CHINO VALLEY
UNIFIED SCHOOL DISTRICT

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

2022-2023

Local Control and Accountability Plan (LCAP)

BOARD OF EDUCATION
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June 16 2022

Local Educational Agency (LEA) Name: Chino Valley USD

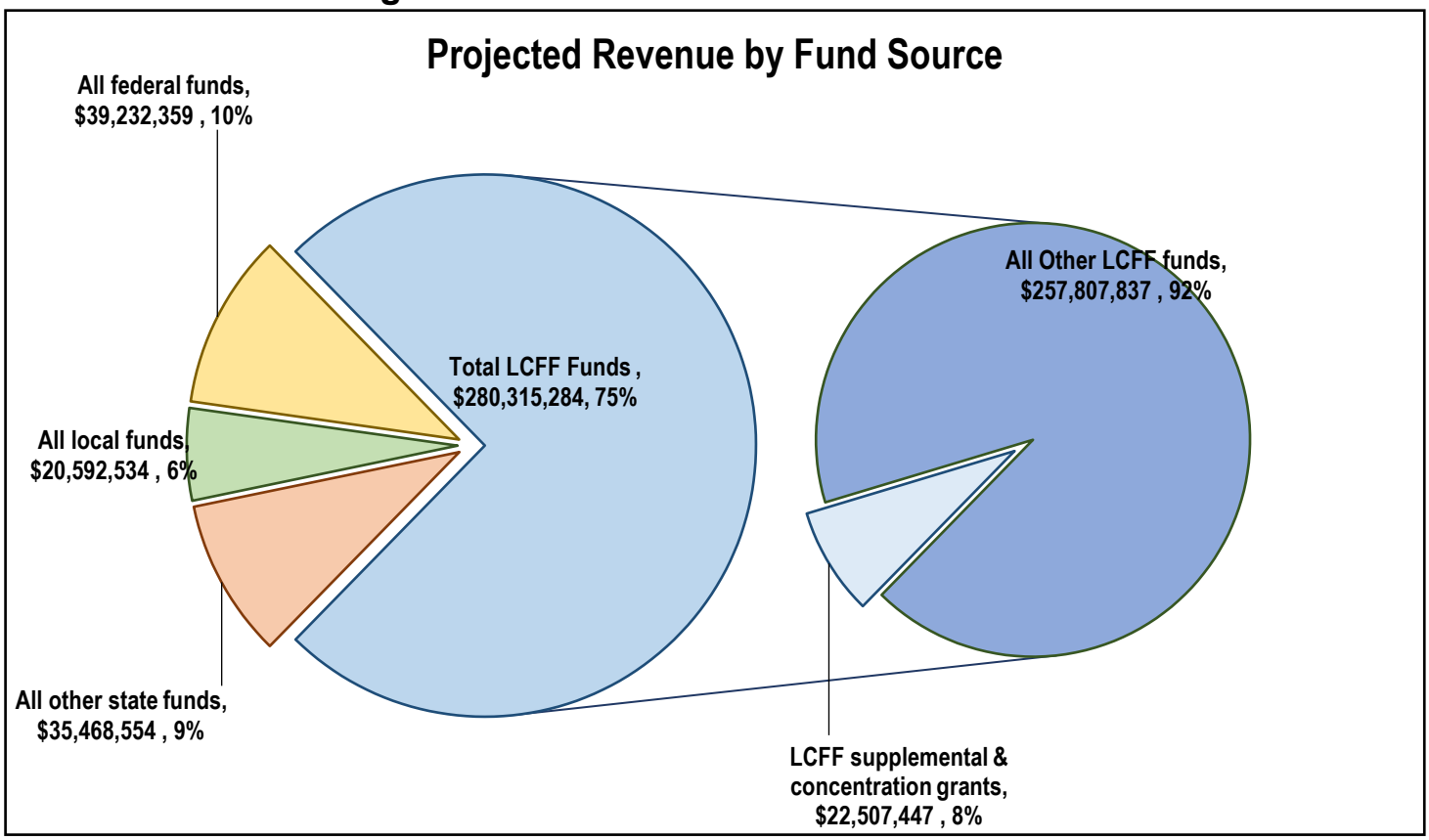
CDS Code: 36-67678

School Year: 2022 – 23

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).

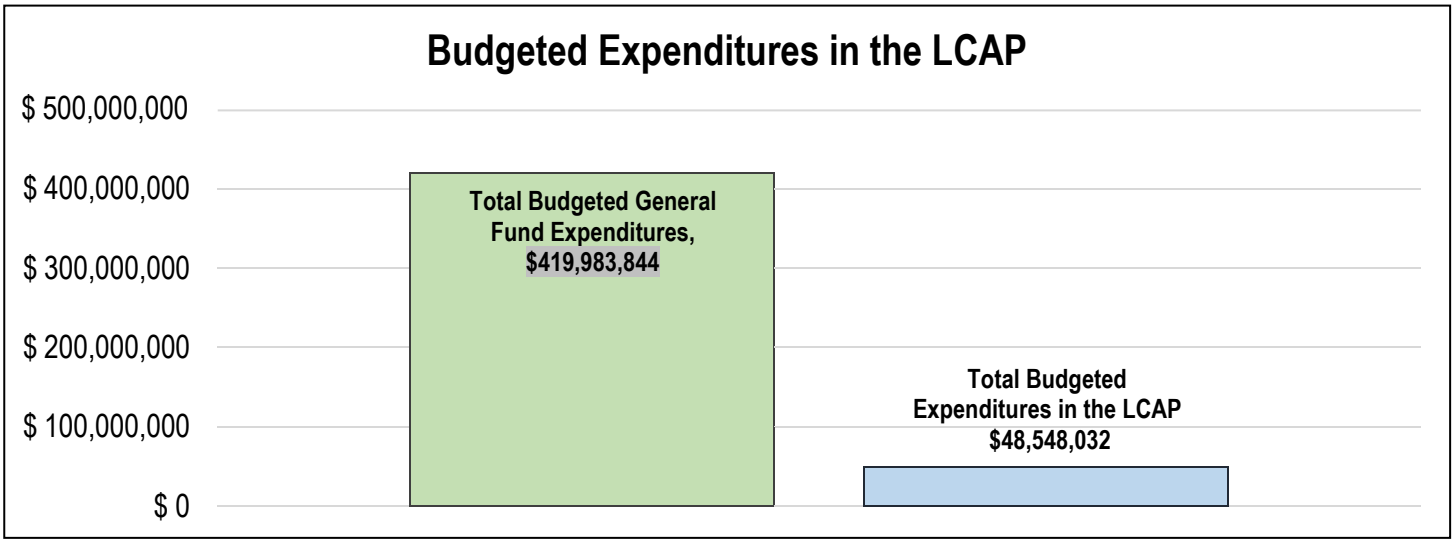
Budget Overview for the 2022 – 23 School Year



This chart shows the total general purpose revenue Chino Valley USD 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 USD is $375,608,731.00, of which $280,315,284.00 is Local Control Funding Formula (LCFF), $35,468,554.00 is other state funds, $20,592,534.00 is local funds, and $39,232,359.00 is federal funds. Of the $280,315,284.00 in LCFF Funds, $22,507,447.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 USD plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

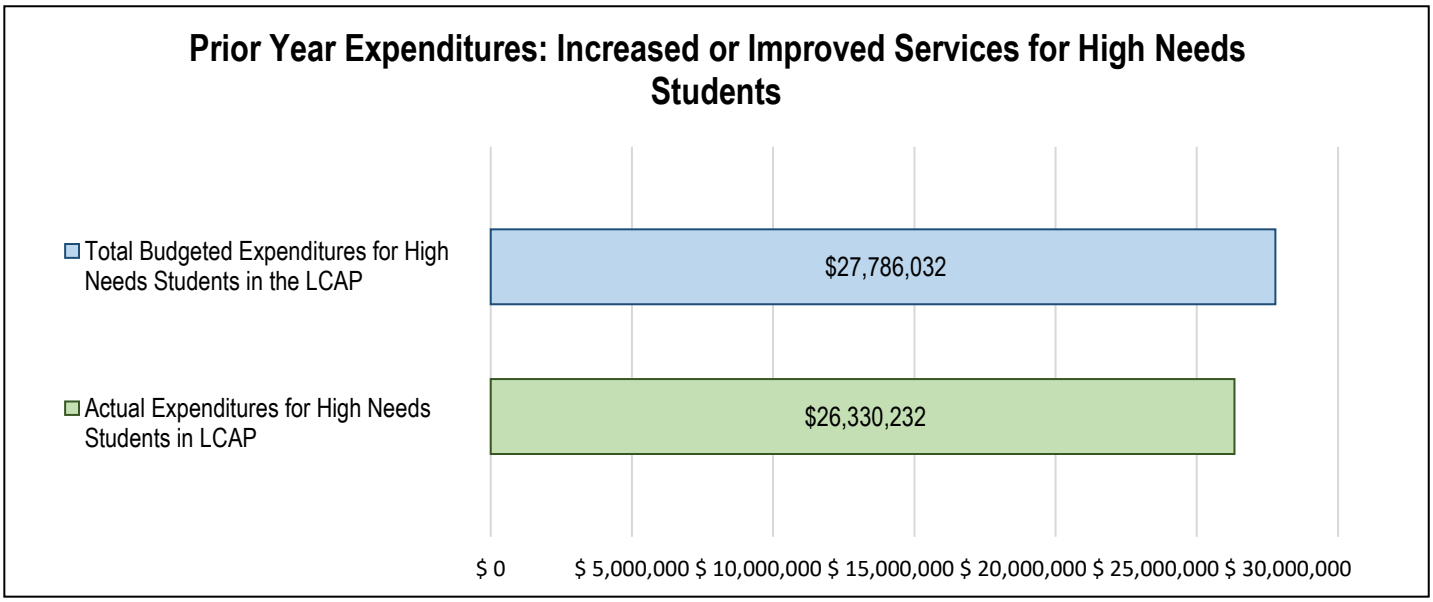
The text description of the above chart is as follows: Chino Valley USD plans to spend $419,983,844.00 for the 2022 – 23 school year. Of that amount, $48,548,032.00 is tied to actions/services in the LCAP and $371,435,812.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All Special Education program expenditures, regular education teachers and aides salaries & benefits, administration and support staff salaries & 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 2022 – 23 School Year

In 2022 – 23, Chino Valley USD is projecting it will receive $22,507,447.00 based on the enrollment of foster youth, English learner, and low-income students. Chino Valley USD must describe how it intends to increase or improve services for high needs students in the LCAP. Chino Valley USD plans to spend $28,383,578.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Chino Valley USD 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 USD 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 2021 – 22, Chino Valley USD's LCAP budgeted $27,786,032.00 for planned actions to increase or improve services for high needs students. Chino Valley USD actually spent $26,330,232.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of $1,455,800.00 had the following impact on Chino Valley USD's ability to increase or improve services for high needs students:

CVUSD experienced challenges in fully implementing some actions due to staffing and substitute shortages. In addition, because of the pandemic, certain actions were implemented virtually versus in-person, reducing the cost of those actions.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Chino Valley Unified School District has engaged educational partners in a variety of ways to solicit feedback. Since the 2021-22 LCAP was approved, CVUSD received Educator Effectiveness Funds, Expanded Learning Opportunities Grant, and will explore the opportunity to purse ELO-P money in the future. The **Educator Effectiveness Block Grant** (EEBG)funding was not included in the LCAP, and a separate plan was submitted and approved by the Board on December 16, 2021. The use of professional development funds was prioritized based on student achievement data and qualitative data resulting from district surveys, administrative walk-throughs, and collaborative learning rounds. Input was sought from the District's Teaching and Learning (T&L) Task Force whose role is to establish and prioritize the District's Areas of Emphasis for teaching and learning and professional development. The Task Force is a broad representation of teachers, A.C.T. representatives, and administrators looking for clarity in order to develop a common language and purpose across our District to provide direction, priorities, and a unified vision to enhance and refine the instructional programs for our students.

The T&L Task Force convened on October 8, 2021, to review previous Areas of Emphasis (AOEs) in the context of student achievement on the English Language Arts and Math Essential Standards Assessment (ESA) results. The &L Task Force agreed to continue the focus on the following District Areas of Emphasis for 2021/2022 and 2022/2023:

- Professional Learning Communities

- Student Engagement through Collaborative Communication

On Wednesday, November 3, consultation began with CSEA. On Thursday, November 4, consultation began with ACT. ACT and CSEA gave initial input to this plan on behalf of their constituents. Consultations are ongoing to receive additional input. On November 18, 2021, this plan was placed on the Board Agenda so that the community had the opportunity to give input prior to the approval at the December 16, 2021, Board Meeting. This process is also described on page 2 of the EEBG Plan.

The overall stakeholder engagement process for the **ELO-G plan** included efforts to reach parents, teachers, and school staff. Stakeholder engagement meetings were held with the District English Language Advisory Committee, the District's Local Control and Accountability Plan Committee, Associated Chino Teachers Union, the California School Employees Association-Chapter 102, and Administrators. Since this was not included in the LCAP, it is documented in the ELO-G plan on pages 1 and 2.

The following funds are included in the 21-22 Local Control Accountability Plan (LCAP) beyond the **LCAP base and supplemental funding: Title I, Part A & D, Title II, Lottery, Carl Perkins, Special Ed, TUPE, ASES, CSI, TYKES grant, Medi-Cal billing, Special Ed Mental Health, and Fund 12 Child Development Funds.** Educational partners were engaged in providing input into the use of these funds through the following process that is listed in our LCAP starting on page 86.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Chino Valley Unified School district did not receive the additional concentration grant add-on funding since the enrollment of students who are low-income, English learners, and/or foster youth is less than 55 percent.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

CVUSD consulted in a meaningful manner with required community members and provided a variety of opportunities for public input in the development of the **ESSER III plan**. CVUSD believes that the ESSER III funds will directly impact the students, families, and the local community, and thus the district's plan is tailored to the specific needs faced by students and schools. Our community members gave significant insight into prevention and mitigation strategies to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences. CVUSD was transparent during the ESSER III meetings that the input from stakeholders at the ESSER III meetings would also inform the priorities for use of other one-time federal funding dollars such as the remaining **ESSER II and GEER funding**.

CVUSD engaged in meaningful consultation with educational partners. This process is defined in detail in the ESSER III plan starting on page 3.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Chino Valley Unified School District has implemented the federal Elementary and Secondary School Emergency Relief Expenditure Plan with some successes and challenges as listed below:

Safely Open and Operate School

- As a success, we have safely implemented the *Safe Return to In-Person Instruction and Continuity of Services* plan. Since the opening of the school year, the plan was revised feedback gathered again from the ESSER III committee. A challenge associated with this is to keep all staff and engagement partners updated as California Department of Public Health makes changes.

Strategies for Continuous and Safe In-Person Learning

- *A. Facilities:* The district is making progress on upgrading the existing air quality system. The district is waiting for PacificWest Energy Solutions to conduct the final evaluation so that we can start the district-wide upgrades and replacements to improve the air quality systems across the district. (Challenge)

Addressing the Importance of Lost Instructional Time

- *B. Supplemental Common Core Materials*: Because the school site has designated their own academic support plan that is aligned with the ESSER III plan, we have had success with moving forward with expanding the supplemental materials needed for each school site based on their specific needs. (Success)
- *C. Professional Learning Communities:* In order to address the impact of lost instructional time we have expanded the opportunities within the instructional day for teachers to participate in Professional Learning Communities while students participate in social-emotional learning curriculum through an outside contractor. (Success)
- *D. Academic Equity - Enrichment Activities:* We have also had the opportunity to expand academic and enrichment programs by utilizing existing staff, purchasing materials, and contracting with outside services. (Success)
- *E. Multi-Tiered Systems of Support – Behavior:* The intent behind this action was to hire 18 K-12 intervention counselors and 1 coordinator. Hiring new staff that was included in the ESSER III plan has been a challenge due to a shortage of qualified staff in the workforce. We just recently hired the employees, but they have not started to work yet. (Intervention counselors, licensed therapists, LCSW associates, etc.). (Challenge)
- *F. Boys Republic:* Supplemental materials to support college and career classes at Boys republic have been purchased. (Success)
- *G. Supplemental Education for K-12: Credit Recovery:* This action supports additional credit recovery programs, which have been started. (Success)
- *H. Mental Health Services:* The intent of this action was to hire MFT Associates and LCSW Associates. Hiring new staff that was included in the ESSER III plan has been a challenge due to a shortage of qualified staff in the workforce (intervention counselors, licensed therapists, LCSW associates, etc.). (Challenge)
- *I. Chino Human Services and additional providers:* Mental Health programs have been expanded by using contracted services for all students beyond what the district is previously offering. (Success)

- *J. Family Engagement Center:* The Family Engagement Center has increased the hours of the current District Liaison and is starting to expand the existing programs based on parent input from a survey and committee meetings. (Success)
- *K. Multi-Tiered Systems of Support - Academics:* We have also had the opportunity to expand academic intervention programs by utilizing existing staff and contracting with outside services. (Success)
- *L. After School Tutoring:* We have had the opportunity to expand after school tutoring by utilizing a 24/7 virtual tutoring company based on site needs. (Success)

Use of Any Remaining Funds

- *M. Technology Infrastructure:* We have started to implement the first phase of upgrades for our technology infrastructure and have contracted with NIC Partners. The necessary technology for the additional counselors that will be hired have been purchased. (Success)
- *N. Instructional Technology:* Additional Viewsonic boards have not been purchased at this time since we are still working on installation of the Viewsonics that were purchased through the ELO-G monies. (Challenge)

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Chino Valley Unified School District's state, local, and federal funds reached nearly $93 million dollars for the 2021-22 school year. This total included $34 million in federal relief funds from the federal Elementary and Secondary School Emergency Relief (ESSER III) Expenditure plan.

ESSER III Expenditure Plan

The ESSER III Expenditure Plan adopted this Fall has aligned and enhanced actions in the LCAP. See the chart below that summarizes how ESSER III and LCAP align by Goals and Actions.

ESSER III Action Title	LCAP Goal and Action
B. Supplemental Common Core Materials	Goal 1, Action 4, 5
C. PLCs	Goal 1, Action 7
D. Academic Equity: Enrichment Activities	Goal 1, Action 9
M. Technology Infrastructure	Goal 1, Action 13
A. Facilities	Goal 1, Action14
N. Instructional Technology	Goal 1, Action 15
E. MTSS-B	Goal 2, Action 3a
F. Boys Republic	Goal 2, Action 5
G. Supplemental Education K-12: Credit Recovery	Goal 2, Action 6
H. Mental Health Services	Goal 2, Action 9
I. Chino Human Services	Goal 2, Action 17
J. Family Engagement	Goal 2, Action 23
K. MTSS-A	Goal 3, Action 1b
L. After School Tutoring	Goal 3, Action 2

Safe Return to In-Person Instruction and Continuity of Services Plan

Chino Valley Unified School District used its fiscal resource to implement the Safe Return to In-Person Instruction and Continuity of Services Plan by providing contact tracing, COVID-19 Testing, PPE, and HVAC Merv-13 filter replacements. These funds were not paid out of ESSER III. The district is still utilizing ESSER I and ESSER II. This is aligned to LCAP Goal 1, Action 14. 2021-22

-Local Control and Accountability Plan:
https://www.chino.k12.ca.us/cms/lib/CA01902308/Centricity/Domain/676/LCAP_Board%20Approved%209.2.21_Grayscale.pdf

-ESSER III Expenditure Plan:
https://www.chino.k12.ca.us/cms/lib/CA01902308/Centricity/Domain/676/CVUSD%20ESSER%20III%20Plan%2010.28BoardCopy%20FINAL%20Approved.pdf

-Safe Return to In-Person Instruction and Continuity of Service Plan: https://www.chino.k12.ca.us/Page/47191

This LCAP supplemental plan was presented to the Board on February 17, 2022, along with the Mid-Year Annual Update to be in compliance with the February 28, 2022 timeline stated in Section 124(e) of Assembly Bill 130 and will be considered part of the 2022-23 LCAP Education Code Sections 47604.33, 52062, 52065, 52070, 52065, 52068, and 52070.5 of, and subdivision (e) of Section 47606.5.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 2022-23

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 26,520 (CA Dashboard 2021) 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, 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 48% students that are comprised of 8.9% English Learners, 0.5% Foster Youth, and 44.5% who are classified as low income. The racial/ethnic diversity of the school community reflect the following: African American 3.7%, American Indian 0.2%, Asian 18.4%, Filipino 4.9%, Hispanic or Latino 55.8%, Two or More Races 2.6%, Pacific Islander 0.3%, White 13.7%, and 0.4% Not Reported.

CVUSD is home to 19 California Distinguished Schools, some that have been designated Distinguished multiple 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. Our 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 our 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, recent challenges stemmed from the COVID-19 crisis and the uncertainty of the situation. The challenges were related to impacts on home environment, food, and childcare, as well as financial hardship and health concerns. The District took steps to support the community, including partnerships with the Family Engagement Center (FEC), the HOPE Center, and the Health Clinic. District staff was also able to respond to the issues related to food insecurity, health and wellness, and increased technology needs. With Nutrition Services, the team reassessed their meal preparation and serving and currently conduct meal service through safe local distribution. The Health Clinic aided students and families through tele-health, linked patients to medical services, and conducted drive-through immunization.

Reflections: Successes

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

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 and input from our 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).

As a result, the following achievement on the **California Dashboard** trends from 2017 to 2019 were made:

Suspension Rates: Suspension rates decreased for the Local Education Agency (LEA) with the LEA decreasing from -0.8% to -0.2% and scoring in the green performance category on the California School Dashboard. There was a marked decrease in suspensions for the following student groups:

- African American -1.7% to -1.3%; yellow to green
- Hispanic -1.0 to 0.1%; maintained green
- Pacific Islander 3.8% to -6.6%; orange to blue
- Two or More Race -2.2% to -0.4%; maintained in blue
- Foster Youth 1.7% to -8.1%; red to yellow
- Low Income -1.1 to -0.3%; maintained green

Suspension and expulsion rates continued to drop during the stay-at-home orders; therefore, our suspension rate in 20-21 was 0.4% and the District did not have any expulsions. The District would also attribute the declining suspensions and expulsions to the implementation of our PBIS program, and Second Step Curriculum. For the 2021-22 school year, there are 10 schools who have received PBIS gold recognition and 22 schools that have received PBIS Silver recognition.

Graduation Rates: In addition, graduation rates were maintained by the District but the following revealed increases:

- Filipino -3% to +3.9%; maintained blue
- White -3.1 to +1.2%; yellow to green
- Homeless 2.5% to 3.5%; maintained green

The Graduation Rate in 2020-21 increased for all the following student groups: Low Income, English Learners, Foster Youth, African American, Asian, Hispanic, and Two or more races, as reflected on Dataquest, from the 2019 California Dashboard rates. The overall graduation rate grew to 93.2% in comparison to 91.5% in 2019-20.

Here are the results by student groups:

- Low Income: 90.2%; increased by 2.7%
- English Learner 77.1%; increased by 5.7%
- Foster Youth 41.7%; increased by 1.2%
- African American 84.8%; increased by 2.3%
- Asian 96.7%; increased by 0.7%
- Hispanic 92.5%; increased by 3.3%
- Two or more races 93.3%; increased by 3.1%

The District continues to focus on monitoring students through the California Longitudinal Pupil Achievement Data System (CALPADS) and commits to a student-centered focus by meeting with school site counselors, K-12 Intervention Counselors, and site administration to ensure graduation criteria is met.

Mathematics Indicator: On the 2019 CA Dashboard, the LEA increased by 4 points; yellow to green. In the area of mathematics, there were six student groups who showed increases in mathematics.

- African American increased by 14.9 points; orange to yellow
- Filipino increased by 7 points; maintained blue
- Hispanic increased by 4.5 points; orange to yellow
- English Learner increased by 7.8 points; maintained yellow
- Foster Youth increased by 12.8 points; orange to yellow
- Low Income increased by 6.7 points; orange to yellow
- Students with Disabilities population by 13.4 points; red to orange

Math Indicators revealed the Homeless student group maintained 0.3%, while Students with Disabilities (SWD) increased +13.4, and both achieved at the Orange level. The end-of-year Essential Standards Assessment 2020-2021 for Math showed a percentage of students in each group who Meet or Exceed Standard and a gap exists with the District's unduplicated population in comparison to the 2019-2020 scores:

District: 48.6%; increased 3%

EL: 25%; increased 1.3%

SWD: 21.7%; increased 3.3%

Homeless: 33.3%; decreased 0.7%

FY: 24.4%; increased 0.5%

Based on the above information, the District scores overall are positively trending with less students falling into the "not met" category while the District's Homeless student group increased 0.7% and still remains a student group to support.

Implementation of Academic Standards Local Indicator: Based on the reflection tool and our CVUSD Teaching and Learning Survey, our teachers have full implementation 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 include collaboration and engagement strategies to support growth for all students. There was an emphasis on professional learning communities which employ collaborative team actions, developing team norms, writing SMART 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 2021, California Department of Education (CDE) DataQuest 2020 & 2021, and the California Dashboard 2019 results. The following areas were noted to be the areas of greatest need in comparison to the California Dashboard 2019 results and DataQuest 2020 & 2021.

Chronic Absenteeism: The District has had success in this indicator in the past, however, it is now an identified need. 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.

The District chronic absenteeism rate on the CA Dashboard 2019 increased by 0.6% and the performance color went from Yellow to Orange. The year-end attendance rate for 2020 from 2019 went from 96.06% to 95.82%, a drop of 0.24%. Three student groups revealed improvement on the 2019 Dashboard including:

- African American 4.7% to -0.9%; red to yellow
- Pacific Islanders 11.1% to -11%; orange to blue
- English Learners -0.3% to -0.7%; yellow to green

Additionally, the Dashboard revealed no student groups received red. Some student groups received an orange color on the CA Dashboard 2019: Students with Disabilities, Foster Youth, Hispanic, Homeless, Low Income, and Two or More Races.

The District is self-reflective and utilizes data to identify areas of greatest needs. The District is focused on assisting school sites to address performance gaps and providing necessary support resources. Moving forward, the following steps will be taken to improve attendance district-wide:

1. Communicate attendance expectations to the school community

2. Provide prevention and early interventions for absenteeism behavior

3. Continue to create a more positive school culture

4. Offer Saturday School and Independent Study

College and Career Indicators: On the 2019 Dashboard this indicator revealed Foster Youth (FY) declined -3.1% and Students with Disabilities declined -2%, both scoring Red. The English Learners (EL) student group was maintained; the African American student group declined -4.2% and both achieved at the Orange level. In 2019-20 the percentage of students that met A-G requirements was 55.4%. This number increased in 2020-21 to 59%. The percentage of AP assessments that were administered in 2019-20 was 70.9%, and this decreased to 61.3% due to stay-at-home orders as part of the pandemic.

The District is self-reflective and utilizes data to identify areas of greatest needs. The District is focused on assisting school sites to address performance gaps and providing necessary support resources. Moving forward, the following steps will be taken to improve the college and career indicator district-wide:

1. Meet with site administrators at the high schools to discuss preparation for graduation

2. Maintain CCGI to give students and parents access to A-G information

3. Continue to host college nights

4. Provide students with information on the State Seal of Biliteracy and the Golden State Seal

5. High schools will perform transcript audits for college credit courses

The English Language Arts (ELA) Academic Indicator: While the district had success in this indicator in the past, it has now become an identified need. On the 2019 Dashboard, the District showed maintenance in English Language Arts (ELA) with the Local Education Agency (LEA)'s performance color remaining in green. In the area of ELA, historically, there were six student groups who showed increases in ELA.

- African Americans increased by 7.9 points; orange to yellow
- Hispanics increased by 4.1 points; orange to yellow
- English Learners increased by 4.5 points; orange to yellow
- Homeless population increased by 3.3 points; orange to yellow
- Low-Income population increased by 5 points; orange to yellow
- Students with Disabilities population increased by 10.4 points; red to orange

This indicator revealed Foster Youth declined -20.9% and Students with Disabilities (SWD) increased +10.4 and both achieved at the Orange level on the 2019 Dashboard. However, when looking at our local data, specifically our end-of-year Essential Standards Assessment (ESA) 2020-2021 for English Language Arts, the District reviewed the overall following scores and by student groups for students who meet or exceed standards in comparison to the 2019-2020 scores:

- District: 56.6%; decreased 1.4%
- English Learner: 16.8%; increased 2.4%
- Students with Disabilities: 22.1%; decreased 1.3%
- Homeless: 39.8%; decreased 0.7%
- Foster Youth: 26.1%; decreased 5.9%
- Low Income: 55.5% (no comparison to 2019-2020)

Based on the above information, scores overall fell into the "not met" category. However, the District can celebrate that 2.4% of English Learners moved into the "met" category.

The District plans to have a clear focus for all students in the following areas considering the rise in students not meeting standards:

1. 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.

2. Professional Learning Communities: Staff will include alternative education and special education teachers in the Professional Learning Community (PLC) process. Staff will focus on grade level standards to ensure a rigorous curriculum and English Language Arts (ELA) and Mathematics to increase student achievement.

Low Performing Schools: Two schools in Chino Valley Unified School District 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 3 years. Buena Vista's three-year average graduation rate from 2019-2021 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.

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: 17 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 for support for students to encourage college and career readiness and success [Goal 3, Action 7].

Additionally, CVUSD will promote student teacher engagement by providing professional development in the integration of technology use in the classroom, provide tutoring services for foster youth and homeless students and increase college awareness at all levels, provide intervention support designed to improve academics and meet academic goals (MTSS-A); train 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 is the only school identified for Comprehensive Support and Improvement (CSI) in Chino Valley Unified School District for the 2022-23 school year. Previously CVUSD had two additional schools, Buena Vista and Boys Republic. 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 and Boys Republic have exited CSI status due to an increase in graduation rates over the last three years. Buena Vista's three-year average graduation rate from 2019-2021 is 76.26%. Boys Republic three-year average graduation rate from 2019-2021 is 70%. These rates now surpass the CSI exit criteria of a 68% average.

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 process the District used to support the schools in identifying and selecting evidenced-based interventions 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 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. This process has proven to be successful since two of the three schools have exited CSI status.

Going forward the district will support Chino Valley Learning Academy. Revisions to the site SPSA and CSI plan are currently being made for the 2022-23 school year that meet CSI requirements. CVUSD will continue to collaborate and guide CVLA with a focus on strengthening and building teacher capacity in the identified areas by developing of 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 by engaging in a process to analyze the data from the California Dashboard and to discuss the student groups that scored into the "red" category on the Dashboard. The identified practices that address resource inequities included an analysis of the CSI school's 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 in the LCAP in Goal 2. Action 15.

The determined resource inequities were noted and revealed a need for CVLA 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; increased mental health supports; 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. 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 a year to review metrics such as:

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.

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 our community of educational partners to share student successes and challenges and to gather input to assist with the development of the 2022-23 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, the SELPA Administrator, and community organizations participated in virtual and in-person meetings. Additional school site LCAP engagement meetings were held with opportunity for teachers, counselors, classified staff, principals, assistant principals, students, and community organizations. The District reached out to our 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 2021-22 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 LCAP virtual 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).

An analysis of the trends and input that emerged from all educational partner feedback indicated the need to maintain a clean and safe environment, upgrade and replace technology, provide professional development and services/programs to support instruction and student

engagement, maintain teacher support for beginning teachers, offer mental health services, promote college and career awareness and support, AVID support, and MTSS-A support.

The 2021-2022 educational partner meetings took place on the following dates:

DELAC and LCAP Advisory Committee Groups:

- August 30, 2021
- September 7, 2021
- October 5, 2021
- October 12, 2021
- November 9, 2021
- November 30, 2021
- January 18, 2022
- January 25, 2022
- February 15, 2022
- February 22, 2022
- March 22, 2022
- April 12, 2022
- May 10, 2022

Students Engagement Meetings:

- January 26, 2022
- January 28, 2022
- February 1, 2022
- February 15, 2022
- February 18, 2022

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

Elementary School • Date / Time

- Borba • January 27, 2022 / 8:15 AM
- Butterfield Ranch • January 27, 2022 / 4:00 PM
- Cattle • January 18, 2022 / 4:00 PM
- Chaparral • January 25, 2022 / 9:00 AM & 5:30 PM
- Cortez • January 19, 2022 / 5:30 PM & January 21, 2022 / 8:00 AM
- Country Springs • January 27, 2022 / 5:00 PM
- Dickey • February 10, 2022 / 6:00 PM & February 11, 2022 / 8:30 AM
- Dickson • January 11, 2022 / 8:30 AM & 6:00 PM

- Eagle Canyon • January 18, 2022 / 6:00 PM
- Glenmeade • January 12, 2022 / 9:00 AM & January 13, 2022 / 1:30 PM & January 19, 2022 / 8:30 AM & February 15, 2022 / 3:30 PM
- Hidden Trails • January 19, 2022 / 6:00 PM
- Liberty • January 18, 2022 / 9:00 AM & 6:00 PM
- Litel • January 21, 2022 / 9:00 AM
- Marshall • January 28, 2022 / 8:00 AM & 4:00 PM
- Newman • January 21, 2022 / 9:00 AM
- Oak Ridge • January 20, 2022 / 12:45 PM
- Rhodes • January 11, 2022 / 5:30 PM
- Rolling Ridge • January 26, 2022 / 8:30 AM
- Walnut • January 27, 2022 / 8:30 AM
- Wickman • January 13, 2022 / 1:30 PM

K•8 School

- Briggs • January 19, 2022 / 1:30 PM
- Cal Aero Preserve • January 27, 2022 / 6:00 PM

Junior High School

- Canyon Hills • January 25, 2022 / 2:30 PM
- Magnolia • February 17, 2022 / 9:00 AM
- Ramona • January 25, 2022 / 2:30 PM
- Townsend • January 18, 2022 / 6:00 PM
- Woodcrest • January 26, 2022 / 2:15 PM

High School

- Ayala • January 26, 2022 / 3:00 PM
- Chino • March 25, 2022 / 9:00 AM
- Chino Hills • January 19, 2022 / 5:00 PM
- Don Lugo • January 26, 2022 / 9:45 AM
- Buena Vista • January 18, 2022 / 10:00 AM and 5:00 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:

• February 17, 2022 • Mid-Year Update & Supplement to the Annual Update for the 2021-2022 LCAP

• March 3, 2022 • Annual Update to the Board of Education

• April 21, 2022 • Local Indicator for Family Engagement

• June 2, 2022 • 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 16, 2022 • 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 October through June 2022

• Administration meetings to include school site (principals and assistant principals) and District administrators were agendized from October 2021 through April 2022 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.

Associations (ACT and CSEA):

CSEA (classified unit members)

December 15, 2021

December 16, 2021

February 1, 2022

ACT (certificated unit members)

December 16, 2021

February 1-11, 2022

A 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 19,355 comments received from educational partners. The electronic survey results are listed below by constituency group:

• Parents: 4,382

• Staff: 823

• Students: 7,438 in grades 6 to 12

Survey results from school level input sessions:

• Parents: 732

• Administrators: 832

• A.C.T./CSEA: 3,309

• Students: 1,263

• LCAP/DELAC Advisory Committee: 576

A summary of the feedback provided by specific educational partners.

The following themes listed under their respective Goals were prevalent as priorities for the various educational partner groups:

Students

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

1. Upgrade and replace computers, acquire technology tools, and improve technology infrastructure to support the instructional program
2. Ensure clean and safe environment by maintaining school facilities so they are in good repair
3. Allow students to have updated materials to support learning content aligned with the State Standards, including updated and digital textbooks

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

1. Provide increased awareness around the existing programs: Mental health supports, HOPE Center, CVUSD Health Services, etc.
2. 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
3. Mental Health Supports including, taking time off from school for mental health days as an excused absence

4. Provide COVID-19 supports such as more test kits, screening, etc.

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

1. Continue to provide awareness to all college and career related services, courses, and activities (CTE pathways, Career Day, Career Centers, etc.)
2. College Counseling (A-G promotion)
3. Provide tutoring either in-person or on online

Parents/Guardians

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

1. Maintain positive environment
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. Professional development to support teacher engagement with students

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

1. School activities (e.g., sports, clubs, field trips, etc.)
2. Maintain positive environment with supports, awards, and recognitions
3. Provide an environment where students are connected to school, their teachers, and their peers
4. Continue to promote family engagement to promote parent involvement

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/collaboration

LCAP Advisory Committee

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

1. Provide professional development and support for teachers/administrators to provide high-quality instruction
2. Deliver high quality instruction in a safe, learning environment
3. Ensure clean and safe environment by maintaining school facilities so they are in good repair
4. Provide supplemental Common Core materials, assessments, and training aligned to state standards
5. Upgrade and replace computers, acquire technology tools, and improve technology infrastructure to support the instructional program

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

1. Offer mental health services through licensed therapists and to provide educationally related mental health services
2. School Activities (e.g., sports, clubs, field trips, etc.)
3. Enhance our Family Engagement program that is designed to address some the challenges related to academic success
4. Maintain positive environment with supports, awards, and recognitions
5. Deliver high quality instruction in a safe, learning environment

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

1. Support Career Centers at all high schools to improve and provide equitable access and information
2. AVID support for students to encourage college and career readiness and success
3. Provide intervention support designed to improve academics and meet academic goals (MTSS-A)

DELAC Committee

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

1. All students are provided a high-quality teaching and learning environment
2. Allow students to have updated materials to support learning content aligned with the State Standards, including updated and digital textbooks
3. Upgrade and replace computers, acquire technology tools, and improve technology infrastructure to support the instructional program
4. Maintain teacher support for beginning teachers throughout the district sponsored CVUSD Induction Program

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

1. School Activities (e.g., sports, clubs, field trips, etc.)
2. Maintain positive Environment with supports, awards, and recognitions
3. Increase student engagement and family connectedness
4. Provide additional ways in which to be engaged with curriculum/content

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

1. Increase college awareness and provide opportunities to participate in college tours
2. Provide intervention support designed to improve academics and meet academic goals (MTSS-A)
3. Support Career Centers at all high schools to improve and provide equitable access and information

A.C.T.

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. Maintain teacher support for beginning teachers throughout the district sponsored CVUSD Induction Program

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. Provide supplemental education for students who need additional academic supports (e.g., credit recovery, summer school, after school)
3. Maintain high school K-12 intervention counselors to support Multi-Tiered Systems of Support for Behavior (MTSS-B)
4. Individual counseling services provided by Chino Human services to support students' social emotional development for K-12 students
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. AVID support for students to encourage college and career readiness and success
2. Provide intervention support designed to improve academics and meet academic goals (MTSS-A)
3. Offer an afterschool tutoring program that is designed to address some the challenges related to academic success
4. Provide students with the opportunity to take college credit courses while attending high school

CSEA

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

1. Ensure clean and safe environment by maintaining school facilities so they are in good repair
2. Upgrade and replace computers and acquire technology tools to support the instructional program
3. Maintain District elementary music program
4. Continue to provide Library and Media supports

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

1. Provide an educational program and maintain Boys Republic School for Foster Youth court appointed students
2. Provide suicide prevention training on a yearly basis to secondary school staff and community
3. 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 students with the opportunity to take college credit courses while attending high school
2. AVID support for students to encourage college and career readiness and success
3. Maintain the California College Guidance Initiative (CCGI)

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. Upgrade and replace computers and acquire technology tools to support the instructional program
3. Maintain Instructional Coaches to support staff development and build teacher capacity
4. Maintain teacher support for beginning teachers throughout the District sponsored CVUSD Induction Program
5. Ensure clean and safe environment by maintaining school facilities so they are in good repair

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. Support the implementation and maintenance of Multi-Tiered Systems of Support for Behavior (MTSS-B)
3. Maintain high school K-12 intervention counselors to support Multi-Tiered Systems of Support for Behavior (MTSS-B)

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

1. Provide intervention support designed to improve academics and meet academic goals (MTSS-A). (a.)
2. Provide intervention support designed to improve academics and meet academic goals (MTSS-A). (b.)
3. Provide professional development to administrators, teachers, and instructional support staff of English Learners
4. AVID support for students to encourage college and career readiness and success

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 teacher support for beginning teachers throughout the district sponsored CVUSD Induction Program
3. Maintain Instructional Coaches to support staff development and build teacher capacity

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

District Administration

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 District elementary music program
3. Continue to build Career Technical Education at each high school

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. Provide supplemental education for students who need additional academic supports (e.g., credit recovery, summer school, after school)
3. Maintain high school K-12 intervention counselors to support Multi-Tiered Systems of Support for Behavior (MTSS-B)

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

1. Provide students with the opportunity to take college credit courses while attending high school
2. Support Career Centers at all high schools to improve and provide equitable access and information
3. AVID support for students to encourage college and career readiness and success

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. This year there was a discussion about increasing the GATE budget to include costs related to the Odyssey of the Mind World Championship within the LCAP.

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 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.

For Goal 2, 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.

For Goal 3, educational partner input suggests continued growth of college and career awareness programs across all schools, including AVID and Career Centers. To assist students in achieving success, educational partners recommended that the District look to 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.

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

LCAP Goal 1, Action 9: Increase GATE supports

LCAP Goal 1, Action 11 &16: Divided these two actions into two separate actions to increase transparency for educational partners

LCAP Goal 2, Action 19: Changed the title and description to be inclusive of other anti-bullying programs as Safe School Ambassadors is a voluntary program, and the action now reflects Second Steps and Restorative Practices

LCAP Goal 2, Action 24: Increase the bilingual services available to our families

LCAP Goal 3, Action 15: Add Dual Language Immersion and biliteracy pathways

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 Adopted Standards. The District is at full implementation and sustainability in professional development that relates to ELA, ELD, and Math. There is a focus on providing support in the 2022-23 school year for science professional development to support the new textbook adoption. The District ranked itself as initial implementation for science and social studies on the state reflection tool. The District's Annual Survey (2022) revealed that District schools have high learning standards with 85% parents, 90% 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, Williams Reports, State Reflection Tool, CAASPP, Broad Coarse of Study Reflection Tool, Technology inventory, Technology surveys, and FIT 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	[Insert outcome here]	[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	[Insert outcome here]	[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 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	[Insert outcome here]	[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=3 ELD=4 NGSS=3 Policy & Program Support ELA=5 Mathematics=5 History/Social Science=4 ELD=5 NGSS=3 Implementation of Standards CTE=5 PE=4 World Language=4 Health Ed=4

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			VAPA=4 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			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			Assessments (ESAs) 2023-24 ELA District: 37% EL: 80.6% 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. 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%			
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 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.

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			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.	$5,000.00	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.	$1,390,463.00	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., World Language) as determined by the adoption cycle and/or District need.	$4,120,000.00	No
5	Common Core Supplemental Supports	The Department of Special Education will provide supplemental Common Core materials, assessments, and training aligned to state standards on an ongoing basis 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 Instructional Coaches to support staff development and build teacher capacity to improve outcomes in ELA and math for the unduplicated student groups.	$2,309,320.00	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, 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.	$1,561,637.00	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.	$614,593.00	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.	$1,002,408.00	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.	$3,655,000.00	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).	$4,770,000.00	No
15	Instructional Technology	The Department of Assessment and Instructional Technology as well as the Department of Technology will pilot instructional technology tools to improve and enhance engagement [via the Techsploration Committee] in order to increase performance 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.	$2,710,110.00	Yes

Goal Analysis for [2021-22]

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.

CVUSD made progress in implementing most actions and services in LCAP Goal 1 despite the challenges of the pandemic. The District achieved success in implementing a 1:1 student to computer ratio. In addition, the District is at full implementation and sustainability in professional development that relates to ELA, ELD, and Math. There is a focus on providing support in the 2022-23 school year for science professional development to support the new textbook adoption. The District ranked itself as initial implementation for science and social studies on the state reflection tool. The District's Annual Survey (2022) revealed that District schools have high learning standards with 85% parents, 90% staff, and 80% students rating agree or strongly agree.

CVUSD experienced challenges in securing substitutes to fully implement all actions. Along with a substitute shortage, the District also experienced a staffing shortage. Action 3, 4, 7 and 12 had substantive differences in planned actions and actual implementations. Due to a substitute shortage, securing subs for release time for Professional Development proved difficult to fulfill action 3 and 7. For action 4, there are still pending requisitions for these purchases at the time of writing the LCAP. For Action 12, due to vacancies that were difficult to fill, the District did not spend all of the money allocated towards salaries of staff in the preschool inclusion program.

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 3, $83,980 went unspent in this area due to a lack of subs the induction teachers could not meet with the new teachers during the school day. For action 4, there is still $1,446,393 that went unspent at the time of writing the LCAP. There are pending purchases for the new science adoption. For action 7, as the District did not employ as many substitute teachers for release time, there was a lower cost of the substitute budget; therefore, $284,622 went unspent. For action 12, the District did not spend $166,055 due to staff shortage.

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

Based on metrics, 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 goals:

Metric 1: Actions 1, 2, and 3 support the District meeting the School Accountability Report Card for teaching misassignments despite having Action 1 recruitment fairs pivoting to Zoom.

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.

Metric 3: Action 6 promotes the implementation of State Adopted Standards and staff have instructional coaches to support school sites with standards-based curriculum. Staff reported a (4) full implementation of the reflection tool rating for ELA, Mathematics, and ELD. History/Social Science was rated a (3) Initial implementation and (2) Beginning Development for NGSS. However, continued PLC and training will move the District into obtaining full implementation.

Metric 4: Action 7 continues to support staff needs to 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 a high-quality teaching and learning: Actions 4, 5, 6, and 7. The District has identified 6 growth areas based on the State Reflection Tool for Implementation of State Adopted Standards. The end-of-year Essential Standards Assessment 2020-2021 for Math showed a decrease in the percentage of students who did NOT Meet or Exceed Standard in students overall as well as the District's EL, SWD, and Foster Youth student groups; this is in relation to the scores from 2019-2020. In ELA, the District moved 2.4% of English Learners into the "met" category and increased the number of second graders qualifying for GATE by 2.46%.

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.

Metric 6: Action 13 100% of teachers and students have access to upgraded technology.

Metric 7: Action 14 Through the deferred maintenance program, staff addressed major upgrades to school facilities such as HVAC replacement, asphalt replacement, flooring replacement, playground equipment replacement and roofing.

Metric 8: Action 15 The Techsploration Committee piloted peripheral equipment and tools to enhance learning and engage student.

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 4 areas based on the results of achieving the District's desired goal.
Metric 4: The District's local ESAs continue to be included in the absence of CAASPP scores. The Low-Income student group was added in the ESA's desired outcomes as the District is now able to review this data in the assessment system.
Metric 5: The data for the GATE universal screening includes results for 2nd and 3rd grade, as District staff did not assess for GATE in the 2020-21 school year. District staff will continue to only report second grade numbers moving forward. Due to the COVID-19 pandemic, California received a waiver from the U.S. Department of Education from the requirement to report measures of student progress. The State of California subsequently removed similar state requirements with the passage of Assembly Bill 130. As a result, there will be no state indicators published on the 2021 California School Dashboard (Dashboard), including the College/Career Indicator (CCI). The 2021 CCI reports provide student participation in measures that were determined to be valid and reliable that would have been included in the 2021 Dashboard.
Metric 8: The numbers consist of baseline data as the District did not administer this survey last year and the agency developed desired outcomes based on the current year data.
Action 2: Proposed budget amount changed to account for changes in salary.
Action 4: The cost for Common Core Materials will decrease from 10K to 3.39K as less materials will be needed to support math and world language curriculum. The description has been updated in school materials to reflect the new core subject focus for the year.
Action 5: Previously the titles of Action 4 and 5 were the same. For clarity, the District has changed the title of Common Core Materials to Common Core Supplemental Supports. With this change, the District plans to include training which will be reflected in the action description.
Action 6: Proposed budget amount changed to account for changes in salary.

Action 7: Proposed budget amount changed due to the sunset of a $150,000 grant.
Action 9: Proposed budget amount increased to cover increased GATE enrichment activities.
Action 10: Proposed budget amount changed to account for changes in salary.
Action 11: Proposed budget amount changed to account for separating the action into two different actions.
Action 12: Proposed budget amount changed to account for changes in salary.
Action 13: The cost for technology has decreased from 5K to 3.65K and, as a result of the receipt of supplemental funds, the District has developed a device refresh plan as the needs of 100% of staff and students have been met. The description has been updated to include staff and students in the refresh plan.
Action 14: Proposed budget amount changed from $2,500,000 to $4,770,000 to cover the cost of roofing projects.
Action 16: A new action for ROP courses.

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	[Insert outcome here]	[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%			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)	[Insert outcome here]	[Insert outcome here]	Graduation Rate that are greater than or equal to District 96.5% EL: 79% LI: 92.5% FY:50.5 % H: 84.6% (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%	[Insert outcome here]	[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%			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%			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%			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: 0.05% 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, EL: 60% 70% of the schools are seeking input in	2020-2021 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, EL: 64%			2023 District Annual Survey Results: Participation rate: Parent 7,500 Staff 2,000 Student 6,500 Families are informed about school sponsored activities: 85% Families are encouraged to attend school- sponsored activities: 90% The school encourages families to volunteer: 75% This school respects and values input provided by families: 80% 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% 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. 2022-23 will be an off-year survey.	$0	No
2	High School Intervention Counselors	The District will maintain high school 4 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.	$537,794.00	Yes
(Previously 3a) 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.	$1,707,358.00	Yes

Action #	Title	Description	Total Funds	Contributing
(Previously 3b) 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 (formerly 21b – Student Support Services)	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.	$573,139.00	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.	$406,334.00	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	McKinney-Vento Grant Program	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.	$191,007.00	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.	$1,210,599.00	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.	$35,205.00	No
11	School Based Health Services	The Division of Human Resources and the Department of Health Services will maintain 19.7 full-time equivalent (FTE) school nurses and 22.84 FTE health technicians principally directed for unduplicated student groups to support and monitor health-related issues and reduce chronic absenteeism.	$3,981,975.00	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.	$300,000.00	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.	$758,757.00	Yes
14	Transportation	The Department of Transportation will continue to subsidize home to school transportation costs principally directed for eligible unduplicated 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.	$662,780.00	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 and attendance rates for foster youth.	$233,406.00	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.	$91,000.00	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.	$174,000.00	No
20	Intensive Student Support	The District will maintain the Building Respect, Independence, Excellence, and Family (BRIEF) Academy and Behavior Intervention Specialists and Behavior Aides for intensive behavior training principally directed to provide support for unduplicated student groups, requiring intensive behavioral support to improve student engagement.	$1,143,107.00	Yes
21	Student Support Services Staff	The Department of Student Support Services with 4.13 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.	$397,572.00	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.	$200,000.00	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, and translation for parent participation in the required school governance meetings.	$5,000.00	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 21 FTE 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.	$590,646.00	Yes
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 2021-22

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.

CVUSD made progress in implementing most actions and services in LCAP Goal 2 despite the challenges of the pandemic. With the pandemic came an increase in the number of students exhibiting social-emotional concerns, and the District was able to increase the number of Intervention Counselors to provide social-emotional support to students, achieving success in strengthening PBIS. Addressing social-emotional concerns of students continues to remain a top priority. Nurses and health technicians provided support to all school sites for COVID-19 Safety Protocol, despite the challenges experienced in balancing daily duties with the necessary COVID-19 protocols for a safe return to school. The Family Engagement Center continued to provide trainings 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 14,200 units of service year-to-date to CVUSD students and their families including those identified homeless and/or facing socioeconomic challenges. 2021-22 brought a number of new immigrant families to the area which allowed staff and program to learn more about their needs and how best to support them. This has allowed the existing partnership with the Family Engagement Center and school liaisons to be strengthened. Another positive area of growth was the expansion of the program's collaborative partners who have supported families with rental/utility assistance, food resources, homework help, and more.

For the 2021-22 school year, the Building Respect, Independence, Excellence, and Family (BRIEF) Academy was able to successfully transition students back to their school sites. As students were in-person full time this school year, BRIEF staff began providing parent trainings and presentations to support parents.

In the 2021-22 school year, Foster Youth students demonstrated success in a multitude of areas. They have demonstrated increased rates of attendance, engagement, and self-advocacy. 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.

CVUSD experienced challenges to fully implement all actions due to staffing shortages. Actions 8, 11, and 22 had substantive differences in planned actions and actual implementations. Regarding actions 8 and 11, this is due to a shortage in staff and the District experienced difficulty filling vacancies. For action 22, the cost of the survey was lower than expected and have thus reduced the budgeted amount in the 2022-23 LCAP. Additionally, the District continues to review and improve communication methods for disseminating information of available resources for the unduplicated student groups, as well as among program and administration, counselors, nurses, and classified staff.

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 actions 8 and 11. For action 8, $38,189 was not expended since the staff was not hired for the entire school year. For action 11, $462,422 went unspent due to vacancies in the positions at various points throughout the school year. For action 22, $10,300 went unspent due to lower cost.

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

Based on the District's 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, 5, 8, 9, 11, 12, 13, 15, and 16.

Metric 1: Action 1 CA Healthy Kids Survey indicate an increase percentage of students who have not tried a vaping product. The percentage increased by 3% for 9th graders and 9% for 11th graders.

Metric 2: Action 2-6 is supporting the District's graduation rate. CVUSD's current graduation rate is 93.2% in the 2020-21 school year, a 1.7% increase from the 2019-20 school year.

Metrics 3 & 4: Actions 7-17 continues to support the District's goal. The District's year end attendance rate in the 2020-21 school year is recorded at 95.63%, which is slightly 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 94.75%. The District attributes the 95% and above rating to Actions 7 – 17, which specifically supports our 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.

Metrics 5 & 6: Actions 18-21 serves as foundation to support students to remain at school. The year-end attendance rate is 95.63% for the 2020-21 school year. The drop-out rate for middle went from 0.13% in the 2019-20 school year to 0.39%. High school dropped from 5.68% to 4.28%. The drop-out rate for high school trajectory is moving in a positive direction. Due to the pandemic, the chronic absenteeism increased from 6.2% to 9.3%; however, the District is well below the State's average of 14.3%. The suspension rate dropped from 1.6% to .4% with 0% 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.

Metric 7: Actions 22 – 26 continues to provide support engagement at the school sites. The District improved in 4 out of 6 designated areas in the local School Quality Survey which demonstrated an increase in engagement with parents/guardians. The overall graduation rate increased to 93.2% in comparison to 91.5% in 2019-20 and all student groups increased from 0.7% to 5.7%. There was also an increase in the number of secondary students who have not experienced vaping which is a positive development. The District will continue to work towards minimizing issues related to the pandemic, which negatively impacted in person attendance rates but positively impacted other attendance rates in the 2020-21 school year due to distance learning.

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 1: Added new baseline data for the CHKS survey related to safety and connectedness.
Metric 2: Increased the outcome for EL students as District staff met the goal for graduation rate
Metric 6: Adjusted the outcome for Dropout rate for high 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 are informed about school sponsored activities

Action 1: Since we will not be administering the CHKS in 22-23, this amount is decreased to $0. This survey is administered every other year.
Action 2: Updated the description to capture the number of high school intervention counselors (4) and adjusted amount to account for proposed salary changes.
Action 3: Updated the naming from action 3a. Previously Action 3a and 3b had the same title. This action is now called Multi-Tiered Systems of Support-Behavior (MTSS-B) Intervention Counselors (K-8); it was formerly known as Multi-Tiered Systems of Support-Behavior (MTSS-B) and the change clarifies the group relates to K-8 intervention counselors and is related to funding 13. Adjusted the amount to account for proposed salary changes.
Action 4: Updated the naming from action 3b. Previously Action 3a and 3b had the same title. This action is now called Multi-Tiered Systems of Support-Behavior (MTSS-B) Materials and it was formerly known as Multi-Tiered Systems of Support-Behavior (MTSS-B). The previous Action 4 title Buena Vista Infant Toddler Center has been moved to Goal 4, Action 2
Action 5: Chronic Absenteeism Supports (formerly 21b – Student Support Services) replaced the item related to Boys Republic High School, which is now in Goal 4, Action 1. The description was updated, and the updated amount reflects proposed salary changes.
Action 6: The description has been revised to clarify the item to include Elementary interventions.
Action 8: Proposed budget amount changed to account for changes in salary.
Action 9: Proposed budget amount changed to account for changes in salary.
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 changes in salary.
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; title and description revised to include the option for other contracted providers.
Action 19: A new title was provided since the Safe School Ambassador program will continue as a voluntary service. The District will start to use other programs to support anti-bullying.

Action 20: Description was revised for transparency and proposed budget amount changed to account for changes in salary.
Action 21: The title was previously Student Support Services; the District has changed the title to be Student Support Services Staff and amount was updated to account for salary changes.
Action 22: The cost of the School Quality Survey will decrease from 40K to 30K due to actual estimated costs over the last three years.
Action 24: The cost for this action has increased from 0 to 5K to cover the need for translation of school governance meetings and the cost to train certificated and classified staff outside of the contracted workday.
Action 25: There is a need to increase the costs of translation services that are provided in the district.

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 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 66% of students agree or strongly agree that students received the support they need for academic and career planning.

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 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 our 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)	[Insert outcome here]	[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) 2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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			**ELA** District: 37% EL: 80.6% 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%	[Insert outcome here]	[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%	[Insert outcome here]	[Insert outcome here]	Increase District percentage of students prepared from baseline 2023 % Prepared: LEA: 52% English Learners: 50% Foster Youth: 5% Low-Income: 45%

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%			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
1a 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.	$100,000.00	Yes
1b 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.	$3,984,789.00	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.	$156,978.00	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.	$27,000.00	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.	$222,534.00	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.	$5,000.00	Yes
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 our low-income students to take the AP exams.	$70,000.00	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).	$466,910.00	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.	$367,000.00	No
16 (Formerly Action 2)	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 reduce the gap in math and ELA.	$100,000.00	Yes
17 (Formerly included in Action 11)	Advanced Placement Programs	The Departments of Secondary Curriculum will expand access to Advanced Placement programs and equitable preparation for assessments principally directed for unduplicated student groups by expanding course offerings, increasing student efficacy in taking exams, and provide training for Advanced Placement teachers.	$166,000.00	Yes

Goal Analysis for 2021-22

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

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

The District was successful in implementing most actions and services identified to ensure that all students are prepared for college and career beyond graduation. 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 high school college fair continued in a virtual format this year, but still included representatives from the Cal State and University of California, state universities from across the nation, private universities, and community colleges providing information to students in both on-demand formats as well as virtual events. Junior High Schools were able to host career-related events with one of the challenges in hosting these at the sites being pandemic-related, preventing third-party assistance.

AVID continues to thrive at 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 grow district-wide. Up to 26 different AP courses are offered in grades 9-12, including the prestigious and coveted AP Capstone program where students undertake 2 years of concentrated research and study. Teachers of ELD met collaboratively with instructional coaches to discuss challenges in teaching English learners remotely and keeping students engaged. Teachers were supported with strategies and lesson planning to assist in increasing student engagement utilizing the Co-Plan, Co-Teach model, modified for virtual teaching and learning.

The District has successfully researched multilingual programs and biliteracy pathways to support initial implementation of a Mandarin program in two Kindergarten classes for the 2022-23 school year.

Action 5 and action 7 had substantive differences in planned actions and actual implementations. As a result of the pandemic, college campuses were closed to visitors, and the District hosted fewer college tours and in-person information sessions. However, some events were held virtually instead of in-person, and when colleges/universities reopened their campuses to visitors, the District resumed booking tours. The AVID summer institute was held virtually and therefore there were substantive dollars that went unspent in action 7.

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.

As there were fewer college visits and in-person events conducted, $18,622 went unspent in action 5 for the 2021-22 school year. Action 5 lower use of funds resulted due to the unavailability of tours to the college/university campuses. $73,817 went unspent due to the lack of travel and conference expenditures associated with the AVID Summer Institute.

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

Based on the metrics, the District believes that 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, 8, and 13.

Metric 1: Actions 1-4 The end-of-year Essential Standards Assessment 2020-2021 for Math scores overall are headed in the right direction with less students falling into the “not met” category. For ELA, the District can celebrate that 2.4% of English Learners moved into the “met” category. The District’s reclassification rates continue to outperform the state and county averages.

Metric 2: Actions 5-10 The actions continue to support the College and Career Indicator Preparedness for students. The LEA reported over 59% of students prepared for A-G requirements.

Metric 3: Action 11 The subsidy for AP feeds for students in need has resulted in a positive score of 61.3% of AP assessments with a score of 3 or higher.

Metric 4: Actions 12-17 The percentage of students demonstrating growth in 20-21 is at 52%; the reclassification rate is at 20.2% while the State scores at 8.6%. The LTEL rate of students reclassified is at 9.7%. 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 to be the same outcome for Essential Standards Assessments (ESA) included in Goal 1
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
Metric 4: Data is reported differently than the ELPI indicator. Data reflects the percentage of students that made growth on the ELPAC

Action 1: Action is now labeled as 1 instead of 1a and includes the word “materials” added to the Title.
Action 2: Action is now labeled as 2 instead of 1b and includes the word “staff” added to the Title. 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 was adjusted to not include Boys Republic and Buena Vista since these schools are addressed in Goal 4.
Action 8: Proposed budget amount changed to account for changes in salary.
Action 11: This previous action 11 was split into two and is also reflected in the new action 17. This action is renamed “Advanced Placement Fees” and was reduced to $70,000 to include the amount of the subsidized coast of the exams for our students.

Action 12: The description was changed to include “support professional development by ELD instructional coaches” in order to be more transparent about what the costs were associated with. The amount was increased to reflect projected salaries for the 22-23 school year.
Action 13: The title was changed to add the word “staff” to be more transparent; this line includes the cost of coordinator, and a portion of other Access and Equity staff. The amount was increased to reflect projected salaries for the 22-23 school year.
Action 15: A new action titled “Multilingual Programs” was added to capture that the District’s expansion of its multilingual programs.
Action 16: This was formerly Action 2 and was added as action 16 to avoid renumbering of all existing actions.
Action 17: This action was formerly included in Action 11, but the District wanted to separate out the student fees.

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 meets 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. 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. 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 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 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%)	[Insert outcome here]	[Insert outcome here]	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	[Insert outcome here]	[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%	[Insert outcome here]	[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 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. (Previously Goal 2, Action 5)	$2,544,835.00	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 beyond Buena Vista's (BV) base school allocation to improve student connectedness with school principally directed for unduplicated students, which includes the instructional aide to support the infant/toddler program at BV. (Previously Goal 2, Action 4)	$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 unduplicated students, which includes the instructional aide to support the infant/toddler program at BV. (Previously Goal 2, Action 4)	$930,605.00	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	The Office of Student Support Services will work with an organization called Only Thoughts to Ownership and SBCSS to implement the Best Version of You Academy at targeted schools. The program is designed to support unduplicated students to build strong social emotional skills and the tools to facilitate healthy relationship skills, decision making, boundary setting, and supports for life beyond high school.	$0	No

Goal Analysis for 2021-22

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.

There were no substantive differences in the existing goals.

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

There were no material differences in the existing goals.

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

In 2021, Buena Vista and Boys Republic have exited CSI status due to an increase in graduation rates over the last three years. Buena Vista's three-year average graduation rate from 2019-2021 is 76.26%. Boys Republic three-year average graduation rate from 2019-2021 is 70%. These rates now surpass the CSI criteria exit criteria of a 68% average. They continue to meet the criteria as a low performing school as there has been no change displayed on the California Dashboard colors since 2019.

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 1-3: These are new metrics for this new goal.

Action 1: This action was previously in Goal 2 as Action 5. Proposed budget amount changed to account for changes in salary.

Action 2: This action was previously in Goal 2 as Action 4. Action 4 was divided into two actions. This goal will keep the title of the original action.

Action 3: This action was previously in Goal 2 as Action 4. Action 4 was divided into two actions. This goal will have a new name title "Buena Vista Student Connectedness". This action was divided to provide better transparency. Proposed budget amount changed to account for changes in salary.

Actions 4-7: These are new actions.

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 [2022-23]

Projected LCFF Supplemental and/or Concentration Grants:	Projected Additional LCFF Concentration Grant (15 percent)
$22,507,447	$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
8.82%	0%	$0	8.82%

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 8.82% and an increased apportionment based on the enrollment of foster youth, English learners, and low-income students totals $22,507,447. 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 at 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 previous 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 2017-2020 LCAP in order to continue to strive to close achievement gaps for CVUSD 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 gap. The overall student population is scoring green in both ELA (+16.6) and Math (-11.2). After assessing the needs, conditions, and circumstances of our low-income students (yellow – 10.8 ELA/ 42.2 Math), foster youth (ELA: orange –41.6)/Math Yellow -74.1), and English Learners (yellow –18.9 ELA/ -36.3 ELA), the District determined that our unduplicated students need more supports to increase access, as well as student engagement. This action will help to support increases in our 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 want to provide library and media support to our 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 our 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 by 3.14% since 2015 in ELA and improved math scores by 3.48%. For our EL student groups, the district saw a 6.29% improvement in ELA and 5.2% improvement in math. This is the most recent CAASPP data and the District plans to continue this action as a strategy to improve future CAASPP scores.

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 in order to determine if the percentages of our unduplicated student groups will increase in proficiency and therefore improved 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 green in both ELA (+16.6) and Math (-11.2). After assessing the needs, conditions, and circumstances of our low-income students (yellow – 10.8 ELA/ 42.2 Math), foster youth (ELA: orange –41.6)/Math Yellow -74.1), and English Learners (yellow –18.9 ELA/ -36.3 ELA). This action will help to support increases in our 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): In order 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 our 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 our 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 by 3.14% since 2015 in ELA and improved math scores by 3.48%. For our EL student groups, the district saw a 6.29% improvement in ELA and 5.2% improvement in math. This is the most recent CAASPP data and the District plans to continue this action as a strategy to improve future CAASPP scores.

Expected Outcome(s): This action is being provided on an LEA-wide basis, and the district expects that all students at our 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 our unduplicated students will increase significantly more than the average academic scores of all other students. The district expects that the retention rate of our teachers who are working with our 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 our unduplicated students. This action will be measured by using CAASPP as a metric in order to determine if the percentages of our unduplicated student groups will increase in proficiency and therefore improve performance data/colors on the California Dashboard.

Action 6: Instructional Coaches –

Needs, Conditions, Circumstances: Our Essential Standards Assessment (ESA) data shows that 43.4% of students across the district are not meeting ELA standards. Our unduplicated student groups are not meeting the standard at the following percentage rates: EL: 83.2%, Low-Income: 55.5%, FY: 73.9%. And in math 51.4% of our students are not meeting standards. Our student group data is as follows: EL: 75%, Low-Income 63.2%; FY: 75.6%. 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 our 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 2020-21 for Math showed a percentage of students in each group who did NOT Meet or Exceed Standard and the scores decreased by 3%, with overall reporting at 51.4%. 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 all of them decreased except the Homeless student group increased by 0.7% and remains a student group to support. For ELA, the District can celebrate that 2.4% of English Learners moved into the "met" category. In comparison to 2018 CAASPP ELA data, 58.14% of CVUSD students achieved proficiency. Although the District is moving towards full implementation on 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.

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 our 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. ESA data shows that 43.4% 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: 83.2%, Low-Income: 55.5%, FY: 73.9%. In math, 51.4% of our students are not meeting standards. Our student group data is as follows: EL: 75%, Low-Income 63.2%; FY:

75.6%. 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. For the 2021-22 school year, we have 3,121 students in the District that are identified as GATE, and of those students 99 are EL (3%), and 11 are Foster youth (0.3%). The unduplicated student count has increased in GATE identification and continues to be monitored. Educational partners discussed the need to increase the GATE budget to include costs related to the Odyssey of the Mind World Championship.

Research/Alternatives: Kaplan and Mora-Flores' (2020) research discuss 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 on our 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 2020-21 for Math showed a percentage of students in each group who did NOT Meet or Exceed Standard and the scores decreased by 3%, with overall reporting at 51.4%. Based on this information, scores overall are headed in the right direction with less students falling into the "not met" category. When looking at the student groups all of them decreased except the Homeless student group increased by 0.7% and remains a student group to support. For ELA, the District can celebrate that 2.4% of English Learners moved into the "met" category. In comparison to 2018 CAASPP ELA data, 58.14% of CVUSD students achieved at the proficient level. Although the District is moving towards full implementation on many of our goals, the district also needs more time to focus on improving data and moving towards sustainable programs.

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 all qualified students, including our unduplicated student groups. This action will be measured by using ESA as a metric in order to determine if the percentages of our unduplicated student groups will increase in proficiency.

Action 10: Music –

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of our low-income students, the district data showed that our local assessment indicates that less than 50% of the students in grades 2-6 are scoring exceeding or met on the ESA in Math, and our unduplicated students are scoring below those percentages. Our unduplicated student groups are not meeting the standard at the following percentage rates: EL: 76.3%, Low-Income 66%; FY: 76.1%. 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, and District administration 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 our local assessments. For 2020-21, 51.4% of the students achieved in the "not meeting or exceeding standards" on the Math - ESA. The unduplicated student groups had a higher percentage of students not meeting the standards: EL: 75%, Low-Income 63.2%; FY: 75.6%. In comparison to 2018 CAASPP Math data, 46.49% of CVUSD students achieved at the proficient level. Although the District is moving towards full implementation on many of our goals, the District also needs more time to focus on improving data and moving towards sustainable programs.

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 our 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 our 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 our low-income students, the district data showed that only 47.5% of our students are graduating 'prepared' according to the CCI and when looking at our 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 condition of our 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 27 CTE pathways.

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 our 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 significantly at our alternative high schools. Our foster youth population continues to need support but has increased by 5.2% over the past two years. More time is needed to see positive trends for our English learners and low-income students.

Expected Outcome(s): The district will increase the number of students participating in and completing CTE Pathways (27) in both district CTE programs in 13 industry sectors in partnership with Baldy View ROP by providing FTEs 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 our English learners and foster youth scoring prepared on the CCI. This action will be measured by using graduation rate as a metric in order to determine if the percentages of our unduplicated student groups will meet graduation requirements.

Action 15: Instructional Technology –

Needs, Conditions, Circumstances: When comparing 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 green in both ELA and Math. The overall student population is scoring green in both ELA (+16.6) and Math (-11.2). After assessing the needs, conditions, and circumstances of our low-income students (yellow –10.8 ELA/ 42.2 Math), foster youth (ELA: orange –41.6)/Math Yellow -74.1), and English Learners (yellow –18.9 ELA/ -36.3 ELA), the District determined that our 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 2022-23 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 our unduplicated student groups.

Continuance: This year we administered a technology survey to gather baseline information. In 2021-22, the percentage of the frequency that teachers use formative tech tools: 0% Daily, 40% Weekly, 50% Monthly, and 10% Never. In time, these baseline 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 pilot 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 pilot 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 our unduplicated student groups will increase in proficiency and therefore improved

performance data/colors on the California Dashboard. In 2021-22, the percentage of the frequency that teachers use formative tech tools: 0% Daily, 40% Weekly, 50% Monthly, and 10% Never. And in 2022-23 we 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 our unduplicated students, the data determined that our English learners (77.1%), foster youth (41.7%), and low-income students (90.2%) all have lower graduation rates than the District average of 93.2%.

Action(s): In order 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 our 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 1.7% overall. The foster youth population has increased by 1.2% and continues to need support. The District has also seen an increase of 5.7% growth in English Learner student groups and 2.7% for low-income students.

Expected Outcome(s): This action will be measured by using graduation rate as a metric in order to determine if the percentages of our 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 our unduplicated students, the district found that there was an increase of counseling referrals from school staff and parents for our 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. The district had 459 more referrals in 2019-20 compared to 2020-21.

Action(s): In order to address the number of unduplicated students receiving referrals, the District has launched a district-wide MTSS campaign to support implementation through the use of 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 our 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. There was an estimated 32% increase in students receiving Tier 1, Tier 2, and Tier 3 supports from a MTSS-B school counselor in 2021-22 compared to 2020-21 This increase 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 our unduplicated students.

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 our unduplicated students, the district expects that the referral rate for our 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 2020-21, Dataquest showed the chronic absenteeism rate for all students increased by 2.6% and data by student groups was unavailable. Per previous data indicating low-income and foster youth students reported a higher chronic absenteeism rate compared with all students, the District surmises that 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 our 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 our 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. The district has been able to improve its chronic absenteeism rate by 0.5% since 2018. The district needs more time to fully implement actions considering the interruptions of good attendance practices due to the pandemic.

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 our 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 our chronically absenteeism rates for our unduplicated students.

Action 11: School Based Health Services –

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of our unduplicated students, the district data showed that the chronically absent rate of our low- income students (9.6%) and Foster Youth (13%) is higher than the overall district rate of 6.7%. Low-income students and foster youth can benefit from additional school-based health services to decrease absentee rates. In 2020-21, Dataquest showed the chronic absenteeism rate for all students increased by 2.6% and data by student groups was unavailable. Per previous data indicating low-income and foster youth students reported a higher chronic absenteeism rate compared with all students, the District surmises that ow-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 our 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 our 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. The district has been able to improve its chronic absenteeism rate by 0.5% since 2018. The district needs more time to fully implement actions considering the interruptions of good attendance practices due to the pandemic.

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 our 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 our chronically absenteeism rates for our unduplicated students.

Action 12: CVUSD Health Center –

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of our unduplicated students, the district data showed that the chronically absent rate of our low- income students (9.6%) and Foster Youth (13%) is higher than the overall district rate of 6.7%. Low-income students and foster youth can benefit from additional school-based health services to decrease absentee rates. In 2020-21, Dataquest showed the chronic absenteeism rate for all students increased by 2.6% and data by student groups was unavailable. Per previous data indicating low-income and foster youth students reported a higher chronic absenteeism rate compared with all students, the District surmises that ow-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 our 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 our 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. The district has been able to improve its chronic absenteeism rate by 0.5% since 2018. The district needs more time to fully implement actions considering the interruptions of good attendance practices due to the pandemic.

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 our 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 our chronically absenteeism rates for our unduplicated students.

Action 13: HOPE Resource Center –

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of our unduplicated students, the district determined that the chronically absent rate of our low- income students (9.6%) and Foster Youth (13%) is higher than the overall district rate of 6.7%. Low-income students and foster youth can benefit from additional school-based health 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 AAPI tells us that unduplicated parents of preschoolers are impacted by limited

knowledge of childhood developmental milestones, interventions strategies, and community resources. In 2020-21, Dataquest showed the chronic absenteeism rate for all students increased by 2.6% and data by student groups was unavailable. Per previous data indicating low-income and foster youth students reported a higher chronic absenteeism rate compared with all students, the District surmises that 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 our 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 our families of our 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 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 our 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. The district has been able to improve its chronic absenteeism rate by .5% since 2018. The district needs more time to fully implement actions considering the interruptions of good attendance practices due to the pandemic.

Expected Outcome(s): This action is being provided through the HOPE Resource Center for the families of our 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 our low-income and foster students will decrease every year significantly more than the average absentee rate of all other students. Likewise, the 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 our chronically absenteeism rates for our unduplicated students.

Action 14: Transportation –

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 (9.6%) in comparison to the overall district rate of 6.7%. The action has proved successful for English learners who are at a 6.3% chronic absenteeism rate in comparison to the overall district rate of 6.7%.

Action(s): In order to address this condition of absenteeism for our 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 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 our 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 our 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. The district has been able to improve its chronic absenteeism rate by .5% since 2018. The district needs more time to fully implement actions considering the interruptions of good attendance practices due to the pandemic.

Expected Outcome(s): This action is being provided on an LEA-wide basis and the district expects that our 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 our chronically absenteeism rates for our 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 our unduplicated students in comparison to the general population. The District had 508 more referrals in 2021-22 compared to 2020-21. 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 66% of the students feel emotionally safe in the classroom.

Action(s): In order to address this condition of our 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 our 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. There was a 41% increase in referrals to community-based mental health counseling services in the 2021-22 school year as compared to 2020-21 school year. This increase 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 our unduplicated students.

Expected Outcome(s): This action is being provided on an 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 our unduplicated students, the district data provided that the suspension rate of our foster students is red (5.5%) on the 2019-20 California Dashboard and therefore they are being suspended at a higher rate for in comparisons to all students, who are green (1.6%) on the 2019-20 California Dashboard. Current suspension rates for 2020-21 declined due to distance learning.

Action(s): In order to address this condition of high suspension rates for our 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 our 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 our foster youth are receiving 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 he 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 our 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% since 2017. 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(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 our foster students, the district expects that the suspension rate for our 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 performance colors for “all students” in math and ELA, there is a clear gap. The overall student population is scoring (green +16.6 ELA/ +11.2 Math) in both ELA and Math. After assessing the needs, conditions, and circumstances of low-income students (yellow – 10.8 ELA/ 42.2 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.

Action(s): In order to address this condition of our unduplicated students, the district will continue to enhance our Family Engagement program that is designed to address some the challenges related to academic success. This action will provide additional personnel and resources to supports 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 our 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 our 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 by 3.14% since 2015 in ELA and improved math scores by 3.48%. For our EL student groups, the district saw a 6.29% improvement in ELA and 5.2% improvement in math.

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 our unduplicated students, the district expects that the academic proficiency rate for our 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 in order to determine if the percentages of our unduplicated student groups will increase in proficiency and therefore improved performance data/colors on the California Dashboard.

Action 26: Parent/Guardian Information Forums

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of our unduplicated students, the district data provided that on our School Quality Survey, the district had 83% of families say that they are informed about school sponsored activities, which is up 9% from last school year. The district wants to increase the participation and knowledge about parent engagement activities across the LEA and ensure that all unduplicated students and their families are able to attend these Information Forums. The district is aware that more English-speaking families access the engagement activities and want to ensure that parents of our 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 our 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 our 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 our unduplicated student groups.

Continuance: The action in previous plans has proven to be effective as evidence 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 2022-23 school year and would expect that when asked if they are informed about school activities in the on the next School Quality Survey, this number will increase beyond 83%.

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: A performance gap on measures of grade-level essential standards exists for unduplicated student groups. After assessing the needs, conditions, and circumstances of our low-income students, the district determined that the local assessment indicates that less than 51.4% of the students are scoring exceeding or met on the ESA in Math, and unduplicated students are scoring less than 51.4%. Our student group data is as follows: EL: 75%, Low-Income 63.2%; FY: 75.6%.

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 our local assessments. CVUSD made progress in implementing most actions and services identified in LCAP Goal 1 despite the challenges of the pandemic. For 2020-21, 42% of the students achieved in the “not meeting or exceeding standards” on the ELA - ESA. The unduplicated student groups had a higher percentage of students not meeting the standards: EL 85.6%, Low-Income 59.5%, and Foster Youth 68%. In comparison to 2018 CAASPP ELA data, 58.14% of CVUSD students achieved at the proficient level. The district is aware some students may have experienced learning loss due to the pandemic. Although the District is moving towards full implementation on many of our goals, the district also needs more time to focus on improving data and moving towards sustainable programs.

Expected Outcome(s): This action will be measured by using ESA as a metric in order to determine if the percentages of our 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 our low-income students, the district data showed that only 47.5% of our students are graduating ‘prepared’ according to the 2019 CCI. When looking at our unduplicated students the district found that our 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 our Low-income students’ percentage (48.5%) is slightly higher than the general population and want to maintain this trajectory. Likewise, when looking at unduplicated students who met A-G Requirements on the 2019 Dashboard, the district sees the following data for the student groups, EL 29.9% Foster Youth 2.7% Low Income 40%, in comparison to LEA-wide at 89.4%. The unduplicated student population must maintain an academic plan in alternative programs to support academic success.

Action(s): In order to address this condition of our 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 our unduplicated student groups

Continuance: The action in previous plans has proven to be effective, as evidenced by analyzing our low-income student’s college and career indicator (CCI). When looking at the percentage of low-income students who did are “prepared”, we see that this student group is outperforming all students by 1%. More time is needed to see positive trends for all our 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 our low-income students, the district data showed that only 47.5% of our students are graduating ‘prepared’ according to the CCI. When looking at our unduplicated students the district found that our 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 our Low-income students' percentage (48.5%) is slightly higher than the general population and want to maintain this trajectory. Likewise, when looking at unduplicated students who met A-G Requirements, the district sees the following data for the student groups, EL 29.9% Foster Youth 2.7% Low Income 40%, in comparison to LEA-wide at 89.4%.

Action(s): In order to address this condition of our 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 high school students to visit college campuses, this will ensure that all of our unduplicated 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 our unduplicated student groups

Continuance: The action in previous plans has proven to be effective, as evidenced by analyzing our low-income student’s college and career indicator (CCI). When looking at the percentage of low-income students who did are “prepared”, we see that this student group is outperforming all students by 1%. More time is needed to see positive trends for all our 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 7: AVID –

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of our low-income students, the district data showed that only 47.5% of our students are graduating ‘prepared’ according to the CCI. When looking at our unduplicated students the district found that our 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 our 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 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. In order to address this condition of our unduplicated students, the district will develop an LEA-wide college awareness campaign. These actions at specific schools are designed to capture our unduplicated students. This action will provide and ensure implementation of AVID teaching strategies at all schools with AVID program designation 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 our unduplicated student groups

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

Expected Outcome(s): This action is working if the district sees the following data related to our 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 our low-income students, the district data showed that only 47.5% of our students are graduating 'prepared' according to the CCI. When looking at our unduplicated students the district found that our 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 our Low-income students' percentage (48.5%) is slightly higher than the general population and want to maintain this trajectory.

Action(s): In order to address this condition of our unduplicated students, the district will develop an LEA-wide college awareness campaign. This action at our high schools is designed to support our 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 our unduplicated student groups.

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

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 9: College Credit –

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of our unduplicated students, the district data showed that our EL and Foster student groups (EL 4.2%, Foster Youth 0.2%) score lower on the CCI than the general population (47.5%) and must be provided equitable access and information to college and career courses and opportunities.

Action(s): In order to address this condition of our unduplicated students, the district will develop an LEA-wide college awareness campaign. This action at our high schools is designed to support our unduplicated students. CVUSD will continue the partnership with Chaffey College to provide students with the opportunity to take college credit courses while attending high school. As a result, students will be able to earn

College and High School Credit, and the district expects that our English learners and Foster Youth students will benefit from this action through guidance and support.

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 our unduplicated student groups

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

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 promote dual enrollment participation of unduplicated student groups at all high schools to increase the percentage on the CCI greater than the district growth.

Action 13: Access & Equity Staff –

Needs, Conditions, Circumstances: When comparing the 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 green in both ELA (+16.6) and Math (-11.2). After assessing the needs, conditions, and circumstances of our low-income students (yellow – 10.8 ELA/ 42.2 Math), foster youth (ELA: orange –41.6)/Math Yellow -74.1), and English Learners (yellow –18.9 ELA/ -36.3 ELA), the District determined that this action will help to support our ELA and Math scores. The district has an LTEL rate of 9.7% and would like to decrease it. The reclassification rate of 20.2% is outperforming the state average and the district would like to maintain and increase that.

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 by 3.14% since 2015 in ELA and improved math scores by 3.48%. For EL student groups, the district saw a 6.29% improvement in ELA and 5.2% improvement in math.

Action(s): In order 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 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 in order 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 our 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 our 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 our 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). AP Exam fees were subsidized for 412 low-income students in the 2021-22 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 of our unduplicated students.

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. California Education Code requires increased or improved services for unduplicated students in proportion to increased supplemental funding. The minimum proportionality in Chino Valley is 8.82%. 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 8.82% 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 our 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: McKinney Vento Grant Program –

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of our unduplicated students, the district data showed that the chronically absent rate of our low- income students (9.6%) is higher than the overall district rate of 6.7%. Low-income students include the student group that qualifies for McKinney Vento/Homeless services; therefore, the student group can benefit from additional school-based health 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).

Action(s): In order to address the need of the low-income students who require McKinney Vento services, 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/homeless 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 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 our 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. The district has been able to improve its chronic absenteeism rate by 0.5% since 2018. The district needs more time to fully implement actions considering the interruptions of good attendance practices due to the pandemic.

Expected Outcome(s): This action is being provided through the Department of Health Services for our families of our Low-Income population. However, because of the significantly higher absent rate of low-income, the district expects that the chronic absenteeism rate for our low-income students will decrease every year significantly more than the average absentee rate of all other students.

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 (76.5%). In order to address this condition of high suspension rates for our 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 our high-needs students in a smaller-group environment. With this small group environment, there can be a focus on improving attendance, suspension rates (red), and graduation rates of our low-income students.

Action: In order to address the need of our 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 our unduplicated student groups

Continuance: The action in previous plans has proven to be effective, as evidenced by decreases in the suspension rate. The district has been able to improve its suspension rate by .6% since 2017. 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 our 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 our low-income will decrease every year significantly more than the average absentee rate of all other students. The district expects that our graduation rates will improve for our low-income students as well. This action will be measured by using the suspension indicator from the California Dashboard to monitor our suspension rates for our unduplicated students.

Action 16: Foster Youth Counselor and Clerk –

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of our unduplicated students, the District data showed that the chronically absent rate of Foster Youth (13%) is higher than the overall district rate of 6.7%. In 2020-21, Dataquest showed the chronic absenteeism rate for all students increased by 2.6% and data by student groups was unavailable. Per previous data indicating low-

income and foster youth students reported a higher chronic absenteeism rate compared with all students, the District surmises that low-income students and foster youth can benefit from additional 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 our unduplicated student groups.

Continuance: The action in previous plans has proven to be effective, as evidenced by decreases in the chronic absenteeism rate. The district has been able to improve its chronic absenteeism rate by 0.5% since 2018. The district needs more time to fully implement this action considering the interruptions of good attendance practices due to the pandemic.

Expected Outcome(s): Decrease chronic absenteeism for Foster Youth students by 0.2% every year and maintain or increase attendance rate to meet the District’s average of 97.5%.

Action 25: Bilingual Translation Services –

Needs, Conditions, Circumstances: In CVUSD, there are 14 schools that have a percentage of EL population higher than 10.2% which is the district average. The District had 5,883 parents participate in the annual survey, who were primarily English speaking.10% 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 our 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): In order to address the needs of our 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 with regards to 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 our 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 our 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 10% of the parents who responded to the survey use a language other than English. There were 372 Spanish surveys and 215 Chinese surveys completed. This is a good start, but there is a need for this number to increase.

Expected Outcome(s): The District expects that with an increase of services at these designated school sites, the engagement rates from our 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 our 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 families: In order to address this condition of our unduplicated students, the district will develop an LEA-wide college awareness campaign. This action at our high schools is designed to support our unduplicated students; therefore, the district plans to offset the cost of the AP exams for unduplicated 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 our unduplicated student groups

Continuance: The action in previous plans has proven to be effective, as evidenced by analyzing our low-income student’s college and career indicator (CCI). AP Exam fees were subsidized for 412 low-income students in the 2021-22 school year. When looking at the percentage of low-income students who did are “prepared”, we see that this student group is outperforming all students by 1%. More time is needed to see positive trends for all of our unduplicated students.

Expected Outcome(s): This action is targeted for 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: The overall student population is scoring green in both ELA (+16.6) and Math (-11.2). After assessing the needs, conditions, and circumstances of our low-income students (yellow – 10.8 ELA/ 42.2 Math) and Foster Youth (ELA: orange –41.6)/Math Yellow -74.1) the District determined that this action will help to support our ELA and Math scores.

Action(s): In order to address this condition of our unduplicated students, the district will offer an afterschool tutoring program that is designed to address some 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 by 3.14% since 2015 in ELA and improved math scores by 3.48%.

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 in order to determine if the percentages of the Foster Youth and Low-Income student groups will increase in proficiency and therefore improved performance data/colors on the California Dashboard.

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 our unduplicated students, the District determined that students attending Boys Republic have an overall graduation rate of 56.3% (red) on the California Dashboard, and specifically the Foster Youth and Low-income students also score in the red. The students attending this school are wards of the State and 88% are Foster Youth. The district data provided that students attending Buena Vista need additional support to attend school and graduate. Both schools meet the criteria as low performing schools.

Action(s): In order 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 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 our 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 our 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 these schools when looking at a three-year average as shown in the metrics for Goal 4. In 2021, Buena Vista and Boys Republic have exited CSI status due to an increase a graduation rates over the last three years. Buena Vista’s three-year average graduation rate from 2019-2021 is 76.26%. Boys Republic three-year average graduation rate from 2019-2021 is 70%. These rates now surpass the CSI criteria exit criteria of a 68% average.

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 color on the California Dashboard for the Foster Youth to 50.5%. This action will be measured by using graduation rate as a metric in order to determine if the percentages of our 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 our 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 2019-20. 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 supports at the infant and toddler center.

Action: In order 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 our 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 our 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 23.9% from 2019-20 to 2020-21 at Buena Vista. The unduplicated student groups saw growth at this school by the following percentages: LI (+26.5%).

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 our 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. Buena Vista surpassed this goal in the 2020-21 school year.

Action 5: Career 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 want to maintain this trajectory. Likewise, when looking at unduplicated students who met A-G Requirements, the District sees the following data for the student groups, EL 29.9% Foster Youth 2.7% Low Income 40%, in comparison to LEA-wide at 89.4%. Boys Republic and Buena Vista both scored at 0% on the CCI indicator.

Action(s): In order to address this need of the unduplicated student groups, 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 high school students to visit college campuses to ensure that all unduplicated 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.

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:

• 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

2022-2023 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 43,673,781	$ 979,177	$ 203,757	$ 3,691,317	48,548,032	$ 28,208,327	$ 20,339,705

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Recruitment Fairs	All	$ 5,000	$ -	$ -	$ -	$ 5,000
1	2	Library and Media Support	English Learners, Foster Youth, and Low Income	$ 217,302	$ -	$ -	$ -	$ 217,302
1	2	Library and Media Support	English Learners, Foster Youth, and Low Income	$ 1,115,500	$ -	$ -	$ 57,661	$ 1,173,161
1	3	New Teacher Induction	English Learners, Foster Youth, and Low Income	$ 500,000	$ -	$ -	$ -	$ 500,000
1	4	Common Core Materials	All	$ 100,000	$ -	$ -	$ -	$ 100,000
1	4	Common Core Materials	All	$ 200,000	$ -	$ -	$ -	$ 200,000
1	4	Common Core Materials	All	$ 3,480,000	$ -	$ -	$ -	$ 3,480,000
1	4	Common Core Materials	All	$ 15,000	$ -	$ -	$ -	$ 15,000
1	4	Common Core Materials	All	$ 325,000	$ -	$ -	$ -	$ 325,000
1	5	Common Core Supplemental Supports	Students with Disabilities	$ -	$ 15,000	$ -	$ -	$ 15,000
1	6	Instructional Coaches	English Learners, Foster Youth, and Low Income	$ 1,436,817	$ -	$ -	$ -	$ 1,436,817
1	6	Instructional Coaches	English Learners, Foster Youth, and Low Income	$ 586,750	$ -	$ -	$ -	$ 586,750
1	6	Instructional Coaches	English Learners, Foster Youth, and Low Income	$ 285,753	$ -	$ -	$ -	$ 285,753
1	7	Professional Development	All	$ -	$ -	$ -	$ 500,000	$ 500,000
1	7	Professional Development	Students with Disabilities	$ -	$ -	$ -	$ 50,000	$ 50,000
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	$ 1,461,637	$ -	$ -	$ -	$ 1,461,637
1	10	Music	English Learners, Foster Youth, and Low Income	$ 100,000	$ -	$ -	$ -	$ 100,000

1	11	Career Pathways and Options	English Learners and Foster Youth	$ 150,000	$ -	$ -	$ 150,000	$ 300,000
1	11	Career Pathways and Options	English Learners and Foster Youth	$ 314,593	$ -	$ -	$ -	$ 314,593
1	12	Preschool Inclusion Program	Students with Disabilities	$ 389,492	$ -	$ -	$ 389,492	$ 778,984
1	12	Preschool Inclusion Program	Students with Disabilities	$ 111,712	$ -	$ -	$ 111,712	$ 223,424
1	13	Technology	All	$ 3,655,000	$ -	$ -	$ -	$ 3,655,000
1	14	Facilities	All	$ 4,770,000	$ -	$ -	$ -	$ 4,770,000
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	$ 2,710,110	$ -	$ -	$ -	$ 2,710,110
2	1	California Healthy Kids Survey	All	$ -	$ -	$ -	$ -	$ -
2	2	High School Intervention Counselors	English Learners, Foster Youth, and Low Income	$ 537,794	$ -	$ -	$ -	$ 537,794
2	3	Multi-Tiered Systems of Support-Behavior (MTSS-B) Intervention Counselors (K-8)	English Learners, Foster Youth, and Low Income	$ 1,707,358	$ -	$ -	$ -	$ 1,707,358
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 (formerly 21b - Student Support Services)	Foster Youth and Low-Income	$ 510,669	$ -	$ -	$ -	$ 510,669
2	5	Chronic Absenteeism Supports (formerly 21b - Student Support Services)	Foster Youth and Low-Income	$ 62,470	$ -	$ -	$ -	$ 62,470
2	6	Supplemental Education for K-12	All	$ 406,334	$ -	$ -	$ -	$ 406,334
2	7	Suicide Prevention Training	All	$ 10,000	$ -	$ -	$ -	$ 10,000
2	8	McKinney-Vento Grant Program	Low-Income	$ 68,339	$ -	$ -	$ -	$ 68,339
2	8	McKinney-Vento Grant Program	Low-Income	$ -	$ -	$ -	$ 122,668	$ 122,668
2	9	Mental Health Services (Licensed Therapists)	All	$ -	$ -	$ -	$ 20,000	$ 20,000
2	9	Mental Health Services (Licensed Therapists)	All	$ -	$ -	$ -	$ 20,000	$ 20,000
2	9	Mental Health Services (Licensed Therapists)	All	$ -	$ -	$ -	$ 653,056	$ 653,056
2	9	Mental Health Services (Licensed Therapists)	All	$ -	$ -	$ -	$ 517,543	$ 517,543
2	10	Saturday School	All	$ 35,205	$ -	$ -	$ -	$ 35,205
2	11	School Based Health Services	Foster Youth and Low-Income	$ 818,888	$ -	$ -	$ 111,213	$ 930,101
2	11	School Based Health Services	Foster Youth and Low-Income	$ 1,160,286	$ -	$ -	$ -	$ 1,160,286
2	11	School Based Health Services	Foster Youth and Low-Income	$ 1,592,462	$ -	$ -	$ -	$ 1,592,462
2	11	School Based Health Services	Foster Youth and Low-Income	$ 132,105	$ -	$ -	$ 71,133	$ 203,238

2	11	School Based Health Services	Foster Youth and Low-Income	$ 23,972	$ -	$ -	$ 71,916	$ 95,888
2	12	CVUSD Health Center	Foster Youth and Low-Income	$ 300,000	$ -	$ -	$ -	$ 300,000
2	13	HOPE Resource Center	Foster Youth and Low-Income	$ 500,000	$ -	$ -	$ -	$ 500,000
2	13	HOPE Resource Center	Foster Youth and Low-Income	$ 55,000	$ -	$ 203,757	$ -	$ 258,757
2	14	Transportation	Low-Income	$ 1,710,141	$ -	$ -	$ -	$ 1,710,141
2	15	Community Day School	Low-Income	$ 662,780	$ -	$ -	$ -	$ 662,780
2	16	Foster Youth Counselor and Clerk	Foster Youth	$ 233,406	$ -	$ -	$ -	$ 233,406
2	17	Contracted Mental Health Services	English Learners, Foster Youth, and Low Income	$ 91,000	$ -	$ -	$ -	$ 91,000
2	18	"Other Means of Correction"	All	$ -	$ -	$ -	$ -	$ -
2	19	Safe Schools	All	$ 174,000	$ -	$ -	$ -	$ 174,000
2	20	Intensive Student Support	Foster Youth	$ 590,686	$ -	$ -	$ -	$ 590,686
2	20	Intensive Student Support	Foster Youth	$ -	$ 552,421	$ -	$ -	$ 552,421
2	21	Student Support Services Staff	All	$ 397,572	$ -	$ -	$ -	$ 397,572
2	22	School Quality Survey	All	$ 30,000	$ -	$ -	$ -	$ 30,000
2	23	Family Engagement	English Learners, Foster Youth, and Low Income	$ 200,000	$ -	$ -	$ -	$ 200,000
2	23	Family Engagement	English Learners, Foster Youth, and Low Income	$ -	$ -	$ -	$ -	$ -
2	24	School Governance	English Learners, Foster Youth, and Low Income	$ 5,000	$ -	$ -	$ -	$ 5,000
2	25	Bilingual Translation Services	English Learners	$ 60,000	$ -	$ -	$ -	$ 60,000
2	25	Bilingual Translation Services	English Learners	$ 530,646	$ -	$ -	$ -	$ 530,646
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	$ 100,000	$ -	$ -	$ -	$ 100,000
3	2	Muli-Tiered Systems of Support: Academics (MTSS-A) Staff	English Learners, Foster Youth, and Low Income	$ 780,979	$ -	$ -	$ -	$ 780,979
3	2	Multi-Tiered Systems of Support: Academics (MTSS-A) Staff	English Learners, Foster Youth, and Low Income	$ 225,657	$ -	$ -	$ -	$ 225,657
3	2	Multi-Tiered Systems of Support: Academics (MTSS-A) Staff	English Learners, Foster Youth, and Low Income	$ 2,978,153	$ -	$ -	$ -	$ 2,978,153
3	3	Alternative Education Counselor	English Learners, Foster Youth, and Low Income	$ 156,978	$ -	$ -	$ -	$ 156,978
3	4	College Entrance and Readiness	All	$ -	$ -	$ -	$ -	$ -

3	5	College Awareness	English Learners, Foster Youth, and Low Income	$ 7,000	$ -	$ -	$ -	$ 7,000
3	5	College Awareness	English Learners, Foster Youth, and Low Income	$ 20,000	$ -	$ -	$ -	$ 20,000
3	6	A-G Promotion	All	$ -	$ -	$ -	$ -	$ -
3	6	A-G Promotion	All	$ -	$ -	$ -	$ -	$ -
3	6	A-G Promotion	All	$ -	$ -	$ -	$ -	$ -
3	7	AVID	English Learners, Foster Youth, and Low Income	$ 85,000	$ -	$ -	$ -	$ 85,000
3	7	AVID	English Learners, Foster Youth, and Low Income	$ 295,000	$ -	$ -	$ -	$ 295,000
3	8	Career Centers	English Learners and Foster Youth	$ 222,534	$ -	$ -	$ -	$ 222,534
3	9	College Credit	English Learners and Foster Youth	$ 5,000	$ -	$ -	$ -	$ 5,000
3	10	HS Transcript Audits	All	$ -	$ -	$ -	$ -	$ -
3	11	Advanced Placement Fees	Low Income	$ 70,000	$ -	$ -	$ -	$ 70,000
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	$ 205,987	$ -	$ -	$ 260,923	$ 466,910
3	14	English Learner Support and Language Acquisition	All	$ -	$ -	$ -	$ -	$ -
3	15	Multilingual Programs	All	$ 367,000	$ -	$ -	$ -	$ 367,000
3	16	After School Tutoring	Foster Youth	$ 50,000	$ -	$ -	$ -	$ 50,000
3	16	After School Tutoring	Low-Income	$ 50,000	$ -	$ -	$ -	$ 50,000
3	17	Advanced Placement Programs	English Learners, Foster Youth, and Low Income	$ 132,000	$ -	$ -	$ 34,000	$ 166,000
4	1	Boys Republic High School	Foster Youth and Low-Income	$ 2,056,109	$ 288,726	$ -	$ 200,000	$ 2,544,835
4	2	Buena Vista Infant Toddler Center	Low-Income	$ -	$ 123,030	$ -	$ -	$ 123,030
4	3	Buena Vista Student Connectedness	Foster Youth and Low-Income	$ 930,605	$ -	$ -	$ -	$ 930,605
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	$ -	$ -	$ -	$ -	$ -

2022-2023 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
$ 255,307,558	$ 22,507,447	8.82%	0.00%	8.82%	$ 28,383,578	0.00%	11.12%	Total:	$ 28,383,578
								LEA-wide Total:	$ 23,667,693
								Limited Total:	$ 4,715,885
								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	$ 217,302	0.00%
1	2	Library and Media Support	Yes	LEA-wide	English Learners, Foster Youth, and Low Income	All schools	$ 1,115,500	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	$ 1,436,817	0.00%
1	6	Instructional Coaches	Yes	LEA-wide	English Learners, Foster Youth, and Low Income	All schools	$ 586,750	0.00%
1	6	Instructional Coaches	Yes	LEA-wide	English Learners, Foster Youth,	All schools	$ 285,753	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	$ 1,461,637	0.00%
1	10	Music	Yes	LEA-wide	English Learners, Foster Youth, and Low Income	All schools	$ 100,000	0.00%
1	11	Career Pathways and Options	Yes	LEA-wide	English Learners and Foster Youth	All high schools	$ 150,000	0.00%
1	11	Career Pathways and Options	Yes	LEA-wide	English Learners and Foster Youth	All high schools	$ 314,593	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	$ 2,710,110	0.00%
2	2	High School Intervention Counselors	Yes	LEA-wide	English Learners, Foster Youth, and Low Income	All schools	$ 537,794	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	$ 1,707,358	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 (formerly 21b - Student Support Services)	Yes	LEA-wide	Foster Youth and Low-Income	All schools	$ 510,669	0.00%
2	5	Chronic Absenteeism Supports (formerly 21b - Student Support Services)	Yes	LEA-wide	Foster Youth and Low-Income	All schools	$ 62,470	0.00%
2	8	McKinney-Vento Grant Program	Yes	Limited	Low-Income	All schools	$ 68,339	0.00%
2	11	School Based Health Services	Yes	LEA-wide	Foster Youth and Low-Income	All schools	$ 1,160,286	0.00%
2	11	School Based Health Services	Yes	LEA-wide	Foster Youth and Low-Income	All schools	$ 1,592,462	0.00%
2	11	School Based Health Services	Yes	LEA-wide	Foster Youth and Low-Income	All schools	$ 132,105	0.00%
2	11	School Based Health Services	Yes	LEA-wide	Foster Youth and Low-Income	All schools	$ 23,972	0.00%
2	12	CVUSD Health Center	Yes	LEA-wide	Foster Youth and Low-Income	All schools	$ 300,000	0.00%
2	13	HOPE Resource Center	Yes	LEA-wide	Foster Youth and Low-Income	All schools	$ 500,000	0.00%
2	13	HOPE Resource Center	Yes	LEA-wide	Foster Youth and Low-Income	All schools	$ 55,000	0.00%
2	14	Transportation	Yes	LEA-wide	Low-Income	All schools	$ 1,710,141	0.00%
2	15	Community Day School	Yes	Limited	Low-Income	Chino Valley Learning Academy	$ 662,780	0.00%
2	16	Foster Youth Counselor and Clerk	Yes	Limited	Foster Youth	All schools	$ 233,406	0.00%
2	17	Contracted Mental Health Services	Yes	LEA-wide	English Learners, Foster Youth, and Low Income	All schools	$ 91,000	0.00%
2	20	Intensive Student Support	Yes	LEA-wide	Foster Youth	All schools	$ 590,686	0.00%
2	20	Intensive Student Support	Yes	LEA-wide	Foster Youth	All schools	$ -	0.00%
2	23	Family Engagement	Yes	LEA-wide	English Learners, Foster Youth, and Low Income	All schools	$ 200,000	0.00%
2	23	Family Engagement	Yes	LEA-wide	English Learners, Foster Youth, and Low Income	All schools	$ -	0.00%
2	24	School Governance	Yes	LEA-wide	English Learners, Foster Youth, and Low Income	All schools	$ 5,000	0.00%
2	25	Bilingual Translation Services	Yes	Limited	English Learners	All schools	$ 60,000	0.00%
2	25	Bilingual Translation Services	Yes	Limited	English Learners	Schools with 14% or more EL	$ 530,646	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	$ 100,000	0.00%
3	2	Muli-Tiered Systems of Support: Academics (MTSS-A) Staff	Yes	LEA-wide	English Learners, Foster Youth, and Low Income	All schools	$ 780,979	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	$ 225,657	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	$ 2,978,153	0.00%

3	3	Alternative Education Counselor	Yes	LEA-wide	English Learners, Foster Youth, and Low Income	All schools	$ 156,978	0.00%
3	5	College Awareness	Yes	LEA-wide	English Learners, Foster Youth, and Low Income	All schools	$ 7,000	0.00%
3	5	College Awareness	Yes	LEA-wide	English Learners, Foster Youth, and Low Income	All schools	$ 20,000	0.00%
3	7	AVID	Yes	LEA-wide	English Learners, Foster Youth, and Low Income	All schools	$ 85,000	0.00%
3	7	AVID	Yes	LEA-wide	English Learners, Foster Youth, and Low Income	All schools	$ 295,000	0.00%
3	8	Career Centers	Yes	LEA-wide	English Learners and Foster Youth	All schools	$ 222,534	0.00%
3	9	College Credit	Yes	LEA-wide	English Learners and Foster Youth	All schools	$ 5,000	0.00%
3	11	Advanced Placement Fees	Yes	Limited	Low-Income	All schools	$ 70,000	0.00%
3	13	Access & Equity Staff	Yes	LEA-wide	English Learners, Foster Youth, and Low Income	All schools	$ 205,987	0.00%
3	16	After School Tutoring	Yes	Limited	Foster Youth	All schools	$ 50,000	0.00%
3	16	After School Tutoring	Yes	Limited	Low-Income	All schools	$ 50,000	0.00%
3	17	Advanced Placement Programs	Yes	LEA-wide	English Learners, Foster Youth, and Low Income	All schools	$ 132,000	0.00%
4	1	Boys Republic High School	Yes	Limited	Foster Youth and Low-Income	Boys Republic	$ 2,056,109	0.00%
4	2	Buena Vista Infant Toddler Center	Yes	Limited	Low-Income	Buena Vista Continuation	$ -	0.00%
4	3	Buena Vista Student Connectedness	Yes	Limited	Foster Youth and Low-Income	Buena Vista Continuation	$ 930,605	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%

2021–22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 52,968,880.00	$ 98,925,020.80

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	Attend recruitment fairs and hire appropriately credentialed teachers	No	$ 5,000	$ 5,070
1	2	Maintain HS teacher librarians	Yes	$ 210,748	$ 239,909
1	2	Maintain library and media services at ES and JHS	Yes	$ 1,158,893	$ 1,096,999
1	3	Maintain Teacher Support for Beginning Teachers	Yes	$ 500,000	$ 416,020
1	4	Refine current instructional materials to ensure standards alignment	No	$ 100,000	$ 74,935
1	4	Provice CCSS standards aligned supplemental materials	No	$ 200,000	$ 136,306
1	4	K-12 Science Textbook Adoption	No	$ 10,250,000	$ 8,892,366
1	5	Provide supplemental common core aligned materials to K-12 mod/severe programs	Yes	$ 15,000	$ 15,000
1	6	Restore and maintain Elementary Instructional Coaches	Yes	$ 1,458,137	$ 1,391,500
1	6	Restore and maintain Secondary Instructional Coaches	Yes	$ 716,032	$ 501,749
1	6	Maintain Instructional Coaches - Special Education	Yes	$ 278,169	$ 277,370
1	7	Provide PD for staff, in-house/contracted	No	$ 500,000	$ 365,378
1	7	Training for all Special Education Teachers and related service providers	No	$ 50,000	$ 50,000
1	7	Provide PD to all teachers and admin for evidenced based best practices for all learners	no	$ 150,000	$ -
1	8	Ensure student access and enrollment in all required areas of study	No	$ -	$ -
1	9	Maintain GATE enrichment opportunities	Yes	$ 150,000	$ 133,948
1	10	Maintain District elementary music program & VAPA	Yes	$ 1,429,884	$ 1,503,060
1	11	Maintain sequenced CTE pathways at each HS in adherence to a CTE plan	Yes	$ 300,000	$ 272,110
1	11	Maintain FTEs for HS pathways	Yes	$ 395,290	$ 293,786
1	11	Maintain Baldy View Regional Occupation Program at HS	Yes	$ 2,390,643	$ 2,418,962
1	12	Maintain preschool inclusion program at Chaparral, Glenmeade and Marshall	No	$ 762,666	$ 627,276
1	12	Maintain preschool inclusion program at Oak Ridge	No	$ 231,252	$ 200,587
1	13	Upgrade and replace computers and acquire technology tools to support the instructional program	No	$ 5,000,000	$ 5,000,000
1	14	Maintain Deferred Maintenance Program	No	$ 2,500,000	$ 2,500,000
1	15	Pilot instructional technology peripheral equipment/tools to enhance learning and engage students	Yes	$ 30,000	$ 24,279
2	1	Administer California Healthy Kids Survey in 21/22	No	$ 7,076	
2	2	Maintain HS K-12 intervention counselor to support MTSS-B	Yes	$ 514,704	$ 512,583
2	2	Maintain ES/JHS K-12 intervention counselor to support MTSS-B	Yes	$ 1,605,553	$ 1,605,772
2	3	Provide materials/measurement tools for MTSS-B (PBIS)	Yes	$ 161,000	$ 140,101
2	4	Maintain Infant/Toddler Program at BVHS	Yes	$ 123,030	$ 119,412
2	4	Maintain Additional teaching FTE at BVHS beyond allocation to improve student connectedness	Yes	$ 913,545	$ 913,283
2	5	Maintain Boys Republic School for foster youths	Yes	$ 2,543,226	$ 2,379,339
2	6	Provide supplemental education through Summer School for HS students who are credit deficient	No	$ 406,334	$ 425,043
2	7	Provide suicide prevention training to all secondary school staff	No	$ 10,000	$ 8,000
2	8	Maintain Grant Program Specialist for supporting needs for homeless students	Yes	$ 68,177	$ 67,798
2	8	Maintain Licensed Clinical Social Workers	Yes	$ 131,296	$ 93,486
2	9	Provide mental health services (MTSS-B to BVHS and CVLA)	No	$ 20,000	$ 20,000
2	9	Provide mental health services (MTSS-B to BVHS and CVLA)	No	$ 20,000	$ 20,000

2	9	Maintain Behavior Intervention Counselors	No	$	636,964	$	582,469
2	9	Maintain individual counseling services provided by CVUSD Behavioral Health Center	No	$	501,300	$	517,707
2	10	Maintain Saturday School to improve connectedness with school	No	$	34,514	$	34,514
2	11	Maintain nurses to monitor students with health related issues	Yes	$	1,270,358	$	847,249
2	11	Maintain nurses to monitor at risk students	Yes	$	1,129,921	$	1,352,274
2	11	Maintain service hours of health technicians	Yes	$	1,498,676	$	1,239,194
2	11	Director of Health Services	Yes	$	201,287	$	201,730
2	11	Maintain Admin Secretary, Health Services	Yes	$	97,715	$	95,088
2	12	Maintain CVUSD Health Center	Yes	$	300,000	$	300,000
2	13	Maintain HOPE Resource Center	Yes	$	500,000	$	500,000
2	13	Maintain TYKES Literacy Program & case management assessment	Yes	$	253,757	$	253,757
2	14	Continue to subsidize home to school transportation service	Yes	$	1,710,141	$	1,710,141
2	15	Maintain Community Day School (CVLA)	Yes	$	650,147	$	591,176
2	16	Provide support, tools, and trianing for foster youth intake	Yes	$	234,280	$	223,001
2	17	Chino Human Services - Individual Counseling	Yes	$	85,000	$	89,250
2	18	Provide PD to school site administrators on "Other Means of Correction" for suspension and expulsion	No	$	-	$	-
2	19	Continue Safe School Ambassador Program	No	$	174,000	$	193,606
2	20	Maintain BRIEF Academy to provide intensive support for students behaviorally at risk	Yes	$	617,847	$	410,723
2	20	Maintain Behavior Intervention Specialists and 6 Behavior Aides	Yes	$	541,880	$	512,381
2	21	Maintain Student Support Services Department for general services	Yes	$	400,551	$	360,071
2	21	Maintain Student Support Services Department + Chino Probation Contract	Yes	$	575,278	$	518,601
2	22	Administer annual school quality survey (K-12 Insight)	No	$	40,000	$	29,700
2	23	Teacher, Parent and Family Engagement & personnel support	Yes	$	200,000	$	223,316
2	23	School sites will offer training to parents/guardians on student learning/social emotional development	Yes	$	-	$	-
2	24	School sites to have at leasat 4 SSC meetings each year	Yes	$	-	$	-
2	24	District to provided at least 4 DELAC meetings each year	yes	$	-	$	-
2	24	School sites to provide at least 4 ELAC meetings each year	yes	$	-	$	-
2	25	Provide Bilingual Translations services	Yes	$	30,000	$	32,509
2	25	Maintain Bilingual Clerks at sites	Yes	$	505,621	$	490,289
2	26	Provide Parent Information Forums	Yes	$	5,000	$	5,000
3	1	Provide MTSS-A instructional intervention materials (Strategic/intensive)	Yes	$	100,000	$	101,201
3	1	Maintain JH Intervention Counselors	Yes	$	769,990	$	762,555
3	1	Increase intervention at Ramona and Magnolia	Yes	$	239,174	$	218,275
3	1	Maintain Intervention Teachers at standard track plus Cal Aero	Yes	$	2,916,274	$	3,027,037
3	2	Provide tutoring services for foster youths	Yes	$	50,000	$	45,000
3	2	Provide tutoring services for homeless students	Yes	$	50,000	$	50,000
3	3	Maintain Alt Ed Counselor	Yes	$	155,662	$	155,805
3	4	Maintain CCGI to give students and parents access to a-g information	Yes	$	-	$	-
3	5	Host college nights at junior high schools	Yes	$	11,000	$	7,378
3	5	Host college nights at high schools	Yes	$	-	$	-
3	5	Increase opportunities for HS students to participate in college tours	Yes	$	20,000	$	5,000
3	6	Provide secondary admin/counselors training to monitor UC/CSU progress	Yes	$	-	$	-
3	6	Continue alignment of current and new "a - g" courses with UC/CSU criteria	Yes	$	-	$	-
3	6	Monitor progress bi-annually of all grades/subgroups	Yes	$	-	$	-
3	7	Maintain AVID programs at ES	Yes	$	85,000	$	67,297
3	7	Maintain AVID programs at 6 JHS and 4 HS	Yes	$	295,000	$	238,886
3	8	Continue to maintain career counseling centers at all HS	Yes	$	221,805	$	194,598
3	9	Offer college credit courses (dual enrollment) at all high schools	Yes	$	5,000	$	5,000
3	10	HS will perform transcript audits at semester and additional monitoring of students	Yes	$	-	$	-
3	11	Subsidize AP fees for students of needs	Yes	$	70,000	$	70,000
3	11	Expand AP course offerings	Yes	$	166,000	$	143,173
3	12	Provide all teachers the opportunities for integrated and designated ELD PD	yes	$	150,000	$	150,000

3	13	Maintain Coordinator of Access & Equity	Yes	$ 164,083	$ 166,132
3	14	District and Site Administration will monitor and review master schedules	Yes	$ -	$ -
				$ -	$ 49,462,510

2021–22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 22,453,254	$ 27,786,032	$ 26,330,232	$ 1,455,800	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	Maintain HS teacher librarians	Yes	$ 210,748	$ 239,909.00	0.00%	0.00%
1	2	Maintain library and media services at ES and JHS	Yes	$ 1,107,672	$ 1,056,753.00	0.00%	0.00%
1	3	Maintain Teacher Support for Beginning Teachers	Yes	$ 500,000	$ 416,020.00	0.00%	0.00%
1	5	Provide supplemental common core aligned materials	Yes	$ 15,000	$ 15,000.00	0.00%	0.00%
1	6	Restore and maintain Elementary Instructional Coach	Yes	$ 1,458,137	$ 1,391,500.00	0.00%	0.00%
1	6	Restore and maintain Secondary Instructional Coach	Yes	$ 716,032	$ 501,749.00	0.00%	0.00%
1	6	Maintain Instructional Coaches - Special Education	Yes	$ 278,169	$ 277,370.00	0.00%	0.00%
1	9	Maintain GATE enrichment opportunities	Yes	$ 150,000	$ 133,948.00	0.00%	0.00%
1	10	Maintain District elementary music program & VAPA	Yes	$ 1,429,884	$ 1,503,060.00	0.00%	0.00%
1	11	Maintain sequenced CTE pathways at each HS in ad	Yes	$ 150,000	$ 122,110.00	0.00%	0.00%
1	11	Maintain FTEs for HS pathways	Yes	$ 395,290	$ 293,786.00	0.00%	0.00%
1	11	Maintain Baldy View Regional Occupation Program a	Yes	$ 2,390,643	$ 2,418,962.00	0.00%	0.00%
1	15	Pilot instructional technology peripheral equipment/to	Yes	$ 30,000	$ 24,279.00	0.00%	0.00%
2	2	Maintain HS K-12 intervention counselor to support M	Yes	$ 514,704	$ 512,583.00	0.00%	0.00%
2	2	Maintain ES/JHS K-12 intervention counselor to supp	Yes	$ 1,605,553	$ 1,605,772.00	0.00%	0.00%
2	3	Provide materials/measurement tools for MTSS-B (PI	Yes	$ 161,000	$ 96,769.00	0.00%	0.00%
2	4	Maintain Infant/Toddler Program at BVHS	Yes	$ -		0.00%	0.00%
2	4	Maintain Additional teaching FTE at BVHS beyond al	Yes	$ 913,545	$ 913,283.00	0.00%	0.00%
2	5	Maintain Boys Republic School for foster youths	Yes	$ 2,054,500	$ 1,903,578.00	0.00%	0.00%
2	8	Maintain Grant Program Specialist for supporting nee	Yes	$ 68,177	$ 67,798.00	0.00%	0.00%
2	8	Maintain Licensed Clinical Social Workers	Yes	$ -		0.00%	0.00%
2	11	Maintain nurses to monitor students with health relate	Yes	$ 1,160,349	$ 738,051.00	0.00%	0.00%
2	11	Maintain nurses to monitor at risk students	Yes	$ 1,129,921	$ 1,352,274.00	0.00%	0.00%
2	11	Maintain service hours of health technicians	Yes	$ 1,498,676	$ 1,239,194.00	0.00%	0.00%
2	11	Director of Health Services	Yes	$ 131,000	$ 131,000.00	0.00%	0.00%
2	11	Maintain Admin Secretary, Health Services	Yes	$ 26,316	$ 26,316.00	0.00%	0.00%
2	12	Maintain CVUSD Health Center	Yes	$ 300,000	$ 300,000.00	0.00%	0.00%
2	13	Maintain HOPE Resource Center	Yes	$ 500,000	$ 500,000.00	0.00%	0.00%
2	13	Maintain TYKES Literacy Program & case manageme	Yes	$ 50,000	$ 50,000.00	0.00%	0.00%
2	14	Continue to subsidize home to school transportation s	Yes	$ 1,710,141	$ 1,710,141.00	0.00%	0.00%
2	15	Maintain Community Day School (CVLA)	Yes	$ 650,147	$ 591,176.00	0.00%	0.00%
2	16	Provide support, tools, and trianing for foster youth in	Yes	$ 234,280	$ 223,001.00	0.00%	0.00%
2	17	Chino Human Services - Individual Counseling	Yes	$ 85,000	$ 89,250.00	0.00%	0.00%
2	20	Maintain BRIEF Academy to provide intensive suppo	Yes	$ 617,847	$ 410,723.00	0.00%	0.00%
2	20	Maintain Behavior Intervention Specialists and 6 Beh	Yes	$ -		0.00%	0.00%
2	21	Maintain Student Support Services Department for ge	Yes	$ 400,551	$ 360,071.00	0.00%	0.00%
2	21	Maintain Student Support Services Department + Chi	Yes	$ 575,278	$ 518,601.00	0.00%	0.00%
2	23	Teacher, Parent and Family Engagement & personne	Yes	$ 200,000	$ 223,316.00	0.00%	0.00%
2	23	School sites will offer training to parents/guardians or	Yes	$ -		0.00%	0.00%
2	24	School sites to have at leasat 4 SSC meetings each y	Yes	$ -		0.00%	0.00%
2	24	District to provided at least 4 DELAC meetings each y	yes	$ -		0.00%	0.00%
2	24	School sites to provide at least 4 ELAC meetings eac	yes	$ -		0.00%	0.00%
2	25	Provide Bilingual Translations services	Yes	$ 30,000	$ 32,509.00	0.00%	0.00%
2	25	Maintain Bilingual Clerks at sites	Yes	$ 505,621	$ 490,289.00	0.00%	0.00%
2	26	Provide Parent Information Forums	Yes	$ 5,000	$ 5,000.00	0.00%	0.00%
3	1	Provide MTSS-A instructional intervention materials (	Yes	$ 100,000	$ 101,201.00	0.00%	0.00%
3	1	Maintain JH Intervention Counselors	Yes	$ 769,990	$ 762,555.00	0.00%	0.00%
3	1	Increase intervention at Ramona and Magnolia	Yes	$ 239,174	$ 218,275.00	0.00%	0.00%
3	1	Maintain Intervention Teachers at standard track plus	Yes	$ 1,458,137	$ 1,653,791.00	0.00%	0.00%
3	2	Provide tutoring services for foster youths	Yes	$ 50,000	$ 45,000.00	0.00%	0.00%
3	2	Provide tutoring services for homeless students	Yes	$ 50,000	$ 50,000.00	0.00%	0.00%
3	3	Maintain Alt Ed Counselor	Yes	$ 155,662	$ 155,805.00	0.00%	0.00%
3	4	Maintain CCGI to give students and parents access t	Yes	$ -		0.00%	0.00%

3	5	Host college nights at junior high schools	Yes	$ 11,000	$ 7,378.00	0.00%	0.00%
3	5	Host college nights at high schools	Yes	$ -		0.00%	0.00%
3	5	Increase opportunities for HS students to participate i	Yes	$ 20,000	$ 5,000.00	0.00%	0.00%
3	6	Provide secondary admin/counselors training to moni	Yes	$ -		0.00%	0.00%
3	6	Continue alignment of current and new "a - g" course	Yes	$ -		0.00%	0.00%
3	6	Monitor progress bi-annually of all grades/subgroups	Yes	$ -		0.00%	0.00%
3	7	Maintain AVID programs at ES	Yes	$ 85,000	$ 67,297.00	0.00%	0.00%
3	7	Maintain AVID programs at 6 JHS and 4 HS	Yes	$ 295,000	$ 238,886.00	0.00%	0.00%
3	8	Continue to maintain career counseling centers at all	Yes	$ 221,805	$ 194,598.00	0.00%	0.00%
3	9	Offer college credit courses (dual enrollment) at all hi	Yes	$ 5,000	$ -	0.00%	
3	10	HS will perform transcript audits at semester and add	Yes	$ -		0.00%	0.00%
3	11	Subsidize AP fees for students of needs	Yes	$ 70,000	$ 70,000.00	0.00%	0.00%
3	11	Expand AP course offerings	Yes	$ 132,000	$ 109,173.00	0.00%	0.00%
3	12	Provide all teachers the opportunities for integrated a	yes	$ -		0.00%	0.00%
3	13	Maintain Coordinator of Access & Equity	Yes	$ 164,083	$ 166,132.00	0.00%	0.00%
3	14	District and Site Administration will monitor and revie	Yes	$ -		0.00%	0.00%

2021–22 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)
$ 240,039,054	$ 22,453,254	0.00%	9.35%	$ 26,330,232	0.00%	10.97%	$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).

California Department of Education
January 2022