CHINO VALLEY
UNIFIED SCHOOL DISTRICT

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

2024-2025

Local Control and Accountability Plan (LCAP)

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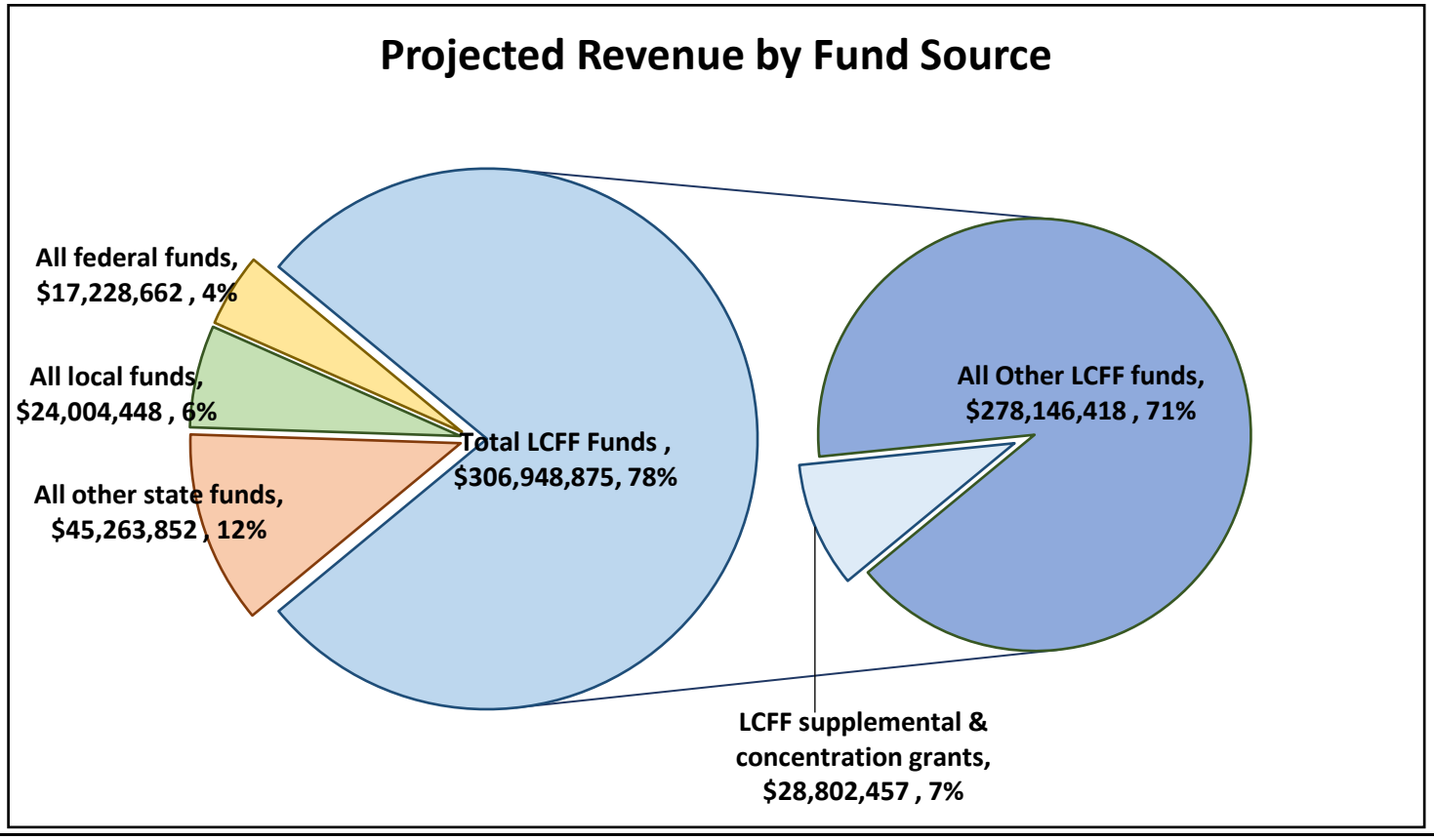
June 20, 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chino Valley Unified School District
CDS Code: 36-67678-0000000
School Year: 2024-25
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 2024-25 School Year

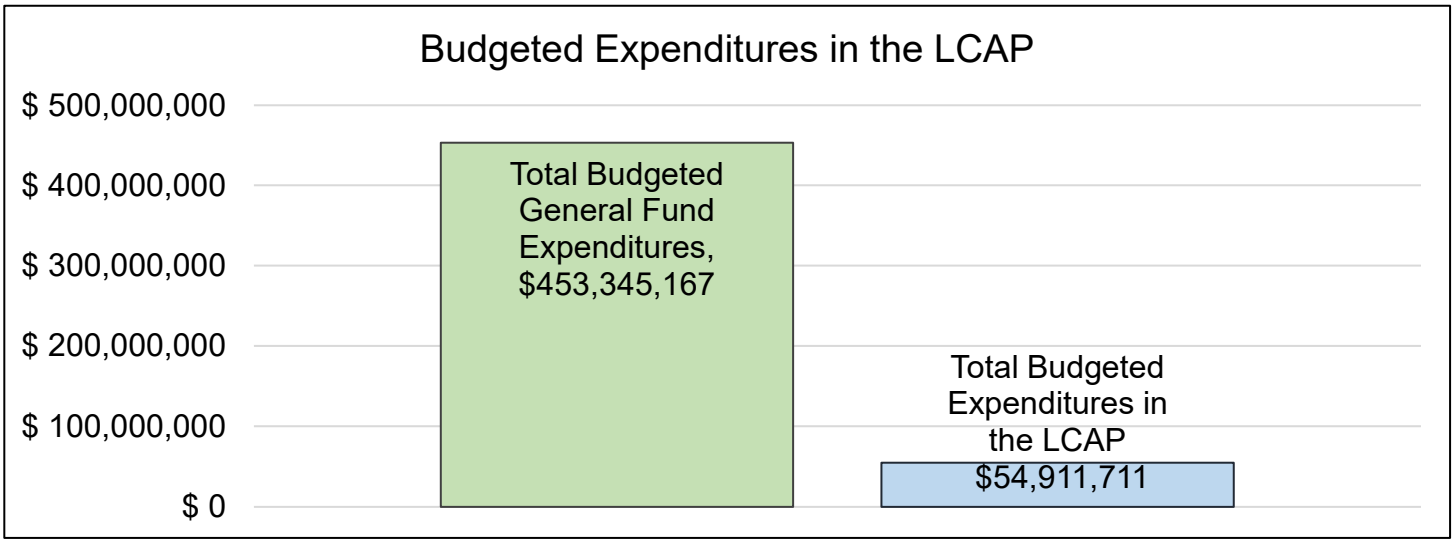


This chart shows the total general purpose revenue Chino Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chino Valley Unified School District is $393,445,837.00, of which $306,948,875.00 is Local Control Funding Formula (LCFF), $45,263,852.00 is other state funds, $24,004,448.00 is local funds, and $17,228,662.00 is federal funds. Of the $306,948,875.00 in LCFF Funds, $28,802,457.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Chino Valley Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Chino Valley Unified School District plans to spend $453,345,167.00 for the 2024-25 school year. Of that amount, $54,911,711.00 is tied to actions/services in the LCAP and $398,433,456.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

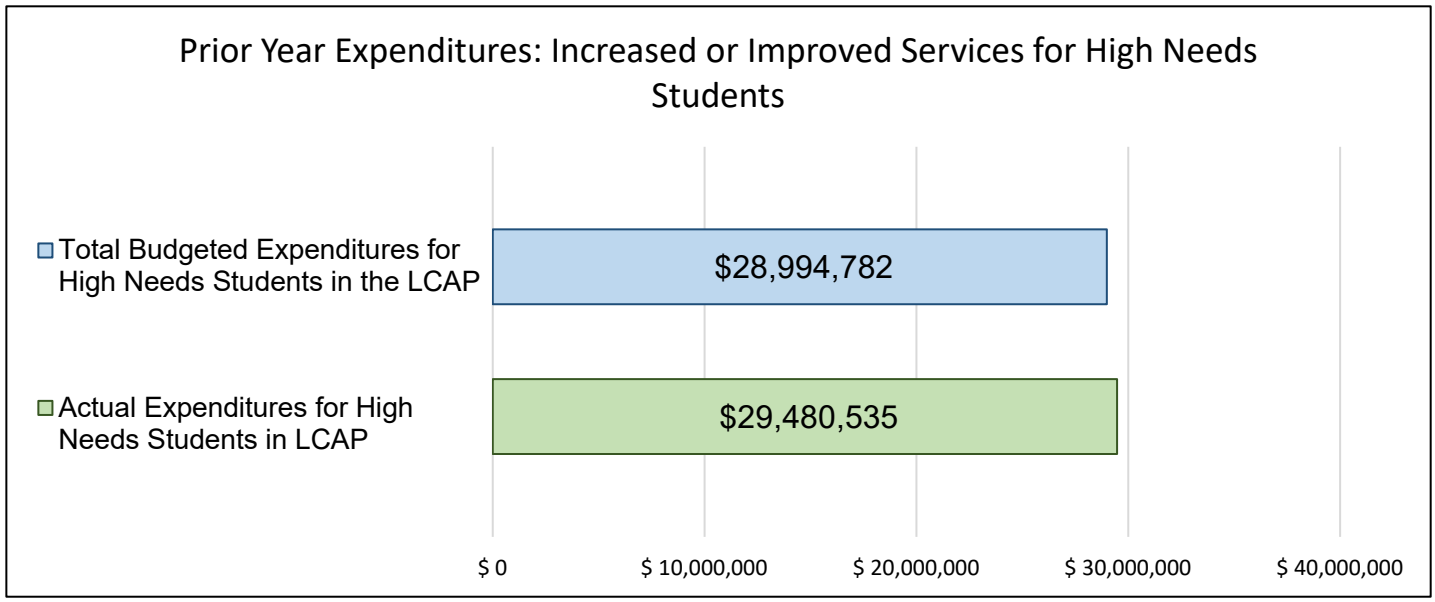
All Special Education program expenditures, regular education teachers and aides salaries and benefits, administration and support staff salaries and benefits, supplies, operational and capital expenditures, other Federal/State/Local restricted expenditures.

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

In 2024-25, Chino Valley Unified School District is projecting it will receive $28,802,457.00 based on the enrollment of foster youth, English learner, and low-income students. Chino Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chino Valley Unified School District plans to spend $31,151,107.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Chino Valley Unified School District's LCAP budgeted $28,994,782.00 for planned actions to increase or improve services for high needs students. Chino Valley Unified School District actually spent $29,480,535.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chino Valley Unified School District	Norm Enfield, Ed.D. Superintendent	norm_enfield@chino.k12.ca.us 909-628-1201

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. School Accountability Report Card (SARC) for teaching Misassignments [Priority 1 Rate of Teacher Misassignment]	100% of teachers are assigned to teach according to their subject-matter competence/authorization	100% of teachers are assigned to teach according to their subject-matter competence/authorization	100% of teachers are assigned to teach according to their subject-matter competence/authorization	2022-2023 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
2. Williams Report/Sufficiency Report of Instructional Materials [Priority 1 Student Access to Standards Aligned Instructional Materials]	100% of students have access to standards aligned curriculum as reported on the Williams Report and Sufficiency of Instructional Materials Report	100% of students have access to standards aligned curriculum as reported on the Williams Report and Sufficiency of Instructional Materials Report	100% of students have access to standards aligned curriculum as reported on the Williams Report and Sufficiency of Instructional Materials Report	2023-2024 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
3. State Reflection Tool for Implementation of State Adopted Standards [State	A summary of the District's progress on the implementation of State Academic Standards are	A summary of the District's progress on the implementation of State Academic Standards are	A summary of the District's progress on the implementation of State Academic Standards are	A summary of the District's progress on the implementation of State Academic Standards are	Show growth and improvement annually on the State Reflection Tool for Implementation of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2 Implementation of State Standards] Programs and services will enable English Learners to access the CCSS (Common Core State Standards) and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	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	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	reported using the State's Reflection Tool: 2022-23 Dashboard Data- Met Reflection Tool Rating Scale: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5- Full Implementation and Sustainability Professional Development ELA=5 Mathematics=5 History/Social Science=4 ELD=5 NGSS=4 Instructional Materials ELA=5 Mathematics=5 History/Social Science=4 ELD=5 NGSS=3	reported using the State's Reflection Tool: 2023-24 Dashboard Data-Met Reflection Tool Rating Scale: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5- Full Implementation and Sustainability Professional Development ELA=5 Mathematics=5 History/Social Science=4 ELD=5 NGSS=4 Instructional Materials ELA=5 Mathematics=5 History/Social Science=4 ELD=5 NGSS=5	State Adopted Standards Professional Development ELA=5 Mathematics=5 History/Social Science=4 ELD=4 NGSS=4 Instructional Materials ELA=5 Mathematics=5 History/Social Science=5 ELD= 5 NGSS=5 Policy & Program Support ELA=5 Mathematics=5 History/Social Science=5 ELD=5 NGSS=4 Implementation of Standards CTE=5

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	Policy & Program Support ELA=5 Mathematics=5 History/Social Science=5 ELD=5 NGSS=5 Implementation of Standards CTE=5 PE=4 World Language=4 Health Ed=4 VAPA=4 Engagement of School Leadership Identify Needs=5 Provide Support=5 Identifying Individual Needs=5	Policy & Program Support ELA=5 Mathematics=5 History/Social Science=5 ELD=5 NGSS=5 Implementation of Standards CTE=5 PE=5 World Language=5 Health Ed=5 VAPA=5 Engagement of School Leadership Identify Needs=5 Provide Support=5	PE= 5 World Language= 5 Health Ed= 5 VAPA=5 Engagement of School Leadership Identify Needs=5 Provide Support=5 Identifying Individual Needs=5
4. California School Dashboard CAASPP Result 3-8, and 11 or Essential Standards Assessment (ESA) Local Data [State Priority 4 Pupil Achievement]	To support staff needs so that they can meet, share expertise, and work collaboratively to improve teaching skills and the academic performance of	To support staff needs so that they can meet, share expertise, and work collaboratively to improve teaching skills and the academic performance of	To support staff needs so that they can meet, share expertise, and work collaboratively to improve teaching skills and the academic performance of	To support staff needs so that they can meet, share expertise, and work collaboratively to improve teaching skills and the academic performance of	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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)	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	students 2022 Dashboard Data (ELA/Math) with distance from standard points • District: High(+20.1)/ Medium (-19.6) • SWD: Very Low (-76.2) /Very Low(-114.2) • Foster Youth: Low (-40.1)/Low(-89.9) • Homeless: Low (-27.2)/Low(-64.1) • LI: Low(-10.3)/Low(-52.9) • EL: Low(-14.8)/ Low(-40.5) 2021-22 ESA Local Data: % of students in each group who do NOT Meet or Exceed Standard on local	students 2023 Dashboard Data (ELA/Math) with distance from standard points • District: Green(+24.7) /Green(-13.8) • SWD: Red (-79.7)/Red(-113.3) • Foster Youth: Orange(-49)/Orange(-92.2) • Homeless: Orange(-39.5)/Orange (-72.4) • LI: Orange(-9.6)/Orange(-51.8) • EL: Orange(-20.4)/Orange (-38.2) 2022-23 ESA Local Data: % of students in each group who do NOT Meet or Exceed Standard on local Essential Standards Assessments.	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 Assessments (ESAs)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019-20 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%	Assessments 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	Essential Standards Assessments. Local Data: % of students in each group who do NOT Meet or Exceed Standards on local Essential Standards Assessments (ESAs) 2021-22 ELA District 41% EL: 79% SWD: 78% Homeless: 66% FY: 66% LI: 51% Math District 52% EL: 73% SWD: 83% Homeless: 76% FY: 87% LI: 64%	Local Data: % of students in each group who do NOT Meet or Exceed Standards on local Essential Standards Assessments (ESAs) 2022-23 ELA District: 40% EL: 82% SWD: 82% Homeless: 66% FY: 66% LI: 52% Math District: 55% EL: 77% SWD: 87% Homeless: 76% FY: 87% LI: 69%	2023-24 ELA District: 37% EL: 78% SWD: 71.6% Homeless: 54.5% FY: 63% LI: 50% Math District: 49.4% EL: 71.3% SWD: 76.6% Homeless: 61% FY: 71.1% LI: 58%
5. Program Participation in Broad Course of Study [State Priority 7 & 8] Student Access and	1. Gate identification in 2nd Grade through Universal Screening: 2019-20: 15.21%	1. Gate identification in 2nd Grade through Universal Screening: 2021-22: 17.67%	1. Gate identification in 2nd Grade through Universal Screening: 2022-23: 21.5%	1. Gate identification in 2nd Grade through Universal Screening: 2023-24: 17.98%	1. At least 15% of 2nd grade students identified for GATE services.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Enrollment in All Required Areas of Study and Pupil Outcomes including Programs and Services Developed to Unduplicated Pupils and Students with Exceptional Needs	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%	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 4. Student Access and enrollment in required areas of study=100%	3rd Grade students no longer tested as the District is current with 2nd Grade Universal Screening. 2. 100% Participate in District Elementary Music Program Grades 2-4; 100% opportunity to participate in elective music for Grades 5-6 3. 2021-22 CTE Pathway Completion Ayala HS: # of participants: 687 # of completers: 52 Chino HS: # of participants: 529 # of completers: 70 CHHS: # of participants: 811 # of completers: 53 DAL HS: # of participants: 679 # of completers: 29	2. 100% Participate in District Elementary Music Program Grades 2-4; 100% opportunity to participate in elective music for Grades 5-6 3. 2022-23 CTE Pathway Completion Ayala HS: # of participants: 686 # of completers: 113 Chino HS: # of participants: 679 # of completers: 59 CHHS: # of participants: 718 # of completers: 38 DAL HS: # of participants: 767 # of completers: 41 4. Student Access and enrollment in required areas of study: 100%	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 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 have access to upgraded technology, both via infrastructure and hardware as measured by the District technology inventory.	2023-2024 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.	2023-2024 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.
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.	2021-22 Percentage of the frequency that teachers use formative tech tools: 0% Daily 40% Weekly 50% Monthly 10% Never	2022-23 Percentage of the frequency that teachers use formative tech tools: 0% Daily 64% Weekly 36% Monthly 0% Never	2023-24 Percentage of the frequency that teachers use formative tech tools: 40% Daily 50% Weekly 10% Monthly 0% Never	Percentage of the frequency that teachers use formative tech tools: 40% Daily 50% Weekly 10% Monthly 0% Never

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

Goal Analysis

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

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

Chino Valley Unified School District (CVUSD) made progress in implementing most actions and services in LCAP Goal 1. Action 12 was partially implemented as an additional preschool inclusion program planned for a school site was not opened due to a lack of need. There were no substantive differences in the actual implementation of all actions in Goal 1. The District is continuing its implementation of 1:1 student to computer ratio where all students from transitional kindergarten (TK) through twelfth (12th) grade have been issued devices. All students in fifth (5th) through twelfth (12th) grades can take their devices home. The District built a standard refresh cycle across the student devices, with students receiving new devices in TK/K, fifth and 9th grades. This year, all incoming 9th graders received new devices as they started their high school career. The plan is to replace all teacher devices on a four-year rotation. Approximately 800 teachers received new devices this year.

In addition, the District continues to be at full implementation and sustainability in professional development that relates to ELA, ELD, and Math and full implementation in Science and History-Social Science (Action 6 and 7) . Instructional coaches have provided professional development and support to all teachers in advancing professional learning communities. Instructional coaches have also supported teachers with increasing student engagement in all classrooms. For the 2023-2024 school year, NGSS professional development focused on supporting teachers in year 2 of the instructional materials adoption.

Successes:

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

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

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

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

Challenges:

Despite the ongoing efforts by the District in recruiting, there are limited candidates in the areas of math, science, and Special Education, specifically Moderate-Severe teachers. In addition, there continues to be a need for speech and language pathologists. The District’s Induction Program is continuing to recruit new mentors for the 2023-24 school year to lower the ratio of Induction candidates to mentor teachers. Being accurate with the metric that was used during the LCAP baseline year is essential in making comparisons over time and effectively evaluating the effectiveness of the associated actions.

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

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

Metric 1: Actions 1, 2, and 3 support the District meeting the School Accountability Report Card for teaching misassignment. These actions are effectively supporting the achievement towards meeting the articulated goal and desired outcome reflective in maintaining 100% of teachers who were assigned to teach in their subject matter across the 3-year LCAP cycle.

Metric 2: Actions 4 and 5 support 100% of students having access to standards aligned curriculum as reported on the Williams Report and Sufficiency of materials. These actions are effectively supporting the achievement towards meeting the articulated goal and desired outcome reflective in maintaining 100% of students having access to standards-aligned curriculum across the 3-year LCAP cycle.

Metric 3: Action 6 promotes Professional Development related to the implementation of State Adopted Standards and staff have instructional coaches to support school sites with standards-based curriculum. Overall increases are reflected across the 3-year LCAP cycle reflecting increases from ratings at levels 2-5 in 19-20 to levels 4 and 5 in 23-24 (refer to Measuring and Reporting Results table above).

Metric 4: While Actions 4-7 have been effective, continuing these actions remain a focus for student groups that have more students not meeting standards on our local Essential Standards Assessments from 20-21 to 22-23: SWD (ELA-77.9% to 82% and Math-78.3% to 87%); Homeless (ELA-60.2% to 66% and Math-66.7% to 76%); FY (Math-75.6% to 87%); and LI (Math-63.2% to 69%). Refer to Measuring and Reporting Results table above for local assessments within Metric 4.

Actions 4, 5, 6, and 7 have been effective will be a continued areas of focus to . Aggregate data from local essential standards assessments as well as CAASPP results in English Language Arts and mathematics reflect a continued need to remain focused on this metric (refer to Measuring and Reporting Results table above). Students groups performing in the lowest level on the California School Dashboard is isolated to students with disabilities.

Metric 5: Action 8-12 and 16 promotes program participation for a broad course of study. The District continues to ensure students have access and are enrolled in required areas of study, maintain GATE enrichment activities, support music at the elementary school sites, support CTE pathways and ROP programs, and provide preschool inclusion programs. These actions are effectively supporting the achievement towards meeting the articulated goal and desired outcome as evidenced by the College and Career Measures Report. There has been an increase CTE Pathway completions across the 3-year LCAP cycle: 19/20 - 1.1% (Baseline); 20/21 - 4.4% (Year 1); 21/22 - 8.3% (Year 2); 22/23 - 9.1% (Year 3). There is no determination of effectiveness for Action 11 as it trends up and down for each school site. The metric to determine effectiveness for this action has been adjusted in the 2024/2025 LCAP.

Metric 6: Through Action 13, 100% of teachers and students have access to upgraded technology. This action is effectively supporting the achievement towards meeting the articulated goal and desired outcome reflective in teachers and students having access to upgraded technology across the 3-year LCAP cycle.

Metric 7: With Action 14, Through the deferred maintenance program, staff addressed major upgrades to some school facilities such as schoolwide re-roofing and track resurfacing. This action is effectively supporting the achievement towards meeting the articulated goal and desired outcome with 100% of facilities in at least good repair across the 3-year LCAP cycle.

Metric 8: Action 15, The Techsploration Committee explored engagement platform tools and STEM (Science, Technology, Engineering and Math) materials to enhance learning and engage students. This action is effectively supporting the achievement towards meeting the articulated goal and desired outcome reflective in the percentage of the frequency that teachers use formative tech tools across the 3-year LCAP cycle from 0% in 21-22 to 40% in 23-24.

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

Metric 1: Revised from School Accountability Report Card to "% of Fully Credentialed Teachers" to be more accurate with monitoring LCFF state priority 1
Metric 2: Revised from Williams Report/Sufficiency Report of Instructional Materials to Access to Standards Aligned Instructional Materials
Metric 3: Revised to % of areas that are ranked level 4 (full implementation) or level 5 (full implementation with sustainability) with the implementation of academic standards on the state reflection tool for priority 2
Metric 4: Eliminated and revised to "Program participation in a broad course of study and student access and enrollment in all required areas of study and student outcomes including programs and services developed to unduplicated students and students with exceptional needs"
Metric 5: Eliminated and revised to "% of teachers and students with access to technology that is four years or newer "
Metric 6: Eliminated and to revised "Schools in Good Repair" to be more accurate with monitoring LCFF state priority 1
Metric 7: Eliminated and revised to be incorporated in metric 6
Metric 8: Eliminated and revised to be incorporated in metric 5
Metric 9: Eliminated and is an action that will be monitored through metric 4

Actions 2,3, 9-12, 14-16: Action remains the same but reordered
Action 1: Funds increased due to prevailing cost and frequency of recruitment fairs and advertising
Action 4: Funds increased due to additional costs across the K-12 continuum to maintain and procure instructional materials
Action 5: Funds increased to adjust for new special education classes that were added
Action 6: Funds increased due to changes in personnel costs
Action 8: Eliminated and will be incorporated as an action within LCAP goal three, action 9 as part of the high school transcript audit process in new LCAP cycle
Action 10: This action is now action 9, and funds increased to reflect changes in personnel costs

Action 11: This action is now action 10, and funds increased due to changes in personnel costs
Action 12: This action is now action 11, and funds decreased due to elimination of a class because it was added in the 203-2024 school year
Action 13: Funds increased due to increases in cost for technology

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

Goals and Actions

Goal

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

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 climate) [State Priority 6-Other Local measure for School Climate]	To assess students' healthy habits and respond with appropriate intervention 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	To assess students' healthy habits and respond with appropriate intervention 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.	To assess students' healthy habits and respond with appropriate intervention programs for the Tobacco Use Prevention Education (TUPE grant) CHKS metric 2021-22 (Students did not take CHKS in 22-23) Percentage of students who have never tried vaping. Grade 7- 95% have never used a vaping product Grade 9- 89% Grade 11- 83% Non-traditional- 64% On the 2021-22 CHKS 71% of the students	To assess students' healthy habits and respond with appropriate intervention programs for the Tobacco Use Prevention Education (TUPE grant) CHKS metric 2023-24 Percentage of students who have never tried vaping. Grade 7- 93% have never used a vaping product Grade 9- 89% Grade 11- 85% Non-traditional- 80% On the 2023-24 CHKS 98% of the students indicated that they feel safe at school.	Increase or maintain percentage of student responses and reduce unhealthy and negative student 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
	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% 9th: 64% 11th: 33%	Percentage by grade level of students feeling connected to school: 5th: 74% 7th: 63% 9th: 64% 11th: 33%	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%	Percentage by grade level of students feeling connected to school: 5th: 73% 7th: 56% 9th: 55% 11th: 55%	
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 20-21)	Graduation Rate: District: 94.0% EL: 83.6% LI: 91.6% FY: 50% H: 84.9% (Dataquest 21-22)	Graduation Rate: District: 94.5% EL: 88.3% LI: 92.9% FY: 58.5% H: 85.2% (Dataquest 22-23)	Graduation Rate that are greater than or equal to: District: 96.5% EL: 84% LI: 92.5% FY: 50.5% H: 85% (Dataquest 19-20)
3. Year End Attendance [State Priority 5 - School Attendance]	Year End District Attendance Rate 2020: 95.82% 2019: 96.06% State 2020: N/A 2019: 94.53%	Year End District Attendance Rate 2020-21 District: 95.63% State: 94.75%	Year End District Attendance Rate 2021-22 District: 92% State: 90.7%	Year End District Attendance Rate 2022-23 District: 93% State: 91%	Year End District Attendance Rate that are greater than or equal to: 2023: 97% and desired District percentage above state average

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4. Chronic Absenteeism Rate [State Priority 5 Chronic Absenteeism Rate]	2020 Chronic Absenteeism [CALPADS] District: 6.2% 2019 Chronic Absenteeism [Dashboard] State: 10.1% District: orange 6.7% SWD: orange 10.7% Foster Youth: orange 13% Homeless: orange 11% LI: orange 9.6% EL: green 6.3%	2020-21 Chronic Absenteeism [CALPADS] District: 9.3% State: 14.3% 2019 Chronic Absenteeism [Dashboard] State: 10.1% District: orange 6.7% SWD: orange 10.7% Foster Youth: orange 13% Homeless: orange 11% LI: orange 9.6% EL: green 6.3%	2021-22 Chronic Absenteeism [CALPADS] District: 26% State: 30% 2022 Chronic Absenteeism [Dashboard] State: 30% Very High District: Very High 26% SWD: Very High 38.6% Foster Youth: Very High 27.6% Homeless: Very High 35.2% LI: Very High 34.9% EL: Very High 25.9%	2022-23 Chronic Absenteeism [CALPADS] District: 20.7% State: 25.4% 2023 Chronic Absenteeism [Dashboard] State: Yellow 24.3% District: Yellow 19.5% SWD: Yellow 30.8% Foster Youth: Red 32.3% Homeless: Orange 34.2% LI: Yellow 26.7% EL: Yellow 19.7%	2023 Chronic Absenteeism rate that is less than or equal to: [CALPADS] District: 5.2% and below the state average District: green 5% SWD: green 5% Foster Youth: green 5.2% Homeless: green 5% LI: green 5% EL: green 5%
5. Suspension Rates & Expulsion Report (California School Dashboard, CDE, Dataquest) [State Priority 6-School Climate]	2019- 2020 Suspension Rate: 1.6% 2019-2020 Expulsion Rate: .08%	2020-21 Suspension Rate: 0.4% 2020-21 Expulsion Rate: 0%	2021-22 Suspension Rate: 2.6% 2020-21 Expulsion Rate: 0.1%	2022-23 Suspension Rate: 2.8% 2022-23 Expulsion Rate: 0.1%	Suspension Rate: .5% Expulsion Rate: .07%
6. CDE Dataquest Attendance & Drop Out Report for High School [State Priority	2019-2020 Year End Attendance: 95.82%	2020-21 Year End Attendance: 95.63%	2021-22 Year End Attendance: 92%	2022-23 Year End Attendance: 93%	District year end attendance percentage above state average

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5 Middle School and High School Dropout Rate]	2020 Dropout Rate: [CALPADS] Middle: 0.13% High School: 5.68%	2020-21 Dropout Rate:[CALPADS] Middle: 0.39% High School: 4.28%	2021-22 Dropout Rate: [CALPADS] Middle: 0% High School: 5%	2022-23 Dropout Rate: [CALPADS] Middle: 0% High School: 3.29%	2025 Year End Attendance: 97% Decrease Middle School and High School Dropout Rate 2023 Dropout Rate: [CALPADS] CVUSD: Middle: 0% High School: 4%
7. School Quality Survey for Parent and Family Connectedness and Engagement with their School, Seeking Input in School/District Decision Making through School Site Council/ELAC/DELAC, and the state adopted self-reflection tool. [State Priority 3- Efforts to Seek Parent Input and Promotion of Parental Participation]	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%	2021-2022 District Annual Survey Results: Participation rate: Parent 5,883 Staff 1,033 Student 6,335 Families are informed about school sponsored activities: 83% Families are encouraged to attend school-sponsored activities: 87%	2022-2023 District Annual Survey Results: Participation rate: Parent 4,509 Staff 928 Student 10,693 Families are informed about school sponsored activities: 89% Families are encouraged to attend school-sponsored activities: 95%	2023-2024 District Annual Survey Results: Participation rate: Parent 5,184 Staff 1,306 Student 10,589 Families are informed about school sponsored activities: 87% Families are encouraged to attend school-sponsored activities: 92%	2023 District Annual Survey Results: Participation rate: Parent 7,500 Staff 2,000 Student 10,800 Families are informed about school sponsored activities: 90% Families are encouraged to attend school- sponsored activities: 96% The school encourages families to volunteer: 82%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	The school encourages families to volunteer: 66% This school respects and values input provided by families: 71% This school provides information about programs and services for eligible students such as GATE, Sped (Special Education), EL: 60% 70% of the schools are seeking input in School/District Decision Making through these meetings: a. 4 SSC b. 4 ELAC c. 4 DELAC	The school encourages families to volunteer: 66% This school respects values input and builds trusting relationships provided by families: 73% This school provides information about programs and services for eligible students such as GATE, SpEd (Special Education), EL: 64% 85% of the schools are seeking input in School/District Decision Making through these meetings: a. 4 SSC b. 4 ELAC c. 4 DELAC	The school encourages families to volunteer: 80% This school respects values input and builds trusting relationships provided by families: 80% This school provides information about programs and services for eligible students such as GATE, SpEd, EL: 70% 85% of the schools are seeking input in School/District Decision Making through these meetings: a. 4 SSC b. 4 ELAC c. 4 DELAC	The school encourages families to volunteer: 80% This school values input and builds trusting relationships provided by families: 79% This school provides information about programs and services for eligible students such as GATE, SpEd, EL: 71% 100% of the schools are seeking input in School/District Decision Making through these meetings: a. 4 SSC b. 4 ELAC c. 4 DELAC	This school respects and values input provided by families: 81% This school provides information about programs and services for eligible students such as GATE, SpEd, EL: 75% 100% of the schools will seek input in School/District Decision Making through these meetings: a. 4 SSC b. 4 ELAC c. 4 DELAC

Goal Analysis

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

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

Chino Valley Unified School District (CVUSD) made progress in implementing all actions and services as planned in LCAP Goal 2.

Successes:
Graduation rates for all students and specifically for our unduplicated students showed growth during the three-year LCAP cycle and should be celebrated! We are also making progress with more students attending school with the actions in place to support students. While there is not one specific action that has garnered this improvement, understanding the holistic needs of families which include access to transportation, individual counseling, and access to other types of counseling supports attribute to this progress. Aligning all school level plans to also reflect the need to address students' attendance at school has allowed the entire district to focus on the importance of attending school. Additionally, our school sites, in partnership with our School Community Liaisons, Foster Youth Liaison, HOPE center staff, Student Support Services staff, and Family Engagement Center staff, provide families with information, resources, workshops and professional learning opportunities to increase family involvement, support student learning at home. As a result, Parents/Guardians responded most favorably on the School Quality Survey to items in the Family Involvement dimension. For example, 92% of parents strongly agreed or agreed that families are encouraged to attend school-sponsored activities and 87% strongly agreed or agreed their school informs families about school-sponsored activities.

Challenges:
While there were not significant challenges in implementing the planned actions and services, the district did not meet the 70% desired participation goal on the California Healthy Kids Survey that was going to be used in part to provide information about students' sense of safety and connectedness with school. However, with a robust participation rate on the District's annual K-12 Insight School Quality survey, we were able to garner valid results for feedback.

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

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

Based on the metrics, the District concludes the actions in Goal 2 are effectively impacting the District's progress for students, parents, and staff to feel connected and engaged with their school.

Metric 1: Action 1, The California Healthy Kids Survey, was not effective. It was administered from March 11th - March 22nd, and the majority of schools did not meet the 70% participation minimum to yield valid results; therefore, using this survey was not effective in measuring students' report of feeling safe and connected to their school.

Metric 2: Actions 2-6 were highly effective in increasing the District's overall graduation rate from 91.5% (19-20) to 94.5% (22-23) and for the unduplicated populations: EL (71.4% in 19-20 to 88.3% in 22-23); SED (87.5% in 19-20 to 92.9% in 22-23); FY (40.5% in 19-20 to 58.5% in 22-23); Homeless (84.6% in 19-20 to 85.2% in 22-23).

Metric 3, 4, and 6: While we did not meet the desired attendance goal of 97% , actions 7-17 in totality were effective in the increases with attendance after COVID during the three year cycle. We are making progress with families understanding that students need to be at school in order to learn as indicative of the progress of attendance from 21-22 to 22-23. An analysis of specific actions that are intended to support the achievement towards meeting the desired outcome for attendance are reflected positively as summarized below. See associated Metric 3 and 6 for attendance in the Measuring and Reporting Results table above. Similarly, while our chronic absenteeism rate is not at the 2019 rate, the district rate of 20.7% remains below the state average of 25.4% in 22-23 and with the exception of Foster Youth, all unduplicated student groups declined from 21-22 to 22-23. See associated Metric 4 for chronic absenteeism in the Measuring and Reporting Results table above.

- Action 7: Suicide Prevention Training was provided to secondary school staff covering updated strategies, risk factors, and important information about suicide prevention. This led to an increase in threat screenings and assessments, allowing for an increase in mental health support services to students, which contributed to an increased year-end attendance rate from 92% in 21-22 to 93% in 22-23. We are still bouncing back from 2020 right before the COVID era when attendance rate was at 95.82%.
- Action 8: Case management was provided for 513 families and clinical support was continuously provided to 51 families and 76 students. Case managers supported unduplicated students and families to address barriers impacting school attendance and connectedness, which contributed to an increase of 1% in the year-end attendance rate to 93% in 22-23 from 92% in 21-22. We are still bouncing back from 2020 right before the COVID era when attendance rate was at 95.82%.
- Action 9: Mental health services were provided to Medi-cal eligible students through the District's Behavioral Health Clinic and students with disabilities through educationally related mental health services (ERMHS) to support student well-being and school attendance, which contributed to an increase in the year-end attendance rate from 92% (21-22) to 93% (22-23). We are still bouncing back from 2020 right before the COVID era when attendance rate was at 95.82%.
- Action 10: Eligible students were provided with Saturday School opportunities to receive academic support and to recover attendance, which contributed to an increase in the year-end attendance rate from 92% (21-22) to 93% (22-23). We are still bouncing back from 2020 right before the COVID era when attendance rate was at 95.82%.
- Action 11: Students received health-related support from school nurses and health technicians to help decrease chronic absenteeism by 6.5%, increasing the year-end attendance rate by 1% from 92% (21-22) to 93% (22-23). We are still bouncing back from 2020 right before the COVID era when attendance rate was at 95.82%.
- Action 12: The CVUSD Health Center provided access to direct medical care and offered walk-in vaccine visits twice a month for unduplicated student groups to help improve overall student health and increase attendance, leading to an increase in the overall

year-end attendance rate from 92% (21-22) to 93% (22-23). We are still bouncing back from 2020 right before the COVID era when attendance rate was at 95.82%.

- Action 13: 3,247 families were supported by the HOPE Resource Center, and 1,217 families accessed the District's C.A.R.E. Closet, a resource offered to unduplicated students and the community to access basic necessities, which helped to improve student connectedness and reduce barriers impacting chronic absenteeism, contributing to an increase in the year-end attendance rate by 1% from 92% (21-22) to 93% (22-23). We are still bouncing back from 2020 right before the COVID era when attendance rate was at 95.82%.
- Action 14: The Transportation Department provided 418 students with home-to-school and school-to-home subsidized transportation services to help improve school attendance, which contributed to an increase in the year-end attendance rate from 92% (21-22) to 93% (22-23). We are still bouncing back from 2020 right before the COVID era when attendance rate was at 95.82%.
- Action 15: Chino Valley Learning Academy provided support to students with significant behavior challenges which promoted increased connectedness at school, thus increasing the year-end attendance rate by 1% from 92% (21-22) to 93% (22-23). We are still bouncing back from 2020 right before the COVID era when attendance rate was at 95.82%.
- Action 16: While attendance did not show significant improvement, the graduation rate and A-G completion rate improved for foster youth by 18.0%. Overall District attendance was 95.63% in 2020-21, 92% in 2021-22, and 93% in 2022-23. The overall graduation rate was 93.2% in 2020-21, 94.0% in 2021-22, and 94.5% in 2022-23.
- Action 17: 903 students received individual counseling services to improve student connectedness with school, which contributed to an increase in the year-end attendance rate by 1% from 92% (21-22) to 93% (22-23). We are still bouncing back from 2020 right before the COVID era when attendance rate was at 95.82%.

Metrics 5 and 6: Actions 18-21 serve as foundation to support students to remain at school. We met the desired goal for drop rate with middle school students in 22-23 at 0% and high school drop out rates decreasing from 5.68% (19-20) to 3.29% (22-23). For suspension rates, we met our desired outcome in 22-23 with a rate of 2.8%. We did not meet the desired outcome in 22-23 with our goal of 0% expulsions. 1 hours 45 minutes of formal Professional Development was offered to administrators in 2023 with daily consultation with Site Administration. By employing other means of correction, the District maintained lower suspension rates than the state and met the state on expulsion rates. However, overall suspension and expulsion rates did increase by a fraction of a percent. See associated Metric 5 in the Measuring and Reporting Results table above.

Metric 7: Actions 22-26 were highly effective as indicative of respondents' satisfaction on the Parent and Engagement School Quality Survey over time. Over 90% of families reported they were aware of the school sponsored activities, and they felt encouraged to attend these activities at school. An increase was also reflected in families reporting that the school respected and valued their input from 71% in 20-21 to 81% in 23-24. See associated Metric 7 in the Measuring and Reporting Results table above.

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.

Metric 1: Discontinued as frequency of the California Healthy Kids Survey is insufficient to adequately monitor progress towards goals. Metric will be replaced with focused questions for safety and school connectedness via the K-12 School Quality Survey administered to all students in grade 6-12. The metric is titled "Self-Reflection Tool for Parent Involvement and Family Engagement"
Metrics 2, 3, and 6: These were renumbered to metrics 3, 5, and 8 respectively
Metric 5: Suspension rates and expulsion report was separated into distinct metrics to to improve clarity and focus on outcomes and are renumbered as metric 9 and metric 11 respectively
Metric 7: Renumbered to metric 2 and revised to "% of respondents indicating positive results for school safety and connectedness" to improve clarity on how LCFF state priority 6, school climate, would be measured
Metric 4, Metric 6, and Metric 10: New metrics added to increase transparency for schools that have low performance or red in graduation rate, chronic absenteeism and target suspension rates
Metric 6: Attendance and Dropout rate separated into distinct metrics
Metric 7: School Quality Survey results and parent/family engagement in school governance separated into distinct metrics to improve clarity and focus on outcomes.
Action 1: Discontinued as duplicative results are available via other existing surveys

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

Goals and Actions

Goal

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

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	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:	2022 Dashboard: ELA/Math with distance from standard points: LEA: High(+20.1)/Medium (-19.6) Asian: Very High (+83.3) / Very High (+69.8) African American: Low (-15.9) / Low (-67.5) English Learners: : Low(-14.8) / Low(-40.5) Filipino: Very High (+78.3) / Very High (+37.3) Foster Youth: Low (-40.1) / Low(-89.9) Hispanic: Low (-10.7) / Low (-59.1) Homeless: Low (-27.2) / Low(-64.1)	2023 Dashboard: ELA/Math with distance from standard points: LEA: Green(+24.7)/Green (-13.8) Asian: Blue (+89.2) / Blue (+78.6) African American: Orange (-22.1) / Orange (-75.8) English Learners: : Orange (-20.4) / Orange (-38.2) Filipino: Blue (+88.3) / Blue (+47.5) Foster Youth: Orange (-49.0) / Orange (-92.2) Hispanic: Yellow (-7.6) / Yellow (-55.5) Homeless: Orange (-39.5) / Orange (-72.4)	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Local Data: % of students in each group who do NOT Meet or Exceed Standards on local Essential Standards Assessments (ESAs) 2019-2020 ELA District: 42% EL: 85.6% SWD: 76.6% Homeless: 59.5% FY: 68% Math District: 54.4% EL: 76.3% SWD: 81.6% Homeless: 66% FY: 76.1%	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) 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	Socio-Economically Disadvantaged: Low(-10.3)/ Low(-52.9) Two or More Races: Very High (+49.9) /High(+18.2) Students with Disabilities: Very Low(-76.2) /Very Low(-114.2) White: High(+32.4)/Medium (+10.5) Local Data: % of students in each group who do NOT Meet or Exceed Standards on local Essential Standards Assessments (ESAs) 2021-22 ELA District 41% EL: 79% SWD: 78% Homeless: 66% FY: 66% LI: 51% Math District 52% EL: 73% SWD: 83%	Socio-Economically Disadvantaged: Orange (-9.6)/ Orange (-51.8) Two or More Races: Blue (+52.0) /Green (+17.2) Students with Disabilities: Red (-79.7) /Red (-113.3) White: Green (+40.8)/Green (-0.3) Local Data: % of students in each group who do NOT Meet or Exceed Standards on local Essential Standards Assessments (ESAs) 2022-23 ELA District: 40% EL: 82% SWD: 82% Homeless: 66% FY: 66% LI: 52% Math District 55% EL: 77% SWD: 87% Homeless: 76%	• 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 ELA District: 37% EL: 88% SWD: 71.6% Homeless: 54.5% FY: 63% LI: 50% Math District: 49.4% EL: 71.3% SWD: 76.6% Homeless: 61% FY: 71.1% LI: 58%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Homeless: 76% FY: 87% LI: 64%	FY: 87% LI: 69%	
2. College and Career Indicator % Prepared [State Priority 4 & 8: Pupil Achievements/Pupil Outcomes] AP, CAASPP, Dual Enrollment/College Credit Courses, CTE Completion, State Seal of Biliteracy, A-G, J-ROTC Military Science, IB	2019-20 % Prepared: LEA: 47.5% Asian: 24.9% African American: 3.5% English Learners: 4.2% Filipino: 6.8% Foster Youth: 0.2% Hispanic: 41.9% Homeless: 8.0% Socio-Economically Disadvantaged: 48.5% Two or More Races: 2.1% Students with Disabilities: 2.4% White: 18.9% A-G Requirements Met (2019 Dashboard): LEA: 89.4% EL: 46/154 = 29.9% FY: 2/74 = 2.7% SED: 545/1363 = 40.0%	2019-20 % Prepared: LEA: 47.5% Asian: 24.9% African American: 3.5% English Learners: 4.2% Filipino: 6.8% Foster Youth: 0.2% Hispanic: 41.9% Homeless: 8.0% Socio-Economically Disadvantaged: 48.5% Two or More Races: 2.1% Students with Disabilities: 2.4% White: 18.9% 2020-21 A-G Requirements Met (Reported Differently – Dataquest) LEA: 59%	2019-20 % Prepared: No change LEA: 47.5% Asian: 24.9% African American: 3.5% English Learners: 4.2% Filipino: 6.8% Foster Youth: 0.2% Hispanic: 41.9% Homeless: 8.0% Socio-Economically Disadvantaged: 48.5% Two or More Races: 2.1% Students with Disabilities: 2.4% White: 18.9% 2021-22 A-G Requirements Met (Reported Differently – Dataquest): LEA: 54%	2022-23 % Prepared: LEA: 49.7% Asian: 81.1% African American: 33.7% English Learners: 30.3% Filipino: 70.7% Foster Youth: 5.6% Hispanic: 39% Homeless: 22.8% Socio-Economically Disadvantaged: 39.9% Two or More Races: 63.2% Students with Disabilities: 12.5% White: 51.0% 2022-2023 A-G Requirements Met (Reported Differently – Dataquest) LEA: 60.5% EL: 50.0% FY: 12.5% SED: 47.1%	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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					FY: 5% SED: 50.0%
3. AP District Summary Report by Student Demographics for % of Students scoring a 3+ on AP exams [State Priority 4 Pupil Achievement]. Share that pass AP exams with a 3 or higher.	2019-20 % Prepared via AP: LEA: 44.3% English Learners: 41.3% Foster Youth: 0% Low-Income: 39.4%	2019-20 % Prepared via AP: LEA: 44.3% English Learners: 41.3% Foster Youth: 0% Low-Income: 39.4% 2020-21 % of AP assessments with score of 3 or higher LEA: 61.3%	2019-20 % Prepared via AP: No Change LEA: 44.3% English Learners: 41.3% Foster Youth: 0% Low-Income: 39.4% 2021-22 % of AP assessments with score of 3 or higher LEA: 69.2%	2022-2023 % Prepared via AP: LEA: 46.1% English Learners: 43.9% Foster Youth: 7.3% Low-Income: 43.8% 2022-23 % of AP assessments with score of 3 or higher LEA: 71.0%	Increase District percentage of students prepared from baseline 2023 % Prepared: LEA: 52% English Learners: 50% Foster Youth: 5% Low-Income: 45% 2023 % of AP assessments with score of 3 or higher LEA: 70%
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%	Percentage of EL students showing growth in 2020-21 LEA: 52% 2020-21 Reclassification District Rate: 20.2% State Rate: 8.6% 2020-21 LTEL Rate: 9.7%	Percentage of EL students showing growth in 2021-22 LEA: 56.1% 2021-22 Reclassification District Rate: 17.86% State Rate: Report not available	Percentage of EL students showing growth in 2022-23 LEA: 52% 2022-2023 Reclassification District Rate: 20.5% State Rate: Report not available	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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020 LTEL Rate: 5.1%		2021-22 LTEL Rate: 9.8%	2022-23 LTEL Rate: 5.3%	Making Progress (High) Reclassification District Rate: 30% Above the state percentage. LTEL Rate: 4%

Goal Analysis

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

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

Chino Valley Unified School District (CVUSD) made progress in implementing all actions and services in LCAP Goal 3. There are no substantive differences in planned actions and actual implementation of these actions.

Successes:
There was significant success with our students showing increases on the College and Career Indicator (CCI): English learners demonstrated a significant amount of improvement as indicative of the 26.1% increase in the three-year LCAP cycle; all unduplicated student groups showed increases in meeting a-g requirements; and all unduplicated student groups showed increases in passing AP exams with a 3 or higher. College and Career Road shows conducted at all high schools was effective in creating awareness and collaborating on student progress which has continued to students' progress on the CCI. In support for advanced learning for all students but specifically for unduplicated populations, there were increases in the % of students scoring a 3+ on AP exams. This is a result of the marked efforts of increasing access to all students, expanding AP courses, and eliminating barriers with the cost of taking exams through subsidized fees.

We have continued the expansion of our multilingual programs with the addition of our Spanish Dual Language immersion at Borba Elementary School.

Challenges:

Being accurate with the metric that was used during the LCAP baseline year is essential in making comparisons over time and effectively evaluating the effectiveness of the associated actions. A challenge that we face head on is educating our families and schools with the implications of opting a student out of receiving English learner services.

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

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

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

Metric 1: Actions 1-3 and 16 were effective and supported the progress of overall student achievement as measured by California School Dashboard CAASPP Results for Grades 3-8 & 11 and the district's local Essential Standards Assessment (ESA). While the LEA at large made progress in ELA and Math achievement, there is a a great need to continue to focus on the achievement of our unduplicated student populations as evidenced by the results on California School Dashboard CAASPP Results: LEA (all students) from +16.6 (2019) to +24.7 (2023) in ELA and -11.2 (2019) to -13.8 (2023) in Math, ELs from -18.9 (2019) to -20.4 (2023) in ELA and -36.3 (2019) to -20.4 (2023) in Math; FY from -41.6 (2019) to -49.0(2023) in ELA and -74.1 (2019) to -92.2 (2023) in Math; and SED from -10.8 (2019) to -9.6 (2023) in ELA and -42.2 (2019) to -51.8 (2023) in Math.

Metric 2: Actions 4-10; 15, and 18 were effective and supported students' progress on the College and Career Indicator. There has been significant progress with the EL, FY, Homeless, and SWD student groups as evidenced by the College and Career Indicator % prepared: LEA (all students) from 47.5% prepared (2020) to 49.7% prepared (2023); ELs from 4.2% prepared (2020) to 30.3% prepared (2023); FY from 0.2% (2020) to 5.6% (2023); Homeless from 8.0% prepared (2020) to 22.8% prepared (2023); and SWD from 2.4% prepared (2020) to 12.5% prepared (2023). There is a need to continue to provide additional support to SED youth who did not make progress over the three-year LCAP, but this comparison is made across two different graduating classes. In meeting the a-g requirements that was a portion of the College and Career Indicator, because the baseline data was gathered from the CA School Dashboard and subsequent years in the LCAP cycle was gathered from Dataquest, determination on the effectiveness associated to the a-g metric cannot be made. If data for the subsequent years are compared to the a-g data alike metric from Dataquest, the LEA showed growth from 56.1% (19-20) to 60.5% (22-23); ELs from 41.8% (19-20) to 50.0% (22-23); FY from 6.7% (19-20) to 12.5% (22-23); SED from 45.7% (19-20) to 47.1% (22-23).

Metric 3: Actions 11-14 and 17 were effective and promoted the increases with the LEA and all unduplicated populations in meeting prepared status with passing the AP exams from the baseline to year 3 of LCAP: LEA (all students) from 44.3% (19-20) to 46.1% (22-23); ELs from 41.3% (19-20) to 43.9% (22-23); FYs from 0% (19-20) to 7.3% (22-23); Low Income from 39.4% (19-20) to 43.8% (22-23).

Metric 4: Actions 12-14 did not yield the intended results but were still determined to be effective. While ELs did not make growth in the entire three-year LCAP cycle, 23.6% (19-20) to 20.5% (22-23) in reclassification rates; there was progress from 21-22 to 22-23 in the district's reclassification rate and a decrease of long term English learners by 4.5% from 21-22 to 22-23.

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.

Metric 1: Revised from CAASPP Results for Grades 3-8, and 11 and Essential Standards Assessment to "Distance from Standard (DFS) for CAASPP Results for Grades 3-8, and 11 in ELA and Math" for greater clarity on the metric that will be used to measure progress for LCFF state priority 4, Student Achievement
Metric 1: Essential Standards Assessment (ESA) was separated and is the new metric 13 to add greater focus on the progress of the ESA
Metrics 2-4: Eliminated and replaced with new metrics for great clarity on measuring progress on measuring progress of LCFF state priority 4, Student Achievement
Metrics 2-11: Added with revised titles to meet the accountability requirements for measuring the progress of LCFF state priority 4, Student Achievement
Metrics 11-12: Added to measure progress of LCFF state priority 8, Pupil Outcomes
Metric 13: Added to measure local district priority to measure progress of LCFF state priority 8, Pupil Outcomes
Metrics 2-3, 8: New metrics to increase transparency for targeted schools that scored at the lowest performance level or red on the California School Dashboard

Action 1: Funds increased to reflect increase of programs and cost for materials
Action 2: Part of the action that addresses the additional FTE for unduplicated populations at Magnolia Junior High School and Ramona will be eliminated this has not been shown to be effective as measured by the laco of progress on Academic Indicator on the CA School Dashboard; Additional staffing will be added at a new K-8 school that will open in 24/25.
Action 3, 10, 12: Funds increased due to changes in personnel costs
Actions 5-18: Actions renumbered
Action 7: Renumbered as 8 and funding increased due to increase of programs and cost for materials
Action 11: Renumbered as 14 and funding increased due to expansion of AP courses and financial need by students
Action 16: Funds increased due to changes in personnel costs and increase of dual language immersion program

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

Goals and Actions

Goal

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

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%)	2021-22 Dataquest Graduation Rate: LEA: 94% BV: 91.8% BR: 25% Suspension: LEA: 2.7% BV: 3.6% BR: 2.4% 2021-2022 Dashboard ELA Indicator DFS: LEA: High (+20.1) BV: Very Low (-74.7) Math Indicator: LEA: Medium (-19.6) BV: Very Low (-170.1) 2020-21 College/Career – not updated in 21-22:	2022-23 Dashboard Graduation Rate: LEA: Green (94.7%) BV: Blue (97.0%) BR: Red (54.3%) ELA Indicator: LEA: Green (+24.7) BV: Orange (-55.0) Math Indicator: LEA: Green (+15.1) BV: Red (-176.8) Suspension: LEA: Yellow (2.8%) BV: Yellow (2.3%) BR: Orange (3.4%) College/Career: LEA: Medium (49.7%) BV: Very Low (4%) BR: Very Low (0%)	Graduation Rate: LEA: 96.5% BV: 96.5% BR: 96.5% Suspension: LEA: .5% BV: 1% BR: 1% 2023-24 Dashboard Data (ELA/Math) with distance from standard points. Site: +25/+5 • SWD: -60/-80 • Foster Youth: -30/-50 • Homeless: -5/-30 • LI: +10/-20 • EL: +2/-6

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		BR: Red (0%)	LEA: Yellow (48%) BV: Red (0%) BR: Red (0%)		
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%)	2018-19 compared to 2019-20 Dashboard No color changes to report	2018-19 compared to 2019-20 Dashboard No color changes to report	2018-19 compared to 2023 Dashboard Graduation Rate: LEA: Green(93.5%)/ Green(94.7%) BV: Yellow(70.2%)/ Blue(97.0%) BR: Yellow(68.9%)/ Red(56.3%) ELA Indicator: LEA: Green(+15.1)/Green(+24.7) BV: Red(-99)/ Orange (-55.0) Math Indicator: LEA: Yellow(-14.9)/Green(-13.8) BV: Red(-185.1)/ Red (-176.8) Suspension: LEA: Yellow (2.8%) BV: Red(10.2%)/Yellow (2.3%)	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
	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			BR: Red(17.8%)/ Orange(3.4%) College/Career: LEA: Yellow(48.4%)/ Medium(49.7%) BV: Red(1.9%)/ Very Low (4%) BR: Red(0%)/ Very Low (0%)	
3. Graduation Rate	Grad Rates for 2019-2020 Buena Vista All: 69.8% EL: 53.8% H: 68.5% SED: 67.2% SWD: 63.6% Boys Republic All: 68% EL: 54.5% H: 69.7% SED: 67.4% SWD: 69.2% AA: 50% FY: 70.5%	Grad Rates for 2020-2021 Buena Vista All: 93.7% EL: 81.8% H: 95.7% SED: 93.7% SWD: 88.2% Boys Republic All: 85.7% H: 92.9% SED: 85.2% SWD: 72.7% AA: 81.8% FY: 84.6%	Grad Rates for 2021-2022 Buena Vista All: 91.9% EL: 84.6% H: 90.5% SED: 92.3% SWD: 92.9% Boys Republic All: 29% H: only eight students SED: 29.4% SWD: only nine students AA: only six students FY: 29%	Grad Rates for 2022-2023 Buena Vista All: 97% EL: 100% H: 97.8% SED: 96.8% SWD: Not Available Boys Republic All: 54.3% EL: Not Available H: 69.2% SED: 54.3% SWD: 47.1% AA: 50% FY: 54.8%	Grad Rate Goal Site 96.5% EL: 85% LI: 92.5% FY: 85% H: 96% (Dataquest 19-20)

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Chino Valley Unified School District was successful in implementing most actions and services as planned, except Action 7. The actions in Goal 4 are identified to support students at schools targeted for assistance, such as Boys Republic and Buena Vista Continuation High School to be prepared for college and career beyond graduation through a clear system of support. Action 7, Only Thoughts to Ownership, was discontinued as it became more beneficial for long-term planning to move services to District staff. This has allowed for a more connected experience for students and the staff serving them.

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

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

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

Career and College Nights (Action 5) specifically for unduplicated student groups, are available at each school to increase career and community college awareness and provide opportunities for them to participate in academic field trips, as well as career exploration programs. The career and community college awareness opportunities occurred on campus which did not require any expenditures. Sites have expanded course offerings, increasing student efficacy in career exploration opportunities, provided training, and resources for career exploration.

Career Exploration Programs (Action 6) provided an expansion in course offerings, including a culinary course. This was expected to be funded through CSI grant funding, however, BV did not end up qualifying for this grant. Instead, the action was implemented utilizing general funds. Therefore, the budgeted expenditure is reflected as zero as the planned federal funds were not available to expend.

The 2023 California School Dashboard indicate positive results. Buena Vista has exited Comprehensive School Improvement and Boys Republic is now exempt due to their attendance plummeting below the threshold of 100 students to approximately 28 students.
the Graduation rate for Buena Vista exceeded the desired outcome. Boys Republic increased their year over year graduation rate by 25.3% points as well as improved results for all student groups.

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

Action 5 shows no expenditures as no LCFF funds were expended due to a difference in implementation as planned.
Action 6 shows no expenditures as the anticipated CSI grant funds for Buena Vista were not received.

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

Based on the outcomes on the metrics, the District concludes the actions in Goal 4 were effective in preparing students beyond graduation.

Metric 1: 2022-23 Dashboard
Graduation Rate: Buena Vista now exceeds the District while Boys Republic remains below the District.
- District: 94.7%
- Buena Vista: 97.0%
- Boys Republic: 54.3%

ELA Indicator: Buena Vista remains below the District.
- District: Green (+24.7)
- Buena Vista: Orange (-55.0)

Math Indicator: Buena Vista remains below the District.
- District: Green (+15.1)
- Buena Vista: Red (-176.8)

Suspension: Buena Vista is below the District average while Boys Republic exceeds the District.
- District: Yellow (2.8%)
- Buena Vista: Yellow (2.3%)
- Boys Republic: Orange (3.4%)

College/Career: Buena Vista and Boys Republic remain below the District.
- District: Medium (49.7%)
- Buena Vista: Very Low (4%)
- Boys Republic: Very Low (0%)

Metric 2: Due to the lapse in California School Dashboard availability the colors were not available for 2 consecutive years. Both sites exited Comprehensive School Improvement.
Graduation Rate:
- District: Green(93.5%)/ Green(94.7%)
- Buena Vista: Yellow(70.2%)/ Blue(97.0%)
- Boys Republic: Yellow(68.9%)/ Red(56.3%)

ELA Indicator:

- District: Green(+15.1)/Green(+24.7)
- Buena Vista: Red(-99)/ Orange (-55.0)

Math Indicator:

- District: Yellow(-14.9)/Green(-13.8)
- Buena Vista: Red(-185.1)/ Red (-176.8)

Suspension:

- District: Yellow (2.8%)
- Buena Vista: Red(10.2%)/Yellow (2.3%)
- Boys Republic: Red(17.8%)/ Orange(3.4%)

College/Career:

- District: Yellow(48.4%)/ Medium(49.7%)
- Buena Vista: Red(1.9%)/ Very Low (4%)
- Boys Republic: Red(0%)/ Very Low (0%)

Metric 3: The graduation rates for Buena Vista and Boys Republic increased from the previous school year.
Buena Vista: All: 97.0%, EL: 100%, HY: 92.0%, SED: 96.8%, and H: 97.89%.
Boys Republic: All: 54.3%, FY: 54.8, SED 54.3%, SWD: 47.1%, AA, 50.0%, and H: 69.2%

Buena Vista High School
Actions 2-6 were highly effective at Buena Vista in meeting graduation outcomes from 65.3% (19-20) to 97.0% (22-23) and improved learning outcomes in ELA (-105.1 Distance from Standard (DTS) in 19-20 to -55.0 DTS in 22-23) and Math (-198.1 DTS in 19-20 to -176.8 DTS in 22-23) . See associated Metric 1, 2, and 3 for graduation rates, ELA Indicator, and Math Indicator.
Action 3 also effective in reducing suspension rates from 10.2% (18-19) to 2.3% (22-23). See associated Metric 2 for suspension rates.
Actions 5 and 6 were effective in increasing College and Career rates from 0% (19-20) to 4% (22-23). See associated Metric 1 and 2 for College and Career rates.

Boys Republic High School
As this school is a court appointed school for delinquent juveniles, the turnover rate of students is high depending on the time allocated for students which ranges from a few weeks to less than a year by the court system. As a result, it is difficult to correlate the effectiveness of the actions to the outcomes of the metrics because there has not been sustained amount of time to evaluate these actions.

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.

This goal, metrics, and actions will be discontinued in the coming school year as both schools no longer receive funds for Comprehensive School Improvement. Buena Vista and Boys Republic High Schools qualify for Equity Multiplier Funding so both schools along with Chino Valley Learning Academy, a community day school, will have a separate goal to address specific needs for student groups who are at the lowest performance level on the California School Dashboard.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chino Valley Unified School District	Norm Enfield, Ed.D. Superintendent	norm_enfield@chino.k12.ca.us 909-628-1201

Plan Summary [2024-25]

General Information

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

Chino Valley Unified School District (CVUSD) offers premier educational opportunities for approximately 25,645 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. A third K-8 school is currently under construction and slated to welcome over 700 students in July 2024. We have three (3) sites that qualify for Equity Multiplier funding due to having over 25% nonstability rate and greater than 75% socioeconomically disadvantaged student population. They are Chino Valley Learning Academy, Buena Vista, and Boys Republic.

The District has an unduplicated count of 51.4% students that are comprised of 9.9% English Learners (EL), 0.6% Foster Youth (FY), and 49.0% Socioeconomically Disadvantaged (SED). There are 12.2% Students with Disabilities (SWD). The racial/ethnic diversity of the school community reflect the following: African American (AA) 3.8%, American Indian (AI) 0.1%, Asian (A) 20.2%, Filipino (F) 5.0%, Hispanic (H) 55.1%, Pacific Islander (PI) 0.2%, White (Wh) 11.7%, Two or More Races (2/more) 2.9%, and 1.0% Not Reported.

CVUSD is a distinguished district with various accolades, including being one of only two Model PLC District in the state of California. CVUSD is home to 21 California Distinguished Schools, a California Gold Ribbon School, National Blue Ribbon School, and Title I Academic Achieving Schools and California Honor Roll Schools. CVUSD has received recognitions for Positive Behavioral Intervention and Support (PBIS) Coalition Medal Award Winning Schools, California Department of Education Service-Learning Leaders School, Schools to Watch, California Pivotal Practice Award Program Schools, Educational Results Partnership (ERP) Honor Roll school, and the Golden Bell Award for outstanding schools and career academies. The district is one of 547 school districts in the U.S. and Canada that has been honored by the College Board as an AP District Honor Roll for enhancing AP course accessibility and student success as measured by maintaining or increasing the percentage of students earning a score of 3 or higher on AP exams. Known for exceptional test scores, CVUSD excels in academics, traditionally remain at the top of schools throughout the County of San Bernardino and the state. Students in the district are recognized with the Golden State Seal and the Seal of Biliteracy by the State for achieving proficiency in two or more languages. In addition

to stellar academic performance, 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.

CVUSD has been recognized four times as a Model School Attendance Review Board (SARB) District for its efforts in improving attendance and reducing dropout rates. The SARB process supports students facing challenges beyond the ordinary and offers resources to help families address issues contributing to truancy. The district is committed to meeting the diverse needs of its students and families through various programs, including before and after school care at select sites. HOPE Family Resource Centers provide support such as food, clothing, counseling, housing information, tutoring referrals, and more. Additionally, the Health Clinic and its satellite center offer services like physical exams, illness care, MediCal assistance, and immunizations, including flu shots. Furthermore, parenting forums organized by the District and law enforcement partners inform parents about educational trends and strategies to ensure their children's safety.

The district allocates resources to address the diverse needs of all students, with specific focus on supporting English learners, socioeconomically disadvantaged, and foster youth students. CVUSD remains committed to aiding the community through partnerships with the Family Engagement Center (FEC), the HOPE Center, and the Health Clinic, which provide essential services and support.

Key:
African American - AA
American Indian - AI
Asian - A
English Learners - EL
Filipino - F
Foster Youth - FY
Hispanic - H
Homeless Youth - HY
Pacific Islander - PI
Students with Disabilities - SWD
Socioeconomically Disadvantaged - SED
Two or More Races - 2/more
White - WH

Reflections: Annual Performance

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

Chino Valley Unified School District takes great pride in our commitment to accelerate student achievement by focusing on essential standards, aiming to equip students with a strong foundation of knowledge and skills that will benefit them in their academic and career pursuits. The District remains steadfast in its pursuit of continuous improvement, striving to cultivate a high-quality learning environment for all students. To maintain and build upon its successes, the District will continue providing structured Professional Learning Communities (PLC) release time and comprehensive training opportunities while continuing to increase student engagement by providing collaborative

communication professional development sessions facilitated through structured PLC release time. The District strives to enhance student success in the 21st century by fostering heightened teacher engagement with the Areas of Emphasis, ensuring students are equipped with the focus and clarity needed for success in a unified manner.

Significant progress has been made in advancing the LCAP goals based on an analysis of performance across state and local indicators included in the California School Dashboard. Valuable insight is gained through the use of local self-assessment tools in collaboration with the California Assessment of Student Performance and Progress (CAASPP). CVUSD is committed to our investment in the prioritization of essential standards, professional learning communities, student engagement, and the implementation of a Multi-Tiered System of Support for Academics (MTSS-A) and Behavior (MTSS-B) to ensure positive educational outcomes for all students.

The District remains steadfast in its commitment to the Areas of Emphasis. Through a focused approach, the District has effectively supported students in sustaining academic advancement and attaining their educational objectives year after year. Through a collaboration of strong leadership, effective teachers, and dedicated support staff, Chino Valley School District consistently delivers an exceptional educational organization for all. This dedication is underscored by the district's notable achievements showcased on the 2023 California School Dashboard:

English Language Arts: The District scored 24.7 points above standard (Green) on the English Language Arts Academic Indicator which measures achievement of students on the California Assessment of Student Performance and Progress (CAASPP). Aggregate data from the local essential standards assessments (ESA), in ELA, indicate that 60% of students met or exceeded standards.

Mathematics: The District scored 13.8 points below standard (Green) on the Mathematics Academic Indicator which measures achievement of students on the CAASPP. Aggregate data from the local ESAs, in math, indicate that 45% of students met or exceeded standards.

Graduation Rates: We have sustained a year over year increase that puts our overall graduation rate at 94.7%

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

The District displays a continued emphasis on professional learning communities which employ collaborative team actions, developing team norms, writing SMART (Specific, Measurable, Achievable, Realistic, Timely) goals, monitoring progress, and deconstructing the 10 to 12 essential standards into learning targets. The Professional Learning Community questions focus on:
1. What do we want all students to learn?
2. How do we know if the students are learning it?
3. What will we do if the students are not learning it?
4. What will we do when students have learned it?

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.

2023 California School Dashboard:

- Schools with lowest performance level on one or more indicator
- Any student group with the lowest performance level on one or more indicator
- Any student group within a school with the lowest performance level on one or more indicator

English Language Arts:
English Learners

- Dickson: -77.0
- Newman: -72.5
- Walnut: -86.3
- Magnolia: -97.6
- Ramona: -70.8

Students with Disabilities

- District: -79.7
- Borba: -98.6
- Cattle: -113.1
- Cortez: -108.7
- Dickey: -113.9
- Glenmeade: -78.4
- Liberty: -88.1
- Walnut: -139.4
- Cal Aero: -75.4
- Magnolia: -134.1
- Ramona: -165.1
- Woodcrest: -75.0
- Chino: -111.8

Mathematics:
All

- Chino High: -116.8
- Buena Vista: -176.8

African American

- Chino Hills: -127.4

English Learners
- Newman: -99.6
- Magnolia: -141.5

Hispanic
- Buena Vista: -188.0

Socioeconomically Disadvantaged
- Buena Vista: -179.1

Students with Disabilities
- District: -113.3
- Cattle: -136.9
- Cortez: -119.5
- Dickson: -159.7
- Liberty: -108.5
- Oak Ridge: -99.9
- Walnut: -136.0
- Cal Aero: -101.0
- Canyon Hills: -106.4
- Townsend: -129.9
- Woodcrest: -103.1

Chronic Absenteeism:
African American
- Liberty: 41.9%

English Learners
- Chaparral: 22.4%
- Cortez: 31.7%
- Marshall: 24.8%
- Newman: 36.4%
- Magnolia: 42.9%

Foster Youth
- District: 32.3%

Homeless Youth
- Dickson: 42.2%
- Walnut: 36.2%
- Cal Aero: 45.2%
- Magnolia: 50.0%

Socioeconomically Disadvantaged
- Eagle Canyon: 24.4%
- Cal Aero: 31.8%

Students with Disabilities

- Eagle Canyon: 34.2%

Two or More Races
- Eagle Canyon: 29.2%

White
- Newman: 37.5%
- Magnolia: 25.4%
- Ramona: 39.4%

Graduation Rate:
All
- Boys Republic: 54.3%

Foster Youth
- District: 64.9%
- Boys Republic: 54.8%

Socioeconomically Disadvantaged
- Boys Republic: 54.3%

Suspension Rate:
African American
- Liberty: 9.4%
- Chino: 11.5%

American Indian
- District: 10.0%

English Learners
- Chino: 10.5%

Foster Youth
- District: 10.1%

Homeless Youth
- Dickson: 6.2%
- Chino: 12.1%
- Chino Hills: 12.2%
- Don Lugo: 11.3%

Socioeconomically Disadvantaged
- Liberty: 3.5%

Students with Disabilities
- Magnolia: 12.6%
- Townsend: 15.4%
- Chino: 11.7%

White
- Ramona: 18.2%

College/Career:
All
- Boy's Republic: 0.0%
- Buena Vista: 4.0%

English Learners
- Chino: 7.9%

Foster Youth
- District: 5.6%
- Boys Republic: 0.0%

Hispanic
- Buena Vista: 4.6%

Socioeconomically Disadvantaged
- Boys Republic: 0.0%
- Buena Vista: 4.3%

Students with Disabilities
- Chino: 7.8%
- Chino Hills: 9.3%

English Learner Progress:
- Borba: 31.5%
- Chaparral: 29.5%
- Dickson: 29.2%
- Magnolia: 37.8%

Reflections: Technical Assistance

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

The District receives technical assistance from the SB county office for students designated as foster youth based on the results of the 2023 California School Dashboard.

Red or Very Low:
- Suspension Rate: 10.1%
- Chronic Absenteeism: 32.3%
- Graduation Rate: 64.9%
- College/Career: 5.6%

A differentiated assistance (DA) team has been formed with a focus on chronic absenteeism and attended a full day workshop on January 29, 2024, to draft a plan to address the learning outcomes for foster youth in the district. The team is composed of the Director of Access and

Equity, Director of Alternative Education, Coordinator of Child Welfare and Attendance, Coordinator of Equity, Diversity, and Support Systems, and the Foster Youth Counselor/Program Liaison This has been determined as a priority area of focus to support foster youth. Attending school is critical to the success of this student group across all dashboard indicators. The team has met to identify each student by school. School leadership teams have been provided with student lists for follow-up. A protocol for providing support has been developed that utilizes existing personnel to enhance oversight and wrap-around supports with data that will be evaluated each trimester to evaluate progress and mobilize additional support. The DA team has identified the following actions within Goal 2 to decrease chronic absenteeism: 5, 10, 12, 15-18, 20-22.

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.

Boys Republic High School, a Dashboard Alternative School Status Community of Practice school eligible for Comprehensive Support and Improvement Low Graduation Rate with less than 100 enrolled students, in collaboration with its local educational agency and educational partners, will forgo all improvement activities and applicable funding pursuant to the flexibility allowed by the Every Student Succeeds Act and approved by the California State Board of Education.

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Each high school selected students to attend LCAP engagement meetings at their school site, including sites receiving the equity multiplier funding. Students were presented with information on the overall LCAP, each goal, and all actions. Students were provided with the opportunity to discuss meaningful actions and services, and provide feedback for new and improved services. These meetings occurred on the following dates: January 16, 2024 (full LCAP review with Superintendent Q&A) January 23, 2024 (full LCAP review) January 25, 2024 (full LCAP review February 1, 2024 (full LCAP review) February 13, 2024 (full LCAP review) February 20, 2024 (full LCAP review) April 11, 2024 (full LCAP review) The Superintendent provided written response on June 4, 2024.
LCAP Advisory Committee	LCAP advisory committee, which is comprised of parents (majority of participants), principals, district administration, SELPA representatives, teachers, and counselors, as well as educational partners from sites receiving equity multiplier funding, attended several meetings throughout the year to receive information on the LCAP, goals, and actions. They provided valuable feedback in person, via online surveys, and through activities conducted at the

Educational Partner(s)	Process for Engagement
	meetings. LCAP Advisory Committee meetings occurred on the following dates: September 26, 2023 November 14. 2023 January 16, 2024 March 5, 2024 May 7, 2024 (full LCAP review with Superintendent Q&A) The Superintendent provided written response on June 4, 2024.
School Site Community	Principals led the LCAP presentation at each school site, including sites receiving the equity multiplier funding, 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. These meetings occurred on the following dates: • Elementary School Date / Time • Borba January 31, 2024 / 4:30 PM • Butterfield Ranch January 18, 2024 / 1:00 PM • Cattle January 30, 2024 / 2:45 PM • Chaparral February 15, 2024 / 8:15 AM • Cortez January 25, 2024 / 8:00 AM • Country Springs February 13, 2024 / 4:00 PM and February 23, 2024 / 10:00 AM • Dickey January 25, 2024 / 5:30 PM • Dickson January 24, 2024 / 8:15 AM • Eagle Canyon January 16, 2024 / 4:00 PM; January 22, 2024 / 2:40 PM; and January 25, 2024 / 5:30 PM • Glenmeade January 26, 2024 / 8:00 AM • Hidden Trails January 17, 2024 / 6:00 PM and January 18, 2024 / 2:40 PM • Liberty January 10, 2024 / 2:40 PM

Educational Partner(s)	Process for Engagement
	• Litel January 19, 2024 / 9:00 AM • Marshall January 17, 2024 / 8:00 AM and January 24, 2024 / 1:30 PM • Newman January 25, 2024 / 2:40 PM • Oak Ridge February 14, 2024 / 4:00 PM • Rhodes January 30, 2024 / 5:30 PM • Rolling Ridge January 25, 2024 / 2:45 PM • Walnut February 20, 2024 / 10:00 AM • Wickman January 18, 2024 / 11:45 AM K to 8 School • Briggs January 24, 2024 / 1:30 PM • Cal Aero Preserve January 25, 2024 / 3:00 PM and February 1, 2024 / 3:00 PM Junior High School • Canyon Hills February 15, 2024 / 8:00 AM • Magnolia January 31, 2024 / 6:00 PM • Ramona January 25, 2024 / 10:00 AM • Townsend February 27, 2024 / 9:30 AM • Woodcrest January 23, 2024 / 2:30 PM High School • Ayala January 23, 2024 / 4:00 PM; January 23, 2024 / 4:45 PM; and January 24, 2024 / 4:45 PM • Chino February 27, 2024 / 5:00 PM • Chino Hills January 25, 2024 / 6:00 PM • Don Lugo March 12, 2024 / 9:00 AM • Buena Vista February 13, 2024 / 10:00 AM • CVLA April 11, 2024 / 9:30 • Boys Republic April 11, 2024 / 8:30
Associated Chino Teachers (ACT)	Association educational partners, including those at sites receiving the equity multiplier funding, provided input on their priorities to better address the actions and services aligned to conditions of learning, engagement, and student outcomes. The online survey for certificated

Educational Partner(s)	Process for Engagement
	unit members, which include teachers, ran from January 30-February 13, 2024.
California School Employees Association (CSEA)	Association educational partners, including those at sites receiving the equity multiplier funding, provided input on their priorities to better address the actions and services aligned to conditions of learning, engagement, and student outcomes. The online survey for classified unit members ran from April 29-May 3, 2024.
District Staff	• The Superintendent's Cabinet held weekly meetings to discuss and review the development and the progress of LCAP goals • Discussion on the progress and the input on the LCAP development with the Division of Curriculum, Instruction, Innovation, and Support was agendized from August 2023 through June 2024 • Administration meetings to include school site (principals and assistant principals, including those at sites receiving equity multiplier funding) and District administrators were agendized on January 2024 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 2024
School Board Meetings and Presentations	• February 15, 2024 (LCAP Mid-Year Monitoring Report to the Board of Education covering State Priority 1, implementation level of actions, expenditures to date, and mid-year outcome data to date) • March 21, 2024 (Annual Update Part 1: State Priority 7) • April 18, 2024 (Annual Update Part 2: State Priority 3 and Priority 6) • May 2, 2024 (Annual Update Part 3: State Priority 2) • June 6, 2024 (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

Educational Partner(s)	Process for Engagement
	the LCAP. No comments received therefore no Superintendent written response was needed.) • June 20, 2024 (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).
Surveys	Two (2) surveys were administered with more than 21,271 comments received from educational partners. The electronic survey results are listed below by constituency group: • Parents: 5,184 • Staff: 1,313 • Students: 10,589 in grades 6-12 Survey results from school level input sessions: • Parents: 549 • Administrators, including principals: 1,260 • Members of ACT, including teachers/CSEA: 1,496 • Students: 647 • LCAP/DELAC Advisory Committee: 233
District English Learners Advisory Committee (DELAC)	DELAC, which is comprised of parent representatives from each school site, as well as educational partners from sites receiving equity multiplier funding, attended several meetings throughout the year to receive information on the LCAP, goals, and actions. They provided valuable feedback in person, via online surveys, and through activities conducted at the meetings. DELAC meetings occurred on the following dates: October 3, 2023 January 9, 2024 February 20, 2024

Educational Partner(s)	Process for Engagement
	April 16, 2024 May 7, 2024 (full LCAP review with Superintendent Q&A) The Superintendent provided written response on June 4, 2024.

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

Discussions and feedback from meetings and survey information were taken into consideration in the development of this plan. In addition to the in-person meetings, parents and students were asked to complete the district's annual survey to determine which areas educational partners believed CVUSD should focus on. Open response comments were compiled to identify key themes.

Educational Partners specifically discussed priorities for each LCAP goal , and there were themes that emerged across groups. In goal 1, supporting teacher efficacy through the new teacher induction program and providing all teachers and administrators with ongoing professional development were identified as areas of importance. Additionally, our educational partners expressed the need to continue to acquire technology tools to support instructional programs. Students, in particular, recognized the importance of equipping teachers with high leverage strategies to promote greater engagement in the classroom to propel their learning.

In goal 2, educational partners identified a need to continue to support students physical and mental health within a positive learning environment through the continuation of existing programs. Additionally, students identified a need to continue health services programs and increase awareness of existing programs and resources.

Continued academic support through a tiered instructional approach was a reoccurring theme for educational partners, students, and staff in goal 3. Ensuring mastery of essential learning through first best instruction, while providing additional time and supports during the instructional day was a priority for all groups. Additionally, the continuation of subsidized Advanced Placement (AP) exams for eligible students, access to Career Technical Education (CTE) classes and dual enrollment courses, and the expansion of a Dual Language Immersion (DLI) pathways in Mandarin and Spanish, were identified as continued areas of need to ensure that students are college and career ready.

In goal 4, which supports schools designated to receive equity multiplier funds, educational partners generally recognized the importance of continued support of mental health services for students. However, this is not as much of a need at Boys Republic because of wrap around services that are provided from the court system to the students. Educational Partners identified a need for continued implementation of career exploration programs and pathways to ensure student success after graduation.

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

LCAP Goal 1: Action 13 - Technology received a substantial increase from $2,500,000 to $4,000,000 to support teachers and students having access to technology that is four years or newer.

LCAP Goal 2: Action 16 - Additional nursing support to provide coverage at new and current year round schools and summer programs
Action 21 - Provide mental health supports through Care Solace - mental health care coordination for wrap-around services for families in need

LCAP Goal 3: Action 2 - Additional academic intervention counselor and teacher added to provide support at the new school site
Action 14 - Increased funding from $75,000 to $82,000 to continue to subsidize AP exam fees for students in need
Action 16 - Increased staffing to support implementation of dual language immersion programs.

LCAP Goal 4: This is a new goal for Buena Vista Continuation High School (BV), Chino Valley Learning Academy, and Boys Republic High School who will be receiving equity multiplier funding.
Action 1 - Provide transportation to BV students to promote career exploration through the Baldy View ROP program.
Action 3 - Increase awareness of staff of available career pathways
Action 5 - Promote college and career awareness through field trips

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

LCAP goal 1, metrics, and actions/services are aligned to the Chino Valley Unified School District's strategic plan and will remain a continued area of focus during the 2024-2027 LCAP cycle.

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

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

This goal was created to deliver high quality instruction in a safe learning environment. These actions and metrics grouped together will build teacher capacity and ensure students are well equipped with capabilities needed to become productive citizens, hold sustainable careers/employment, and enhance individual well-being in a safe environment. Monitoring tools for Goal 1 include: Fully Credentialed and Appropriately Assigned Teachers, Access to Standards–Aligned Instructional Materials, Percentage of teachers who participate in professional development in the California Content Standards and Curriculum Frameworks, Percentage or number of Program participation in a broad course of study and student access and enrollment in all required areas of study and student outcomes including programs and

services developed to unduplicated students and students with exceptional needs, School Facilities in “Good” Repair, and Technology inventories.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of Fully Credentialed Teachers (State Priority 1) Source: DataQuest - Teacher Assignment Monitoring Outcomes by Full-Time Equivalent	2021-2022 District: 91.7% clear or Above state and county averages EL: 91.7% clear SED: 90.4% clear			2024-2025 District: 92.0% clear or Above state and county averages EL: 92.0% SED: 91.0%	
1.2	% of Access to Standards–Aligned Instructional Materials (State Priority 1) Source: Board Resolution Regarding Sufficiency of Instructional Materials	2023-2024 District: 100% access EL: 100% FY: 100% SED: 100%			2026-2027 District: 100% access EL: 100% FY: 100% SED: 100%	
1.3	% of Areas that are Ranked at level 4 (full implementation) or 5 (full implementation with sustainability) with the Implementation of Academic Content Standards and Performance	2023-2024 District: 100% of all content standards at Level 4 or 5 ELD: Level 5			2026-2027 District: 100% of all content standards at Level 4 or 5 ELD: at least Level 4-Full Implementation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: State Reflection Tool for Priority 2					
1.4	Program participation in a broad course of study and student access and enrollment in all required areas of study and student outcomes including programs and services developed to unduplicated students and students with exceptional needs (P 7&8) % participation Source: District GATE and music report	1. % GATE identification through Universal Screening 2023-2024: 17.98% identified GATE EL - 10.15%			1. Gate identification through Universal Screening 2026-2027: greater or equal to than 10% identified GATE annually EL - greater than 6%	
1.5	Program participation in a broad course of study and student access and enrollment in all required areas of study and student outcomes including programs and services developed to unduplicated students and students with exceptional needs (P 7&8) % participation	% District participation in elementary music program in grades 2-6 2023-2024: 100% participation EL: 100% FY: 100% SED: 100%			% District participation in elementary music program in grades 2-6 2026-2027: 100% participation EL: 100% FY: 100% SED: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: District GATE and music report					
1.6	Program participation in a broad course of study and student access and enrollment in all required areas of study and student outcomes including programs and services developed to unduplicated students and students with exceptional needs (P 7&8) % access and enrollment Source: Self-Reflection Tool for Priority 7-Course Access	% Student access and enrollment in required areas of study 2023-2024: 100% student access and enrollment EL: 100% FY: 100% SED: 100% SWD: 100%			Student access and enrollment in required areas of study 2026-2027: 100% student access and enrollment EL - 100% FY- 100% SED - 100% SWD -100%	
1.7	Program participation in a broad course of study and student access and enrollment in all required areas of study and student outcomes including programs and services developed to unduplicated students and students with exceptional needs (P 7&8)	% Participation in at Least One Course in CTE Pathway 2023-2024 EL: 21% SED: 34%			% Participation in at Least One Course in CTE Pathway 2026-2027 EL: 25% SED: 35%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% participation Source: AERIES report for course enrollment and CTE Participation (grades 9-12)					
1.8	% of teachers and students with access to technology that is four years or newer Source: Technology Inventory	2023-2024 District: 100% of teachers and students have access to upgraded technology and access to district approved digital access to instructional tools as measured by District Technology inventory EL - 100% FY- 100% SED - 100%			2026-2027 District: 100% of teachers and students have access to upgraded technology and access to district approved digital access to instructional tools as measured by District Technology inventory EL - 100% FY- 100% SED - 100%	
1.9	% of School Facilities in “Good” Repair (State Priority 1) Source: Facility Inspection Tool (FIT) Overall Rating	2023-2024 District: 100% of facilities have a good or higher rating with minimal deficiencies			2026-2027 District: 100% of facilities have a good or higher rating with minimal deficiencies	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.	$15,000.00	No
1.2	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 quality of instruction principally to improve outcomes for unduplicated student groups-EL and SED as measured by metric 1.1	$500,000.00	Yes
1.3	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,	$1,692,128.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Learners, and Low-Income student groups (hereafter referred to as unduplicated student groups) to increase accessibility to instructional resources during school hours as measured by metric 1.2.		
1.4	Common Core Materials	The Departments of Elementary, Secondary Curriculum, Access and Equity, and Alternative Education will pilot and adopt instructional materials aligned to current framework and state standards as determined by the adoption cycle and/or District need.	$3,588,000.00	No
1.5	Common Core Supplemental Supports	The Department of Special Education will provide supplemental Common Core materials, assessments, and training aligned to state standards to improve quality of instruction and support to students with disabilities.	$25,000.00	No
1.6	Instructional Support	The Division of Curriculum, Instruction, Innovation, and Support (CIIS) will maintain 19 FTE Instructional Coaches to support staff development and build teacher capacity to improve outcomes in academic content areas for the unduplicated student groups as measured by metric 1.3.	$2,843,346.00	Yes
1.7	Professional Development	The Division of CIIS will provide professional development and support for teachers and/or administrators to support staff's pedagogical needs to increase student achievement (e.g., Professional Learning Community (PLC), Co Plan/Co-Teach/ Universal Design for Learning, English Language Development, Leadership Development, Multi-Tiered Systems of Supports-Behavior (MTSS-B), AVID, common core materials, fare/sustenance, and site based professional development.	$550,000.00	No
1.8	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 group-EL which includes 2nd grade, to provide equitable access and opportunity to participate in the GATE program as measured by metric 1.4.	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	VAPA	The Department of Access and Equity will oversee the District elementary music programs and enhance music operations at schools to continue enrichment opportunities for unduplicated student groups-EL, FY, and SED as measured by metrics 1.5 and 1.6.	$1,570,066.00	Yes
1.10	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 CTE Pathway 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-EL and SED are aware of programs and that the recruitment and maintenance into CTE programs is strategic and supported by data as measured by metric 1.7.	$822,748.00	Yes
1.11	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.	$1,524,474.00	No
1.12	Technology	The Department of Technology will upgrade and replace student and teacher computers and acquire technology tools to support instructional programs for all students.	$4,000,000.00	No
1.13	Instructional Technology	The Department of Assessment and Instructional Technology as well as the Department of Technology will explore instructional technology tools to improve and enhance engagement [via the Techsploration Committee] in order to increase learning outcomes for unduplicated student groups as measured by metric 1.8.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Facilities	The Department of Maintenance and Operations and school sites will maintain school facilities, so they are in good repair and safe for students and staff (Deferred Maintenance).	$5,965,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

LCAP goal 2, metrics, and actions/services are aligned to the Chino Valley Unified School District's strategic plan and will remain a continued area of focus during the 2024-2027 LCAP cycle. The metrics included in the LCAP include all of the indicators required by the state, as well as indicators that reflect our local community priorities.

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: Percentage of respondents indicating positive results for school safety and connectedness, Graduation Rate, Targeted - Graduation Rate, Attendance Rate, Chronic Absenteeism

Rate, Targeted - Chronic Absenteeism Rate, Suspension Rate, Targeted - Suspension Rate, Expulsion Rate, and Dropout Rate for Junior High and High School.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Self-Reflection Tool for Parent Involvement and Family Engagement (Priority 3) % of areas that are at ranked level 4 (full implementation) or 5 (full implementation with sustainability)	2023-2024 100% of areas are ranked level 4 or 5			2026-2027 100% of areas are ranked level 4 or 5	
2.2	% of respondents indicating positive results for school safety and connectedness (State Priority 6) Source: K-12 School Quality Survey - Department of Equity and Access	2023-2024 Safety Students: 69% feel safe Families: 86% feel safe Staff: 90% feel safe Connectedness Students: 86% feel connected Families: 85% feel connected Staff: 97% feel connected			2026-2027 Safety Students: 72% feel safe Families: 86% feel safe Staff: 90% feel safe Connectedness Students: 88% feel connected Families: 87% feel connected Staff: 97% feel connected	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	% of Graduation Rate (State Priority 5) California School Dashboard - Graduation Rate	2022-2023 District: 94.7% graduation rate EL: 88.4% graduation rate FY: 64.9% graduation rate SED: 93.1% graduation rate			2025-2026 District: 95% graduation rate EL: 91.4% graduation rate FY: 69.9% graduation rate SED: 95% graduation rate	
2.4	Targeted - % of Graduation Rate (State Priority 5) California School Dashboard - Graduation Rate	2022-2023 All Boys Republic: 54.3% graduation rate FY District: 64.9% graduation rate Boys Republic: 54.8% graduation rate SED Boys Republic: 54.3% graduation rate			2025-2026 All Boys Republic: 59.3% graduation rate FY District: 67.9% graduation rate Boys Republic: 59.8% graduation rate SED Boys Republic: 59.3% graduation rate	
2.5	% of Attendance Rate (State Priority 5) Source: Department of Fiscal Services	2022-2023 District: 92.75% attendance rate			2025-2026 District: 93.00% attendance rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	% of Chronic Absenteeism Rate (State Priority 5) Source: California School Dashboard Chronic Absenteeism	2022-2023 District: 19.5% chronic absenteeism rate EL: 19.7% chronic absenteeism rate FY: 32.3% chronic absenteeism rate SED: 26.7% chronic absenteeism rate			2025-2026 District: 16.5% chronic absenteeism rate EL: 16.7% chronic absenteeism rate FY: 27.6% chronic absenteeism rate SED: 18.7% chronic absenteeism rate	
2.7	Targeted - % of Chronic Absenteeism Rate (State Priority 5) Source: California School Dashboard Chronic Absenteeism	2022-2023 AA Liberty: 41.9% chronic absenteeism rate EL Chaparral: 22.4% chronic absenteeism rate Cortez: 31.7% chronic absenteeism rate Marshall: 24.8% chronic absenteeism rate Newman: 36.4% chronic absenteeism rate Magnolia: 42.9% chronic absenteeism rate FY			2025-2026 AA Liberty: 38.9% chronic absenteeism rate EL Chaparral: 19.4% chronic absenteeism rate Cortez: 27.7% chronic absenteeism rate Marshall: 20.8% chronic absenteeism rate Newman: 33.4% chronic absenteeism rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District: 32.3% chronic absenteeism rate HY Dickson: 42.2% chronic absenteeism rate Walnut: 36.2% chronic absenteeism rate Cal Aero: 45.2% chronic absenteeism rate Magnolia: 50.0% chronic absenteeism rate SED Eagle Canyon: 24.4% chronic absenteeism rate Cal Aero: 31.8% chronic absenteeism rate SWD Eagle Canyon: 34.2% chronic absenteeism rate Two or More Races Eagle Canyon: 29.2% chronic absenteeism rate WH Newman: 37.5% chronic absenteeism rate			Magnolia: 37.9% chronic absenteeism rate FY District: 27.6% chronic absenteeism rate HY Dickson: 38.2% chronic absenteeism rate Walnut: 33.2% chronic absenteeism rate Cal Aero: 40.2% chronic absenteeism rate Magnolia: 46.0% chronic absenteeism rate SED Eagle Canyon: 21.4% chronic absenteeism rate Cal Aero: 26.8% chronic absenteeism rate SWD Eagle Canyon: 29.2% chronic absenteeism rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Magnolia: 25.4% chronic absenteeism rate Ramona: 39.4% chronic absenteeism rate			Two or More Races Eagle Canyon: 26.2% chronic absenteeism rate WH Newman: 33.5% chronic absenteeism rate Magnolia: 22.4% chronic absenteeism rate Ramona: 34.4% chronic absenteeism rate	
2.8	% of Dropout Rate for Junior High and High School Source: CalPads - Department of Technology and Information Services	2022-2023 Junior High: 0% dropout rate High School: 5.3% dropout rate			2025-2026 Junior High: 0% dropout rate High School: 5% dropout rate	
2.9	% of Suspension Rate (State Priority 6) Source: California School Dashboard - Suspension Rate	2022-2023 District 2.8% suspension rate EL: 2.7% suspension rate FY: 10.1% suspension rate SED: 3.8% suspension rate			2025-2026 District 1.8% suspension rate EL: 1.7% suspension rate FY: 8.1% suspension rate SED: 2.8% suspension rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Targeted - % of Suspension Rate (State Priority 6) Source: California School Dashboard - Suspension Rate	2022-2023 AA Liberty: 9.4% suspension rate Chino: 11.5% suspension rate AI District: 10.0% suspension rate EL Chino: 10.5% suspension rate FY District: 10.1% suspension rate HY Dickson: 6.2% suspension rate Chino: 12.1% suspension rate Chino Hills: 12.2% suspension rate Don Lugo: 11.3% suspension rate SED Liberty: 3.5% suspension rate SWD			2025-2026 AA Liberty: 8.4% suspension rate Chino: 9.5% suspension rate AI District: 9.0% suspension rate EL Chino: 8.5% suspension rate FY District: 8.1% suspension rate HY Dickson: 5.2% suspension rate Chino: 9.1% suspension rate Chino Hills: 9.2% suspension rate Don Lugo: 8.3% suspension rate SED Liberty: 2.0% suspension rate SWD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Magnolia: 12.6% suspension rate Townsend: 15.4% suspension rate Chino: 11.7% suspension rate WH Ramona: 18.2% suspension rate			Magnolia: 10.6% suspension rate Townsend: 11.4% suspension rate Chino: 10.7% suspension rate WH Ramona: 16.2% suspension rate	
2.11	% of Expulsion Rate (State Priority 6) Source: DataQuest - Expulsion Rate	2022-2023 District: 0.1% expulsion rate			2025-2026 District: 0.1% expulsion rate	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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-ELs, FY, and SED, through increasing partnerships between Home and School as measured by metrics 2.1, 3.1 and 3.3.	$291,462.00	Yes
2.2	School Governance	The Department of Access and Equity will promote family participation for unduplicated student groups through school governance by school sites holding at least four (4) meetings each for the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the District English Learner Advisory Committee (DELAC) every year to provide site support in training, outreach, child care, and translation for parent/student participation in the required school governance meetings. In addition, the District will host meetings (e.g., Local Control and Accountability Plan (LCAP) Advisory Committee, Superintendent's Student Advisory Committee (SAC), the Special Education Committee known as the District Parents as Partners Advisory Committee (DPPAC), and the Gifted and Talented Education (GATE) Advisory Committee to provide information and receive feedback from educational partners as measured by metric 2.1.	$12,000.00	No
2.3	Bilingual Translation Services	The Division of Human Resources and Access and Equity will utilize bilingual translation services to ensure the understanding of District communications and provide 25 positions of classified bilingual clerks for schools whose non-English designated language is greater than or equal to 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 as measured by metrics 2.1 and 2.2.	$666,742.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Parent/Guardian Information Forum	The Department of Communications will host parent/guardian forums for schools to provide information regarding social trends of school age students as measured by metric 2.1.	$5,000.00	No
2.5	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 all tiered intervention services, providing materials, training, and measurement tools for PBIS/MTSS-B principally directed for unduplicated student groups as measured by metrics 2.2, 2.3, 2.4, 2.6, 2.7.	$161,000.00	Yes
2.6	Suicide Prevention Training	The Department of Special Education will provide suicide prevention training on a yearly basis to school staff to heighten awareness of risk factors in youth suicide.	$10,000.00	No
2.7	Safe Schools	The Department of Risk Management and Health Services will maintain an anti-bullying prevention program (e.g., Safe Schools Ambassadors Program, Second Steps, Restorative Practices) in order to reduce occurrences of bullying on CVUSD campuses for students.	$104,000.00	No
2.8	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
2.9	High School Intervention Counselors	The District will maintain (4) high school K-12 intervention counselors to support Multi-Tiered Systems of Support for Academics (MTSS-A) and Behavior (MTSS-B), ensure engagement, and monitor social-emotional well-being of unduplicated students as measured by metrics 2.3, 2.4, 2.9, 2.10	$643,171.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Multi-Tiered Systems of Support-Behavior (MTSS-B) Intervention Counselors (K-8)	The Department of Health Services will maintain 13 intervention counselors for K-12 to support Multi-Tiered Systems of Support for Behavior (MTSS-B), ensuring and monitoring social-emotional well-being of unduplicated students as measured by metrics 2.6, 2.7, 2.9, 2.10.	$2,171,030.00	Yes
2.11	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.	$857,015.00	No
2.12	Case Management for Families with Need	The Department of Health Services will provide case management and clinical support for unduplicated students-SED youth and families to reduce barriers and improve attendance and family engagement as measured by metrics 2.6 and 2.7.	$237,159.00	Yes
2.13	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 services (ERMHS) on an on- going basis.	$1,620,011.00	No
2.14	Saturday School	The Department of Alternative Education will provide Saturday Day School opportunities for students to receive academic support as they recoup attendance in order to compensate for missed instructional minutes.	$43,878.00	No
2.15	School Based Health Services	The Division of Human Resources and the Department of Health Services will maintain 21.96 full-time equivalent (FTE) school nurses and 22.84 FTE health technicians and materials principally directed for unduplicated student groups to support and monitor health-related issues and reduce chronic absenteeism as measured by metric 2.6 and 2.7.	$4,851,955.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.16	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 as measured by metrics 2.6 and 2.7.	$369,705.00	Yes
2.17	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, case management, etc.) for unduplicated student groups, to reduce barriers and increase student-school engagement as measured by metric 2.6 and 2.7.	$600,000.00	Yes
2.18	Transportation	The Department of Transportation will continue to subsidize home to school transportation costs principally directed for eligible low-income students in order to facilitate decreased chronic absenteeism as measured by metrics 2.6 and 2.7.	$1,710,141.00	Yes
2.19	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 reduce suspension rates as measured by metrics 2.9 and 2.10.	$670,466.00	No
2.20	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 absenteeism and graduation rates for foster youth as measured by metrics 2.3, 2.4, 2.6, and 2.7.	$225,245.00	Yes
2.21	Contracted Mental Health Services	The Department of Health Services will provide individual counseling services through Chino Human Services and other contracted providers, including Care Solace, to support students' social emotional development	$182,097.00	Yes

Action #	Title	Description	Total Funds	Contributing
		principally directed for K-12 unduplicated student groups in order to improve student connectedness as measured by metrics 2.6 and 2.7.		
2.22	Chronic Absenteeism Supports	The Department of Student Support Services will partner with contracted and community 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 as measured by metrics 2.6 and 2.7.	$754,984.00	Yes
2.23	“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 as measured by metrics 2.9 and 2.10.	$0.00	No
2.24	Intensive Student Support	The District will maintain the Building Respect, Independence, Excellence, and Family (BRIEF) Academy and 4 Behavior Intervention Specialists and 5.25 FTE Behavior Aides for intensive behavior training principally directed to provide support for FY and SED student groups, requiring intensive behavioral support to improve student engagement as measured by metrics 2.9 and 2.10.	$1,694,926.00	Yes
2.25	Student Support Services Staff/School Sites	The Department of Student Support Services with 4 FTE will coordinate services and appropriate program placement in order to address academic and behavioral needs. School sites will monitor students with chronic absenteeism and work with families to ensure continuity of student enrollment.	$378,711.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

LCAP goal 3, metrics, and actions/services are aligned to the Chino Valley Unified School District's strategic plan and will remain a continued area of focus during the 2024-2027 LCAP cycle. The metrics included in the LCAP include all of the indicators required by the state, as well as indicators that reflect our local community priorities.

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

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

The following actions and services provide a well-ordered, multi-tiered system of support and will measure progress towards the District's goal using the metrics identified below. The metrics include: Percentage of students in the combined four- and five-year graduation rate who met the A-G (UC/CSU) Requirements, Percentage of students in the combined four- and five-year graduation rate who completed both A-G (UC/CSU) requirements and CTE pathway, Percentage of students in the combined four- and five-year graduation rate who completed both

A-G (UC/CSU) requirements and CTE pathway, Early Assessment Program percentage of students prepared for college, Percentage of students who have passed an Advanced Placement examination with a score of 3 or higher, Percentage of students who have passed an Advanced Placement examination with a score of 3 or higher, Percentage of students making progress towards English language proficiency, Targeted - Percentage of students making progress towards English language proficiency, and Percentage of English learners reclassified as Fluent English Proficient since last census.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP: English Language Arts and California Alternative Assessment (Gr. 3-8, and 11) Average Distance from Standard (DFS) (State Priority 4) Source: California School Dashboard - English Language Arts	2022-2023 District: +24.7 DFS EL: -20.4 DFS FY: -49.0 DFS SED: -9.6 DFS			2025-2026 District: +32.7 DFS EL: -11.4 DFS FY: -39.0 DFS SED: -1.1 DFS	
3.2	Targeted - CAASPP: English Language Arts Smarter Balanced Summative Assessment and California Alternative Assessment (Gr. 3-8, and 11) Average Distance from Standard (State Priority 4)	2022-2023 EL Dickson: -77.0 DFS Newman: -72.5 DFS Walnut: -86.3 DFS Magnolia: -97.6 DFS Ramona: -70.8 DFS SWD District: -79.7 DFS			2025-2026 EL Dickson: -69.0 DFS Newman: -64.5 DFS Walnut: -78.3 DFS Magnolia: -89.6 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California School Dashboard - English Language Arts	Borba: -98.6 DFS Cattle: -113.1 DFS Cortez: -108.7 DFS Dickey: -113.9 DFS Glenmeade: -78.4 DFS Liberty: -88.1 DFS Walnut: -139.4 DFS Cal Aero: -75.4 DFS Magnolia: -134.1 DFS Ramona: -165.1 DFS Woodcrest: -75.0 DFS Chino: -111.8 DFS			Ramona: -62.8 DFS SWD District: -71.7 DFS Borba: -90.6 DFS Cattle: -105.1 DFS Cortez: -100.7 DFS Dickey: -105.9 DFS Glenmeade: -70.4 DFS Liberty: -80.1 DFS Walnut: -133.4 DFS Cal Aero: -67.4 DFS Magnolia: -126.1 DFS Ramona: -157.1 DFS Woodcrest: -67.0 DFS Chino: -103.8 DFS	
3.3	CAASPP: Math Smarter Balanced Summative Assessment and California Alternative Assessment (Gr. 3-8, and 11) Average Distance from Standard (DFS) (State Priority 4)	2022-2023 District: -13.8 DFS EL: -38.2 DFS FY: -92.2 DFS SED: -51.8 DFS			2025-2026 District: -5.8 DFS EL: -29.2 DFS FY: -82.2 DFS SED: -42.8 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California School Dashboard - Mathematics					
3.4	Targeted - CAASPP: Math Smarter Balanced Summative Assessment and California Alternative Assessment (Gr. 3-8, and 11) Average Distance from Standard (State Priority 4) Source: California School Dashboard - Mathematics	2022-2023 All Chino: -116.8 DFS Buena Vista: -176.8 DFS AA Chino Hills: -127.4 DFS EL Newman: -99.6 DFS Magnolia: -141.5 DFS Hispanic Buena Vista: -188.0 DFS SED Buena Vista: -179.1 DFS SWD District: -113.3 DFS Cattle: -136.9 DFS Cortez: -119.5 DFS Dickson: -159.7 DFS Liberty: -108.5 DFS Oak Ridge: -99.9 DFS Walnut: -136.0 DFS Cal Aero: -101.0 DFS Canyon Hills: -106.4 DFS			2025-2026 All Chino: -108.8 DFS Buena Vista: -168.8 DFS AA Chino Hills: -119.4 DFS EL Newman: -91.6 DFS Magnolia: -133.5 DFS Hispanic Buena Vista: -188.0 DFS SED Buena Vista: -171.1 DFS SWD District: -105.3 DFS Cattle: -128.9 DFS Cortez: -111.5 DFS Dickson: -151.7 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Townsend: -129.9 DFS Woodcrest: -103.1 DFS			Liberty: -100.5 DFS Oak Ridge: -91.9 DFS Walnut: -128.0 DFS Cal Aero: -93.0 DFS Canyon Hills: -98.4 DFS Townsend: -121.9 DFS Woodcrest: -95.1 DFS	
3.5	California Science Test (CAST): Grades 5, 8, and High School % Met or Exceeded (M or E) (State Priority 4) Source: CAASPP	2022-2023 District: 37.18% Met or Exceeded EL: 4.43% M or E FY: 11.54% M or E SED: 23.91 % M or E			2025-2026 District: 39.0% Met or Exceeded EL: 7% M or E FY: 13% M or E SED: 26% M or E	
3.6	% of students in the combined four- and five-year graduation rate who met the A-G (UC/CSU) Requirements (State Priority 4) Source: DataQuest - Met UC/CSU Requirements and CTE Pathway Completion Report	2022-2023 District: 57.2% of students in the combined four- and five-year graduation rate who met the A-G (UC/CSU) Requirements EL: 44.2% FY: 8.1% SED: 43.87%			2025-2026 District: 59.0% of students in the combined four- and five-year graduation rate who met the A-G (UC/CSU) Requirements EL: 45.0% FY: 9.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SED: 45.0%	
3.7	% of students who have successfully completed CTE sequences/programs (State Priority 4) Source: DataQuest - Met UC/CSU Requirements and CTE Pathway Completion Report	2022-2023 District: 9.1% of students who have successfully completed CTE sequences/programs EL: 5.3% FY: 0.0% SED: 8.6%			2025-2026 District: 10.0% of students who have successfully completed CTE sequences/programs EL: 6.0% FY: 1.0% SED: 10.0%	
3.8	% of students in the combined four- and five-year graduation rate who completed both A-G (UC/CSU) requirements and CTE pathway (State Priority 4) Source: DataQuest - Met UC/CSU Requirements and CTE Pathway Completion Report	2022-2023 District: 5.0% EL: 3.2% FY: 0.0% SED: 3.5%			2025-2026 District: 6.0% EL: 4.0% FY: 1.0% SED: 5.0%	
3.9	% of students making progress towards English language proficiency (State Priority 4) Source: California School Dashboard -	2022-2023 District: 52% of students making progress towards English language proficiency			2025-2026 District: 55% of students making progress towards English language proficiency	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Learner Progress (ELPI)					
3.10	Targeted - % of students making progress towards English language proficiency (State Priority 4) Source: California School Dashboard - English Learner Progress (ELPI)	2022-2023 Borba: 31.5% of students making progress towards English language proficiency Chaparral: 29.5% of students making progress towards English language proficiency Dickson: 29.2% of students making progress towards English language proficiency Magnolia: 37.8% of students making progress towards English language proficiency			2025-2026 Borba: 35.0% of students making progress towards English language proficiency Chaparral: 33.0% of students making progress towards English language proficiency Dickson: 32.0% of students making progress towards English language proficiency Magnolia: 41.0% of students making progress towards English language proficiency	
3.11	% of English learners reclassified as Fluent English Proficient since last census (State Priority 4) Source:	2022-2023 District: 20.7% of English learners reclassified as Fluent English Proficient since last census			2025-2026 District: 24.0% of English learners reclassified as Fluent English	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CALPADS EOY report 2.16				Proficient since last census	
3.12	% of students who have passed an Advanced Placement examination with a score of 3 or higher (State Priority 4) Source: CollegeBoard - Equity and Excellence Report	2022-2023 District: 33.4% of students who have passed an Advanced Placement examination with a score of 3 or higher			2025-2026 District: 35.0% of students who have passed an Advanced Placement examination with a score of 3 or higher	
3.13	% of fee reduction exams with a passed Advanced Placement examination score of 3 or higher Source: College Board Report-Summary by Student Demographics, Aggregated for Districts (Totals by Fee Reduction)	2022-2023 District: 35.0% SED: 61.5%			2025-2026 District: 38.0% SED: 62.0%	
3.14	% of students earning the Seal of Biliteracy at Graduation (State Priority 7) Source: DataQuest	2022-2023 District: 19.5% of students earning the Seal of Biliteracy at Graduation EL: 13.9%			2025-2026 District: 20.0% of students earning the Seal of Biliteracy at Graduation EL: 15.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.15	% of seniors who earn college credit with at least one semester (State Priority 4 and 8) Source: CA School Dashboard	2022-2023 District: 6.6% earning college credit EL: 7.0% FY: 0% SED: 8.8%			2025-2026 District: 7.0% earning college credit EL: 7.0% or higher FY: 1% SED: 9.0% or higher	
3.16	% Participation Rate at Each Grade Span on the 3rd on the Essential Standards Assessment (ESA) (State Priority 4 and 8) Source: ESA Report from the Office of Assessment and Instructional Technology	2022-2023 District ELA at 3rd ESA Administration K-2: 97.4% 3-6: 98.3% 7-8: 97.1% 9-12: 89.7% District Math at 3rd ESA Administration K-2: 97.7% 3-6: 98.2% 7-8: 97.5% HS IM1-3: 94.0%			2025-2026 District: District ELA at 3rd ESA Administration K-2: 95.0% or higher 3-6: 95.0% or higher 7-8: 95.0% or higher 9-12: 95.0% or higher District Math at 3rd ESA Administration K-2: 95.0% or higher 3-6: 95.0% or higher 7-8: 95.0% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					HS IM1-3: 95.0% or higher	
3.17	% of students prepared on the College and Career Indicator (CCI) Source: California School Dashboard – CCI	2022-2023 District: 49.7% prepared (medium) FY: 5.6% prepared (very low)			2025-2026 District: 50.0% prepared (medium) FY: 10.0% prepared (low)	
3.18	Targeted -% of students prepared on the College and Career Indicator (CCI) Source: California School Dashboard – CCI	2022-2023 EL Chino High School: 7.9% (very low) SWD Chino High School: 7.8% (very low) Chino Hills High School: 9.3% (very low)			2025-2026 EL Chino High School: 10.0% (low) SWD Chino High School: 10.0% (low) Chino Hills High School: 10.5% (low)	
3.19	CAASPP: English Language Arts and California Alternative Assessment (Gr. 3-8, and 11) % Met or Exceeded (M or E) (State Priority 4) Source: Dataquest - CAASPP Test Results	2022-2023 District: 60.44% M or E EL: 19.82% M or E FY: 34.38% M or E SED: 47.24% M or E			2025-2026 District: 62% M or E EL: 23% M or E FY: 38% M or E SED: 50% M or E	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.20	CAASPP: Math Smarter Balanced Summative Assessment and California Alternative Assessment (Gr. 3-8, and 11) % Met or Exceeded (M or E) (State Priority 4) Source: Dataquest - CAASPP Test Results	2022-2023 District: 46.58% M or E EL: 22.29% M or E FY: 15.63% M or E SED: 32.06% M or E			2025-2026 District: 48% M or E EL: 24% M or E FY: 18% M or E SED: 35% M or E	
3.21	Early Assessment Program - CAASPP: English Language Arts and Math % Met or Exceeded for Grade 11 Source: Dataquest - CAASPP Test Results	2022-2023 ELA: 63.82% Math: 34.28%			2025-2026 ELA: 66.82% Math: 37.28%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Multi-Tiered Systems of Support: Academic (MTSS-A) Support	The Department of Elementary Curriculum and Instruction will provide specific ELA interventions and support through instructional materials to close the achievement gap for the unduplicated student population designed to improve student outcomes as measured by metrics 3.1, 3.2, and 3.19.	$165,000.00	Yes
3.2	Multi-Tiered Systems of Support	The Department of Elementary and Secondary Curriculum will provide support through intervention teachers at elementary schools and intervention counselors at the junior high schools to close the achievement gap for the unduplicated student population designed to improve student outcomes as measured by metrics 3.1, 3.2, 3.3, 3.4, 3.5, 3.19, and 3.20.	$2,912,425.00	Yes
3.3	Alternative Education Support	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 as measured by metrics 3.6, 3.17, 3.18, and 3.21.	$185,766.00	Yes
3.4	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.	$0.00	No
3.5	After School Tutoring	The Department of Student Support Services and Health Services will provide academic tutoring services for foster youth and low-income	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students to increase academic achievement and increase proficiency as measured by metrics 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.19, and 3.20.		
3.6	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 as measured by metrics 3.6, 3.17, 3.18, and 3.21.	$29,000.00	Yes
3.7	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.	$0.00	No
3.8	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 as measured by metrics 3.6, 3.17, 3.18, and 3.21.	$388,000.00	Yes
3.9	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 four years.	$0.00	No
3.10	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 as measured by metrics 3.7, 3.8, 3.17, 3.18, and 3.21.	$264,934.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.11	Professional Development to Support English Learners and Long Term English Learners (LTELs)	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 and LTELs attain English Language proficiency and are provided language acquisition support across content areas as measured by metrics 3.9, 3.10, 3.17, 3.18, and 3.21.	$235,000.00	Yes
3.12	Access & Equity	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) as measured by metrics 3.9 and 3.10.	$546,564.00	Yes
3.13	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.	$0.00	No
3.14	Advanced Placement Exam Access	The Departments of Secondary Curriculum and Assessment and Instructional Technology will subsidize advanced placement fees principally directed for unduplicated student groups in order to provide access for low-income students to take the AP exams as measured by metric 3.13.	$82,000.00	Yes
3.15	Increased Access to Advanced Placement (AP) Programs	The Department of Secondary Curriculum will continue to expand access to Advanced Placement programs and equitable preparation for all students.	$166,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.16	Promotion of Multilingual Programs	The Department of Access and Equity will oversee site administration in monitoring the implementation of dual language immersion and the biliteracy pathways.	$1,242,948.00	No
3.17	Multilingual Program Support	The Department of Access and Equity and the Department of Assessment and Instructional Technology will oversee various training and costs of bilingual assessments to support the translation of assessment materials for the dual language immersion programs and to determine students' multilingual abilities in reading, writing, listening, and speaking principally directed for English learners as measured by metric 3.14.	$22,000.00	Yes
3.18	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 as measured by metrics 3.15, 3.17, 3.18, and 3.21.	$0.00	No
3.19	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 as measured by metric 3.7.	$3,026,353.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	During the 2024-2027 LCAP cycle, Chino Valley School District is committed to increasing the college and career readiness of students at Buena Vista (BV), Chino Valley Learning Academy (CVLA), and Boys Republic High School (BR). This commitment is reflected in a targeted emphasis on improving Graduation Rates, Mathematics proficiency, school connectedness, and performance on the College and Career Indicator. The goal is designed to benefit every student, with a targeted focus on providing Foster Youth, Hispanic students, and those facing Socioeconomic challenges with additional support tailored to their needs.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Buena Vista Continuation High School (BV), Chino Valley Learning Academy (CVLA), and Boys Republic High School (BR) are eligible for Equity Multiplier Funding, because the student non-stability rate at the schools is greater than 25% and the socioeconomically disadvantaged pupil rate is greater than 70%. As a result, targeted actions have been created to support students' academic and social emotional needs with additional resources so they can be better prepared for college and career beyond graduation.

The District along with educational partner groups examined multiple data/information to establish targeted actions for these schools.

Buena Vista Continuation High School: An analysis of the student outcomes for all students and specifically for students who are economically disadvantaged (SED) or Hispanic at Buena Vista Continuation High School reveal an achievement gap in Math and are not demonstrating college or career readiness. Achievement gaps need to be systematically addressed through a multi-tiered system framework in academics and behavior to allow students who have not been successful at comprehensive high schools to demonstrate improved learning outcomes. Data from student focus groups and surveys indicate a high interest in career exploration. To ensure students are able to make up deficient credits, there are limited options for career exploration through CTE classes on campus. To address this need, all students will have the opportunity to enroll in classes at BVROP located in Ontario to take CTE courses to be better prepared for high and beyond.

Chino Valley Learning Academy (CVLA): While CVLA does not have any state indicators on the California Dashboard in the lowest performance level; information from educational partners indicate a strong need to support students' social emotional needs through increased counseling if they are able to improve learning outcomes. CVLA is a temporary placement for students to continue their education as a consequence from being expelled. As a result, through tiered counseling support to learn new behaviors and coping strategies, it is our

goal for students to be able to return back to their home schools and be successful. These efforts will be measured through increased positive outcomes for students' individualized access for mental health support on the K-12 Insight School Survey.

Boys Republic High School: Students who reside at BR are 100% foster youth and 100% SED. Students come from schools all throughout California and have been placed by the court system, because they are in need of highly structured supervision. As a placement by the court, students' enrollment are considered short term, typically ranging from a few weeks up to a few months. Short term enrollment presents a great challenge to help students earn a high school graduation when they arrive with deficient high school credits. To address this challenge, targeted support through increased knowledge of graduation requirements for foster youth and collaboration of student progress will be initiated. Additionally, through smaller class sizes, students will receive intensive support to help students graduate.

Chino Valley Unified School District believes that the specific metrics, and actions included in this goal will help achieve the outcomes during the 2024-2027 LCAP cycle, to increase College and Career Readiness for students at BV and BR, math achievement at BV, graduation rate at BR, and social emotional well being for students at CVLA and BR. All schools receiving equity multiplier funding are addressed within this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of Students Accessing Transportation to BVROP Source: Transportation Access Report	2023-2024 Not applicable as this is a new metric			2026-2027 100% access to BVROP for students who need transportation	
4.2	Distance from Standard (DFS) for CAASPP Results for Math CAASPP Results in Math Source: CA School Dashboard	2022-2023 Buena Vista Continuation High School All: -176.8 points from Distance from Standard in Math			2025-2026 Buena Vista Continuation High School High School	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: -179.1 points from Distance from Standard in Math Hispanic: -188.0 points from Distance from Standard in Math			All: -165.8 points from Distance from Standard in Math SED: -170.1 points from Distance from Standard in Math Hispanic: -179.0 points from Distance from Standard in Math	
4.3	% Prepared on the College and Career Indicator Source: CA School Dashboard	2022-2023 District: 49.7% (medium) All: 4% prepared (very low) SED: 4.3% prepared (very low) Hispanic: 4.6% prepared (very low) Buena Vista Continuation High School All: 4.2% (very low) SED: 4.3% (very low) Hispanic: 4.6% (very low) Boys Republic High School 2022-2023			2025-2026 District: 50.0% prepared (medium) All: 5% prepared (very low) SED: 5.0% prepared (very low) Hispanic: 5.0% prepared (very low) Buena Vista Continuation High School All: 10.0% (low) SED: 10.0% (low) Hispanic: 10.0% (low) Boys Republic High School	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 0% prepared (very low) FY: 0% prepared (very low) SED: 0% prepared (very low)			2025-2026 All: 1% prepared (very low) FY: 1% prepared (very low) SED: 1% prepared (very low)	
4.4	% of Students Indicating Positive Results for Connectedness (P6) Source: K-12 Insight School Quality Survey	2023-2024 Buena Vista Continuation High School 94% of students who perceive they receive support that addresses their individual social-emotional needs. CVLA 57% of students who perceive they receive support that addresses their individual social-emotional needs.			2026-2027 Buena Vista Continuation High School Greater than or equal to 90% of students who perceive they receive support that addresses their individual social-emotional needs. CVLA 60% of students who perceive they receive support that addresses their individual social-emotional needs.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	% Graduating High School (P5) Source: CA School Dashboard	2022-2023 Graduation Rate at Boys' Republic HS All: 54.3% graduation rate FY: 54.8% graduation rate SED: 54.3% graduation rate			2025-2026 Graduation Rate at Boys' Republic HS All: 55.0% graduation rate FY: 55.0% graduation rate SED: 55.0% graduation rate	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	BVROP Transportation	Students at Buena Vista Continuation High School will be provided transportation to access to expanded CTE programs available at BVROP as measured by metric 4.1.	$20,000.00	No
4.2	Math PLC	All math teachers at Buena Vista High School to participate in "Math PLC at Work" training to increase efficacy in math instruction and monitoring of student learning as measured by metric 4.2.	$3,000.00	No
4.3	College and Career Awareness	Division of CIIS will collaborate with Buena Vista High School and Boys Republic High School to increase their awareness and pathways for meeting the College and Career Indicator and students' progress toward meeting the goal as measured by metric 4.3.	$0.00	No
4.4	Increased Academic Support within Smaller Settings at Buena Vista and Boys Republic	Buena Vista Continuation High School and Boys Republic High School will be allocated with additional staffing beyond the staffing ratio which is determined by the teacher contract and HR staffing formula to ensure FY and SED student groups have access to courses to prepare them for graduation and beyond as measured by metric 4.3.	$3,716,219.00	Yes
4.5	Career and Community College Awareness	Buena Vista Continuation High School and Boys Republic High School will promote College and Career readiness with increased career and community college awareness through participation in academic field trips as measured by metric 4.4.	$4,000.00	No
4.6	Student Connectedness	Buena Vista Continuation High School and Chino Valley Learning Academy will receive increased mental health counseling support. Progress of student connectedness will be measured by metric 4.4.	$50,000.00	No
4.7	Buena Vista Infant Toddler Center	Parenting students will have access to an infant/toddler program at Buena Vista Continuation High School to be able to fully participate in their education experience as measured by metric 4.4.	$146,042.00	No

Action #	Title	Description	Total Funds	Contributing
4.8	Graduation Awareness	Division of CIIS will collaborate with Boys Republic High School to increase their awareness of the graduation rate indicator and students' progress toward meeting the goal as measured by metric 4.5.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$28,802,457	$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
10.452%	0.000%	$0.00	10.452%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** New Teacher Induction **Need:** When comparing unduplicated student groups' performance to the LEA's performance for all students in ELA and Math, there are noticeable achievement gaps. The overall student population is at 24.7 Distance from Standard (DFS) in ELA and -13.8 DFS in Math. Our unduplicated student groups lag	New teacher induction is needed to provide all new hires with support to continue their learning with all student populations with an emphasis on English learners (EL) and Socioeconomically Disadvantaged (SED) youth and to be able to retain staff. With teachers and students who transfer between school locations, it is important that all newly hired teachers throughout the district are equipped with the strategies to teach all students. Without strong mentorship and support, research shows that new teachers leave the	1.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	behind with achievement levels as follows: EL (-20.4 DFS in ELA and -38.2 DFS in Math) and SED (9.6 DFS in ELA and 51.8 DFS in Math). As a result, a New Teacher Induction program is needed to support new teachers with the assistance of a mentor to develop a plan to support the unique needs of ELs and SED students who have significant achievement gaps. The New Teacher Induction Program was a top priority indicated by ACT, teachers, district administration, community members as a service to continue to improve learning outcomes for ELs and SED youth while being to support new teachers. **Scope:** LEA-wide	profession within five years. The district finds teacher attrition, relocation, and retirement continuously affecting the need to hire at least 100 new teachers every school year. As a result, in order to attract and retain new teachers, the new teacher induction program is a well research based practice that meets the criteria for "evidence-base" as outlined by the Every Student Success Act (ESSA) as both an effective and principally directed action to support improved outcomes for unduplicated students and will be measured by the Teacher Assignment Monitoring Outcomes by Full-Time Equivalent (DataQuest).	
1.3	**Action:** Library and Media Support **Need:** When comparing unduplicated student groups to the LEA's performance for all students in ELA and Math, there are noticeable achievement gaps. The overall student population is at 24.7 Distance from Standard (DFS) in ELA and -13.8 DFS in Math. Our unduplicated student groups lag behind with achievement levels as follows: EL (-20.4 DFS in ELA and -38.2 DFS in Math); FY(-49.0 DFS in ELA and in -92.2 DFS in Math); and SED (-9.6 DFS in ELA and -51.8 DFS in Math). After assessing their needs, conditions, and circumstances, the District determined that unduplicated students need more supports to	This action is principally directed toward EL, FY, and SED students and will be provided on an LEA-wide basis to ensure these student groups have access to instructional materials and resources during the school day as identified by educational partner feedback. Increasing library and media support is a well researched practice that meets the criteria for "evidence-based" as outlined by the ESSA, as both an effective and principally directed action to support improved outcomes for unduplicated student groups. Building on the value from the Association of College Research (2017), this action is being provided on an LEA-wide basis to ensure all student student groups readily have access to instructional materials and resources during the school day to allow them to have greater engagement with their learning.	1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	access materials during the school day than the general population. Feedback from our DELAC Committee indicate that having access to resources during the day is a top priority for improving outcomes for our unduplicated student groups. **Scope:** LEA-wide		
1.6	**Action:** Instructional Support **Need:** English Learners, Foster Youth, and SED are well-below the Distance from Standard (DFS) in both ELA (-10 to -49 points below) and Math (-38 to -92 points below) on the CAASPP. Teachers who have underachieving students who are ELs, FY, or SED will need support with the pedagogical skills or efficacy to close the achievement gaps for these student groups as measured by State Reflection Tool for Priority 2. Through engaging educational partner data collection, Principals. Assistant Principals, and District Administration indicated that this was a top priority area to continue. **Scope:** LEA-wide	This action is principally directed toward ELs, FY, and SED student groups including ELs that are under achieving as identified by educational partner feedback. As these students are represented at every school, this action is being provided on an LEA-wide basis to ensure all teachers receive coaching support to equip them with the knowledge and strategies to address students' needs through the differentiation of instruction. Researchers have found that when professional development is infrequent or decontextualized, training resulted in the implementation of less than 20% of new practices being transferred in the classroom setting. Conversely, job imbedded ongoing coaching led to 80-90% of implementation of new practices (Joyce and Showers, 1982). Offering coaching support is a well research based practice that is effective and principally directed at supporting improved learning outcomes for unduplicated student groups.	1.3
1.8	**Action:** GATE	With ELs student groups represented at schools across the district, there is a need to universally screen all students in grade 2 and provide referral	1.4

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	Need: There is a need to appropriately identify gifted students across all student groups at all schools and provide support for differentiated instruction for identified students as measured the District GATE Report. When screening is left up to individual nomination processes, biases can affect which students get screened for testing. During the 2023-24 school year 17.98% of the student population were identified as GATE with 10.15% of ELs identified. As this is a significant increase from the district's previous screening method which relied on a nomination process for testing, there is a continued need for an equity based action to ensure all students, including ELs are captured so they benefit from differentiated instruction. This was a top priority indicated by CSEA to continue. **Scope:** LEA-wide	opportunities for students in grades 3-8 to ensure all students have equal access to be appropriately identified as delineated by educational partner feedback. Kaplan and Mora-Flores (2020) discuss that students who are bilingual or who reside in urban contexts have decreased opportunities from accessing and experiencing differentiated and challenging curriculum. The research points to the needs of properly identifying students and as a result this action is being provided on an LEA wide-basis as an equity action to ensure these student groups can benefit from challenging instruction. Additionally, there is a need to ensure all teachers are equipped with the knowledge and strategies to address the needs of gifted students. Through a screening effort that is offered and principally directed for unduplicated student groups LEA-wide, we can ensure there is equitable access and opportunity for these groups to participate in the GATE program.	
1.9	**Action:** VAPA **Need:** EL, FY, and SED students who are at all schools may have limited opportunities and access to quality music instruction. When we look at our CAASPP math scores for these student groups, there is an achievement gap when compared to "all student groups": All students (-13.8 DFS in Math); EL (-38.2 DFS in Math); FY (-92.2 DFS in Math); and SED (-51.8 DFS in Math). Based on the need	This action is principally directed toward ELs, FY, and SED students and will meet their needs for quality music instruction as identified by educational partner feedback. However, it will be provided on an LEA-wide basis to allow students to participate in a well-rounded education and benefit from a weekly music education program that research has shown to be linked to improved student outcomes in math. This program has dedicated credentialed music teachers to ensure student receive quality music instruction. This equity based action ensures that our unduplicated student groups are not overlooked and have	1.5., 1.6

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	to improve student outcomes in math, the District knows from research that a focus in music benefits student performance in math when compared to students who have not received music education (Johnson, 2006). Currently, there is 100% for EL, FY, and SED students who are able to participate through this equity based action. Overtime, the District would like to see the positive effects of music instruction close the achievement gap in math. This was a top priority expressed by teachers, ACT, and CSEA as an area to continue to support our unduplicated student groups. **Scope:** LEA-wide	access to a broad course of experiences to accelerate their learning in math.	
1.10	**Action:** Career Pathways and Options **Need:** There is a need to increase the amount of unduplicated student groups participating in and completing at least one of the 20 CTE pathways in the district. There are 4.8% of ELs and 55.7% of SED students who completed pathways as measured by District report of CTE offerings; there are 21% of ELs and 34% of SED students who are participating in at least one CTE course. In order to increase their readiness for college and career beyond graduation, there is a need to ensure more students are participating in rigorous and high interest CTE courses. Through engaging educational partner data collection, students,	This action is principally directed toward ELs and SED student groups via academic counselors sharing information during the school year and will allow them to be better prepared for College and Career success. The programs are taught by CTE teachers who receive ongoing professional learning to ensure they are current with the most up-to-date knowledge for their CTE courses to continue to improve the quality of the CTE pathways. This action was identified as a top priority by educational partner feedback. However, it is being provided on an LEA-wide basis to ensure students can participate in increased CTE offerings district-wide and at every school no matter the school of residence to promote equity, ensure resource efficiency, and better prepare all students for successful careers. Building from the Advance CTE reports (2021), bridging learning and career and post secondary education, greatly	1.6 and 1.7

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	teachers, ACT, and CSEA indicated that this was a top priority area to continue. **Scope:** LEA-wide	prepares students to be successful beyond high school. CTE pathways is a well-research based practice that meets the criteria for "Evidence-base" as outlined by ESSA, as both an effective and principally directed action to support improved outcomes for unduplicated student groups.	
1.13	**Action:** Instructional Technology **Need:** Currently, the overall student population is at 24.7 DFS in ELA and -13.8 DFS in Math. Our unduplicated student groups lag behind with achievement levels as follows: EL (-20.4 DFS in ELA and -38.2 DFS in Math); FY(-49.0 DFS in ELA and in -92.2 DFS in Math); and SED (-9.6 DFS in ELA and -51.8 DFS in Math). To address this gap, there is a need to explore various tools to improve and enhance engagement (via the Techsploration Committee) in order to increase learning outcomes for unduplicated student groups as measured by the Technology Inventory. EL, FY, and SED students who are at all schools have limited exposure with technology tools and would benefit from having appropriate technology that aids in connecting them with learning. Through engaging educational partner data collection, the community and DELAC indicated that this was a top priority area to continue. **Scope:** LEA-wide	This principally directed action for ELs, FY, and SED students is being provided as a continued pilot on an LEA-wide basis. The exploration of the program allows the district to make determinations on which technology tools to purchase that will enhance engagement for our unduplicated student population that are at all schools and in every classroom. According to the research of Cappola (2020), low income students and students in urban contexts have limited exposure to technology tools creating a digital divide which in turn has affects deeper engagement with learning. To level the playing field, providing technology tools on an LEA-wide basis decreases the digital divide, because we ensure that all students regardless of their background have access and therefore effectively engage with tools to help them be more connected with their learning. With adequate technology tools, our unduplicated student groups will benefit from equal opportunities for effective educational experiences.	1.8

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2.1	**Action:** Family Engagement **Need:** When comparing all unduplicated student groups to the LEA's CAASPP for "all students" in ELA and Math, there is a clear achievement gap. The overall student population is at 24.7 DFS in ELA and -13.8 DFS in Math. Our unduplicated student groups lag behind with achievement levels as follows: EL (-20.4 DFS in ELA and -38.2 DFS in Math); FY (-49.0 DFS in ELA and in -92.2 DFS in Math); and SED (-9.6 DFS in ELA and -51.8 DFS in Math). The achievement gap reveals the need for the district to promote greater engagement with families to narrow this gap. Offering a variety of family engagement supports for families of unduplicated student groups was a top priority for our students, community DELAC, and LCAP Advisory committees. **Scope:** LEA-wide	This action is principally directed toward ELs, FY, and SED student groups to promote greater family involvement by offering participation in committees such as the LCAP, DELAC, SSC, and DPPAC, in an effort to improve student learning outcomes. This is being provided on an LEA-wide basis to ensure all families, with an emphasis on families with unduplicated student groups, feel welcome and connected to their schools so they can acquire the knowledge and tools to access the programs and services that are available for ELs, FY, and SED and as a result improve learning outcomes. According to Mapp's (2013) research, family engagement efforts are linked to student achievement and school improvement. Based on the Dual Capacity Framework, CVUSD plans to support unduplicated families with deeper connections to school to improve student learning outcomes. The plan to support unduplicated families includes trainings and workshops by qualified personnel that are relevant to parents and school staff. The research points to that families must be part of the solution in closing the achievement gap and reflects the importance of the feedback from our engagement partners with the supports that are necessary to be the important link with student achievement.	2.1, 3.1, 3.3
2.5	**Action:** Multi-Tiered Systems of Support-Behavior (MTSS-B) Materials **Need:** The graduation rate for all students is at 94.7%, while unduplicated student groups trail behind: EL (88.4%); FY (64.9%); and SED (93.1%). Similarly, while the chronic	While this action is principally directed toward ELs, FY, and SED students, this action is being provided on an LEA-wide basis as a continued need to support a positive school climate that propels academic achievement. Embedded systems of support is needed across all schools and in every classroom to ensure all students benefit by learning in one coherent system. The District expects that all students with social-	2.2, 2.3, 2.4, 2.6, 2.7

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	absenteeism rate for all students is at 19.5%, unduplicated student groups have the following rate: EL (19.7%); FY (32.3%); and SED (26.7%). Multi-Tiered Systems of Support-Behavior (MTSS-B) materials are needed to implement Positive Behavior Interventions and Supports (PBIS) at all school sites so students can be better connected at school. The District found that there is an increase of counseling referrals from school staff and parents for unduplicated student groups in comparison to the general population. Based on the number of referrals, unduplicated student groups need readily available mental health services at no cost to students. More time is needed to see positive trends. Through engaging educational partner data collection, students, teachers, ACT, District Administrators, Principals, and Assistant Principals indicated that this was a top priority area to continue. **Scope:** LEA-wide	emotional behavior challenges will benefit through the implementation of PBIS practices and strategies to support school climate as identified by educational partner feedback. Through embedded systems that are well integrated across all classrooms, students will benefit which we will ultimately see in improved graduation rates and decreases in chronic absenteeism rates for our unduplicated student groups district wide.	
2.9	**Action:** High School Intervention Counselors **Need:** The graduation rate for all students is at 94.7%, while unduplicated student groups trail behind: EL (88.4%); FY (64.9%); and SED (93.1%). Similarly, the gap is evident with chronic absenteeism rates: all student groups (19.5%); EL (19.7%); FY (32.3%); and SED (26.7%). High School Intervention Counselors	With ELs, FY, and SED student groups represented at every high school, this action is being provided on an LEA-wide basis as identified by educational partner feedback. Research points to the benefit students who have greater learning needs or at higher risk from having easily accessible wrap around support through High School Intervention Counselors that are well integrated as part of the regular schooling (Williams-White and Kelly, 2011). This access and support when integrated as part of their school life	2.3, 2.4, 2.9, 2.10

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	are needed to support implementation of Multi-tiered Systems of Support for academics and behavior to decrease suspension and increase graduation rate as measured by the CA Dashboard. Research by Williams-White and Kelly (2011) review guidelines for how school counselors can deliver empirically supported strategies to address barriers as part of their comprehensive guidance programs. Through engaging educational partner data collection, students, teachers, ACT, District Administrators, Principals, and Assistant Principals indicated that having high school intervention counselors was a top priority for our unduplicated student groups. **Scope:** LEA-wide	provide the education, prevention, and intervention to support students' social emotional needs. As a result, we anticipate this the system of support will enhance a greater positive learning environment to improve the climate, attendance, and graduation rates for students districtwide.	
2.10	**Action:** Multi-Tiered Systems of Support-Behavior (MTSS-B) Intervention Counselors (K-8) **Need:** The suspension rate for all students is 2.9% with our unduplicated student groups at EL (2.7%); FY (10.1%); and SED (3.8%). Similarly the gap is evident with chronic absenteeism rates: all students (19.5%); EL (19.7%); FY (32.3%); and SED (26.7%). There is a need to create a positive learning environment through early support of PBIS practices and strategies to decrease chronic absenteeism and suspension rates district wide. Research points to the efficacy of early intervention through a continuum of evidence-based	While this action is principally directed toward ELs, FY, and SED students groups, this action is being provided on an LEA-wide basis to support students' early success within a MTSS-B framework as indicated as a continued need by our educational partners. Through explicit instruction of expected behavior that is integrated within the entire school population, all students benefit from learning expected behavioral expectations that promote academic success. With the integration of Intervention Counselors that are part of a school based program ensures we are providing the education, prevention, and early intervention to support students' social emotional needs (Williams-White and Kelly, 2011). This level of early intervention meets the criteria for “evidence-based” as outlined by the ESSA to	2.6, 2.7, 2.9, 2.10

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	practices which can promote expected behavior and prevent problem behaviors. Intervention Counselors (K-8) are needed to support implementation of Multi-tiered Systems of Support for behavior (MTSS-B) to decrease suspension and chronic absenteeism rates. Through the engaging educational partner data collection, District Administration, Principals, Assistant Principals, and the LCAP Advisory Committee indicated that this was a top priority area to continue. **Scope:** LEA-wide	support improved outcomes for unduplicated student groups to be able to decrease suspension and absenteeism rates so that they can attain academic success.	
2.15	**Action:** School Based Health Services **Need:** After assessing the needs, conditions, and circumstances of EL, FY, and SED students, the district data shows that there is a gap in chronic absenteeism rates: all students (19.5%); EL (19.7%); FY (32.3%); and SED (26.7%). As a result, there is a need to help support EL, FY and SED students with additional school-based health services to minimize the barriers that will allow them to attend school regularly. We know that unduplicated students have challenges in accessing in complications with health insurance and a distrust of health care providers (National Institute of Health). Through the engaging educational partner data collection, teachers, ACT, Principals, and	This action is being provided on an LEA-wide basis to promote equity and ensure resource efficiency for all students, regardless of individual circumstances. School nurses will provide support through school based health services decreasing chronic absenteeism rates. Acknowledging the barriers that prevent access to health care for unduplicated students through LEA wide services is the first step towards improving regular school attendance. As a result, unduplicated students can benefit from additional school-based health services that are readily available to increase their attendance at school. According to the World Health Organization (2021), studies have found evidence of the benefit of comprehensive heath services to reduce absenteeism. Offering school-based health services for unduplicated students is to qualitatively enhance and improve the challenges that these students may face that are causes for chronic absenteeism. This level of support meets the criteria for “evidence-based” as	2.6, 2.7

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	the LCAP Advisory committee indicated that this was a top priority area to continue. **Scope:** LEA-wide	outlined by the ESSA, as both an effective and principally directed action to support improved outcomes for unduplicated student groups.	
2.16	**Action:** CVUSD Health Center **Need:** After assessing the needs, conditions, and circumstances of EL, FY and SED students, the district data shows that there is a gap in chronic absenteeism rates: all students (19.5%); EL (19.7%); FY (32.3%); and SED (26.7%). As a result, EL, FY, and SED students can benefit from additional health services that are readily available to increase their attendance at school. According to the World Health Organization (2021), studies have found evidence of the benefit of comprehensive health services to reduce absenteeism. Offering school based health services for unduplicated students is to qualitatively enhance and improve the challenges that these students may face that are causes for chronic absenteeism. This level of support meets the criteria for “evidence-based” as outlined by the ESSA, as both an effective and principally directed action to support improved outcomes for unduplicated student groups. CVUSD Health Center provides access to health services throughout the community to increase student attendance rates as measured by decreases in chronic	This action is principally directed toward EL, FY and SED students and will meet their needs by providing direct medical care, including immunizations, to students as identified specific needs by educational partner feedback. However, it will be provided on an LEA-wide basis to allow all students to have access to services that will qualitatively enhance and improve the challenges that students may face that are causes for chronic absenteeism. Acknowledging the barriers that prevent access to health care for unduplicated students through LEA wide services is the first step towards improving regular school attendance. According to the World Health Organization (2021), studies have found evidence of the benefit of comprehensive health services to reduce absenteeism. In addition, Educational partners have shared that providing health centers where all students may have access to direct medical care is a top priority for all students.	2.6 and 2.7

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	absenteeism rates for unduplicated students. CSEA has indicated this as a top priority for unduplicated students to be able to fully participate at school. **Scope:** LEA-wide		
2.17	**Action:** HOPE Resource Center **Need:** After assessing the needs, conditions, and circumstances of EL, FY, and SED students, the district data shows that there is a gap in chronic absenteeism rates: all students (19.5%); EL (19.7%); FY (32.3%); and SED (26.7%). As a result, EL, FY, and SED students and their families can benefit from additional resources and services that are readily available to increase their attendance at school. According to the World Health Organization (2021), studies have found evidence of the benefit of comprehensive health services to reduce absenteeism. Offering and connecting available community support for unduplicated students and their families is to qualitatively enhance and improve the challenges that these students may face that are causes for chronic absenteeism. Through the engaging educational partner data collection, teachers/ACT, District Administration, and Assistant Principals indicated that improving attendance was a top priority area to continue.	This action is being provided on an LEA-wide basis to ensure greater access for EL, FY, and SED student groups and their families with health supports to address some of the major challenges that they face in being able to fully participate at school. CVUSD HOPE Resource Center provides necessary resources and support throughout the community to increase student connectedness to improve attendance rates and decrease chronic absenteeism rates. Increasing access to these services and supports directly impacts student overall attendance and access to their education regardless of the schools they attend. This promotes equity and ensures resource efficiency for all student regardless of individual circumstances. As revealed in the National Library of Medicine, high risk students which include these student groups have greater challenges in access healthcare and other basic needs. If families can access wrap around services at an organization they trust, there is a greater likelihood we can reduce the barriers that are attributed to chronic absenteeism (California School Based Health Alliance). This level of support meets the criteria for “evidence-based” as outlined by the ESSA, as both an effective and principally directed action to	2.6 and 2.7

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	Scope: LEA-wide	support the decrease in chronic absenteeism rates outcomes for unduplicated student groups.	
2.18	**Action:** Transportation **Need:** After assessing the needs, conditions, and circumstances of SED students, the district data shows that there is a gap in chronic absenteeism rates: all students (19.5%) and SED (26.7%). As a result, there is a strong need to reduce barriers with home school transportation for SED students who may not have the financial means for home to school transportation. According to Jordan (2020) and Attendance Works, research shows that bus riders have a 2% point lower likelihood of being chronically absent. Transportation for SED students meets the criteria for “evidence-based” as outlined by the ESSA, as both an effective and principally directed action to support improved outcomes for unduplicated student groups. Students have inserted that this is a top priority area for the LEA to continue. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis to ensure all SED student groups who are represented throughout the boundaries of the district have support through free and subsidized fees to allow them to attend school. By making this an LEA-wide action, the District is able to promote equity and ensure resource efficiency for all student regardless of individual circumstances. As an action that was expressed as priority by our students; we know that removing barriers, such as financial obligations, to access transportation will make it easier for SED students to attend school, therefore we are able to decrease chronic absenteeism and further support students' academic success and mental health. Offering transportation supports district-wide ensures all students have reliable access to school, fostering equity and reducing absenteeism. This inclusivity benefits the entire student body by promoting consistent attendance and academic success. It also simplifies logistics and ensures efficient use of resources. More than ever, it is critical that we are able to provide students help in getting to school after isolation and learning disruption caused by COVID-19.	2.6 and 2.7
2.21	**Action:** Contracted Mental Health Services **Need:**	This action is being provided on an LEA-wide basis as ELs, FY, and SED student groups are represented throughout the boundaries of the school district. ELs, FY, and SED students and	2.6 and 2.7

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	After assessing the needs, conditions, circumstances of unduplicated students, the district data shows that there is a gap in chronic absenteeism rates: all students (19.5%); EL (19.7%); FY (32.3%); and SED (26.7%). As a result, these student groups and their families can benefit from additional resources and services that are readily available to increase their attendance at school. According to the World Health Organization (2021), studies have found evidence of the benefit of comprehensive health services to reduce absenteeism. Offering and connecting available health based support for the unduplicated student groups and their families is to qualitatively enhance and improve the challenges that these students may face that are causes for chronic absenteeism. Through the engaging educational partner data collection, teachers/ACT, District Administration, and Assistant Principals indicated that improving attendance was a top priority area to continue. **Scope:** LEA-wide	their families face greater challenges associated with language barriers, trauma, and higher rates of mobility. School sponsored supports available through contracted mental health service agencies provide additional mental health support to students at all school sites in order to increase student attendance and address mental health needs that may impact students district wide. This level of support through contracted health services as options meets the criteria for “evidence-based” as outlined by the ESSA, as both an effective and principally directed action to support improved outcomes for unduplicated student groups.	
2.22	**Action:** Chronic Absenteeism Supports **Need:** After assessing the needs, conditions, circumstances of unduplicated students, the district data shows that there is a gap in chronic absenteeism rates: all students (19.5%); EL (19.7%); FY (32.3%); and SED	This action is being provided on an LEA-wide basis as EL, FY, and SED student groups are represented throughout the boundaries of the school district and have disproportionate chronic absentee rates. Additional supports provide direct intervention to assist in reducing chronic absenteeism. By providing this action LEA-wide, the District promotes equity among all students. In order to address this condition of absenteeism, the	2.6 and 2.7

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	(26.7%). There is a need specifically for unduplicated students to be able to regularly attend school in order to reduce chronic absenteeism rates as measured by the CA Dashboard. According to Jordan (2020) and Attendance Works research, positive approaches to working with students and families to determine the barriers for attendance will reduce absenteeism. Through the engaging educational partner data collection, teachers/ACT, District Administration, and Assistant Principals indicated that this was a top priority area to continue. **Scope:** LEA-wide	district will address the major causes of absenteeism which is related to coordinating services for appropriate program placement to meet academic and behavioral needs.	
2.24	**Action:** Intensive Student Support **Need:** After assessing the needs, conditions, circumstances of unduplicated students, FY and SED students are suspended at higher rates compared to the "all student group: All (2.8%); FY (10.1%); and SED (3.8%). There is a need to provide behavioral supports by specially trained staff for students who present significant behavioral challenges to decrease suspension rates at school as measured by the CA School Dashboard. A short-term setting through intensive support will help high needs students shape and modify behaviors and achieve the desired behavioral expectations to be successful in a general	This action is being provided on an LEA-wide basis to support all students who are at promise, even if principally directed to foster and SED students who are at promise, to ensure that every student facing significant behavioral challenges has the opportunity to succeed academically and personally. This inclusive approach promotes equity, recognizing that students from various backgrounds may need additional assistance to re-learn behavioral expectations and that will help them succeed at school and in the future. These students who need this intervention reside throughout the district and will benefit from access to a structured setting with wrap around learning support services as part of their school day. A larger, comprehensive setting does not allow for a variety of services and intense progress monitoring to observe for triggers and the	2.9 and 2.10

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	education setting. Through the engaging educational partner data collection, CSEA indicated that this was a top priority area to continue. **Scope:** LEA-wide	modification of the instructional setting. This action is provided through additional resources which include behavioral intervention plans, specialists, and aides to support regardless of their school of origin. Fuchs and Vaughn (2014) expressly note that students who not adequately benefit from Tier I and Tier 2 services need intense Tier 3 services that provide data based individualization involving highly trained personnel for students to accelerate learning academically and behaviorally. Through the BRIEF academy, at risk students can participate in a strategic program to help them make progress toward meeting behavioral expectations. The research for these intensive supports meets the criteria for “evidence-based” as outlined by the ESSA, as both an effective and principally directed action to support improved outcomes for unduplicated student groups.	
3.1	**Action:** Multi-Tiered Systems of Support: Academic (MTSS-A) Support **Need:** When comparing all unduplicated student groups to the LEA’s CAASPP for “all students” in ELA , there is an achievement gap. The overall student population is at 24.7 DFS in ELA. Our unduplicated student groups lag behind with ELA achievement levels as follows: EL (-20.4 DFS); FY (-49.0 DFS); and SED (-9.6 DFS). The achievement gap shows that these student groups need additional access to resources to bridge and accelerate their learning during their school day. Through the engaging educational partner data collection, Principals and Assistant Principals	While this action is principally targeted toward underachieving EL, FY, and SED students, this action is being provided on an LEA-wide basis to allow all students who reside on every campus to utilize targeted instructional materials to support their learning as indicated as a top priority by educational partner feedback. According to John Hattie's research on Visible Learning, there is a 1.29 effect size for using the Response to Intervention (RtI) framework to accelerate learning. This is possible when students have access to appropriate instructional material within a flexible RtI framework that can be utilized to target their instructional gaps. This ongoing process of targeting instructional gaps is done on a daily basis throughout the school year.	3.1, 3.2, and 3.19

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	indicated that this was a top priority area to continue. **Scope:** LEA-wide	Teachers use evidence-based teaching strategies and regular assessments to monitor all students' progress. For students who need additional help, targeted interventions are provided in small groups, focusing on specific skills or areas where they struggle. For those requiring even more intensive support, customized instruction using research based intervention materials will occur. Throughout the process, data is continually collected and analyzed to ensure each student is receiving the appropriate level of support to help them succeed academically.	
3.2	**Action:** Multi-Tiered Systems of Support **Need:** When comparing all unduplicated student groups to the LEA's CAASPP and CAST for "all students" in ELA, Math, and Science there is an achievement gap. The overall student population is at 24.7 DFS in ELA, -13.8 DFS in Math, and 37.18 Met or Exceeded in Science. Our unduplicated student groups lag behind with achievement levels as follows: EL (-20.4 DFS in ELA , -38.2 DFS in Math, and 4.43% Met or Exceeded in Science); FY (-49.0 DFS in ELA, -92.2 DFS in Math, and 11.54% Met or Exceeded in Science); and SED (-9.6 DFS in ELA, -51.8 DFS in Math, and 23.91% Met or Exceeded in Science). There is a need for highly qualified teachers who can provide early intervention through systematic instruction and intervention in ELA within a Response to Intervention (RtI) model. Also within the RTI framework, Junior High intervention	Although the action is principally directed to EL, FY, and SED students, the action is being provided on an LEA-wide basis because the District finds there is a need for Tier 2 and Tier 3 support for all students in order to accelerate student learning during the school day. When there are targeted interventions that are by invitation and not required, not all students will benefit. As a result, consistent with the priorities expressed by our educational partners, systematic intervention by intervention teachers and intervention counselors need to be available as part of the school day for all students, LEA wide. Elementary intervention teachers will provide early intervention with Tier 2 and Tier 3 support through systematic instruction and intervention to close the achievement gaps identified in ELA. Junior High intervention counselors will work closely with teachers to ensure students collaborate with teachers and parents on early identification and intervention of children's academic and social/emotional needs, which is essential in	3.1, 3.2, 3.3, 3.4, 3.5, 3.19, and 3.20

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	counselors are needed to support EL, FY, and SED students who are in a larger setting than elementary through a collaboration with multiple teachers to ensure students are participating and benefiting within a multitiered system of interventions. Through the engaging educational partner data collection, Principals, Assistant Principals, teachers, ACT, CSEA, and LCAP Advisory Committee indicated that this was a top priority area to continue. **Scope:** LEA-wide	removing barriers to learning and developing skills and behaviors critical for academic achievement. According to the American School Counselor Association, middle school students attending schools with strong counseling programs reported a higher level of academic achievement. Support through RtI and counseling programs by Junior High Intervention Counselors meet the criteria for "evidence-based" as outlined by the ESSA, as both an effective and principally directed action to support improved outcomes for unduplicated student groups.	
3.3	**Action:** Alternative Education Support **Need:** After assessing the needs, conditions, circumstances of unduplicated students, there is a gap in the percentage of the "all student group" meeting a-g (UC/CSU) in the combined four- and five-year graduation rate compared to the performance of the unduplicated student groups: All (57.2%); EL (44.2%); FY (8.1%); and SED (43.87%). Educational partner feedback determined that academic counselors are needed to provide targeted support to unduplicated students to close the disparities found. **Scope:** LEA-wide	While this action is principally targeted toward ELs, FY, and SED students, this action is being provided on an LEA-wide basis to promote equity and ensure resource efficiency as students across the district access the Alternative Education Center (AEC). There is a need for an academic counselor to provide support for approximately 700 students from different grade levels who require alternative pathways to learning as measured by the percentage of students in the combined four- and five-year graduation rate who meet the A-G (UC/CSU) requirements. The AEC provides students alternative options for reaching academic success. With students accessing the AEC across the district, having a dedicated counselor to provide case management and collaborate with all schools is essential in ensuring students are meeting the demands of school and district requirements. In the research by Williams-White and Kelly (2011), the authors review how school counselors can deliver empirically supported strategies to address academic barriers as part of	3.6, 3.17, 3.18, and 3.21

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		their comprehensive guidance programs. By ensuring a collaborative culture between the AEC counselor and schools, we expect increased academic success and students graduating minimally meeting the A-G requirements to be eligible to attend any UC or CSU school. This level of support meets the criteria for “evidence-based” as outlined by the ESSA, as both an effective and principally directed action to support improved outcomes for unduplicated student groups.	
3.6	**Action:** College Awareness **Need:** After assessing the needs, conditions, circumstances of unduplicated students, there is a need to increase college awareness and provide opportunities for students to participate in college tours so students commit beyond high school and attend higher education as measured by the CA School Dashboard (% of Students Meeting UC/CSU Requirements). District: 57.2% EL 44.2%, FY 8.1%, SED 43.87%. Through the engaging educational partner data collection, students and the community indicated that this was a top priority area to continue. **Scope:** LEA-wide	While this action is principally targeted toward ELs, FY, and SED students, this action is being provided on an LEA-wide basis to ensure all student groups benefit of having access to college related resources and information as part of their regular school program. EL, FY, and SED students have limited exposure to information about college/university due to barriers associated with language and unique challenges of poverty and greater mobility. These barriers can be removed when these student groups are afforded college related experiences as part of the school curriculum. In the research by Corwin and Tierney (2007) one overarching conclusion is that students are best served by schools that exhibit a strong "college culture." By creating a college awareness campaign that is grounded in research, meets the criteria for “evidence-based” as outlined by the ESSA, as both an effective and principally directed action to support improved outcomes for unduplicated student groups. College awareness campaigns at school sites include college fairs, school-sponsored college tours, and on-campus college experiences. This equity based action as indicated as a priority by our educational partners increases students' awareness of higher education	3.6, 3.17, 3.18, 3.21

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		possibilities to improve their success beyond high school.	
3.8	**Action:** AVID **Need:** There is a need to increase college and career readiness with an emphasis on first-time college goers as measured by achievement gaps on the CA School Dashboard (% of Students Meeting UC/CSU Requirements): District: 57.2% EL: 44.2%, FY 8.1%, SED 43.87%. AVID data shows that 76% of graduating seniors are from low income families and 86% are underrepresented students, yet they outperform their peers on national metrics when participating in AVID. This suggests that promoting college awareness through the AVID program is a high need for our unduplicated student groups for success beyond high school. As such, there a great need to expose these student groups with the road map for attaining a higher education degree. Through the engaging educational partner data collection, Assistant Principals. District Administration, teachers, ACT, and CSEA indicated that this was a top priority area to continue. **Scope:** LEA-wide	While this action is principally directed toward ELs, FY, and SED students, this action is being provided on an LEA-wide basis with a focus on these student groups who may be the first in their family to attend college. Having access to the AVID program as part of their school program ensures students with access and greater preparation for admission to higher education. In light of mitigating factors that may limit these student groups from having support with preparation for college; this equity driven action bridges the opportunity gaps by preparing our students with the knowledge and skills to navigate toward higher education and career success. We know through the Public Policy Institute of California, earning a college degree reaps benefits that include greater financial stability and security over time. 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 resources. These student groups will benefit from AVID school wide strategies as well as the opportunity to participate in AVID electives to better prepare them. Through academic counseling, students whom AVID is geared towards are provided with information on the program and steps to enroll. The AVID program is grounded in research and meets the criteria for “evidence-based” as outlined by the ESSA, as both an effective and principally directed action to support improved outcomes for unduplicated student groups.	3.6, 3.17, 3.18, and 3.21

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.10	**Action:** Career Centers **Need:** After assessing the needs, conditions, and circumstances of EL, FY, and SED students, there is a need to provide equitable access and information to college and career courses and opportunities as measured by DataQuest (% of Students Meeting UC/CSU Requirements and CTE Pathway Completion): District: 5%, EL 3.2%, FY 0%, and SED 3.5%. Students who have language barriers and/or have mitigating circumstances associated with poverty and greater mobility face disadvantages, specifically in their understanding of pathways that lead to college and career success (Perkins, 2022). This suggests that schools must be the hubs for this information if we are to make progress toward ensuring equitable outcomes of higher education and carrier success for our students. Through the engaging educational partner data collection, the community, DELAC, and CSEA indicated that this was a top priority area to continue. **Scope:** LEA-wide	While this action is principally directed toward ELs, FY, and SED student groups, this action is being provided on an LEA-wide basis to ensure these students attain information about college courses and career opportunities at school. With mitigating circumstances that are associated with student groups who have language barriers and/or poverty and greater mobility, the controllable variable in their lives is the access of information that can be available through the career centers located at their schools. As such, there is a greater need to provide this action on an LEA-wide basis. In the research by Corwin and Tierney (2007), one overarching conclusion is that students are best served by schools that exhibit a strong "college culture." With career centers at every high school, students can readily have information and guidance to assist them toward making higher education and career success a greater reality. These career centers are accessible before and after school, during lunch, and by appointment during the school day.	3.7, 3.8, 3.17, 3.18, and 3.21
3.19	**Action:** Regional Occupational Program **Need:** There are 0% of FY, 4.8% of ELs, and 55.7% of SED students who completed pathways as	While this action is principally directed toward ELs, FY, and SED students, this action is being provided on an LEA-wide basis to allow all students with full access to diverse CTE course offerings as identified by educational partner feedback. Staff supported through ROP have	3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	measured by District report of CTE offerings. To promote greater participation and completion of CTE pathways, there is a need to support sites with CTE offerings that may not be available with current staffing through Regional Occupational Program (ROP) Currently, staff with limited credentials does not allow our unduplicated student groups to participate in diverse CTE pathways that may be of interest and need. By engaging with our educational partners, we know this is a high priority expressed by students, teachers, ACT, and CSEA. **Scope:** LEA-wide	specialized credentials that allow students to access courses otherwise not offered on their school campus. Students seeking career pathways are provided with information on ROP through their academic counselors. According to the California Department of Education, ROPs provide "rigorous and high quality programs which contribute to students' academic and career achievement" and help close the achievement gap by motivating students to learn both academic and occupational skills for future success in a career of their choice. Another benefit of ROP programs is their partnership with local businesses and industries that will better prepare all students to be successful beyond graduation.	
4.4	**Action:** Increased Academic Support within Smaller Settings at Buena Vista and Boys Republic **Need:** When comparing the CCI indicator for all high schools (49.7%-medium), with BV and BR, there is a clear achievement gap: BV all students-4% prepared (very low); SED-4.3% prepared (very low); BR all students (0%); FY (0%); and SED (0%). To address the needs of students at BV who arrive credit deficient and BR, an educational facility for court appointed delinquent youth, there are immense needs to address gaps to support students' academics in order to demonstrate college and career readiness as measured by the CCI. Research by Christle, Jolivette, and Nelson (2010) identified that schoolwide behavior	While this action is targeted toward FY and SED student groups at BV and BR, this action is being provided on a school wide basis to also support other student groups such as Hispanic students (-4.6% prepared, very low). 100% of the students at both schools represent one of the unduplicated student groups. As such, the students come to school with significant needs associated with language barriers, poverty, and/or greater levels of mobility. And with these circumstances, 100% of the students arrive at both schools credit deficient. Additional staffing is needed over and beyond the base allocation determined by the teacher contract and HR staffing formula for the schools in order to accelerate learning for students who have significant academic and behavioral gaps. As delineated in research, students at continuation high schools and in alternative programs such as Boys Republic are more likely to drop out	4.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	management with low teacher to student ratio with an effort on strong relationship building help minimize 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 ESSA, as both an effective and principally directed action to support improved outcomes for unduplicated student groups. By engaging with our educational partners, we know this is a high priority expressed by students at BV and BR. **Scope:** Schoolwide	because they are in high school and lack significant amount of credits to graduate (EdSource, 2008). With smaller class sizes, schools can effectively utilize the RtI framework to quickly identify and implement systems of support to address students' needs. In a smaller environment, behavioral management strategies can also be effectively taught, monitored, with strategic feedback for students to relearn strategies for them to be successful as students.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.3	**Action:** Bilingual Translation Services **Need:** EL achievement (-20.4 DFS in ELA and -38.2 DFS in Math) lags compared to all student group performance (24.7 DFS in ELA and -13.8 DFS in Math). The District is aware that more English-speaking families access engagement activities at school, and language	Understanding that ELs are at every school throughout the district, it is important that translation be provided to all EL families on an LEA-wide basis. The District offers these services at sites where 14% of the student population speak a primary language other than English. Ensuring translation allows families to fully participate in the school programs which in turn will allow them to better advocate for the needs of their students as measured by the increased	2.1 and 2.2

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	gaps may impede families from being able to fully participate at school. Research shows that we unequivocally need parents to engage in their children's education. When parents are active, students are almost always more successful in their educational careers. Having a translator for parents who are non-English speaking gives them a chance to be regularly engaged in this vital portion of their children's lives. Through the engaging educational partner data collection, District administration, principals, assistant principals, and students indicated that this was a top priority area to continue. **Scope:** Limited to Unduplicated Student Group(s)	positive outcomes on the self-reflection tool for parent involvement and family engagement. As indicative of the results from the district's school quality survey, efforts in ensuring parents and families feel welcome by alleviating language barriers has shown positive outcomes in parents and families feeling welcome at their schools.	
2.12	**Action:** Case Management for Families with Need **Need:** After assessing the needs, conditions, and circumstances of SED students, the district data shows that there is a gap in chronic absenteeism rates: all students (19.5%) and SED (26.7%). SED students are impacted by socioeconomic barriers that impact school attendance as evidenced by the chronic absenteeism rates on the CA School Dashboard. There is a high need to support SED students and families whose circumstances affect school engagement and attendance. According to the National Library of Medicine socioeconomic disadvantage has a negative impact on educational outcomes for	This action is limited to SED students and their families with case management to help reduce barriers that exist to help students' attendance and connectedness at school. The research from the Adult Adolescent Parenting Inventory tells us that SED parents have limited knowledge of the community resources available to support their children. In order to address this condition of chronic absenteeism for SED families, there is a need for case management for families to support them with resources that are available for their students to be able to fully participate at school. Reducing these barriers with assistance will enable students to improve attendance and connectedness with school.	2.6, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	students with consequences that affect their engagement with school. As a result, through case management and support, SED students can be supported to attain more equitable outcomes by attending school regulars. Through the engaging educational partner data collection, teachers/ACT, District Administration, and Assistant Principals indicated that improving attendance was a top priority area to continue. **Scope:** Limited to Unduplicated Student Group(s)		
2.20	**Action:** Foster Youth Counselor and Clerk **Need:** After assessing the needs, conditions, circumstances of unduplicated students, the FY graduation rate (64.9%) is lower and higher in chronic absenteeism rate (32.3%) than the "all student group" (94.7% graduation rate and 19.5% chronic absenteeism rate). The data reveals that FY have lower academic outcomes as a result of challenges associated with trauma and higher rates of school mobility. To support FY academic continuity, there is a need to have dedicated staff to that can harness their attention solely on FY student so they can benefit from additional services and resources to decrease chronic absenteeism and increase graduation rates. Through the engaging educational partner data collection, teachers/ACT, District Administration, and Assistant Principals	This action is limited to FY. As revealed in Learning Policy Institute, FY face a range of challenges to their educational success, including an increased likelihood of having experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility. They also face a double challenge of adjusting to new schools and a new home life. As a consequence, they typically experience lower academic outcomes and graduation and college-going rates. Having a counselor and staff dedicated to foster youth maximizes greater attention to their specific needs to increase greater connection with school to improve absenteeism and meeting graduation requirements. Additionally, case management will help increase students' sense of belonging and level of engagement at school to support their stability at school.	2.3, 2.4, 2.6, and 2.7

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	indicated that improving attendance was a top priority area to continue. **Scope:** Limited to Unduplicated Student Group(s)		
3.5	**Action:** After School Tutoring **Need:** When comparing all unduplicated student groups to the LEA's CAASPP and CAST for "all students" in ELA, Math, and Science there is an achievement gap. The overall student population is at 24.7 DFS in ELA, -13.8 DFS in Math, and 37.18 Met or Exceeded in Science. Our unduplicated student groups lag behind with achievement levels as follows: FY (-49.0 DFS in ELA, -92.2 DFS in Math, and 11.54% Met or Exceeded in Science) and SED (-9.6 DFS in ELA, -51.8 DFS in Math, and 23.91% Met or Exceeded in Science). Similarly, there is an achievement gap when comparing the percentage of the "all student group" meeting a-g (UC/CSU) in the combined four- and five-year graduation rate compared to the performance of the unduplicated student groups: All (57.2%); FY (8.1%); and SED (43.87%). Studies on the effects of tutoring on student success demonstrate a significant trend: the more academic support students receive, the more likely they are to pass their courses and stay enrolled. With significant achievement gaps, there is a need for FY and SED students to have additional support through individualized tutoring to help bridge	This action is limited to FY and SED students. Having access to tutoring will allow underachieving FY and SED student groups receive the necessary academic support to accelerate their learning as measured by improved learning outcomes on state assessments and meeting a-g (UC/CSU) requirements at graduation. With mitigating circumstances such as greater mobility and poverty, associated with these student groups have limited resources to accelerate learning. In looking at research, individualized tutoring allows for intensified diagnosis of students' needs which allow for customization in addressing learning gaps. With tutoring, FY and SED student groups can receive personalized and additional stable academic support to have greater success at school and beyond.	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.19, and 3.20

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	academic achievement gaps. Through the engaging educational partner data collection, teachers, ACT, CSEA, and the community indicated that this was a top priority area to continue. **Scope:** Limited to Unduplicated Student Group(s)		
3.11	**Action:** Professional Development to Support English Learners and Long Term English Learners (LTELs) **Need:** Based on the ELPI, 52% of ELs are making progress towards English language proficiency which is also reflected on the CAASPP English language arts scores that show ELs are -20.4 Distance from Standard (DFS), while all students are performing at 24.7 above DFS. The LTEL rate is at 5.3% and the district wide reclassification rate is 20.5%. EL students receive core subject instruction, but the requirement that they receive English language development instruction may mean they cover less core content than other students. After they are reclassified, ELs no longer receive English language development instruction and take core subjects without additional support. As a result, they need to receive appropriate targeted supports and instruction from teachers who have strong skills to teach designated and integrated English language development to improve learning outcomes for ELs and curtail students	This action is principally targeted toward ELs on an limited basis. ELs are present at every school and every classroom within the district. As reviewed in the the Public Policy of Institute of California, it is imperative for ELs to make progress toward English language proficiency so they can have access to additional core academic courses. Research also reflects that reclassified ELs are among the best performing students according to a variety of academic measures (Hill et al. 2014; Saunders and Marcelletti 2013; Gándara and Rumberger 2006; EdSource 2008; Flores, Painter, and Pachon 2009). In order to address the unique needs of ELs to make continuous progress toward proficiency, there is high need for all teachers with ELs to have the pedagogical skills and strategies to that will help students progress toward EL proficiency. This action is intended to support teacher implementation of DELD and IELD standards to facilitate ELs to make continuous improvement.	3.9, 3.10, 3.17, 3.18, and 3.21

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	from becoming Long Term English Learners (LTELs). Through the engaging educational partner data collection, Principals and the LCAP Advisory indicated that this was a top priority area to continue. **Scope:** Limited to Unduplicated Student Group(s)		
3.12	**Action:** Access & Equity **Need:** There is a need for Access & Equity staff to support English Learners throughout the district as measured by the CA School Dashboard ELPI which has the District at 52% of EL students making progress on the 2023 Dashboard, a decrease of 4.1% from the 2022 Dashboard. In addition, there is 5.3% of our EL population that are Long-Term ELs (LTELs). Through the engaging educational partner data collection, students indicated that multilingual support was a top priority area to continue. **Scope:** Limited to Unduplicated Student Group(s)	This action is being provided to ensure all ELs and LTELs receive the necessary support with appropriate program placement to progress toward English proficiency and to decrease LTELs district wide. John Hattie shows that when colleagues work together with a positive belief to impact student achievement, there is an effect size of 1.57 collective teacher efficacy. The strong support of the Access and Equity staff will support the teacher efficacy practices to positively impact student achievement for English learners by ensuring all data pertaining to ELs are accurate, all students are in a broad course of study to benefit from receive differentiated instruction, and progress toward proficiency and achievement is closely monitored. The US Department of Education accentuates the importance of the LEA having rigorous monitoring systems that include periodic benchmarks to monitor ELs' progress over time, determine when students are not making appropriate progress, and provide additional support to enable ELs to reach English proficiency and gain grade level content knowledge. With district level coordination, monitoring, and analysis of student progress, there is built in assurance to help improve student outcomes for ELs. Additionally, with district level	3.9 and 3.10

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		monitoring and analysis of EL progress, we are able to identify patterns and trends with EL progress and/or placement to greater support schools with additional services as needed.	
3.14	**Action:** Advanced Placement Exam Access **Need:** SED students have financial barriers that may discourage students from taking rigorous AP courses and exams. With this financial barrier that has been removed from our SED student group, the district has found great success with 61.5% SED student population with a fee waiver score a passing score on the AP exam. Through the engaging educational partner data collection, District Administration and students indicated that this was a top priority area to continue. **Scope:** Limited to Unduplicated Student Group(s)	This action is being provided on an limited basis for the SED student group to enable them to take AP exams at subsidized costs for AP exams without any limitation in order to be better prepare them for college and beyond. Our SED student group has demonstrated great success with this action as measured by the percentage passing the exam with a three or higher on the AP exam. According to College Board, research supports that students who take AP courses and exams are more likely than their peers to attend college and graduate on time. Additionally, research shows that when students are given access to advanced coursework opportunities, they work harder and engage more in school, leading to fewer absences and suspensions and higher graduation rates. As a result, when these opportunities are afforded to SED students, we provide them with the opportunity to thrive. Having access to rigorous AP courses is grounded in research and meets the criteria for “evidence-based” as outlined by the ESSA, as both an effective and principally directed action to support improved outcomes for SED youth and remains a continued priority by our educational partners.	3.13
3.17	**Action:** Multilingual Program Support **Need:** CVUSD has a growing population of ELs with a 10% district average. In 2022-2023, there were 22 schools that had an EL percentage	This action is to ensure that ELs have full access to support their progress at every school. The Departments of Access and Equity with Assessment and Instructional Technology will oversee various trainings and the costs of bilingual assessments to support the dual language immersion programs to determine students'	3.14

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	higher than the 10% district average compared to only 14 schools in 2020. With the establishment of the dual language immersion programs in Spanish and Mandarin, there is a high interest and need in monitoring the growth of the students in a language other than English to increase the number of students receiving the State Seal of Biliteracy. While 19.5% of the students in the district at large are earning a State Seal of Biliteracy at graduation, only 13.9% of English learners are earning the State Seal of Biliteracy demonstrating a gap. Consequently, there is a need to promote and support multilingualism for English learners as demonstrated by the percentage of students earning the State Seal of Biliteracy at graduation if we are to promote success beyond high school graduation. Through the engaging educational partner data collection, students indicated that multilingual support was a top priority area to continue. **Scope:** Limited to Unduplicated Student Group(s)	multilingual abilities in reading, writing, listening, and speaking principally directed for English learners. Providing and promoting access to multilingual pathways enable students to obtain fluency in another language increasing greater opportunities beyond graduation.	

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

N/A

Additional Concentration Grant Funding

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

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

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$ 275,572,041	$ 28,802,457	10.452%	0.000%	10.452%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 45,685,343	$ 7,614,016	$ -	$ 1,612,352	$ 54,911,711.00	$ 33,571,245	$ 21,340,466

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Recruitment Fairs	All	No	LEA-wide	N/A	All Schools	2024-2025	$ -	$ 15,000	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
1	2	New Teacher Induction	English Learners and Low Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	2024-2025	$ 404,177	$ 95,823	$ 500,000	$ -	$ -	$ -	$ 500,000	0.000%
1	3	Library and Media Support	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	2024-2025	$ 1,692,128	$ -	$ 1,631,912	$ -	$ -	$ 60,216	$ 1,692,128	0.000%
1	4	Common Core Materials	All	No	LEA-wide	N/A	All Schools	2024-2025	$ -	$ 3,588,000	$ 788,000	$ 2,800,000	$ -	$ -	$ 3,588,000	0.000%
1	5	Common Core Supplemental Supports	Students with Disabilities	No	LEA-wide	N/A	All Schools	2024-2025	$ -	$ 25,000	$ -	$ 25,000	$ -	$ -	$ 25,000	0.000%
1	6	Instructional Support	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	2024-2025	$ 2,843,346	$ -	$ 2,843,346	$ -	$ -	$ -	$ 2,843,346	0.000%
1	7	Professional Development	All	No	LEA-wide	N/A	All Schools	2024-2025	$ 382,712	$ 167,288	$ -	$ -	$ -	$ 550,000	$ 550,000	0.000%
1	8	GATE	English Learners	Yes	LEA-wide	English Learners	K-8	2024-2025	$ -	$ 200,000	$ 200,000	$ -	$ -	$ -	$ 200,000	0.000%
1	9	VAPA	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	Elementary Schools	2024-2025	$ 1,464,341	$ 105,725	$ 1,570,066	$ -	$ -	$ -	$ 1,570,066	0.000%
1	10	Career Pathways and Options	English Learners and Low Income	Yes	LEA-wide	English Learners and Low-Income	All high schools	2024-2025	$ 522,748	$ 300,000	$ 672,748	$ -	$ -	$ 150,000	$ 822,748	0.000%
1	11	Preschool Inclusion Program	Students with Disabilities	No	LEA-wide	N/A	Chaparral Elementary, Glenmeade Elementary, Oak Ridge Elementary, Liberty Elementary, and Marshall Elementary Schools	2024-2025	$ 1,524,474	$ -	$ 762,237	$ 762,237	$ -	$ -	$ 1,524,474	0.000%
1	12	Technology	All	No	LEA-wide	N/A	All Schools	2024-2025	$ -	$ 4,000,000	$ 4,000,000	$ -	$ -	$ -	$ 4,000,000	0.000%
1	13	Instructional Technology	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	2024-2025	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
1	14	Facilities	All	No	LEA-wide	N/A	All Schools	2024-2025	$ -	$ 5,965,000	$ 5,965,000	$ -	$ -	$ -	$ 5,965,000	0.000%
2	1	Family Engagement	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	2024-2025	$ 271,462	$ 20,000	$ 291,462	$ -	$ -	$ -	$ 291,462	0.000%
2	2	School Governance	All	No	LEA-wide	All	All Schools	2024-2025	$ 8,013	$ 3,987	$ 12,000	$ -	$ -	$ -	$ 12,000	0.000%
2	3	Bilingual Translation Services	English Learners	Yes	Limited	English Learners	All Schools	2024-2025	$ 606,742	$ 60,000	$ 666,742	$ -	$ -	$ -	$ 666,742	0.000%
2	4	Parent/Guardian Information Forum	All	No	LEA-wide	All	All Schools	2024-2025	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
2	5	Multi-Tiered Systems of Support - Behavior (MTSS-B) Materials	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	K-8	2024-2025	$ 22,191	$ 138,809	$ 161,000	$ -	$ -	$ -	$ 161,000	0.000%
2	6	Suicide Prevention Training	All	No	LEA-wide	N/A	Junior High Schools	2024-2025	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
2	7	Safe Schools	All	No	LEA-wide	N/A	All Schools	2024-2025	$ -	$ 104,000	$ 44,000	$ -	$ -	$ 60,000	$ 104,000	0.000%
2	8	School Quality Survey	All	No	LEA-wide	N/A	All Schools	2024-2025	$ -	$ 30,000	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
2	9	High School Intervention Counselors	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All high schools	2024-2025	$ 643,171	$ -	$ 643,171	$ -	$ -	$ -	$ 643,171	0.000%
2	10	Multi-Tiered Systems of Support - Behavior (MTSS-B) Intervention Counselors (K-8)	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	K-8	2024-2025	$ 2,171,030	$ -	$ 2,171,030	$ -	$ -	$ -	$ 2,171,030	0.000%
2	11	Supplemental Education for K-12	All	No	LEA-wide	N/A	All Schools	2024-2025	$ 857,015	$ -	$ 857,015	$ -	$ -	$ -	$ 857,015	0.000%
2	12	Case Management for Families with Need	Low Income	Yes	Limited	Low-Income	All Schools	2024-2025	$ 237,159	$ -	$ 78,561	$ -	$ -	$ 158,598	$ 237,159	0.000%
2	13	Mental Health Services (Licensed Therapists)	All	No	LEA-wide	N/A	All Schools	2024-2025	$ 1,580,011	$ 40,000	$ -	$ 1,620,011	$ -	$ -	$ 1,620,011	0.000%
2	14	Saturday School	All	No	LEA-wide	N/A	All Schools	2024-2025	$ 43,878	$ -	$ 43,878	$ -	$ -	$ -	$ 43,878	0.000%
2	15	School Based Health Services	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	2024-2025	$ 4,843,955	$ 8,000	$ 4,573,411	$ 278,544	$ -	$ -	$ 4,851,955	0.000%
2	16	CVUSD Health Center	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	2024-2025	$ 339,705	$ 30,000	$ 369,705	$ -	$ -	$ -	$ 369,705	0.000%
2	17	HOPE Resource Center	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	2024-2025	$ 242,630	$ 357,370	$ 500,000	$ 100,000	$ -	$ -	$ 600,000	0.000%
2	18	Transportation	Low Income	Yes	LEA-wide	Low-Income	All Schools	2024-2025	$ -	$ 1,710,141	$ 1,710,141	$ -	$ -	$ -	$ 1,710,141	0.000%

2	19	Community Day School	Low Income	No	Schoolwide	All	Chino Valley Learning Academy	2024-2025	$ 637,589	$ 32,877	$ 670,466	$ -	$ -	$ -	$ 670,466	0.000%
2	20	Foster Youth Counselor and Clerk	Foster Youth	Yes	Limited	Foster Youth	All Schools	2024-2025	$ 213,245	$ 12,000	$ 225,245	$ -	$ -	$ -	$ 225,245	0.000%
2	21	Contracted Mental Health Services	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	2024-2025	$ -	$ 182,097	$ 182,097	$ -	$ -	$ -	$ 182,097	0.000%
2	22	Chronic Absenteeism Supports	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	2024-2025	$ 655,588	$ 99,396	$ 754,984	$ -	$ -	$ -	$ 754,984	0.000%
2	23	"Other Means of Correction"	All	No	LEA-wide	N/A	All Schools	2024-2025	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	24	Intensive Student Support	Foster Youth and Low Income	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	2024-2025	$ 1,694,926	$ -	$ 793,564	$ 901,362	$ -	$ -	$ 1,694,926	0.000%
2	25	Student Support Services Staff/School Sites	All	No	LEA-wide	All	All Schools	2024-2025	$ 378,711	$ -	$ 378,711	$ -	$ -	$ -	$ 378,711	0.000%
3	1	Multi-Tiered Systems of Support: Academics (MTSS-A) Support	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	Elementary Schools	2024-2025	$ -	$ 165,000	$ 165,000	$ -	$ -	$ -	$ 165,000	0.000%
3	2	Multi-Tiered Systems of Support	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	Junior High Schools	2024-2025	$ 2,912,425	$ -	$ 2,912,425	$ -	$ -	$ -	$ 2,912,425	0.000%
3	3	Alternative Education Support	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	2024-2025	$ 185,766	$ -	$ 185,766	$ -	$ -	$ -	$ 185,766	0.000%
3	4	College Entrance and Readiness	All	No	LEA-wide	N/A	All Schools	2024-2025	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	5	After School Tutoring	Foster Youth and Low Income	Yes	Limited	Foster Youth and Low-Income	All Schools	2024-2025	$ -	$ 100,000	$ 100,000	$ -	$ -	$ -	$ 100,000	0.000%
3	6	College Awareness	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	Junior High and High Schools	2024-2025	$ -	$ 29,000	$ 29,000	$ -	$ -	$ -	$ 29,000	0.000%
3	7	A-G Promotion	All	No	LEA-wide	N/A	All Schools	2024-2025	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	8	AVID	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All Schools	2024-2025	$ 101,458	$ 286,542	$ 388,000	$ -	$ -	$ -	$ 388,000	0.000%
3	9	HS Transcript Audits	All	No	LEA-wide	N/A	All Schools	2024-2025	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	10	Career Centers	English Learners and Foster Youth	Yes	LEA-wide	English Learners and Foster Youth	All Schools	2024-2025	$ 264,934	$ -	$ 264,934	$ -	$ -	$ -	$ 264,934	0.000%
3	11	Professional Development to support English Learners and Long Term English learners	English Learners	Yes	Limited	English Learners	All Schools	2024-2025	$ 235,000	$ -	$ -	$ -	$ -	$ 235,000	$ 235,000	0.000%
3	12	Access & Equity	English Learners	Yes	Limited	English Learners	All Schools	2024-2025	$ 546,564	$ -	$ 185,026	$ -	$ -	$ 361,538	$ 546,564	0.000%
3	13	English Learner Support and Language Acquisition	All	No	LEA-wide	All	All Schools	2024-2025	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	14	Advanced Placement Exam Access	Low Income	Yes	Limited	Low-Income	All high schools	2024-2025	$ -	$ 82,000	$ 82,000	$ -	$ -	$ -	$ 82,000	0.000%
3	15	Increased Access to Advanced Placement (AP) Programs	All	No	LEA-wide	N/A	All high schools	2024-2025	$ 36,984	$ 129,016	$ 132,000	$ -	$ -	$ 34,000	$ 166,000	0.000%
3	16	Promotion of Multilingual Programs	All	No	LEA-wide	N/A	All Schools	2024-2025	$ 1,237,948	$ 5,000	$ 816,929	$ 426,019	$ -	$ -	$ 1,242,948	0.000%
3	17	Multilingual Program Support	English Learners	Yes	Limited	English Learners	All Schools	2024-2025	$ -	$ 22,000	$ 22,000	$ -	$ -	$ -	$ 22,000	0.000%
3	18	College Credit	English Learners, Foster Youth and Low Income	No	Schoolwide	All	All high schools	2024-2025	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	19	Regional Occupational Program	English Learners, Foster Youth and Low Income	Yes	LEA-wide	All	All high schools	2024-2025	$ -	$ 3,026,353	$ 3,026,353	$ -	$ -	$ -	$ 3,026,353	0.000%
4	1	BVROP Transportation	Foster Youth and Low Income	No	Limited	Foster Youth and Low-Income	Buena Vista	2024-2025	$ -	$ 20,000	$ -	$ 20,000	$ -	$ -	$ 20,000	0.000%
4	2	Math PLC	English Learners and Low Income	No	Limited	English Learners and Low-Income	Buena Vista	2024-2025	$ 3,000	$ -	$ -	$ -	$ -	$ 3,000	$ 3,000	0.000%
4	3	College and Career Awareness	English Learners, Foster Youth and Low Income	No	Schoolwide	All	Boys Republic and Buena Vista	2024-2025	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	4	Increased Academic Support within Smaller Settings at Buena Vista and Boys Republic	Foster Youth and Low Income	Yes	Schoolwide	Foster Youth and Low-Income	Boys Republic and Buena Vista	2024-2025	$ 3,716,219	$ -	$ 3,231,418	$ 484,801	$ -	$ -	$ 3,716,219	0.000%
4	5	Career and Community College Awareness	English Learners, Foster Youth and Low Income	No	Schoolwide	All	Boys Republic and Buena Vista	2024-2025	$ -	$ 4,000	$ 4,000	$ -	$ -	$ -	$ 4,000	0.000%
4	6	Student Connectedness	English Learners, Foster Youth and Low Income	No	Schoolwide	All	Buena Vista and CVLA	2024-2025	$ 50,000	$ -	$ -	$ 50,000	$ -	$ -	$ 50,000	0.000%
4	7	Buena Vista Infant Toddler Center	English Learners and Low Income	No	Limited	English Learners and Low-Income	Buena Vista	2024-2025	$ -	$ 146,042	$ -	$ 146,042	$ -	$ -	$ 146,042	0.000%
4	8	Graduation Awareness	Foster Youth and Low Income	No	Limited	Foster Youth and Low-Income	Boys Republic	2024-2025	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2024-2025 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
$ 275,572,041	$ 28,802,457	10.452%	0.000%	10.452%	$ 31,151,107	0.000%	11.304%	**Total:**
								LEA-wide Total:
								Limited Total:
								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	New Teacher Induction	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 500,000	0.000%
1	3	Library and Media Support	Yes	LEA-wide	All	All Schools	$ 1,631,912	0.000%
1	6	Instructional Support	Yes	LEA-wide	All	All Schools	$ 2,843,346	0.000%
1	8	GATE	Yes	LEA-wide	English Learners	K-8	$ 200,000	0.000%
1	9	VAPA	Yes	LEA-wide	All	Elementary Schools	$ 1,570,066	0.000%
1	10	Career Pathways and Options	Yes	LEA-wide	English Learners and Low-Income	All high schools	$ 672,748	0.000%
1	13	Instructional Technology	Yes	LEA-wide	All	All Schools	$ 20,000	0.000%
2	1	Family Engagement	Yes	LEA-wide	All	All Schools	$ 291,462	0.000%
2	3	Bilingual Translation Services	Yes	Limited	English Learners	All Schools	$ 666,742	0.000%
2	5	Multi-Tiered Systems of Support - Behavior (MTSS-B) Materials	Yes	LEA-wide	All	K-8	$ 161,000	0.000%
2	9	High School Intervention Counselors	Yes	LEA-wide	All	All high schools	$ 643,171	0.000%
2	10	Multi-Tiered Systems of Support - Behavior (MTSS-B) Intervention Counselors (K-8)	Yes	LEA-wide	All	K-8	$ 2,171,030	0.000%
2	12	Case Management for Families with Need	Yes	Limited	Low-Income	All Schools	$ 78,561	0.000%
2	15	School Based Health Services	Yes	LEA-wide	All	All Schools	$ 4,573,411	0.000%
2	16	CVUSD Health Center	Yes	LEA-wide	All	All Schools	$ 369,705	0.000%
2	17	HOPE Resource Center	Yes	LEA-wide	All	All Schools	$ 500,000	0.000%
2	18	Transportation	Yes	LEA-wide	Low-Income	All Schools	$ 1,710,141	0.000%
2	20	Foster Youth Counselor and Clerk	Yes	Limited	Foster Youth	All Schools	$ 225,245	0.000%
2	21	Contracted Mental Health Services	Yes	LEA-wide	All	All Schools	$ 182,097	0.000%
2	22	Chronic Absenteeism Supports	Yes	LEA-wide	All	All Schools	$ 754,984	0.000%
2	24	Intensive Student Support	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	$ 793,564	0.000%
3	1	Multi-Tiered Systems of Support: Academics (MTSS-A) Support	Yes	LEA-wide	All	Elementary Schools	$ 165,000	0.000%
3	2	Multi-Tiered Systems of Support	Yes	LEA-wide	All	Junior High Schools	$ 2,912,425	0.000%
3	3	Alternative Education Support	Yes	LEA-wide	All	All Schools	$ 185,766	0.000%
3	5	After School Tutoring	Yes	Limited	Foster Youth and Low-Income	All Schools	$ 100,000	0.000%
3	6	College Awareness	Yes	LEA-wide	All	Junior High and High Schools	$ 29,000	0.000%
3	8	AVID	Yes	LEA-wide	All	All Schools	$ 388,000	0.000%
3	10	Career Centers	Yes	LEA-wide	English Learners and Foster Youth	All Schools	$ 264,934	0.000%
3	11	Professional Development to support English Learners and Long Term English learners	Yes	Limited	English Learners	All Schools	$ -	0.000%
3	12	Access & Equity	Yes	Limited	English Learners	All Schools	$ 185,026	0.000%
3	14	Advanced Placement Exam Access	Yes	Limited	Low-Income	All high schools	$ 82,000	0.000%
3	17	Multilingual Program Support	Yes	Limited	English Learners	All Schools	$ 22,000	0.000%
3	19	Regional Occupational Program	Yes	LEA-wide	All	All high schools	$ 3,026,353	0.000%
4	4	Increased Academic Support within Smaller Settings at Buena Vista and Boys Republic	Yes	Schoolwide	Foster Youth and Low-Income	Boys Republic and Buena Vista	$ 3,231,418	0.000%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 49,963,481.00	$ 50,816,606.54

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Recruitment Fairs	No	$ 10,000	$ 12,634
1	2	Library and Media Support	Yes	$ 1,547,442	$ 1,556,898
1	3	New Teacher Induction	Yes	$ 500,000	$ 500,000
1	4	Common Core Materials	No	$ 690,000	$ 636,669
1	5	Common Core Supplemental Materials	No	$ 15,000	$ 15,000
1	6	Instructional Coaches	Yes	$ 2,642,299	$ 2,659,294
1	7	Professional Development	No	$ 550,000	$ 550,000
1	8	Student Courses	No	$ -	$ -
1	9	GATE	Yes	$ 200,000	$ 200,000
1	10	Music	Yes	$ 1,466,559	$ 1,467,253
1	11	Career Pathways and Options	Yes	$ 679,756	$ 500,074
1	12	Preschool Inclusion Program	No	$ 1,656,506	$ 1,416,728
1	13	Technology	No	$ 2,700,000	$ 3,420,088
1	14	Facilities	No	$ 5,965,000	$ 5,965,000
1	15	Instructional Technology	Yes	$ 30,000	$ 30,000
1	16	Regional Occupational Program	Yes	$ 2,951,337	$ 2,951,337
2	1	California Healthy Kids Survey	No	$ 7,700	$ 7,700
2	2	High School Intervention Counselors	Yes	$ 621,515	$ 607,510
2	3	Multi-Tiered Systems of Support - Behavior (MTSS-B) Intervention Counselors (K-8)	Yes	$ 1,933,907	$ 2,084,771
2	4	Multi-Tiered Systems of Support - Behavior (MTSS-B) Materials	Yes	$ 161,000	$ 161,000
2	5	Chronic Absenteeism Supports	Yes	$ 699,117	$ 675,957
2	6	Supplemental Education for K-12	No	$ 804,531	$ 804,531
2	7	Suicide Prevention Training	No	$ 10,000	$ 9,500

2	8	Families with Hardships	Yes	$	73,694	$	78,145
2	8	Families with Hardships	No	$	126,283	$	144,638
2	9	Mental Health Services	No	$	1,513,487	$	1,738,099
2	10	Maintain Saturday	No	$	42,208	$	42,208
2	11	School Based Health Services	No	$	801,175	$	822,365
2	11	School Based Health Services	Yes	$	3,506,449	$	3,589,339
2	12	CVUSD Health Center	Yes	$	366,000	$	366,000
2	13	HOPE Resource Center	Yes	$	786,881	$	706,699
2	14	Transportation	Yes	$	1,710,141	$	1,710,141
2	15	Community Day School	Yes	$	675,299	$	656,764
2	16	Foster Youth Counselor and Clerk	Yes	$	207,812	$	205,479
2	17	Contracted Mental Health Services	Yes	$	100,093	$	99,974
2	18	"Other Means of Correction"	No	$	-	$	-
2	19	Safe Schools	No	$	104,000	$	108,121
2	20	Instensive Student Support	Yes	$	1,588,951	$	1,651,500
2	21	Student Support Services Staff	No	$	358,541	$	410,391
2	22	School Quality Survey	No	$	30,000	$	29,450
2	23	Family Engagement	Yes	$	230,000	$	230,000
2	24	School Governance	Yes	$	12,000	$	12,000
2	25	Bilingual Translation Services	Yes	$	617,028	$	620,285
2	26	Parent/Guardian Information Forum	Yes	$	5,000	$	5,198
3	1	Multi-Tiered Systems of Support: Academics (MTSS-A) Materials	Yes	$	154,780	$	155,758
3	2	Multi-Tiered Systems of Support: Academics (MTSS-A) Staff	Yes	$	4,241,151	$	4,541,895
3	3	Alternative Education Counselor	Yes	$	169,375	$	182,083
3	4	College Entrance and Readiness	No	$	-	$	-
3	5	College Awareness	Yes	$	29,000	$	13,459
3	6	A-G Promotion	No	$	-	$	-
3	7	AVID	Yes	$	380,000	$	380,000
3	8	Career Centers	Yes	$	243,700	$	239,887
3	9	College Credit	No	$	-	$	-
3	10	HS Transcript Audits	No	$	-	$	-
3	11	Advanced Placement Fees	Yes	$	75,000	$	75,000
3	12	Professional Development to Support English Learners	No	$	235,000	$	233,778
3	13	Access & Equity Staff	Yes	$	567,706	$	539,602

3	14	English Learner Support and Language Acquisition	No	$ -	$ -
3	15	Multilingual Programs	No	$ 1,195,177	$ 1,040,686
3	16	After School Tutoring	Yes	$ 100,000	$ 100,000
3	17	Advanced Placement Programs	Yes	$ 166,000	$ 166,000
3	18	Multi-lingual assessments	Yes	$ 22,000	$ 22,000
4	1	Boys Republic High School	Yes	$ 2,343,872	$ 2,273,497
4	2	Buena Vista Infant Toddler Center	Yes	$ 123,030	$ 133,144
4	3	Buena Vista Student Connectedness	Yes	$ 1,101,979	$ 1,231,078
4	4	Trauma Informed Practices and Equity Inclusivity	No	$ 30,000	$ 30,000
4	5	Career and Community College Awareness	Yes	$ 4,000	$ -
4	6	Career Exploration Programs	No	$ 85,000	$ -
4	7	Only Thoughts to Ownership	No	$ -	$ -

2023-2024 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)
$ 27,829,709	$ 28,994,782	$ 29,480,535	$ (485,753)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Library and Media Support	Yes	$ 1,498,239	$ 1,558,096.00	0.000%	0.000%
1	3	New Teacher Induction	Yes	$ 500,000	$ 500,000.00	0.000%	0.000%
1	6	Instructional Coaches	Yes	$ 2,642,299	$ 2,659,294.00	0.000%	0.000%
1	9	GATE	Yes	$ 200,000	$ 200,000.00	0.000%	0.000%
1	10	Music	Yes	$ 1,466,559	$ 1,467,253.00	0.000%	0.000%
1	11	Career Pathways and Options	Yes	$ 529,756	$ 322,775.00	0.000%	0.000%
1	15	Instructional Technology	Yes	$ 30,000	$ 30,000.00	0.000%	0.000%
1	16	Regional Occupational Program	Yes	$ 2,951,337	$ 2,951,337.00	0.000%	0.000%
2	2	High School Intervention Counselors	Yes	$ 621,515	$ 607,510.00	0.000%	0.000%
2	3	Multi-Tiered Systems of Support - Behavior (MTSS-B) Intervention Counselors (K-8)	Yes	$ 1,933,907	$ 2,084,771.00	0.000%	0.000%
2	4	Multi-Tiered Systems of Support - Behavior (MTSS-B) Materials	Yes	$ 161,000	$ 161,000.00	0.000%	0.000%
2	5	Chronic Absenteeism Supports	Yes	$ 699,117	$ 675,957.00	0.000%	0.000%
2	8	Families with Hardships	Yes	$ 73,694	$ 78,145.00	0.000%	0.000%
2	11	School Based Health Services	Yes	$ 3,382,096	$ 3,556,223.00	0.000%	0.000%
2	12	CVUSD Health Center	Yes	$ 366,000	$ 366,000.00	0.000%	0.000%
2	13	HOPE Resource Center	Yes	$ 575,266	$ 575,266.00	0.000%	0.000%
2	14	Transportation	Yes	$ 1,710,141	$ 1,710,141.00	0.000%	0.000%
2	15	Community Day School	Yes	$ 675,299	$ 656,764.00	0.000%	0.000%
2	16	Foster Youth Counselor and Clerk	Yes	$ 207,812	$ 205,479.00	0.000%	0.000%
2	17	Contracted Mental Health Services	Yes	$ 100,093	$ 99,974.00	0.000%	0.000%
2	20	Instensive Student Support	Yes	$ 735,758	$ 773,869.00	0.000%	0.000%
2	23	Family Engagement	Yes	$ 230,000	$ 230,000.00	0.000%	0.000%
2	24	School Governance	Yes	$ 12,000	$ 12,000.00	0.000%	0.000%
2	25	Bilingual Translation Services	Yes	$ 617,028	$ 620,285.00	0.000%	0.000%
2	26	Parent/Guardian Information Forum	Yes	$ 5,000	$ 5,198.00	0.000%	0.000%
3	1	Multi-Tiered Systems of Support: Academics (MTSS-A) Materials	Yes	$ 154,780	$ 155,758.00	0.000%	0.000%
3	2	Multi-Tiered Systems of Support: Academics (MTSS-A) Staff	Yes	$ 2,590,352	$ 2,772,624.00	0.000%	0.000%
3	3	Alternative Education Counselor	Yes	$ 169,375	$ 182,083.00	0.000%	0.000%
3	5	College Awareness	Yes	$ 29,000	$ 13,459.00	0.000%	0.000%
3	7	AVID	Yes	$ 380,000	$ 380,000.00	0.000%	0.000%
3	8	Career Centers	Yes	$ 243,700	$ 239,887.00	0.000%	0.000%
3	11	Advanced Placement Fees	Yes	$ 75,000	$ 75,000.00	0.000%	0.000%
3	13	Access & Equity Staff	Yes	$ 241,633	$ 226,624.00	0.000%	0.000%
3	16	After School Tutoring	Yes	$ 100,000	$ 100,000.00	0.000%	0.000%
3	17	Advanced Placement Programs	Yes	$ 132,000	$ 132,000.00	0.000%	0.000%
3	18	Multi-lingual assessments	Yes	$ 22,000	$ 22,000.00	0.000%	0.000%
4	1	Boys Republic High School	Yes	$ 1,827,047	$ 1,842,685.00	0.000%	0.000%
4	2	Buena Vista Infant Toddler Center	Yes	$ -		0.000%	0.000%
4	3	Buena Vista Student Connectedness	Yes	$ 1,101,979	$ 1,231,078.00	0.000%	0.000%
4	5	Career and Community College Awareness	Yes	$ 4,000	$ -	0.000%	

2023-2024 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)
$ 280,929,421	$ 27,829,709	0.000%	9.906%	$ 29,480,535	0.000%	10.494%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

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

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

Purpose

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

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

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

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

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

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

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

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

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

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

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

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

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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