWD: 92.9%. Boys Republic rates were as follows: All: 29%, H: only eight students and therefore data is not available, SED: 29.4%, SWD: only nine students therefore data is not available, AA: only six students therefore data is not available, and FY: 29%. Actions 5-7 are important to continue to support the college and career preparation for these student groups. These actions are effectively supporting the achievement towards meeting the articulated goal and desired outcome.

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

The following changes are in progress based on reflections of prior practices:

Metrics 1: Increased the outcome for the LEA, BV, and Boys Republic since the students met the goals for the graduate rate and adjusted typos in the outcomes for suspension rate to match other sections of the LCAP.

Action 2: Proposed budget amount changed to account for changes in salary.
Action 3: Proposed budget amount changed to account for changes in salary.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2023-24]

Projected LCFF (Local Control Funding Formula) Supplemental and/or Concentration Grants:	Projected Additional LCFF Concentration Grant (15 percent)
$26,961,313	$0

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
9.63%	0%	$0	9.63%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school District or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The percentage to increase or improve services is 9.63% and an increased apportionment based on the enrollment of foster youth, English learners, and low-income students totals $26,961,313. The actions in the first prompt response are principally directed and effective because the needs of the foster youth, English Learners, and low-income students were considered first. The following are principally directed actions and services determined to be effective to support the needs of low income, Foster Youth, and English Learner pupils (unduplicated count) to provide increased/improved actions and services that would result in improved academic outcomes, while providing a high-quality learning environment that increases student engagement. Additionally, supplemental funds will also be used to target specific actions and services for the unduplicated populations only. Within each action and service below is an explanation for how the increased or improved service is principally directed toward helping unduplicated student populations achieve greater levels to meet the goals of the District. Based on the educational partner feedback from the LCAP/DELAC committees, the District maintained principally directed actions and services that are listed below from the previous LCAP. In addition, these actions and services are making a positive impact on the unduplicated student groups. Based on the data, it has been determined that this is the most effective use of funds. Based on the unexpected conversion to Distance Learning, the District also recognized different instructional tools (e.g., visuals, tools to connect, etc.) are needed to support student engagement. The worldwide COVID-19 pandemic caused changes to instructional delivery methods and created unprecedented contributing

factors in student performance, such as the pause in state testing. Local data and educational partner input were used to determine growth for the following actions that have been carried over from the 2017-20 LCAP to continue to strive to close achievement gaps for the District's unduplicated student groups. The District needs more time to allow the action to move toward full implementation and sustainability.

PRINCIPALLY DIRECTED ACTIONS AND SERVICES

LCAP Goal 1: All students are provided with a high-quality teaching and learning environment.

Action 2: Library and Media Support –

Needs, Conditions, Circumstances: When comparing the unduplicated student groups to the LEA's performance data/colors for "all students" in math and ELA, there is a clear achievement gap. The overall student population is scoring High in ELA (+20.1) and Medium in Math (-19.6). After assessing the needs, conditions, and circumstances of low-income students (Low –10.3 ELA/Low -52.9 Math), Foster Youth (Low –40.1 ELA)/Low -89.9 Math), and English Learners (Low –14.8 ELA/Low -40.5 math), the District determined that unduplicated students need more supports to increase access, as well as student engagement. This action will help to support increases in ELA and Math scores, as unduplicated student groups have limited access to instructional materials and resources outside of the school day at a greater rate than the general school population. As provided in the Engaging Educational Partners section, this was highlighted as a priority to continue by CSEA staff.

Action(s): In order to address this condition, the District will continue to offer library and media support, and this will ensure unduplicated students have access to instructional materials and resources during school hours.

Research/Alternatives: According to the Association of College Research (2017), it outlines the values of academic libraries within institutions. By utilizing this research, CVUSD wants to provide library and media support to its unduplicated students. Increasing library and media support is well-researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be the most effective use of the funds as evidenced by increases in student achievement on CAASPP assessments. When looking at the percentage of students who did not meet expectations on CAASPP, the District has improved scores between 2015 through 2019 by 3.14% and improved math scores by 3.48%. Between 2015 and 2019, the District's EL student groups saw a 6.29% improvement in ELA and 5.2% improvement in math. Unfortunately, the 21-22 CAASPP data showed that the percentage of students who met or exceeded the standards in ELA since 2015 has only increased by .91%, and there was a decline in math by 1.42%.

Expected outcomes: This action is being provided on an LEA-wide basis and the District expects that all students who are not scoring proficient on the CAASPP or local assessments will benefit. However, because of the significantly lower academic scores of the unduplicated student groups, the District expects that scores for unduplicated students will increase significantly more than the average academic scores of all other students. This action will be measured by using CAASPP as a metric to determine if the percentages of unduplicated student groups will increase in proficiency and therefore improve performance data/colors on the California Dashboard.

Action 3: New Teacher Induction –

Needs, Conditions, Circumstances: When comparing unduplicated student groups to the LEA's performance data/colors for "all students" in math and ELA, there is a clear gap. The overall student population is scoring High in ELA (+20.1) and Medium in Math (-19.6). After assessing the needs, conditions, and circumstances of low-income students (Low –10.3 ELA/Low-52.9 Math), Foster Youth (Low –40.1 ELA)/Low -89.9 Math), and English Learners (Low –14.8 ELA/Low -40.5 math). This action will help to support increases in the District's ELA and Math scores. A new teacher induction will help teachers analyze their teaching practices to support unduplicated students and create an action plan with the help of a mentor. This is invaluable to the success of the students in a new teacher's classroom. As provided in the Engaging Educational Partners section, this was highlighted as a priority to continue by principals, assistant principals, and ACT staff.

Action(s): To address this need for unduplicated students, it is of interest to retain staff at schools with a high population of unduplicated students. The District finds teacher attrition, relocation, and retirement continuously deplete the teacher pool and therefore new teachers continue to need to be hired. In hiring new teachers, a large percentage will be newly credentialed teachers who need to clear their preliminary credential to become fully credentialed teachers. Based on New Teacher Induction Program, including hiring and training of experienced mentor teachers to provide targeted and just-in-time mentoring support for new teachers [Darling-Hammond, 2016]

Research/Alternatives: According to Darling-Hammond's (2016) research traces key influences on the quality of teacher preparation, assessment of teaching effectiveness, and competing conceptions of teacher accountability. Based on this research, the District wants to offer a new teacher induction program that will support unduplicated students with highly qualified teachers and will in turn positively impact student achievement. A new teacher induction program is a well-researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be effective, as evidenced by increases in student achievement on CAASPP assessments. When looking at the percentage of students who did not meet expectations on CAASPP, the District has improved scores between 2015 through 2019 by 3.14% and improved math scores by 3.48%. Between 2015 and 2019, the District's EL student groups saw a 6.29% improvement in ELA and 5.2% improvement in math. Unfortunately, the 21-22 CAASPP data showed that the percentage of students who met or exceeded the standards in ELA since 2015 has only increased by .91%. and there was a decrease in math by 1.42%.

Expected Outcome(s): This action is being provided on an LEA-wide basis, and the District expects that all students at schools with a high turnover staff rate will benefit. The District expects that all students who are not scoring proficient on the CAASPP or local assessments will benefit from a qualified teacher. Because of the significantly lower academic scores of the unduplicated students, the District expects that scores for unduplicated students will increase significantly more than the average academic scores of all other students. The District expects that the retention rate of teachers who are working with unduplicated students will increase significantly by participating in a two-year induction program. By having highly qualified teachers, the District expects consistency and therefore academic progress on state and local assessments for unduplicated students. This action will be measured by using CAASPP as a metric to determine if the percentages of unduplicated student groups will increase in proficiency and therefore improve performance data/colors on the California Dashboard.

Action 6: Instructional Coaches –

Needs, Conditions, Circumstances: The District's Essential Standards Assessment (ESA) data shows that 41% of students across the District are not meeting ELA standards. The unduplicated student groups are not meeting the standard at the following percentage rates: EL: 79%, Low-Income: 51%, FY: 66%. And in math 52% of students are not meeting standards. The student group data is as follows: EL: 73%, Low-Income 64%; FY: 87%. Achievement gap exists in ELA and Math for unduplicated students based on ESA data. Instructional coaches will support staff development and build teacher capacity to improve and support the identified unique needs of the unduplicated student groups.

Action(s): Instructional coaches from various departments will deliver professional development on designing lessons around the Essential standards and will lead PLC work according to site and individual teacher need to ensure that all unduplicated students benefit from this action [National Reading Technical Assistance Center, 2010]

Research/Alternatives: Joyce and Showers' (1982) seminal research remains one of the most resounding messages about the potential for coaching. These researchers found that the common form of professional development (PD) such as PD; infrequent and decontextualized training resulted in the implementation of less than 20 percent of new practices in the classroom setting. Conversely, Joyce and Showers found that training reinforced by ongoing coaching led to 80 percent to 90 percent of implementation of new practices. Offering Instructional Coaches as a support is well-researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be effective, as evidenced by increases in student achievement on local assessments. The end-of-year Essential Standards Assessment for Math showed a percentage of students in each group who did NOT Meet or Exceed Standard and the scores decreased by 2.4% since 2019, with overall reporting at 52%. Based on this information, the District's scores overall are headed in the right direction with less students falling into the "not met" category. When looking at the student groups the English Learner, student group decreased, but the Foster Youth and low-income group continues to be groups that need additional support. In comparison to 2022 CAASPP ELA data, 58.91% of CVUSD students achieved proficiency and 44.58% in Math. Although the District is moving towards full implementation of many of its goals, the District also needs more time to focus on improving data and moving towards sustainable programs to continue to support the unduplicated student groups. Through Engaging Educational Partner data collection, the principals, assistant principals, District administration indicated that this as a top priority area to continue.

Expected Outcome(s): While being principally directed, this action is being provided on an LEA-wide basis, and the District expects that all students who are not proficient on state and local assessments will benefit. However, because of the significantly lower academic scores of unduplicated students, the District expects to show at least a 2% increase in the percent of unduplicated students scoring meet/exceeds standards on ESAs and/or CAASPP assessments. This is the most recent CAASPP data and the District plans to continue this action as a strategy to improve future CAASPP scores.

Action 9: GATE –

Needs, Conditions, Circumstances: An achievement gap exists in ELA and Math based on state and local assessment data for unduplicated students who have limited access to enrichment opportunities. Essential Standards Assessment (ESA) data shows that 41% of students across the District are not meeting ELA standards. The unduplicated student groups are not meeting the standard at the following percentage rates:

EL: 79%, Low-Income: 51%, FY: 66%. In math, 52% of students are not meeting standards. The District's student group data is as follows: EL: 73%, Low-Income 64%; FY: 87%. This equity-based action is being provided on an LEA-wide basis because the District finds that the previous referral process did not capture students in an equitable manner, therefore excluding many unduplicated students. For the 2022-23 school year, the District currently has 3,289 students in the District that are identified as GATE, and of those students 94 are EL (2.8%), and 4 are Foster youth (0.1%).

Research/Alternatives: Kaplan and Mora-Flores' (2020) research discusses that the interactions between living in the urban context and being bilingual are factors that have inhibited recognizing students' potential and abilities to be identified as gifted. Changing beliefs and adopting practices that enable urban bilingual students to have the opportunity to access and experience differentiated curriculum and challenging language development strategies can be defined as a process for urban bilingual students to overtly express the traits that can identify them as gifted learners. This research points to the needs of properly identifying bilingual students as gifted learners.

Continuance: The action in previous plans has proven to be effective, as evidenced by increases in student achievement in local assessments. CVUSD made progress in implementing most actions and services identified in LCAP Goal 1 despite the challenges of the pandemic. The end-of-year Essential Standards Assessment for Math showed a percentage of students in each group who did NOT Meet or Exceed Standard and the scores decreased by 2.4% since 2019, with overall reporting at 52%. Based on this information, the District's scores overall are headed in the right direction with less students falling into the "not met" category. When looking at the student groups the English Learner, student group decreased, but the Foster Youth and low-income group continues to be groups that need additional support. In comparison to 2022 CAASPP ELA data, 58.91% of CVUSD students achieved proficiency and 44.58% in Math. Although the District is moving towards full implementation of many of its goals, the District also needs more time to focus on improving data and moving towards sustainable programs to continue to support the unduplicated student groups.

Action(s): The Department of Elementary Curriculum will support Gifted and Talented Education (GATE) differentiation/enrichment opportunities to meet the unique needs for unduplicated student groups. In addition, GATE screening is offered and principally directed for the unduplicated student groups, which includes 2nd grade, to provide equitable access and opportunity to participate in the GATE program. Maintain enrichment opportunities for GATE identified students through differentiated assignments and/or projects and activities to ensure that all unduplicated students benefit from this action.

Expected Outcome(s): This action is being provided on an LEA-wide basis because the District finds that the previous referral process did not capture students in a universal manner, therefore excluding many unduplicated students. The District expects that by screening all second-grade students, the District will identify students for GATE within the unduplicated groups through this equity-based action. This action will be measured by using ESA as a metric to determine if the percentages of unduplicated student groups will increase in proficiency.

Action 10: Music –

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of low-income students, the District data showed that the local assessment indicates that overall, 48% of students in grades 2-6 are scoring exceeding or met on the Essential Standards Assessment (ESA) in Math, and the unduplicated students are scoring below this percentage. On the ESA math, 52% of students are not meeting standards. The student group data is as follows: EL: 73%, Low-Income 64%; FY: 87%. Based on the need to increase math scores,

the District knows from research that a focus on music can help with a boost in this area as defined by research below. ACT, CSEA, principals, DELAC, Parents, and Students indicated that an elementary music program is a priority.

Action(s): Maintain District Music Program to support access to enrichment opportunities at all elementary school sites and develop well-rounded education and support math achievement to ensure that all unduplicated elementary students benefit from this action.

Research/Alternatives: In Johnson's (2006) research, he conducted an analysis of elementary school data indicated that students in exemplary music education programs achieved higher on both English and mathematics standardized tests than their counterparts who did not have this high-quality instruction.

Continuance: The action in previous plans has proven to be effective, as evidenced by increases in student achievement on the local assessments. The end-of-year Essential Standards Assessment for Math showed a percentage of students in each group who did NOT Meet or Exceed Standard and the scores decreased by 2.4% since 2019, with overall reporting at 52%. Based on this information, the District's scores overall are headed in the right direction with less students falling into the "not met" category. When looking at the student groups the English Learner, student group decreased, but the Foster Youth and low-income group continues to be groups that need additional support. In comparison to 2022 CAASPP the students proficient were 44.58% in Math. Although the District is moving towards full implementation of many of its goals, the District also needs more time to focus on improving data and moving towards sustainable programs to continue to support the unduplicated student groups. Through Engaging Educational Partner data collection, the students, parents/guardians, DELAC, Associated Chino Teachers union, California School Employees Association, and principals indicated that this as a top priority area to continue.

Expected Outcome(s): This action is being provided on an LEA-wide basis, and the District expects that all students who are not proficient in math on state and local assessments will benefit from music instruction based on the research that links math and music to achievement. However, because of the significantly lower academic scores of unduplicated students, the District will provide this program at all the elementary sites to ensure that all unduplicated elementary students benefit from this action and as a result, the percent of unduplicated students with proficient math scores will increase. This action will be measured by using ESA as a metric in order to determine if the percentages of the unduplicated student groups will increase in proficiency.

Action 11 and 16: Career Pathways and Options and Regional Occupational Program (ROP) –

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of low-income students, the District data showed that only 47.5% of students are graduating 'prepared' according to the CCI and when looking at the unduplicated students the District found that its English Learners and Foster Youth are far below all students. (LI: 48.5%, EL: 4.2%, FY: 0.2%)

Action(s): In order to address this for English Learners and Foster Youth, the District will develop high-interest and rigorous courses and implement new CTE Pathways programs with instructional supplies, materials, and high-quality staff for all CTE courses to ensure that all unduplicated students participating in CTE will benefit. Across the LEA, counseling departments and career centers will ensure that unduplicated students are aware of the 40 CTE pathways, which grew from 27 in the 2021-22 school year.

Research: According to a case study by Advance CTE reports (2021), fostering strong relationships that break silos between learning and work and align skill building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose, and resources for sustainability are all

necessary for effective state and local partnerships. Offering a robust CTE Pathways program is well-researched practice that meets the criteria for “evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be effective, as evidenced by increases in graduation rates and increased participation by unduplicated students. When looking at the percentage of students who met graduation requirements over time, the District has found that grad rates have increased significantly at the alternative high schools. The foster youth population continues to need support but has increased by 9.5% in graduation rates over the past three years. More time is needed to see positive trends for English learners and low-income students. Through Engaging Educational Partner data collection, the students, CSEA, and District administration indicated that this as a top priority area to continue.

Expected Outcome(s): The District will increase the number of students participating in and completing CTE Pathways (40) in both District CTE programs in 13 industry sectors in partnership with Baldy View ROP by providing FTEs (Full Time Equivalent) to build, maintain, and strengthen the delivery of high-quality Career Technical Education (CTE) programs at each high school program to ensure that all unduplicated students benefit from this action. This action is designed to address some of the major causes of the low percentages of English learners and foster youth scoring prepared on the CCI. This action will be measured by using graduation rate as a metric to determine if the percentages of unduplicated student groups will meet graduation requirements.

Action 15: Instructional Technology –

Needs, Conditions, Circumstances: When comparing unduplicated student groups to the LEA’s CAASPP results for “all students” in math and ELA, there is a clear achievement gap. The overall student population is scoring High in ELA (+20.1) and Medium in Math (-19.6). After assessing the needs, conditions, and circumstances of low-income students (low – 10.3 ELA/low -52.9 Math), foster youth (low –40.1 ELA)/ low -89.9 Math), and English Learners (low – 14.8 ELA/low -40.5 math), the District determined that its unduplicated students show large gaps indicating these students may need additional ways in which to be engaged with curriculum/content.

Action(s): To address the large gaps in student achievement with unduplicated student groups, the District is implementing a program in which teachers from the Techsploration Committee will continue to pilot various instructional technology tools in the 2023-24 school year in order to increase student engagement to ensure that unduplicated students will benefit from this action.

Research/Alternatives: According to the research of Puentedura (2013), the SAMR model is powerful because it enables us to think about how learning can be extended through the use of technology. This committee will explore tools to help with the appropriate integration of tools to use in the classroom. Offering technology tools that are based on a well-researched practice meets the criteria for “evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: This year the District administered a technology survey to gather baseline information. In 2022-23, the percentage of the frequency that teachers use formative tech tools: 0% Daily, 64% Weekly, 36% Monthly, and 0% Never. In time, these survey numbers will continue to increase and therefore the frequency that teachers use instructional technology will also increase.

Expected Outcome(s): This principally directed action is being provided as a continued pilot on an LEA-wide basis, and the District expects that its unduplicated student's math and ELA's scores will increase at a higher rate than the general population. The exploration program will determine which technology tools to purchase for District implementation based on the results of the effectiveness survey given at the end of the exploration period and by evaluating effectiveness on the academic scores of the unduplicated students. This action will be measured by using CAASPP as a metric in order to determine if the percentages of unduplicated student groups will increase in proficiency and therefore improved performance data/colors on the California Dashboard. In 2022-23, the percentage of the frequency that teachers use formative tech tools: 0% Daily, 64% Weekly, 36% Monthly, and 0% Never and in 2023-24, the District would expect that these numbers would increase:40% Daily, 50% Weekly, 10% Monthly, and 0% Never.

LCAP Goal 2: Students, parents, families, and staff are connected and engaged to their school to ensure student success

Action 2: High School Intervention Counselors

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of unduplicated students, the data determined that English learners (83.6%), foster youth (50%), and low-income students (91.6%) all have lower graduation rates than the District average of 94%.

Action(s): To address this need of unduplicated students' low graduation rate, the District will develop and implement a monitoring program through the services of High School Intervention Counselors (4) FTE that is designed to address some of the major causes of the lower graduation rates.

Research: In the research by Williams-White and Kelly (2011), the authors review the problem of school dropout from the school counselor's perspective and offer guidelines for how school counselors can deliver empirically supported strategies to address this problem as part of their comprehensive guidance programs. Offering the support of Intervention Counselors who will ground their practices in research meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be effective, as evidenced by increases in graduation rates. When looking at the percentage of students who met graduation requirements over time, the District has found that grad rates have increased by 2.5% overall since 2019. The foster youth population has increased by 9.5% and continues to need support. The District has also seen an increase of 12.2% growth in English Learner student groups and 4.1% for low-income students. Through Engaging Educational Partner data collection, ACT, CSEA, principals, and assistant principals indicated that this as a top priority area to continue.

Expected Outcome(s): This action will be measured by using graduation rate as a metric to determine if the percentages of unduplicated student groups will meet graduation requirements.

Action 3 and 4: Multi-Tiered Systems of Support-Behavior (MTSS-B) Intervention Counselors (K-8) and Materials

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of unduplicated students, the District found that there was an increase of counseling referrals from school staff and parents for unduplicated students in comparison to the general population. MTSS-B Counselors will support K-12 school sites in implementation of Tier 2 services in support of school reopening and will ensure that

unduplicated students will benefit from this action. As of February 2023 in the 2022-23 school year, the MTSS-B program supported 2,929 students in grades K-12 with Tier 2 and Tier 3 interventions. There have been 331 parents who have requested support from a MTSS B counselor, and 1,536 students have requested support. There are 1,165 staff members who have requested students to receive services from a MTSS-B Counselor.

Action(s): To address the number of unduplicated students receiving referrals, the District has launched a District-wide MTSS campaign to support implementation using K-12 Intervention Counselors (13 FTE), materials, and software to track interventions to ensure that all unduplicated students benefit from this action. After reviewing data, Intervention Counselors will also address individualized social emotional and/or behavioral support based on individual student needs.

Research: In the research by Williams-White and Kelly (2011), the authors review offers guidelines for how school counselors can deliver empirically supported strategies to address academic barriers as part of their comprehensive guidance programs. Offering the support of Intervention Counselors who will ground their practices in research meets the criteria for “evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be effective, as evidenced by the increase in the number of referrals to community-based mental health counseling services, and the number of students completing the services offered. Based on the number of referrals, requests, and self-referrals as listed in the needs section, this demonstrates the need to continue funding this service as it provides K-12 unduplicated student groups with readily available mental health services at no cost to students nor families. More time is needed to see positive trends for unduplicated students. Through Engaging Educational Partner data collection, ACT, CSEA, principals, and assistant principals indicated that this as a top priority area to continue.

Expected Outcome(s): This action is being provided on an LEA-wide basis and the District expects that all students social-emotional-behavior challenges will benefit. However, because of the significantly higher rate of unduplicated students that have referrals, and because the actions meet needs most associated with the stresses and experiences of unduplicated students, the District expects that the referral rate for unduplicated students will decrease significantly more than the average rate of all other students. Likewise, Tier 1 implementation will be measured by 100% of K-12 schools achieving at least 70% in their Tier 1 Tiered Fidelity Inventory (TFI) and 70% of unduplicated participating students meeting individualized goals or exiting Tier 2 service. This action will be measured by using the number of referrals as a metric in order to determine if there is a need to continue to offer this action.

Action 5: Chronic Absenteeism Supports

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of the unduplicated student groups, the District data for 2019-20 showed that the chronically absent rate of low- income students (9.6%) and foster youth (13%) is higher than the overall District rate of 6.7% on the California Dashboard. In 2021-22, Dataquest showed the chronic absenteeism rate for all students increased by 15.9% and every student group also increased. Low-income students and foster youth can benefit from additional services to decrease absentee rates.

Action(s): In order to address this condition of absenteeism for low-income students and foster youth, the District will develop, implement, and maintain a student support services program that is designed to address some of the major causes of absenteeism, which is related to

coordinating services for appropriate program placement in order to meet academic and behavioral needs (e.g. SART, SARB, student awards/recognition, Community Resources, Community Awareness).This action will provide additional supports for families to access student support resources across the LEA, as well as a Districtwide educational campaign to focus on regular school attendance and decrease absenteeism to ensure that all unduplicated students will benefit from this action. The District will partner with contracted service provider(s) to offer these supports.

Research/Alternatives: According to Jordon (2020) and Attendance Works research states that it is essential to take a trauma-informed, positive approach to working with students and families to find out and address barriers to attendance. By providing attendance interventions to support the student and their families, this research meets the criteria for “evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be the most effective use of the funds as evidenced by decreases in the chronic absenteeism rate prior to the pandemic. The District has been able to improve its chronic absenteeism rate by 0.5% between 2018 and 2019. The District needs more time to fully implement actions considering the interruptions of good attendance practices due to the pandemic. Through Engaging Educational Partner data collection, parents/guardians, LCAP, DELAC, ACT, principals, and District administration indicated that this as a top priority area to continue.

Expected Outcome(s): This principally directed action is being provided on an LEA-wide basis and the District expects that all students with significant absences will benefit. However, because of the significantly higher absent rate of low-income and foster students, the District expects that the chronic absenteeism rate for low-income and foster students will decrease every year significantly more than the average absentee rate of all other students. This action will be measured by using the chronically absent indicator from the California Dashboard to monitor chronically absenteeism rates for unduplicated students.

Action 11: School Based Health Services –

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of unduplicated students, the District data showed that the chronically absent rate of low- income students (34.9%) and Foster Youth (27.6%) is higher than the overall District rate of 26%. Low-income students and foster youth can benefit from additional school-based health services to decrease absentee rates.

Action(s): To address absenteeism for low-income students and foster youth, the District will develop, implement, maintain and qualitatively enhance school-based health services program that is designed to address some of the major causes of absenteeism, which is related to monitoring health related issues and connecting with students and families. This action will maintain school nurses and health technicians with a focus on supporting or families to access health care resources as well as a Districtwide educational campaign to focus on regular school attendance and decrease absenteeism. [World Health Report]

Research/Alternatives: According the World Health Organization (2021), the studies found evidence of a benefit of comprehensive school health services on the critical effectiveness outcomes of reduction in suicide planning school, absence/attendance, and academic progress. The research in this report supports maintaining school nurses and health technicians to improve outcomes for chronic absenteeism. Offering the support of a school nurse and health technician who will ground their practices in research meets the criteria for “evidence-based" as

outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be the most effective use of the funds as evidenced by decreases in the chronic absenteeism rate prior to the pandemic. The District has been able to improve its chronic absenteeism rate by 0.5% between 2018 and 2019. The District needs more time to fully implement actions considering the interruptions of good attendance practices due to the pandemic. Through Engaging Educational Partner data collection, students, ACT, CSEA, principals, and assistant principals indicated that this as a top priority area to continue.

Expected Outcome(s): This action is being provided on an LEA-wide basis and the District expects that all students with more than 18 absences will benefit. However, because of the significantly higher absentee rate of low-income and foster students, the District expects that the chronic absenteeism rate for low-income and foster students will decrease every year significantly more than the average absentee rate of all other students. This action will be measured by using the chronically absent indicator from the California Dashboard to monitor chronically absenteeism rates for unduplicated students.

Action 12: CVUSD Health Center –

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of unduplicated students, the District data showed that the chronically absent rate of low-income students (34.9%) and Foster Youth (27.6%) is higher than the overall District rate of 26%. Low-income students and foster youth can benefit from additional school-based health services to decrease absentee rates.

Action(s): To address absenteeism for low-income students and foster youth, the District will develop, implement, and maintain a health services program that is designed to address some of the major causes of absenteeism, which is related to direct medical care and immunization support. This action will provide additional support for families to access health care resources as well as a Districtwide educational campaign to focus on regular school attendance and decrease absenteeism. [World Health Report]

Research/Alternatives: According the World Health Organization (2021), the studies found evidence of a benefit of comprehensive school health services on the critical effectiveness outcomes of reduction in suicide planning school, absence/attendance, and academic progress. The research in this report supports maintaining school nurses and health technicians to improve outcomes for chronic absenteeism. Because the school health services staff are able to offer health supports, the meets the criteria for “evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be the most effective use of the funds as evidenced by decreases in the chronic absenteeism rate prior to the pandemic. The District has been able to improve its chronic absenteeism rate by 0.5% between 2018 and 2019. The District needs more time to fully implement actions considering the interruptions of good attendance practices due to the pandemic. Through Engaging Educational Partner data collection, CSEA indicated that this as a top priority area to continue.

Expected Outcome(s); This action is being provided on an LEA-wide basis and the District expects that all students with more than 18 absences will benefit. However, because of the significantly higher absent rate of low-income and foster students, the District expects that the chronic absenteeism rate for low-income and foster students will decrease every year significantly more than the average absentee rate of all other

students. This action will be measured by using the chronically absent indicator from the California Dashboard to monitor chronically absenteeism rates for unduplicated students.

Action 13: HOPE Resource Center –

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of unduplicated students, the District data showed that the chronically absent rate of low-income students (34.9%) and Foster Youth (27.6%) is higher than the overall District rate of 26%. Low-income students and foster youth can benefit from additional school-based health services to decrease absentee rates. Low-income students and foster youth can benefit from additional services to decrease absentee rates. Unduplicated students are impacted by socio-economic barriers that impact school attendance as evidenced by the unduplicated student Chronic Absenteeism rate (Dashboard); The data from the Adult Adolescent Parenting Inventory (AAPI) tells us that unduplicated parents of preschoolers are impacted by limited knowledge of childhood developmental milestones, interventions strategies, and community resources.

Action(s): In order to address this condition of absenteeism for low-income students and foster youth, the District will develop, implement, and maintain a program at the HOPE Resource Center that is designed to address some of the major causes of absenteeism and provide additional resources to families of unduplicated population, such as school supplies, hygiene items, clothing, Tykes Nurturing Parent Program, and case management.

Research/Alternatives: According the World Health Organization (2021), the studies found evidence of a benefit of comprehensive school health services on the critical effectiveness outcomes of reduction in suicide planning school, absence/attendance, and academic progress. The research in this report supports maintaining school nurses and health technicians to improve outcomes for chronic absenteeism. Because the school health services staff can offer health supports, the meets the criteria for “evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be the most effective use of the funds as evidenced by decreases in the chronic absenteeism rate prior to the pandemic. The District has been able to improve its chronic absenteeism rate by 0.5% between 2018 and 2019. The District needs more time to fully implement actions considering the interruptions of good attendance practices due to the pandemic. Through Engaging Educational Partner data collection, the students indicated that this as a top priority area to continue.

Expected Outcome(s): This action is being provided through the HOPE Resource Center for the families of the unduplicated population. The District expects that all unduplicated students with a high number of absences will benefit. However, because of the significantly higher absent rate of low-income and foster students, the District expects that the chronic absenteeism rate for low-income and foster students will decrease every year significantly more than the average absentee rate of all other students. Likewise, the Adult Adolescent Parenting Inventory (AAPI) will demonstrate a 1.5-point average improvement from pre-test to post-test results for 90% of the program participants. This action will be measured by using the chronically absent indicator from the California Dashboard to monitor chronically absenteeism rates for unduplicated students.

Action 14: Transportation –

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of low-income students, the District determined that these unduplicated student groups have limited access to transportation in CVUSD due to the cost of riding the bus. Likewise, the data shows the chronically absent rate of low- income students (34.9%) in comparison to the overall District rate of 26%.

Action(s): In order to address this condition of absenteeism for low-income students and the limited access to transportation due to cost, the District will subsidize home to school transportation cost for unduplicated student groups. This action is designed to address some of the major causes of absenteeism.

Research/Alternatives: According to Jordon (2020), Gottfried (2017) and Attendance Works research shows that bus riders had a 2-percentage-point lower likelihood of being chronically absent. The results were particularly strong in rural areas, where bus riders had significantly higher attendance rates and a lower incidence of chronic absenteeism. The research suggests that riding the bus may help develop the routines that are crucial to developing a habit of school attendance among young children. By providing transportation for unduplicated students, this research meets the criteria for “evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be the most effective use of the funds as evidenced by decreases in the chronic absenteeism rate prior to the pandemic. The District has been able to improve its chronic absenteeism rate by 0.5% between 2018 and 2019. The District needs more time to fully implement actions considering the interruptions of good attendance practices due to the pandemic. Through Engaging Educational Partner data collection, District administration indicated that this as a top priority area to continue.

Expected Outcome(s): This action is being provided on an LEA-wide basis and the District expects that unduplicated students will benefit from the subsidized cost. The District expects that the chronic absenteeism rate for unduplicated student groups will decrease every year significantly more than the average absentee rate of all other students. This action will be measured by using the chronically absent indicator from the California Dashboard to monitor chronically absenteeism rates for unduplicated students.

Action 17: Contracted Mental Health Services–

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of the unduplicated student groups, the District found that there was an increase of counseling referrals from school staff and parents for the unduplicated students in comparison to the general population. As of February 2023 in the 2022-23 school year, the MTSS-B program supported 2,929 students in grades K-12 with Tier 2 and Tier 3 interventions. This is a significant increase since 21-22. There have been 331 parents who have requested supported from a MTSS B counselor this year compared to only 38 parents last year in 2021-22. During this school year, 1,536 students have requested support in comparison to only 46 students last school year in 2021-22. There are 1,165 staff members who have requested for students to receive services from a MTSS-B Counselor in this school year; whereas, last year only 367 teachers requested supports for their students. After reviewing the specific counseling referrals from school staff and parents, a need was determined to address student mental health (e.g., coping strategies, positive behaviors and supports) for those unduplicated student groups who are not receiving counseling in order to enhance student engagement and to promote student attendance. The data shows the District that 71% of the students feel safe at school.

Action(s): In order to address this condition of unduplicated students, the District will develop and implement a tier 3 counseling program that is designed to address some of the major causes of student absenteeism. This action will provide additional mental health resources through Chino Human Services and other contract providers.

Research: In the research by Williams-White and Kelly (2011), the authors review offers guidelines for how school counselors can deliver empirically supported strategies to address academic barriers as part of their comprehensive guidance programs. Offering the support of Intervention Counselors who will ground their practices in research meets the criteria for “evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be effective, as evidenced by the increase in the number of referrals to community-based mental health counseling services, and the number of students completing the services offered. This number of referrals listed in the needs section demonstrates the need to continue funding this service as it provides K-12 unduplicated student groups with readily available mental health services at no cost to students or families. More time is needed to see positive trends for unduplicated students.

Expected Outcome(s): This action is being provided on a LEA-wide basis and the District expects that all students with Tier 3 mental health needs will benefit. However, because of the significantly higher referral rate of unduplicated student groups, and because the actions meet needs most associated with the stresses and experiences of unduplicated student groups, the District expects that the referral rate for unduplicated student groups will decrease more than the average referral rate and absentee rate of all other students, and the District is likely to see an increase in the percentage of students who feel “emotionally safe” in the classroom to 75%. This action will be measured by using the number of referrals as a metric in order to determine if there is a need to continue to offer this action.

Action 20: Intensive Student Support –

Needs, Conditions, Circumstance: After assessing the needs, conditions, and circumstances of unduplicated students, the District data provided that the suspension rate of foster students is high (6.4%) on the 2022 California Dashboard and therefore they are being suspended at a higher rate for in comparisons to all students, with a status of medium (2.6%) on the 2022 California Dashboard. Suspension rates had declined in 2020-21 due to distance learning but are on the rise in comparison to 2019.

Action(s): In order to address this condition of high suspension rates for foster students, the District will develop and implement an intensive student support program that is designed to address some of the major causes of suspensions, including lack of behavior intervention plans with the high-needs students. This action will provide additional behavioral resources, which includes behavior intervention specialists and aides. These specialists and aides will provide intensive behavior training to support teachers in addressing student behavioral needs across the LEA, which will ensure that foster youth receive the required supports. In addition, a short-term, intensive behavior intervention program will be offered across the LEA to students who are not successful in their current setting.

Research/Alternatives: According the PBIS World Website, behavior intervention plans are highly effective in shaping and modifying behaviors and achieving the desire behavior expectations, objectives, and goals. The research for these intensive student supports meets the criteria for “evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be the most effective use of the funds as evidenced by decreases in the suspension rate. The District has been able to improve its suspension rate by 0.6% between 2017 and 2019. The District needs more time to fully implement positive behavior interventions and other means of correction due to interruptions of in-person instruction due to the pandemic. Through Engaging Educational Partner data collection, the students, ACT, CSEA, assistant principals, and District administration indicated that this as a top priority area to continue.

Expected Outcome(s): This action is being provided on an LEA-wide basis and the District expects that all students who are experiencing a suspension will benefit. However, because of the significantly higher rate of suspensions for foster students, the District expects that the suspension rate for foster students will increase significantly more than the average suspension rate of all other students. This action will be measured by using the suspension indicator from the California Dashboard to monitor suspension rates for unduplicated student groups with a focus on foster youth.

Action 23 & 24: Family Engagement & School Governance

Needs, Conditions, Circumstances: When comparing all unduplicated student groups to the LEA's CAASPP for "all students" in math and ELA, there is a clear achievement gap. The overall student population is scoring High in ELA (+20.1) and Medium in Math (-19.6). After assessing the needs, conditions, and circumstances of low-income students (Low –10.3 ELA/-52.9 Math), the District determined that unduplicated student groups need more support to increase student engagement and family connectedness. This action will help support increasing ELA and Math scores. Likewise, the District data provided that on the School Quality Survey, the District had 80% of families say that their school respects and values input and builds trusting relationships, which is up 9% since 2020. The District wants to increase participation and knowledge about parent engagement activities across the LEA. The District is aware that more English-speaking families access the engagement activities and want to ensure that parents of English Learners feel informed and welcomed.

Action(s): To address this condition of unduplicated students, the District will continue to enhance the Family Engagement program that is designed to address some the challenges related to academic success. This action will provide additional personnel and resources to support academics, school governance, social- emotional parent workshops, home visits, and check-in phone calls.

Research/Alternatives: According to Mapp's (2013) research is designed to act as a scaffold for the development of family engagement strategies, policies, and programs. The Framework should be seen as a "compass," laying out the goals and conditions necessary to chart a path toward effective family engagement efforts that are linked to student achievement and school improvement. Based on the strategies in the Dual Capacity Framework, CVUSD plans to support unduplicated families with deeper connections to school, which will raise test scores. Offering a variety of family engagement supports meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be effective, as evidenced by increases in student achievement on CAASPP assessments. When looking at the percentage of students who did not meet expectations on CAASPP the District has improved scores between 2015 through 2019 by 3.14% and improved math scores by 3.48%. Between 2015 and 2019, the District's EL student groups saw a 6.29% improvement in ELA and 5.2% improvement in math. Unfortunately, the most recent CAASPP data showed that the percentage of students who met or exceeded the standards in ELA since 2015 has only increased by .91%. and the District declined in math by 1.42%. The District

has started to see increases in all of the Family Engagement Domains on the School Quality Survey and therefore is effective as evidenced by the number of bilingual parents participating in the annual survey. The District would like to see an increase of parent participation that will include a large percentage of the mandarin and Spanish speaking population. Through Engaging Educational Partner data collection, parents/guardians, LCAP, DELAC, and District administration indicated that this as a top priority area to continue.

Expected Outcome(s): This action is being provided on an LEA-wide basis and the District expects that all students with academic challenges will benefit. However, because of the significantly lower scores of unduplicated students, the District expects that the academic proficiency rate for unduplicated students will increase significantly more than the average academic proficiency rate of all other students. In turn the District expects this will also increase percentage of parents who Strongly Agree and Agree on District Annual Survey for Connectedness. This action will be measured by using CAASPP as a metric to determine if the percentages of unduplicated student groups will increase in proficiency and therefore improved performance data/colors on the California Dashboard. Likewise, the District would like to see the number of families that feel respected and their input valued increase by at least one percent each year on the School Quality Survey.

Action 26: Parent/Guardian Information Forums

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of unduplicated students, the District data provided that on the School Quality Survey, the District had 89% of families say that they are informed about school sponsored activities, which is up 15% since 2020. The District wants to increase participation and knowledge about parent engagement activities across the LEA and ensure that all unduplicated students and their families can attend these Information Forums. The District is aware that more English-speaking families access the engagement activities and want to ensure that parents of English Learners feel informed and welcomed. There is a need to provide information regarding social trends that have negatively impacted school-age students.

Action: The Department of Communications will host parent/guardian forums for schools and the community to provide information regarding social trends for school age students, which will include necessary resources and supports (such as childcare and translation) to eliminate barriers that unduplicated students and their families experience.

Research/Alternatives: According to Mapp’s (2013) research is designed to act as a scaffold for the development of family engagement strategies, policies, and programs. The Framework should be seen as a "compass," laying out the goals and conditions necessary to chart a path toward effective family engagement efforts that are linked to student achievement and school improvement. Based on the strategies in the Dual Capacity Framework, CVUSD plans to support unduplicated families with deeper connections to school. Offering a variety of family engagement supports meets the criteria for “evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be effective as evidenced by the number of bilingual parents participating in the annual survey. The District would like to see an increase of parent participation that will include a large percentage of the mandarin and Spanish speaking population.

Expected Outcome(s): This action is being provided on an LEA-wide basis and the District expects that all unduplicated families will feel welcome to attend. The District plans to hold a minimum of two parent information forums in the 2023-24 school year and would expect that when asked if they are informed about school activities on the next School Quality Survey, this number will increase beyond 89%.

LCAP Goal 3: All students are prepared for college and career beyond graduation.

Actions 1 & 2 - Multi-Tiered Systems of Support: Academics (MTSS-A) Materials and Staff

Needs, Conditions, Circumstances: An achievement gap exists in ELA and Math based on state and local assessment data for unduplicated students who have limited access to enrichment opportunities. Essential Standards Assessment (ESA) data for the 21-22 school year, shows that 41% of students across the District are not meeting ELA standards. The unduplicated student groups are not meeting the standard at the following percentage rates: EL: 79%, Low-Income: 51%, FY: 66%. In math, 52% of students are not meeting standards. The student group data is as follows: EL: 73%, Low-Income 64%; FY: 87%. This action is being provided on an LEA-wide basis because the District finds that the previous referral process did not capture students in an equitable manner, therefore excluding many unduplicated students.

Action(s): Tier 3 Intervention Support will be provided in the form of Intervention teachers, Intervention sections on master schedule at junior high schools and high schools, and Research-based Intervention materials [Gilpin, 2015].

Research/Alternatives: When looking at John Hattie's research on Visible Learning, there is a 1.29 effect size for using Response to Intervention. The research will shape the intervention programs offered to help increase ESA scores.

Continuance: The action in previous plans has proven to be effective, as evidenced by increases in student achievement on local assessments. CVUSD made progress in implementing most actions and services identified in LCAP Goal 1 despite the challenges of the pandemic. The District is aware some students may have experienced learning loss due to the pandemic. Although the District is moving towards full implementation of many of its goals, the District also needs more time to focus on improving data and moving towards sustainable programs. Through Engaging Educational Partner data collection, LCAP, principals, and assistant principals indicated that this as a top priority area to continue.

Expected Outcome(s): This action will be measured by using ESA as a metric to determine if the percentages of unduplicated student groups will increase in proficiency. Elementary: 30% of students receiving Tier 3 intervention will exit by the end of the academic year. Secondary: students receiving Tier 3 support will increase scores on local assessments (ESAs for ELA and Math) over the course of the academic year and reduce the performance gap of unduplicated student groups in (ELA/math) ESAs greater than the District's overall reduction.

Action 3: Alternative Education Counselor –

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of low-income students, the District data showed that only 47.5% of students are graduating 'prepared' according to the 2019 CCI. When looking at unduplicated students, the District found that its English Learners and Foster Youth are far below the general population. (LI: 48.5%, EL: 4.2%, FY: 0.2%). The District has found that Low-income students' percentage (48.5%) is slightly higher than the general population and wants to maintain this trajectory. Likewise, when looking at unduplicated students who met A-G Requirements on the 2021-22 Dataquest report, the District sees the following data for the student groups, EL 32.9% Foster Youth 2.1%, Low Income 40.8%, in comparison to LEA-wide at 54%. The unduplicated student population must maintain an academic plan in alternative programs to support academic success.

Action(s): To address this condition of unduplicated students, the District will develop an LEA-wide college awareness campaign and hire an Alternative Education Counselor to support an academic plan in alternative programs for unduplicated students who are needing credit recovery to get back on track for college graduation.

Research: In the research by Williams-White and Kelly (2011), the authors review offers guidelines for how school counselors can deliver empirically supported strategies to address academic barriers as part of their comprehensive guidance programs. Offering the support of Intervention Counselors who will ground their practices in research meets the criteria for “evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups

Continuance: The action in previous plans has proven to be effective, as evidenced by analyzing the low-income student’s college and career indicator (CCI). When looking at the percentage of low-income students who did are “prepared”, the District sees that this student group is outperforming all students by 1%. More time is needed to see positive trends for all unduplicated students.

Expected Outcome(s): This action is being provided on an LEA-wide basis and the District expects that all unduplicated students will benefit. This action is working if the District sees the following:

• Increase percentage of unduplicated student groups meeting ‘a-g’ above the growth rate of the overall growth of the District.

• Increase percentage of students applying for post-secondary academic options (CCC, 4-year, and Career Colleges)

Action 5: College Awareness –

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of low-income students, the District data showed that only 47.5% of students are graduating ‘prepared’ according to the CCI on the 2019 California Dashboard. When looking at unduplicated students, the District found that English Learners and Foster Youth are far below the general population. (LI: 48.5%, EL: 4.2%, FY: 0.2%). The District has found that Low-income students' percentage (48.5%) is slightly higher than the general population and wants to maintain this trajectory. Likewise, when looking at unduplicated students who met A-G Requirements on the 2021-22 Dataquest report, the District sees the following data for the student groups, EL 32.9% Foster Youth 2.1%, Low Income 40.8%, in comparison to LEA-wide at 54%.

Action(s): To address this condition of unduplicated students, the District will develop an LEA-wide college awareness campaign that includes activities such as hosting College nights at junior high schools and high schools and provide opportunities for unduplicated students high school students to visit college campuses. This action focuses on the needs of unduplicated student groups.

Research: In the research by Corwin & Tierney (2007), one overarching conclusion is that students are best served by schools that exhibit a strong "college culture." Culture is the intersection of beliefs and practices. By creating a college awareness campaign this practice is grounded in research meets the criteria for “evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be effective, as evidenced by analyzing low-income student’s college and career indicator (CCI). When looking at the percentage of low-income students who did are “prepared”, the District observes that this student group is outperforming all students by 1%. More time is needed to see positive trends for all unduplicated students. Through Engaging Educational

Partner data collection, students, parents/guardians, LCAP, DELAC, ACT, CSEA, principals, assistant principals, and District administration indicated that this as a top priority area to continue.

Expected Outcome(s): This action is being provided on an LEA-wide basis and the District expects that all unduplicated students will benefit. This action is working if the District sees the following:

• Increase percentage of unduplicated student groups meeting ‘a-g’ above the growth rate of the overall growth of the District.

• Increase percentage of students applying for post-secondary academic options (community colleges, 4-year, Career Colleges)

Action 7: AVID –

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of low-income students, the District data showed that only 47.5% of students are graduating ‘prepared’ according to the CCI. When looking at unduplicated students the District found that English Learners and Foster Youth are far below the general population. (LI: 48.5%, EL: 4.2%, FY: 0.2%). The District has found that Low-income students’ percentage (48.5%) is slightly higher than the general population and want to maintain this trajectory.

Action(s): Unduplicated students must be provided with equitable access and information to college and career courses and opportunities. As the District knows from research, students who would be primarily first-generation college goers are less likely to access resources preparing them for post-secondary success. To address this condition of unduplicated students, the District will develop an LEA-wide college awareness campaign. These actions at specific schools are designed for unduplicated students and will ensure that unduplicated student benefit through the AVID school wide strategies as well as the recruitment and application process to participate in the AVID electives.

Research: Research by Lozano, A., Watt, K.M., & Huerta, J. (2009). was to assess the differences in educational aspirations and educational anticipations between four groups of high school seniors and to identify college preparatory measures achieved by the four groups. This study also served as a follow-up study of AVID and GEAR UP 10th graders, which allowed researchers to measure whether any changes in aspirations and anticipations within the four groups occurred between the 10th and 12th grade. In this study it was clear that AVID provided students with access to benefits of social and cultural capital that may have other not been available to them. The AVID program is grounded in research meets the criteria for “evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be effective, as evidenced by analyzing low-income student’s college and career indicator (CCI). When looking at the percentage of low-income students who did are “prepared”, the District sees that this student group is outperforming all students by 1%. More time is needed to see positive trends for all unduplicated students. Through Engaging Educational Partner data collection, ACT, principals, assistant principals, and District administration indicated that this as a top priority area to continue.

Expected Outcome(s): This action is working if the District sees the following data related to unduplicated student groups:

• Maintain percentage of 100% of eligible first-generation college goers.

• Increase percentage of AVID students eligible for colleges/universities who are first time college goers.

• Maintain or increase greater than or equal to 0.66% of unduplicated student groups participating in AVID

Action 8: Career Centers –

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of low-income students, the District data showed that only 47.5% of students are graduating 'prepared' according to the CCI. When looking at unduplicated students the District found that English Learners and Foster Youth are far below the general population. (LI: 48.5%, EL: 4.2%, FY: 0.2%). The District has found that Low-income students' percentage (48.5%) is slightly higher than the general population and wants to maintain this trajectory.

Action(s): In order to address this condition of unduplicated students, the District will develop a college awareness campaign. This action at the high schools is designed to support unduplicated students. The District will provide Career Centers at four comprehensive high schools and Buena Vista high school and will ensure that unduplicated student benefit by coordinating college and post- secondary visits on all campuses, one career day at each site, and one District-wide College Fair.

Research: In the research by Corwin & Tierney (2007), one overarching conclusion is that students are best served by schools that exhibit a strong "college culture." Culture is the intersection of beliefs and practices. By creating a college awareness campaign this practice is grounded in research meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be effective, as evidenced by analyzing low-income student's college and career indicator (CCI). When looking at the percentage of low-income students who are "prepared", the District sees that this student group is outperforming all students by 1%. More time is needed to see positive trends for all unduplicated students. Through Engaging Educational Partner data collection, students, parents/guardians, ACT, and CSEA indicated that this as a top priority area to continue.

Expected Outcome(s): Even though these activities are being provided school-wide, the District expects that all students will participate in college and career opportunities. However, because of the significantly lower rate of EL and Foster Youth students who are prepared on the CCI, the District expects that their rate will increase significantly more than the average rate of all other students. The District plans to measure this outcome by using the percentage of students who are "prepared" in each unduplicated group and overall.

Action 13: Access & Equity Staff –

Needs, Conditions, Circumstances: When comparing all unduplicated student groups to the LEA's CAASPP scores for "all students" in math and ELA, there is a clear achievement gap. The overall student population is scoring High in ELA (+20.1) and Medium in Math (-19.6). After assessing the needs, conditions, and circumstances of low-income students (Low –10.3 ELA/ -52.9 Math), the District determined that unduplicated student groups need more supports to increase student engagement and family connectedness. This action will help support increasing ELA and Math scores. The District has an LTEL rate of 9.8% and would like to decrease it. The current District-wide reclassification rate is 17.86% with a desired outcome of 30%. Historically, the District has outperformed the state average for reclassification.

Research/Alternatives: The work of John Hattie's Visible Learning show that by colleagues working together with a positive believe of impacting student achievement warrants an effect size of 1.57 Collective teacher efficacy is strongly correlated with student achievement. With the support of a coordinator, this will support the teacher efficacy practices on the school campuses.

Continuance: The action in previous plans has proven to be effective, as evidenced by increases in student achievement on CAASPP assessments. When looking at the percentage of students who did not meet expectations on CAASPP the District has improved scores between 2015 through 2019 by 3.14% and improved math scores by 3.48%. Between 2015 and 2019, EL student groups saw a 6.29% improvement in ELA and 5.2% improvement in math. Unfortunately, the most recent CAASPP data showed that the percentage of students who met or exceeded the standards in ELA since 2015 has only increased by .91%. and declined in math by 1.42%.

Action(s): To address this need of the unduplicated student groups, Access and Equity staff will hold meetings and trainings with site personnel to ensure all data pertaining to ELs (English Learner) is compliant, share reports for data analysis, and provide information such as changes in law, policies, and program. The Department of Access and Equity will maintain a coordinator to assist with analyzing and monitoring English Learner (EL) progress to improve academics and English Language proficiency of students and ensure that ELs have access to a broad course of study as determined by assessments and appropriate program placement (e.g., ELD standards, full curriculum, rigorous coursework, quality standards-based instruction).

Expected Outcome(s): As a result of this action, EL academic growth will exceed the expected growth of all students in ELA and Math in order to close the achievement gap, and EL Language Acquisition Proficiency growth will be determined by an increase in Reclassification Rate, ELPI and decrease in LTEL Rate. This action will be measured by using CAASPP as a metric in order to determine if the percentages of unduplicated student groups will increase in proficiency and therefore improved performance data/colors on the California Dashboard.

Action 17: Advanced Placement Programs-

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of unduplicated students, the District determined that the Low-Income student group (39.4%) score lower on the CCI via AP as “prepared” than the general population (44.3%) and must be provided equitable access and information to college and career courses and opportunities. The District is also aware that the cost of Advanced Placement tests can be prohibitive for students’ families.

Action(s): Expand access to AP programs and equitable preparation for assessment principally directed for unduplicated student groups by expanding course offerings, increasing student efficacy in taking exams, and provide training for AP teachers.

Research: In the research by Corwin & Tierney (2007), one overarching conclusion is that students are best served by schools that exhibit a strong "college culture." Culture is the intersection of beliefs and practices. By creating a college awareness campaign this practice is grounded in research meets the criteria for “evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be effective, as evidenced by analyzing the District’s low-income student’s college and career indicator (CCI). The estimated AP Exam fees will be subsidized for 537 low-income students in the 2022-23 school year. When looking at the percentage of low-income students who did are “prepared”, the District sees that this student group is outperforming all students by 1%. More time is needed to see positive trends for all unduplicated students. Through Engaging Educational Partner data collection, students, CSEA, and principals, indicated that this as a top priority area to continue.

Expected Outcome(s): Even though these activities are being provided school-wide, the District expects that all students will participate in college and career opportunities. However, because of the significantly lower rate of students who are prepared on the CCI, the District expects

that their rate will increase significantly more than the average rate of all other students and continue to support the progress of low-income students. The District plans to measure progress by analyzing:

• The percentage of LI students taking AP tests will correlate District-wide with all students taking AP tests

• Increase percentage of CCI “ready” students who are LI

• Increase percentage of LI “prepared” status on the CCI greater than the District’s growth

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Chino Valley Unified School District provides a high-quality education for all students. However, the unduplicated student groups face unique challenges. As a District with less than 55% unduplicated, it is required to describe not only how the actions are principally directed and effective but to also describe how the actions are the most effective use of the funds, including providing the basis for that determination and any alternatives considered, supporting research, experience, or educational theory. Based on a review of collective data, actions and services identified in the LCAP are specifically targeting the unduplicated student groups. These actions and services are being increased or improved by providing strategic support in the areas of academics, basic needs, and language/communication. The California Education Code requires increased or improved services for unduplicated students in proportion to increased supplemental funding. The minimum proportionality in Chino Valley is 9.63%. The LEA-wide and schoolwide actions described above, coupled with the limited actions described here, allow the District to meet or exceed its percentage to increase or improve services of 9.63% quantitatively. The programs and services outlined in this plan are being increased or improved significantly over the required percentage. The key actions listed in the previous section supported the unduplicated students through LEA-wide services that were both effective and principally directed to support improved outcomes for unduplicated student groups. Key actions listed below are targeted, principally directed, and specifically designed to increase and improve services to English Learners, Low-Income, and Foster Youth students by supporting access to high quality core instruction, specialized support services, parent engagement programs, and rich educational experiences across content areas:

TARGETED *ACTIONS AND SERVICES*

LCAP Goal 2: Students, parents, families, and staff are connected and engaged to their school to ensure student success.

Action 8: Families Experiencing Hardships (Previously named McKinney Vento Grant)

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of English learners and low-income students, the District determined that these unduplicated student groups have limited access to transportation in CVUSD due to the cost of riding the bus. Likewise, the data shows the chronically absent rate of low- income students (34.9%) in comparison to the overall District rate of 26%. The action has proved successful for English learners who are at a 25.9% chronic absenteeism rate in comparison to the overall District rate of 26%.

Action(s): To address the need of the low-income students who require additional supports for the hardships that they are experiencing, the Department of Health Services will provide case management to assist low-income students/families in accessing community resources/referrals for medical, food, and childcare. In addition, it will provide clinical support to low-income families in crisis and training (e.g., trauma informed care) for staff to reduce barriers and improve student attendance and family engagement.

Research/Alternatives: According the World Health Organization (2021), the studies found evidence of a benefit of comprehensive school health services on the critical effectiveness outcomes of reduction in suicide planning school, absence/attendance, and academic progress. The research in this report supports maintaining school nurses and health technicians to improve outcomes for chronic absenteeism. Because the school health services staff can offer health supports, the meets the criteria for “evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Expected Outcome(s): This action in previous plans has proven to be the most effective use of the funds as evidenced by decreases in the chronic absenteeism rate prior to the pandemic. The District has been able to improve its chronic absenteeism rate by 0.5% between 2018 and 2019. The District needs more time to fully implement actions considering the interruptions of good attendance practices due to the pandemic.

Action 15: Community Day School –

Needs, Conditions, Circumstances: At Chino Valley Learning Academy (CVLA), students who are expelled from the secondary schools, are able to receive an alternative program to better meet their needs behaviorally and academically. There is a high population of low-income students supported at this school (68.8%). To address this condition of high suspension rates for low-income students, the District will develop and implement an intensive student support program that is designed to address some of the major causes of suspensions, including lack of behavior intervention plans with high-needs students in a smaller-group environment. With this small group environment, there can be a focus on improving attendance, suspension rates (Very High/Red), and graduation rates of low-income students.

Action: In order to address the need of unduplicated students who have high suspension rates or have been expelled, The Department of Alternative Education will maintain the Community Day School (CVLA) in order to improve the attendance rates, suspension rates, and graduation rates of low-income students.

Research/Alternatives: According to the PBIS World Website, behavior intervention plans are highly effective in shaping and modifying behaviors and achieving the desired behavior expectations, objectives, and goals. The research for these intensive student supports meets the criteria for “evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be the most effective use of the funds as evidenced by decreases in the suspension rate. The District has been able to improve its suspension rate by 0.6% between 2017 and 2019. The District needs more time to fully implement positive behavior interventions and other means of correction due to interruptions of in-person instruction due to the pandemic.

Expected Outcome: This action is being provided to Low-Income expelled population. However, because of the significantly higher absence and suspension rate of the low-income student group, the District expects that the chronic absenteeism and suspension rate for low-income will decrease every year significantly more than the average absentee rate of all other students. The District expects that graduation rates will

improve for low-income students as well. This action will be measured by using the suspension indicator from the California Dashboard to monitor suspension rates for unduplicated students.

Action 16: Foster Youth Counselor and Clerk –

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of unduplicated students, the District data showed that the chronically absent rate of Foster Youth (27.6%) is higher than the overall District rate of 26%. Foster youth can benefit from additional school-based health services to decrease absentee rates.

Action(s): Provide academic/behavioral monitoring and supports through case management, tutoring, social emotional support, and outside resources to ensure Foster Youth students are meeting grade level standards through academic tutoring and social/emotional counseling.

The Department of Student Support Services will maintain a Foster Youth Counselor and clerk to provide individual student and family support (e.g., monthly meetings with individual students, academic/SEL counseling, liaison to social worker) as well as tools/training for Foster Youth Intake to improve academics and attendance rate for foster youth.

Research/Alternatives: According to Jordon (2020) and Attendance Works research states that it is essential to take a trauma-informed, positive approach to working with students and families to find out and address barriers to attendance. By providing attendance interventions to support the student and their families, this research meets the criteria for “evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be the most effective use of the funds as evidenced by decreases in the chronic absenteeism rate prior to the pandemic. The District has been able to improve its chronic absenteeism rate by 0.5% between 2018 and 2019. The District needs more time to fully implement actions considering the interruptions of good attendance practices due to the pandemic. Through Engaging Educational Partner data collection, CSEA indicated that this as a top priority area to continue.

Expected Outcome(s): Decrease chronic absenteeism for Foster Youth students to 5.2% and increase attendance rate to meet the desired outcome for the District’s average of 97%.

Action 25: Bilingual Translation Services –

Needs, Conditions, Circumstances: In CVUSD the English learner population is becoming more prominent at more school sites, there are now 22 schools that have a percentage of EL population higher than 9.7% which is the District average. Previously, there were only 14 in schools in 2020. The District had parents participate in the annual survey, who were primarily English speaking.12% of the surveys were completed in a language other than English thus showing the need for increased bilingual translation services to allow families of EL students to increase participation. The District wants to increase translation services, written and orally, to remove barrier of language while communicating information regarding school programs, student progress, policies, and practices. This action will target the families of the English Learners, by offering them more supports to connect them to District parent engagement efforts.

Action(s): To address the needs of English Learners and their families, the District will provide sites who meet the 14% or higher of languages other than English, with a classified bilingual clerk. The Division of Human Resources and Access and Equity will utilize bilingual translation services to ensure the understanding of District communications and provide classified bilingual clerks for schools whose non-English

designated language is greater than 14%. This will increase parent communication and school engagement regarding school programs, policies, and practices, specifically for families of unduplicated student groups.

Research/Alternatives: According to Mapp's (2013) research is designed to act as a scaffold for the development of family engagement strategies, policies, and programs. The Framework should be seen as a "compass," laying out the goals and conditions necessary to chart a path toward effective family engagement efforts that are linked to student achievement and school improvement. Based on the strategies in the Dual Capacity Framework, CVUSD plans to support unduplicated families with deeper connections to school. Offering a variety of family engagement supports meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be effective as evidenced by the number of bilingual parents participating in the annual survey. The District would like to see an increase of parent participation that will include a large percentage of the Mandarin and Spanish speaking populations. The District had 12% of the parents who responded to the survey use a language other than English. There were 322 Chinese surveys and 206 Spanish surveys completed. This is up by 2% from 2020. This is a good start, but there is a need for this number to increase. Through Engaging Educational Partner data collection, students, DELAC, CSEA, and District administration indicated that this as a top priority area to continue.

Expected Outcome(s): The District expects that with an increase of services at these designated school sites, the engagement rates from families of English Learners would be higher. The District will see this through an increase in 5% of parent participation on the District Annual Survey and attendance by parents of English Learners parents in school governance meetings.

LCAP Goal 3: All students are prepared for college and career beyond graduation.

Action 11: Advanced Placement Fees

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of unduplicated students, the District determined that the Low-Income student group (39.4%) score lower on the CCI via AP as "prepared" than the general population (44.3%) and must be provided equitable access and information to college and career courses and opportunities. The District is also aware that the cost of Advanced Placement tests can be prohibitive for students' families.

Action(s): Offset cost of AP exams for eligible low-income families: To address this for the unduplicated students, the District will develop an LEA-wide college awareness campaign. This action at the high schools is designed to support unduplicated students; therefore, the District plans to offset the cost of the AP exams for low-income families who qualify.

Research: In the research by Corwin & Tierney (2007), one overarching conclusion is that students are best served by schools that exhibit a strong "college culture." Culture is the intersection of beliefs and practices. By creating a college awareness campaign this practice is grounded in research meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be effective, as evidenced by analyzing low-income student's college and career indicator (CCI). The estimated AP Exam fees will be subsidized for 537 low-income students in the 2022-23 school year. When looking at the percentage of low-income students who are "prepared", the District sees that this student group is outperforming all students by 1%. More time is needed to see positive trends for all low-income students. Through Engaging Educational Partner data collection, principals indicated that this as a top priority area to continue.

Expected Outcome(s): This action is targeted at low-income students. The District expects that all students will participate in college and career opportunities; however, because of the significantly lower rate of students who are prepared on the CCI, the District expects that their rate will increase significantly more than the average rate of all other students and continue to support the progress of low-income students. The District plans to measure progress by analyzing:

• The percentage of LI students taking AP tests will correlate District-wide with all students taking AP tests

• Increase percentage of CCI "ready" students who are LI

• Increase percentage of LI "prepared" status on the CCI greater than the District's growth

Action 16: After School Tutoring – Needs, Conditions, Circumstances: When comparing all unduplicated student groups to the LEA's performance colors for "all students" in math and ELA, there is a clear gap. The overall student population is scoring High in ELA (+20.1) and Medium in Math (-19.6). After assessing the needs, conditions, and circumstances of low-income students (Low –10.3 ELA/ -52.9 Math), the District determined that unduplicated student groups need more academic supports. This action will help support increasing ELA and Math scores.

Action(s): To address this for the unduplicated students, the District will offer an afterschool tutoring program that is designed to address some of the challenges related to academic success. The Department of Student Support Services and Health Services will provide academic tutoring services for foster youth and low-income students to improve academic achievement and reduce the gap in math and ELA.

Research/Alternatives: When looking at John Hattie's research on Visible Learning, there is a 0.48 effect size for Intelligent tutoring systems and .53 effect size for peer tutoring strategies. The research will shape the tutoring programs offered to help increase CAASPP scores.

Continuance: The action in previous plans has proven to be effective, as evidenced by increases in student achievement on CAASPP assessments. When looking at the percentage of students who did not meet expectations on CAASPP the District has improved scores between 2015 through 2019 by 3.14% and improved math scores by 3.48%. Between 2015 and 2019, the District's EL student groups saw a 6.29% improvement in ELA and 5.2% improvement in math. Unfortunately, the most recent CAASPP data showed that the percentage of students who met or exceeded the standards in ELA since 2015 has only increased by .91%, and the District declined in math by 1.42%. Through Engaging Educational Partner data collection, students, parents/guardians, ACT, and CSEA indicated that this as a top priority area to continue.

Expected Outcome(s): As a result of this action, the District will have low-income and Foster Youth students who participate in tutoring see an increase their ELA and Math scores; therefore, a reduction in the performance gap of Foster Youth and Low Income in (ELA/math). This action will be measured by using CAASPP as a metric to determine if the percentages of the Foster Youth and Low-Income student groups will increase in proficiency and thus improve performance data/colors on the California Dashboard.

Action 18: Multilingual Assessments–

Needs, Conditions, Circumstances: In CVUSD the English learner population is becoming more prominent at more school sites, there are now 22 schools that have a percentage of EL population higher than 9.7% which is the District average. Previously, there were only 14 in schools in 2020. The District had parents participate in the annual survey, who were primarily English speaking.12% of the surveys were completed in a language other than English thus showing the need for increased multilingual services to support the heritage of the District's population. The District is providing dual language immersion program in English and Spanish, and there is an interest to monitor the growth of the students in a language other than English and to increase the number of students who are receiving the State Seal of Biliteracy.

Action(s): The Department of Access and Equity and the Department of Assessment and Instructional Technology will oversee various trainings and costs of bilingual assessments to support the translation of assessment materials for the dual language immersion programs and to determine students' multilingual abilities in reading, writing, listening, and speaking principally directed for English learners.

Research/Alternatives: Over the last four decades, Dual Language Immersion (DLI) programs in many states have seen slow but steady growth in US schools. Research shows that DLI is an especially effective method for language acquisition. DLI students gain proficiency in a new language without any detriment to progress in their native language or to subject matter achievement. (Stewart, 2012) The California Department of Education's Global California 2030 (2019) calls for even more dramatic growth in the number of DLI programs, with the goal of quadrupling the number of Dual Language Immersion Master Plan programs in California from 407 in 2017 to 1,600 to provide an opportunity for all of California's graduating seniors to be bilingual by 2030.

Continuance: The District would like to see an increase in parent participation which will include a large percentage of the Mandarin and Spanish speaking populations. 12% of the parents who responded to the survey use a language other than English. There were 322 Chinese surveys and 206 Spanish surveys completed. This is up by 2% from 2020. The District would like to continue to promote an increase in parent participation each year.

Expected Outcome(s): The District expects that with an increase of services at these designated school sites, the engagement rates from families of English Learners would be higher. The District will see this through an increase in 5% of parent participation on the District Annual Survey and increased number of students participating in biliteracy pathway programs.

LCAP Goal 4: Students at schools targeted for assistance are prepared for college and career beyond graduation through a clear system of support.

Actions 1 and 3: Boys Republic High School and Buena Vista Student Connectedness

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of the unduplicated students, the District determined that students attending Boys Republic have an overall graduation rate of 29% on the 2022 California Dashboard, and specifically the Foster Youth and Low-income students also score in the Very Low range. The students attending this school are wards of the State and 87.2% are Foster Youth. The District data provided that students attending Buena Vista need additional support to attend school and graduate since their graduation rate (91.9%) falls below the District average of 94%. Both schools meet the criteria as low performing schools.

Action(s): To address the needs of the Foster Youth at Boys Republic High School, a residential facility that serves as the educational program for Foster Youth court appointed students in grades (9-12) and Buena Vista Alternative High School, the District will reduce the teacher to student ratio which will support their academics and improve graduation rate. This will quantitatively increase their services by adding additional staff to improve the graduation rate of unduplicated students.

Research: The research by Christle, Jolivette, & Nelson (2010) identified school-based policies and practices that may exacerbate or mitigate the risks for court involvement among youth. The results of the studies suggest that such school-level characteristics as supportive leadership, dedicated and collegial staff, schoolwide behavior management with low student to teacher ratios, and effective academic instruction can help minimize the risks for youth delinquency. Offering a reduction in the teacher to student ratio with an effort of strong relationship building meets the criteria for “evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated students.

Continuance: The action in previous plans has proven to be effective, as evidenced by increases in graduation rates. When looking at the percentage of students who met graduation requirements over time, the District has found that grad rates have increased significantly for Buena Vista when looking at a three-year average as shown in the metrics for Goal 4. In 2021, Buena Vista has exited CSI status due to an increase in graduation rates over the last three years; however, the 2021-22 graduation rates placed Boy’s Republic back into CSI status. Through Engaging Educational Partner data collection, CSEA and principals indicated that this as a top priority area to continue related to Boys Republic. Likewise, students, principals, assistant principals, and District administration indicated that this as a top priority area to continue related to Buena Vista.

Expected Outcome(s): Because there is a significantly low graduation rate of Foster Youth and Low-Income students who are completing high school graduation requirements, the District expects that their rate will increase through the services in the action and plan to measure progress by analyzing graduation rates. It is a site expectation to increase the graduation rate of seniors to 90% or higher each year, this should improve the status on the California Dashboard for the Foster Youth to 50.5%. This action will be measured by using graduation rate as a metric to determine if the percentages of unduplicated student groups will meet graduation requirements.

Action 2: Buena Vista and Infant Toddler Center –

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of unduplicated students, the District determined that students attending Buena Vista need additional support to attend school and graduate. On the California Dashboard, Buena Vista’s low-income students’ graduation rate was red (65.3%) for 2019-2020. This has significantly increased to 92.3% in 2021-22. It was determined that some students with children drop out of school or have low attendance due to lack of childcare services. To remove barriers of teen parenthood and ensure school attendance and graduation, 2.31 full-time equivalent (FTE) teaching staff is allocated to offer support at the infant and toddler center.

Action: To address the need of the low-income students who require childcare services, the Division of Human Resources will continue to augment teaching staff beyond Buena Vista’s (BV) base school allocation to improve graduation rates and academic engagement, which includes the instructional aide to support the infant/toddler program at BV.

Research: According to the research by Public Citizens for Children and Youth (2014), has done several research initiatives designed to deepen understanding of the issues that lead to students who drop out of schools and offer evidence-based solutions to these issues. One key finding in their research is that parenting students using unreliable relative neighbor care often have more difficulty maintaining full participation in school than those who use center-based care. Offering the support of an infant and toddler program meets the criteria for “evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for unduplicated student groups.

Continuance: The action in previous plans has proven to be effective, as evidenced by increases in graduation rates. When looking at the percentage of students who met graduation requirements over time, the District has found that grad rates of low-income students have increased by 25.1% from 2019-20 to 2021-22 at Buena Vista. Through Engaging Educational Partner data collection, students, ACT, CSEA, assistant principals, principals, and District administration indicated that this as a top priority area to continue.

Expected Outcome(s): Because there is a significantly lower rate of low-income students who are completing high school graduation requirements, the District expects that their rate will increase significantly more than the average rate of all other students and continue to support the progress of low-income students. The District plans to measure progress by analyzing graduation rates. This action will be measured by using graduation rate as a metric for the District’s low-income students.

Action 5: Career and Community College Awareness –

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of the low-income students, the District data showed that only 47.5% of students are graduating ‘prepared’ according to the College Career Indicator (CCI). When looking at the unduplicated student groups, the District found that the English Learners and Foster Youth student groups are below the general population: (LI: 48.5%, EL: 4.2%, FY: 0.2%). The District has found that the Low-income students' percentage (48.5%) is slightly higher than the general population and wants to maintain this trajectory. Likewise, when looking at unduplicated students who met A-G Requirements on the 2021-22 Dataquest report, the District sees the following data for the student groups, EL 32.9% Foster Youth 2.1%, Low Income 40.8%, in comparison to LEA-wide at 54%. Boys Republic and Buena Vista both scored 0% on the CCI indicator.

Action(s): To address this need of the unduplicated student groups, the District will develop a college awareness campaign that includes activities such as hosting College nights at junior high schools and high schools and provide opportunities for high school students to visit college campuses to ensure that all low-income student groups are included in these activities.

Research: In the research by Corwin & Tierney (2007), one overarching conclusion is that students are best served by schools that exhibit a strong "college culture." Culture is the intersection of beliefs and practices. By creating a college awareness campaign this practice is grounded in research meets the criteria for “evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for the unduplicated student groups.

Continuance: The action in previous plans has proven to be effective, as evidenced by analyzing low-income student’s college and career indicator (CCI). When looking at the percentage of low-income students who did are “prepared”, the District sees that this student group is outperforming all students by 1%. More time is needed to see positive trends for all unduplicated students. Through Engaging Educational

Partner data collection, students, parents, LCAP, DELAC, ACT, CSEA, assistant principals, principals, and District administration indicated that this as a top priority area to continue.

Expected Outcome(s): This action is being provided on an LEA-wide basis and the District expects that all low-income students will benefit. This action is working if the District sees the following:

• Increased percentage of unduplicated student groups meeting ‘a-g’ above the growth rate of the overall growth of the District.

• Increased percentage of students applying for post-secondary academic options (CCC, 4-year, and Career Colleges)

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.

N/A

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

2023-2024 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 41,734,508	$ 6,275,163	$ 238,580	$ 1,715,230	49,963,481	$ 32,850,434	$ 17,113,047

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Recruitment Fairs	All	$ 10,000	$ -	$ -	$ -	$ 10,000
1	2	Library and Media Support	English Learners, Foster Youth and Low Income	$ 1,498,239	$ -	$ -	$ 49,203	$ 1,547,442
1	3	New Teacher Induction	English Learners, Foster Youth and Low Income	$ 500,000	$ -	$ -	$ -	$ 500,000
1	4	Common Core Materials	All	$ 690,000	$ -	$ -	$ -	$ 690,000
1	5	Common Core Supplemental Materials	All	$ -	$ 15,000	$ -	$ -	$ 15,000
1	6	Instructional Coaches	English Learners, Foster Youth and Low Income	$ 2,642,299	$ -	$ -	$ -	$ 2,642,299
1	7	Professional Development	All	$ -	$ -	$ -	$ 550,000	$ 550,000
1	8	Student Courses	All	$ -	$ -	$ -	$ -	$ -
1	9	GATE	English Learners, Foster Youth and Low Income	$ 200,000	$ -	$ -	$ -	$ 200,000
1	10	Music	English Learners, Foster Youth and Low Income	$ 1,466,559	$ -	$ -	$ -	$ 1,466,559
1	11	Career Pathways and Options	English Learners, Foster Youth and Low Income	$ 529,756	$ -	$ -	$ 150,000	$ 679,756
1	12	Preschool Inclusion Program	Students with Disabilities	$ 828,253	$ 828,253	$ -	$ -	$ 1,656,506
1	13	Technology	All	$ 2,500,000	$ 200,000	$ -	$ -	$ 2,700,000
1	14	Facilities	All	$ 5,965,000	$ -	$ -	$ -	$ 5,965,000
1	15	Instructional Technology	English Learners, Foster Youth and Low Income	$ 30,000	$ -	$ -	$ -	$ 30,000
1	16	Regional Occupational Program	English Learners and Foster Youth	$ 2,951,337	$ -	$ -	$ -	$ 2,951,337
2	1	California Healthy Kids Survey	All	$ -	$ 7,700	$ -	$ -	$ 7,700
2	2	High School Intervention Counselors	English Learners, Foster Youth and Low Income	$ 621,515	$ -	$ -	$ -	$ 621,515

2	3	Multi-Tiered Systems of Support - Behavior (MTSS-B) Intervention Counselors (K-8)	English Learners, Foster Youth and Low Income	$ 1,933,907	$ -	$ -	$ -	$ 1,933,907
2	4	Multi-Tiered Systems of Support - Behavior (MTSS-B) Materials	English Learners, Foster Youth and Low Income	$ 161,000	$ -	$ -	$ -	$ 161,000
2	5	Chronic Absenteeism Supports	Foster Youth and Low Income	$ 699,117	$ -	$ -	$ -	$ 699,117
2	6	Supplemental Education for K-12	All	$ 804,531	$ -	$ -	$ -	$ 804,531
2	7	Suicide Prevention Training	All	$ 10,000	$ -	$ -	$ -	$ 10,000
2	8	Families with Hardships	Low-Income	$ 73,694	$ -	$ -	$ -	$ 73,694
2	8	Families with Hardships	Low-Income	$ -	$ 126,283	$ -	$ -	$ 126,283
2	9	Mental Health Services	All	$ -	$ 1,513,487	$ -	$ -	$ 1,513,487
2	10	Maintain Saturday	All	$ 42,208	$ -	$ -	$ -	$ 42,208
2	11	School Based Health Services	Foster Youth and Low Income	$ 662,016	$ 139,159	$ -	$ -	$ 801,175
2	11	School Based Health Services	Foster Youth and Low Income	$ 3,382,096	$ 71,434	$ 26,965	$ 25,954	$ 3,506,449
2	12	CVUSD Health Center	Foster Youth and Low Income	$ 366,000	$ -	$ -	$ -	$ 366,000
2	13	HOPE Resource Center	Foster Youth and Low Income	$ 575,266	$ -	$ 211,615	$ -	$ 786,881
2	14	Transportation	Low-Income	$ 1,710,141	$ -	$ -	$ -	$ 1,710,141
2	15	Community Day School	English Learners, Foster Youth and Low Income	$ 675,299	$ -	$ -	$ -	$ 675,299
2	16	Foster Youth Counselor and Clerk	Foster Youth	$ 207,812	$ -	$ -	$ -	$ 207,812
2	17	Contracted Mental Health Services	English Learners, Foster Youth and Low Income	$ 100,093	$ -	$ -	$ -	$ 100,093
2	18	"Other Means of Correction"	All	$ -	$ -	$ -	$ -	$ -
2	19	Safe Schools	All	$ 44,000	$ -	$ -	$ 60,000	$ 104,000
2	20	Instensive Student Support	Foster Youth	$ 735,758	$ 853,193	$ -	$ -	$ 1,588,951
2	21	Student Support Services Staff	All	$ 358,541	$ -	$ -	$ -	$ 358,541
2	22	School Quality Survey	All	$ 30,000	$ -	$ -	$ -	$ 30,000
2	23	Family Engagement	English Learners, Foster Youth and Low Income	$ 230,000	$ -	$ -	$ -	$ 230,000
2	24	School Governance	English Learners, Foster Youth and Low Income	$ 12,000	$ -	$ -	$ -	$ 12,000
2	25	Bilingual Translation Services	English Learners	$ 617,028	$ -	$ -	$ -	$ 617,028
2	26	Parent/Guardian Information Forum	English Learners, Foster Youth and Low Income	$ 5,000	$ -	$ -	$ -	$ 5,000
3	1	Multi-Tiered Systems of Support: Academics (MTSS-A) Materials	English Learners, Foster Youth and Low Income	$ 154,780	$ -	$ -	$ -	$ 154,780

3	2	Multi-Tiered Systems of Support: Academics (MTSS-A) Staff	English Learners, Foster Youth and Low Income	$ 2,590,352	$ 1,650,799	$ -	$ -	$ 4,241,151
3	3	Alternative Education Counselor	English Learners, Foster Youth and Low Income	$ 169,375	$ -	$ -	$ -	$ 169,375
3	4	College Entrance and Readiness	All	$ -	$ -	$ -	$ -	$ -
3	5	College Awareness	English Learners, Foster Youth and Low Income	$ 29,000	$ -	$ -	$ -	$ 29,000
3	6	A-G Promotion	All	$ -	$ -	$ -	$ -	$ -
3	7	AVID	English Learners, Foster Youth and Low Income	$ 380,000	$ -	$ -	$ -	$ 380,000
3	8	Career Centers	English Learners and Foster Youth	$ 243,700	$ -	$ -	$ -	$ 243,700
3	9	College Credit	English Learners and Foster Youth	$ -	$ -	$ -	$ -	$ -
3	10	HS Transcript Audits	All	$ -	$ -	$ -	$ -	$ -
3	11	Advanced Placement Fees	Low-Income	$ 75,000	$ -	$ -	$ -	$ 75,000
3	12	Professional Development to Support English Learners	All	$ -	$ -	$ -	$ 235,000	$ 235,000
3	13	Access & Equity Staff	English Learners, Foster Youth and Low Income	$ 241,633	$ -	$ -	$ 326,073	$ 567,706
3	14	English Learner Support and Language Acquisition	All	$ -	$ -	$ -	$ -	$ -
3	15	Multilingual Programs	All	$ 795,177	$ 400,000	$ -	$ -	$ 1,195,177
3	16	After School Tutoring	Foster Youth and Low Income	$ 100,000	$ -	$ -	$ -	$ 100,000
3	17	Advanced Placement Programs	English Learners, Foster Youth and Low Income	$ 132,000	$ -	$ -	$ 34,000	$ 166,000
3	18	Multi-lingual assessments	English Learners, Foster Youth and Low Income	$ 22,000	$ -	$ -	$ -	$ 22,000
4	1	Boys Republic High School	Foster Youth and Low Income	$ 1,827,047	$ 346,825	$ -	$ 170,000	$ 2,343,872
4	2	Buena Vista Infant Toddler Center	Low-Income	$ -	$ 123,030	$ -	$ -	$ 123,030
4	3	Buena Vista Student Connectedness	Foster Youth and Low Income	$ 1,101,979	$ -	$ -	$ -	$ 1,101,979
4	4	Trauma Informed Practices and Equity Inclusivity	All	$ -	$ -	$ -	$ 30,000	$ 30,000
4	5	Career and Community College Awareness	English Learners, Foster Youth and Low Income	$ 4,000	$ -	$ -	$ -	$ 4,000
4	6	Career Exploration Programs	All	$ -	$ -	$ -	$ 85,000	$ 85,000
4	7	Only Thoughts to Ownership	Foster Youth	$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -

2023-2024 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
$ 280,030,266	$ 26,961,313	9.63%	0.00%	9.63%	$ 28,994,782	0.00%	10.35%	**Total:**	$ 28,994,782
								LEA-wide Total:	$ 24,290,923
								Limited Total:	$ 4,703,859
								Schoolwide Total:	$ -

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	2	Library and Media Support	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All schools	$ 1,498,239	0.00%
1	3	New Teacher Induction	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All schools	$ 500,000	0.00%
1	6	Instructional Coaches	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All schools	$ 2,642,299	0.00%
1	9	GATE	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All schools	$ 200,000	0.00%
1	10	Music	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All schools	$ 1,466,559	0.00%
1	11	Career Pathways and Options	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All high schools	$ 529,756	0.00%
1	15	Instructional Technology	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All schools	$ 30,000	0.00%
1	16	Regional Occupational Program	Yes	LEA-wide	English Learners and Foster Youth	All high schools	$ 2,951,337	0.00%
2	2	High School Intervention Counselors	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All high schools	$ 621,515	0.00%
2	3	Multi-Tiered Systems of Support - Behavior (MTSS-B) Intervention Counselors (K-8)	Yes	LEA-wide	English Learners, Foster Youth and Low Income	K-8	$ 1,933,907	0.00%
2	4	Multi-Tiered Systems of Support - Behavior (MTSS-B) Materials	Yes	LEA-wide	English Learners, Foster Youth and Low Income	K-8	$ 161,000	0.00%
2	5	Chronic Absenteeism Supports	Yes	LEA-wide	Foster Youth and Low-Income	All schools	$ 699,117	0.00%
2	8	Families with Hardships	Yes	Limited	Low-Income	All schools	$ 73,694	0.00%
2	11	School Based Health Services	Yes	LEA-wide	Foster Youth and Low-Income	All schools	$ 3,382,096	0.00%
2	12	CVUSD Health Center	Yes	LEA-wide	Foster Youth and Low-Income	All schools	$ 366,000	0.00%
2	13	HOPE Resource Center	Yes	LEA-wide	Foster Youth and Low-Income	All schools	$ 575,266	0.00%
2	14	Transportation	Yes	LEA-wide	Low-Income	All schools	$ 1,710,141	0.00%
2	15	Community Day School	Yes	Limited	English Learners, Foster Youth and Low Income	Chino Valley Learning Academy	$ 675,299	0.00%
2	16	Foster Youth Counselor and Clerk	Yes	Limited	Foster Youth	All schools	$ 207,812	0.00%
2	17	Contracted Mental Health Services	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All schools	$ 100,093	0.00%
2	20	Instensive Student Support	Yes	LEA-wide	Foster Youth and Low-Income	All schools	$ 735,758	0.00%
2	23	Family Engagement	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All schools	$ 230,000	0.00%
2	24	School Governance	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All schools	$ 12,000	0.00%
2	25	Bilingual Translation Services	Yes	Limited	English Learners	All schools	$ 617,028	0.00%
2	26	Parent/Guardian Information Forum	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All schools	$ 5,000	0.00%
3	1	Multi-Tiered Systems of Support: Academics (MTSS-A) Materials	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All schools	$ 154,780	0.00%
3	2	Multi-Tiered Systems of Support: Academics (MTSS-A) Staff	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All schools	$ 2,590,352	0.00%
3	3	Alternative Education Counselor	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All schools	$ 169,375	0.00%
3	5	College Awareness	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All schools	$ 29,000	0.00%
3	7	AVID	Yes	LEA-wide	English Learners, Foster Youth and Low Income	All schools	$ 380,000	0.00%
3	8	Career Centers	Yes	LEA-wide	English Learners and Foster Youth	All schools	$ 243,700	0.00%
3	11	Advanced Placement Fees	Yes	Limited	Low-Income	All schools	$ 75,000	0.00%
3	13	Access & Equity Staff	Yes	LEA-wide	English Learners	All schools	$ 241,633	0.00%
3	16	After School Tutoring	Yes	Limited	Foster Youth and Low-Income	All schools	$ 100,000	0.00%
3	17	Advanced Placement Programs	Yes	LEA-wide	Low-Income	All schools	$ 132,000	0.00%
3	18	Multi-lingual assessments	Yes	Limited	English Learners	All schools	$ 22,000	0.00%
4	1	Boys Republic High School	Yes	Limited	Foster Youth and Low-Income	Boys Republic	$ 1,827,047	0.00%
4	2	Buena Vista Infant Toddler Center	Yes	Limited	Foster Youth and Low-Income	Buena Vista	$ -	0.00%
4	3	Buena Vista Student Connectedness	Yes	Limited	Low-Income	Buena Vista	$ 1,101,979	0.00%
4	5	Career and Community College Awareness	Yes	Limited	English Learners, Foster Youth and Low Income	Boys and Buena Vista	$ 4,000	0.00%

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 48,548,032.00	$ 49,061,617.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Recruitment Fairs	No	$ 5,000	$ 7,122
1	2	Library and Media Support	Yes	$ 217,302	$ 240,520
1	2	Library and Media Support	Yes	$ 1,173,161	$ 1,228,113
1	3	New Teacher Induction	Yes	$ 500,000	$ 500,000
1	4	Common Core Materials	No	$ 100,000	$ 100,000
1	4	Common Core Materials	No	$ 200,000	$ 218,866
1	4	Common Core Materials	No	$ 3,480,000	$ 3,480,000
1	4	Common Core Materials	No	$ 15,000	$ 15,000
1	4	Common Core Materials	No	$ 325,000	$ 325,000
1	5	Common Core Supplemental Supports	No	$ 15,000	$ 15,000
1	6	Instructional Coaches	Yes	$ 1,436,817	$ 1,582,430
1	6	Instructional Coaches	Yes	$ 586,750	$ 586,750
1	6	Instructional Coaches	Yes	$ 285,753	$ 287,988
1	7	Professional Development	No	$ 500,000	$ 500,000
1	7	Professional Development	No	$ 50,000	$ 50,000
1	8	Student Courses	No	$ -	$ -
1	9	GATE	Yes	$ 200,000	$ 200,000
1	10	Music	Yes	$ 1,461,637	$ 1,470,737
1	10	Music	Yes	$ 100,000	$ 100,000
1	11	Career Pathways and Options	Yes	$ 300,000	$ 300,000
1	11	Career Pathways and Options	Yes	$ 314,593	$ 314,614
1	12	Preschool Inclusion Program	No	$ 778,984	$ 778,984
1	12	Preschool Inclusion Program	No	$ 223,424	$ 223,424
1	13	Technology	No	$ 3,655,000	$ 3,655,000
1	14	Facilities	No	$ 4,770,000	$ 4,770,000
1	15	Instructional Technology	Yes	$ 30,000	$ 30,000
1	16	Regional Occupational Program	Yes	$ 2,710,110	$ 2,710,110

2	1	California Healthy Kids Survey	No	$ -	$ -
2	2	High School Intervention Counselors	Yes	$ 537,794	$ 593,100
2	3	Multi-Tiered Systems of Support-Behavior (MTSS-B) Intervention Counselors (K-8)	Yes	$ 1,707,358	$ 1,888,320
2	4	Multi-Tiered Systems of Support-Behavior (MTSS-B) Materials	Yes	$ 161,000	$ 161,000
2	5	Chronic Absenteeism Supports (formerly 21b - Student Support Services)	Yes	$ 510,669	$ 510,669
2	5	Chronic Absenteeism Supports (formerly 21b - Student Support Services)	Yes	$ 62,470	$ 64,344
2	6	Supplemental Education for K-12	No	$ 406,334	$ 406,334
2	7	Suicide Prevention Training	No	$ 10,000	$ 10,000
2	8	McKinney-Vento Grant Program	Yes	$ 68,339	$ 74,188
2	8	McKinney-Vento Grant Program	No	$ 122,668	$ 138,745
2	9	Mental Health Services (Licensed Therapists)	No	$ 20,000	$ 20,000
2	9	Mental Health Services (Licensed Therapists)	No	$ 20,000	$ 20,000
2	9	Mental Health Services (Licensed Therapists)	No	$ 653,056	$ 687,553
2	9	Mental Health Services (Licensed Therapists)	No	$ 517,543	$ 619,126
2	10	Saturday School	No	$ 35,205	$ 35,205
2	11	School Based Health Services	No	$ 930,101	$ 729,802
2	11	School Based Health Services	Yes	$ 1,160,286	$ 1,195,606
2	11	School Based Health Services	Yes	$ 1,592,462	$ 1,592,462
2	11	School Based Health Services	Yes	$ 203,238	$ 203,238
2	11	School Based Health Services	Yes	$ 95,888	$ 103,569
2	12	CVUSD Health Center	Yes	$ 300,000	$ 300,000
2	13	HOPE Resource Center	Yes	$ 500,000	$ 500,000
2	13	HOPE Resource Center	Yes	$ 258,757	$ 266,615
2	14	Transportation	Yes	$ 1,710,141	$ 1,710,141
2	15	Community Day School	Yes	$ 662,780	$ 662,780
2	16	Foster Youth Counselor and Clerk	Yes	$ 233,406	$ 117,717
2	17	Contracted Mental Health Services	Yes	$ 91,000	$ 91,117
2	18	"Other Means of Correction"	No	$ -	$ -
2	19	Safe Schools	No	$ 174,000	$ 174,000
2	20	Intensive Student Support	Yes	$ 590,686	$ 590,686
2	20	Intensive Student Support	Yes	$ 552,421	$ 552,421
2	21	Student Support Services Staff	No	$ 397,572	$ 315,752
2	22	School Quality Survey	No	$ 30,000	$ 30,199
2	23	Family Engagement	Yes	$ 200,000	$ 243,520
2	23	Family Engagement	Yes	$ -	$ -
2	24	School Governance	Yes	$ 5,000	$ 7,873
2	25	Bilingual Translation Services	Yes	$ 60,000	$ 60,000
2	25	Bilingual Translation Services	Yes	$ 530,646	$ 444,563

2	26	Parent/Guardian Information Forum	Yes	$	5,000	$	5,000
3	1	Multi-Tiered Systems of Support: Academics (MTSS-A) Materials	Yes	$	100,000	$	142,880
3	2	Muli-Tiered Systems of Support: Academics (MTSS-A) Staff	Yes	$	780,979	$	780,979
3	2	Multi-Tiered Systems of Support: Academics (MTSS-A) Staff	Yes	$	225,657	$	246,409
3	2	Multi-Tiered Systems of Support: Academics (MTSS-A) Staff	Yes	$	2,978,153	$	3,033,148
3	3	Alternative Education Counselor	Yes	$	156,978	$	172,248
3	4	College Entrance and Readiness	No	$	-	$	-
3	5	College Awareness	Yes	$	7,000	$	7,000
3	5	College Awareness	Yes	$	20,000	$	20,000
3	6	A-G Promotion	No	$	-	$	-
3	6	A-G Promotion	No	$	-	$	-
3	6	A-G Promotion	No	$	-	$	-
3	7	AVID	Yes	$	85,000	$	85,000
3	7	AVID	Yes	$	295,000	$	295,000
3	8	Career Centers	Yes	$	222,534	$	222,534
3	9	College Credit	Yes	$	5,000	$	-
3	10	HS Transcript Audits	No	$	-	$	-
3	11	Advanced Placement Fees	Yes	$	70,000	$	70,000
3	12	Professional Development to Support English Learners	No	$	235,000	$	235,000
3	13	Access & Equity Staff	Yes	$	466,910	$	441,983
3	14	English Learner Support and Language Acquisition	No	$	-	$	-
3	15	Multilingual Programs	No	$	367,000	$	460,952
3	16	After School Tutoring	Yes	$	50,000	$	50,000
3	16	After School Tutoring	Yes	$	50,000	$	50,000
3	17	Advanced Placement Programs	Yes	$	166,000	$	166,000
4	1	Boys Republic High School	Yes	$	2,544,835	$	2,544,835
4	2	Buena Vista Infant Toddler Center	Yes	$	123,030	$	125,800
4	3	Buena Vista Student Connectedness	Yes	$	930,605	$	977,546
4	4	Trauma Informed Practices and Equity Inclusivity	No	$	30,000	$	30,000
4	5	Career and Community College Awareness	Yes	$	4,000	$	4,000
4	6	Career Exploration Programs	No	$	85,000	$	85,000
4	7	Only Thoughts to Ownership	No	$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-

2022-2023 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)
$ 25,055,078	$ 28,383,578	$ 28,861,783	$ (478,205)	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	2	Library and Media Support	Yes	$ 217,302	$ 240,520.00	0.00%	0.00%
1	2	Library and Media Support	Yes	$ 1,115,500	$ 1,202,435.00	0.00%	0.00%
1	3	New Teacher Induction	Yes	$ 500,000	$ 500,000.00	0.00%	0.00%
1	6	Instructional Coaches	Yes	$ 1,436,817	$ 1,536,948.00	0.00%	0.00%
1	6	Instructional Coaches	Yes	$ 586,750	$ 586,750.00	0.00%	0.00%
1	6	Instructional Coaches	Yes	$ 285,753	$ 287,988.00	0.00%	0.00%
1	9	GATE	Yes	$ 200,000	$ 200,000.00	0.00%	0.00%
1	10	Music	Yes	$ 1,461,637	$ 1,470,737.00	0.00%	0.00%
1	10	Music	Yes	$ 100,000	$ 100,000.00	0.00%	0.00%
1	11	Career Pathways and Options	Yes	$ 150,000	$ 150,000.00	0.00%	0.00%
1	11	Career Pathways and Options	Yes	$ 314,593	$ 314,614.00	0.00%	0.00%
1	15	Instructional Technology	Yes	$ 30,000	$ 30,000.00	0.00%	0.00%
1	16	Regional Occupational Program	Yes	$ 2,710,110	$ 2,710,110.00	0.00%	0.00%
2	2	High School Intervention Counselors	Yes	$ 537,794	$ 593,100.00	0.00%	0.00%
2	3	Multi-Tiered Systems of Support-Behavior (MTSS-B) Intervention Counselors (K-8)	Yes	$ 1,707,358	$ 1,888,320.00	0.00%	0.00%
2	4	Multi-Tiered Systems of Support-Behavior (MTSS-B) Materials	Yes	$ 161,000	$ 161,000.00	0.00%	0.00%
2	5	Chronic Absenteeism Supports (formerly 21b - Student Support Services)	Yes	$ 510,669	$ 510,669.00	0.00%	0.00%
2	5	Chronic Absenteeism Supports (formerly 21b - Student Support Services)	Yes	$ 62,470	$ 64,344.00	0.00%	0.00%
2	8	McKinney-Vento Grant Program	Yes	$ 68,339	$ 74,188.00	0.00%	0.00%
2	11	School Based Health Services	Yes	$ 1,160,286	$ 1,195,606.00	0.00%	0.00%
2	11	School Based Health Services	Yes	$ 1,592,462	$ 1,592,462.00	0.00%	0.00%
2	11	School Based Health Services	Yes	$ 132,105	$ 132,105.00	0.00%	0.00%
2	11	School Based Health Services	Yes	$ 23,972	$ 43,593.00	0.00%	0.00%
2	12	CVUSD Health Center	Yes	$ 300,000	$ 300,000.00	0.00%	0.00%
2	13	HOPE Resource Center	Yes	$ 500,000	$ 500,000.00	0.00%	0.00%
2	13	HOPE Resource Center	Yes	$ 55,000	$ 55,000.00	0.00%	0.00%
2	14	Transportation	Yes	$ 1,710,141	$ 1,710,141.00	0.00%	0.00%
2	15	Community Day School	Yes	$ 662,780	$ 662,780.00	0.00%	0.00%
2	16	Foster Youth Counselor and Clerk	Yes	$ 233,406	$ 117,717.00	0.00%	0.00%
2	17	Contracted Mental Health Services	Yes	$ 91,000	$ 91,117.00	0.00%	0.00%
2	20	Intensive Student Support	Yes	$ 590,686	$ 590,686.00	0.00%	0.00%
2	20	Intensive Student Support	Yes	$ -		0.00%	0.00%
2	23	Family Engagement	Yes	$ 200,000	$ 243,520.00	0.00%	0.00%
2	23	Family Engagement	Yes	$ -		0.00%	0.00%
2	24	School Governance	Yes	$ 5,000	$ 7,873.00	0.00%	0.00%
2	25	Bilingual Translation Services	Yes	$ 60,000	$ 60,000.00	0.00%	0.00%
2	25	Bilingual Translation Services	Yes	$ 530,646	$ 444,563.00	0.00%	0.00%
2	26	Parent/Guardian Information Forum	Yes	$ 5,000	$ 5,000.00	0.00%	0.00%
3	1	Multi-Tiered Systems of Support: Academics (MTSS-A) Materials	Yes	$ 100,000	$ 142,880.00	0.00%	0.00%
3	2	Muli-Tiered Systems of Support: Academics (MTSS-A) Staff	Yes	$ 780,979	$ 780,979.00	0.00%	0.00%
3	2	Multi-Tiered Systems of Support: Academics (MTSS-A) Staff	Yes	$ 225,657	$ 246,409.00	0.00%	0.00%
3	2	Multi-Tiered Systems of Support: Academics (MTSS-A) Staff	Yes	$ 2,978,153	$ 3,033,148.00	0.00%	0.00%
3	3	Alternative Education Counselor	Yes	$ 156,978	$ 172,248.00	0.00%	0.00%
3	5	College Awareness	Yes	$ 7,000	$ 7,000.00	0.00%	0.00%
3	5	College Awareness	Yes	$ 20,000	$ 20,000.00	0.00%	0.00%
3	7	AVID	Yes	$ 85,000	$ 85,000.00	0.00%	0.00%
3	7	AVID	Yes	$ 295,000	$ 295,000.00	0.00%	0.00%
3	8	Career Centers	Yes	$ 222,534	$ 222,534.00	0.00%	0.00%

3	9	College Credit	Yes	$	5,000	$ -	0.00%	
3	11	Advanced Placement Fees	Yes	$	70,000	$ 70,000.00	0.00%	0.00%
3	13	Access & Equity Staff	Yes	$	205,987	$ 143,044.00	0.00%	0.00%
3	16	After School Tutoring	Yes	$	50,000	$ 50,000.00	0.00%	0.00%
3	16	After School Tutoring	Yes	$	50,000	$ 50,000.00	0.00%	0.00%
3	17	Advanced Placement Programs	Yes	$	132,000	$ 132,000.00	0.00%	0.00%
4	1	Boys Republic High School	Yes	$	2,056,109	$ 2,056,109.00	0.00%	0.00%
4	2	Buena Vista Infant Toddler Center	Yes	$	-		0.00%	0.00%
4	3	Buena Vista Student Connectedness	Yes	$	930,605	$ 977,546.00	0.00%	0.00%
4	5	Career and Community College Awareness	Yes	$	4,000	$ 4,000.00	0.00%	0.00%

2022-2023 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)
$ 266,940,969	$ 25,055,078	0.00%	9.39%	$ 28,861,783	0.00%	10.81%	$0.00 - No Carryover	0.00% - No Carryover

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 (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 aspects of the LCAP template 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, 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]).

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

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: 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**: 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
>
> c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
>
> d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
>
> e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***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.

Goal Analysis:

Enter the LCAP Year.

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

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

- 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.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.

- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

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

LCFF Carryover Table

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

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

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