LCFF Budget Overview for Parents

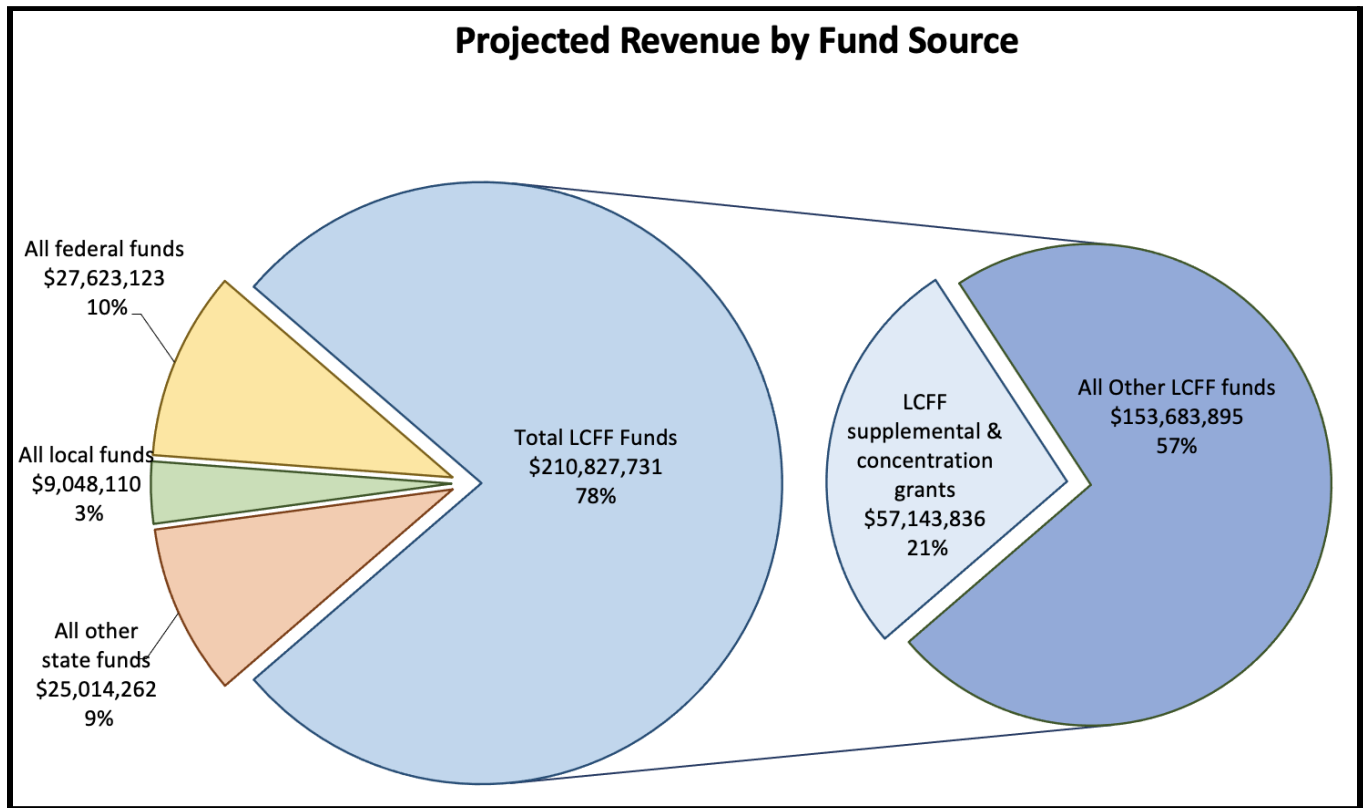Local Educational Agency (LEA): **Coachella Valley Unified School District**

CDS Code: **33-73676**

School Year: **2021-22**

LEA contact information: **Dr. Josie Paredes**
(760) 399-5137
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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 2021-22 Year

Projected Revenue by Fund Source

All federal funds $27,623,123 10%

All local funds $9,048,110 3%

All other state funds $25,014,262 9%

Total LCFF Funds $210,827,731 78%

LCFF supplemental & concentration grants $57,143,836 21%
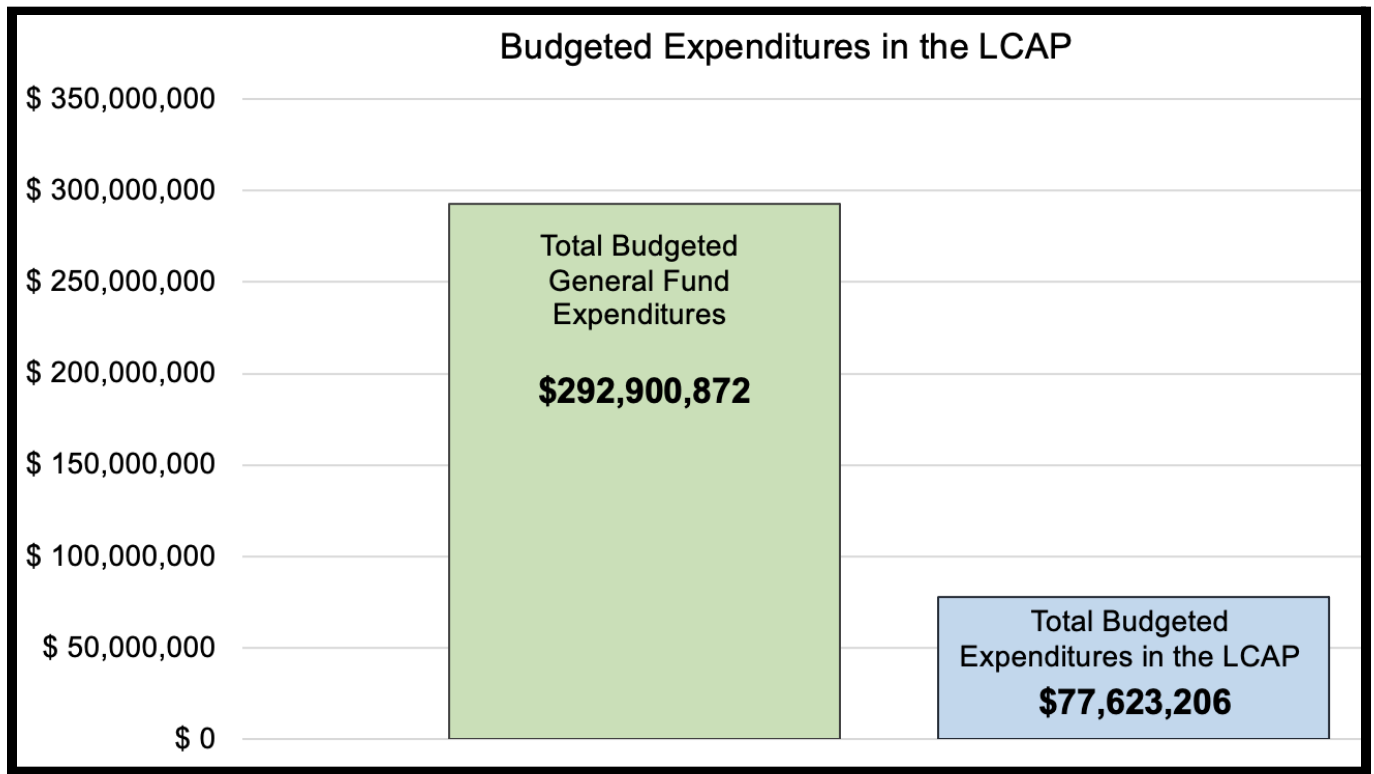
All Other LCFF funds $153,683,895 57%

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

The total revenue projected for Coachella Valley Unified School District is $272,513,226, of which $210,827,731 is Local Control Funding Formula (LCFF), $25,014,262 is other state funds, $9,048,110 is local funds, and $27,623,123 is federal funds. Of the $210,827,731 in LCFF Funds, $57,143,836 is the supplemental and concentration grant funding which 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.

Budgeted Expenditures in the LCAP

Chart showing two bars: "Total Budgeted General Fund Expenditures $292,900,872" and "Total Budgeted Expenditures in the LCAP $77,623,206". Y-axis ranges from $0 to $350,000,000.

This chart provides a quick summary of how much Coachella Valley Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Coachella Valley Unified School District plans to spend $292,900,872 for the 2021-22 school year. Of that amount, $77,623,206 is tied to actions/services in the LCAP and $215,277,666 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- Base expenses in the unrestricted general fund totaling $118.9 million for teachers, support staff and administrator salaries plus benefits, as well as other operational expenses, are not included in the LCAP.

- For the restricted general fund, expenditures not included in the LCAP include:
  - $40.5 million in Special Education expenses
  - $12.3 million in "STRS on Behalf" expenses (contribution to the state teachers retirement system)
  - $12.5 million in AB86 Expanded Learning Opportunities expenses
  - $8 million in Ongoing Major Maintenance expenses
  - $8 million in Elementary and Secondary Emergency Relief expenses
  - $7.9 million in federal funds carry over and/or increased allocations from prior year
  - $5.2 million in state funds carry over and//or increased allocation from prior year
  - $2 million in planned capital outlay expenses
  - $ 934,000 in Governor's Education Emergency Relief and Learning Loss Mitigation expenses
  - $ 669,589 in local donation expenses

LCFF Budget Overview for Parents

Increased or Improved Services for High Needs Students
for the 2021-22 School Year

In 2021-22, Coachella Valley Unified School District is projecting it will receive $57,143,836 based on the enrollment of foster youth, English learner, and low-income students. Coachella Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Coachella Valley Unified School District plans to spend $77,623,206 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020-21
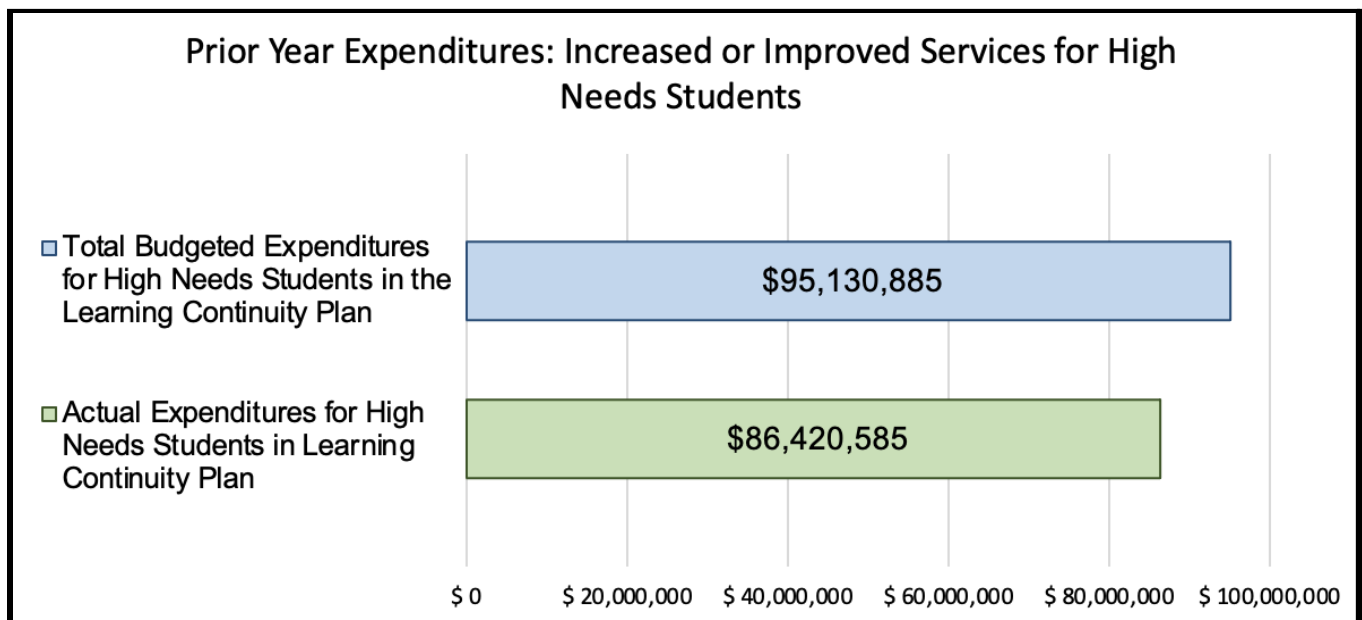
This chart compares what Coachella Valley Unified School District budgeted in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Coachella Valley Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Coachella Valley Unified School District's LCAP budgeted $95,130,885 for planned actions to increase or improve services for high needs students. Coachella Valley Unified School District actually spent $86,420,585 for actions to increase or improve services for high needs students in 2020-21. The difference between the budgeted and actual expenditures of $8,710,300 had the following impact on Coachella Valley Unified School District's ability to increase or improve services for high needs students:

- In the area of actions related to in-person instructional offerings, the projected costs in transportation are $958K less due to limited in person instruction.

- In the area of actions related to distance learning, the projected costs are $1.1 million less due to professional development incorporated into calendar workdays, technology connectivity funded with additional COVID relief funds, and less extra service work accepted by staff than anticipated.

LCFF Budget Overview for Parents

- In the area of actions to address pupil learning loss, expenses are projected to be $2.2 million less due to limited after school intervention for English Learners, some expenses covered with COVID relief funds, curriculum resource costs less than anticipated, targeted tutoring expenses were less due to teacher availability so tutoring services were provided by an outside provider, and sites funds were not fully utilized as the district did not return to in person instruction.

- In the area of additional actions to implement Learning Continuity Plan projected expenses are $4.3 million less due to the following:

- In the dual language category, no substitutes were required for district and site collaboration.

- In the support for English Learners category, two positions were moved to the general fund per Federal Program Reviewer recommendation during Federal Program Monitoring review.

- In the category of Parent Communication, we had savings due to limited in-person parent engagement activities.

- In the category of Expanded Learning Programs, funds were not fully utilized as the district did not return to in person instruction and will be used in next school year.

- In the category of student supports, the district had a condensed athletics and activities program and several vacant positions throughout the year.

- In the category of Teacher Support, expenses are projected to be less due to a vacant position, limited support activities, the reduced need for substitutes, and one position being moved to the general fund per the recommendation of the federal program reviewer.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Coachella Valley Unified School District	Dr. Josie Paredes Assistant Superintendent, Educational Services	josie.paredes@cvusd.us 760-399-5137

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Increase pupil achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Expected	Actual

Metric/Indicator
Implementation of state standards: CVUSD will use the proposed Option
Reflection Tool from CA Dashboard.

CA Dashboard Reflection Tool rating scale:

1-Exploration and Research Phase
2- Beginning Development
3- Initial Implementation
4- Full Implementation
5- Full Implementation and Sustainability.

I) Professional Development: Rate the LEA's progress in providing
professional learning for teaching to the recently adopted academic
standards and/or curriculum framework.

II. Instructional Materials: Rate the LEA's progress in making instructiona
materials that are aligned to the recently adopted academic standards
and/or curriculum frameworks identified in all classrooms where the subje
is taught.

III. Progress Implementing Policies/Programs: Rate the LEA's progress i
implementing policies or programs to support staff in identifying adopted
academic standards and/or curriculum frameworks (e.g. Collaboration,
focused classroom walkthroughs, teacher pairing).

IV. Rate the LEA's progress in Implementing standards for
CTE/Health/PE/VAPA//World Language. For World Language - 7 of our 1
elementary schools offer dual language programs.

V. Engaging with teachers and school administrators for the following
activities:

A) Identifying professional learning needs for teachers and staff as a who
PLC summer training for all certificated staff. Each site leadership team w
participate in depth training to develop protocols and expectations. Distric
administration will conduct monthly walkthroughs after developing a
strategic plan that includes appropriate tools for evaluation.

B) Identifying professional learning needs for individual teachers and staf
We will use data collected during district monthly walkthroughs to identify
areas of need.

C) Providing support for teachers on standards they have not mastered: \
will determine appropriate PD based on data collected from district month
walkthroughs and initial incorporation of Early Intervention Teacher/Coac
for all elementary schools.

VI. EL access to Common Core and ELD Standards.

19-20
CA Dashboard Reflection Tool rating scale:

1-Exploration and Research Phase
2- Beginning Development
3- Initial Implementation
4- Full Implementation
5- Full Implementation and Sustainability.

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Note:

2019-20 Goals have been adjusted due to based on the 2018-19 reflectic
tool ratings.

Give that we will be adopting for Social Studies, we will be postponing
adoption for Science NGSS to 2020-21 school year.

Due to the newly adopted World Languages state standards, we anticipa
our rating for section IV Progress Implementing other adopted academic
standards to go down to 1-Exploration and Research Phase.

The goal for 2019-20 based on the CA Dashboard Reflection Tool is:

I) Professional Development:

Secondary:
ELA CCSS: 5
ELD (Aligned to ELA Standards): 5
Math CCSS: 4
Science NGSS: 2
History- Social Science: 2

Elementary:
ELA CCSS: 5
ELD (Aligned to ELA Standards): 5
Math CCSS: 4
Science NGSS: 2
History- Social Science: 2

Spring, 2021
CA Dashboard Reflection Tool rating scale:

1- Exploration and Research Phase
2- Beginning Development
3- Initial Implementation
4- Full Implementation
5- Full Implementation and Sustainability.

Self-reflection rating based on CA Dashboard Reflection Tool for:

I) Professional Development:

Secondary:
ELA CCSS: 3
ELD (Aligned to ELA Standards): 3
Math CCSS: 3
Science NGSS: 2
History- Social Science: 2

Elementary:
ELA CCSS: 4
ELD (Aligned to ELA Standards): 4
Math CCSS: 4
Science NGSS: 2
History- Social Science: 2

II. Instructional Materials:

Secondary:
ELA CCSS: 5
ELD (Aligned to ELA Standards): 5
Math CCSS: 5
Science NGSS: 2
History- Social Science: 2

Elementary:
ELA CCSS: 5
ELD (Aligned to ELA Standards): 5
Math CCSS: 5
Science NGSS: 2
History- Social Science: 2

III. Progress Implementing Policies/Programs:

Secondary:
ELA CCSS: 5
ELD (Aligned to ELA Standards): 5
Math CCSS: 5
Science NGSS: 2
History- Social Science: 2

Elementary:
ELA CCSS: 5
ELD (Aligned to ELA Standards):5
Math CCSS: 5
Science NGSS: 3
History- Social Science: 3

IV. Progress Implementing other adopted academic standards:

CTE: 5
Health Education: 4
PE: 4
VAPA: 4
World Language:1

II. Instructional Materials:

Secondary:
ELA CCSS: 3
ELD (Aligned to ELA Standards): 3
Math CCSS: 3
Science NGSS: 2
History- Social Science: 2

Elementary:
ELA CCSS: 4
ELD (Aligned to ELA Standards): 4
Math CCSS: 4
Science NGSS: 2
History- Social Science: 2

III. Progress Implementing Policies/Programs:

Secondary:
ELA CCSS: 3
ELD (Aligned to ELA Standards): 3
Math CCSS: 3
Science NGSS: 2
History- Social Science: 2

Elementary:
ELA CCSS: 4
ELD (Aligned to ELA Standards): 4
Math CCSS: 4
Science NGSS: 1
History- Social Science: 2

IV. Progress Implementing other adopted academic standards:

Secondary
CTE: 2
Health Education: 3
PE: 2
VAPA: 3
World Language: 2

	Elementary: CTE: 1 Health Education: 1 PE: 1 VAPA: 3 World Language: 1
V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning needs for teachers and staff as a who 4 Secondary: 4 Elementary:4 B) Identifying professional learning needs for individual teachers and staf Secondary: 3 Elementary: 3 C) Providing support for teachers on standards they have not mastered: Secondary: 4 Elementary:4 VI. EL Access to Common Core and ELD standards: 5 Secondary: 5 Elementary: 5	V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning needs for teachers and staff: 5 Secondary: 3 Elementary: 4 B) Identifying professional learning needs for teachers and staff: 4 Secondary: 3 Elementary: 4 C) Providing support for teachers on standards they have not mastered: 3 Secondary: 2 Elementary: 3 VI. EL Access to Common Core and ELD standards: Secondary: 3 Elementary: 3

Baseline
CA Dashboard Reflection Tool rating scale:

1- Exploration and Research Phase
2- Beginning Development
3- Initial Implementation
4- Full Implementation
5- Full Implementation and Sustainability.

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Self reflection rating based on CA Dashboard Reflection Tool for:

I) Professional Development:

Secondary:
ELA CCSS: 4
ELD (Aligned to ELA Standards): 3
Math CCSS: 4
Science NGSS:
History- Social Science: 1

Elementary:
ELA CCSS: 2
ELD (Aligned to ELA Standards): 2
Math CCSS: 3
Science NGSS: 1
History- Social Science: 1

II. Instructional Materials:

Secondary:
ELA CCSS: 3
ELD (Aligned to ELA Standards): 3
Math CCSS: 4
Science NGSS: 2
History- Social Science: 1

Elementary:
ELA CCSS: 2
ELD (Aligned to ELA Standards): 2
Math CCSS: 3
Science NGSS: 1
History- Social Science: 1

III. Progress Implementing Policies/Programs:

Secondary:
ELA CCSS: 3
ELD (Aligned to ELA Standards): 3
Math CCSS: 3
Science NGSS: 2
History- Social Science: 1

Elementary:
ELA CCSS: 2
ELD (Aligned to ELA Standards): 2
Math CCSS: 3
Science NGSS: 1
History- Social Science: 1

IV. Progress Implementing other adopted academic standards:

CTE: 4
Health Education: 1
PE: 3
VAPA: 3
World Language: 5

V. Engaging with teachers and school administrators for the following activities:

A) Identifying professional learning needs for teachers and staff: 5

B) Identifying professional learning needs for teachers and staff: 4

C) Providing support for teachers on standards they have not mastered: 3

VI. EL Access to Common Core and ELD standards: 2

Metric/Indicator
D. EL progress:
1) Annual CELDT test takers who increased at least 1 CELDT level
2) Annual CELDT test takers who maintained a score of 4 or 5

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E. EL Reclassification Rate

19-20
*Note: Goals for 2019-20 might change once the 2018-19 outcome data is released.

D. EL Progress:
1&2) Given the transition from CELDT levels to ELPAC levels (emergent, bridging and expanding), CVUSD's goal is to have at least 15% of EL population make progress based on the baseline of ELPAC from 2018-19.

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E. 2019-20 EL Reclassification Rate goal is to increase 3%; 20.9% total.

Baseline
D. EL progress:

D. EL Progress

Overall, student outcomes have improved. The services and programs offered have received on-going staff development and evaluation for implementation consistency and refinement, leading to an increase in student outcomes in most areas.

The latest data relating to English language learners shows that services and programs implemented have resulted in:

(Source: Dataquest)
- English learner count:
2020-21 - 40.3%
2019-20 - 39.5%
2018-19 - 41.1%

- 2020-21 Reclassification rate: 5.4%

- 2018-19 English language proficiency progress: 47%
(2019-20 data is not available, due to students not completing the ELPAC- due to COVID related school closures March, 2020)

(Source: caaspp-elpac.cde.ca.gov/caaspp/CAASPP Dashboard):
- 2018-2019 ELA CAASPP scores for EL students in grades 3-8, and 11:
Percentage of Students that met or exceeded standard:

ELs: 12.81%

1) The annual CELDT test takers who increased at least 1 CELDT level is 3,478/9,332 (37%) students improved by one proficiency level from 2015-16 to 2016-17
2) The annual CELDT test takers who maintained a score of 4 or 5 is 424/9, 332 (5%); and 4/9,332 (0%) level 4 and 5 students maintained their level.

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E. 2016-17 EL Reclassification Rate: 11.9 %

RFEPS: 60.07%
Ever ELs: 40.43%

(2019-2020 scores not available)

- 2018-2019 Math CAASPP scores for EL students in grades 3-8, and 11:
Percentage of Students that met or exceeded standard:

ELs: 12.58%
RFEPS: 43.10%
Ever ELs: 30.22%

(2019-2020 scores not available)

Source (Data Quest - 4 year adjusted cohort graduation rate with outcome data)
- State Seal of Bi-literacy- # of students meeting requirements:
2019-20 - 8.6% (92 students)
 2018-19 - 12.7% (124 students)
 2017-18 - 10.0% (106 students)

- 2020 EL Graduation Rate: 70.1%

Newcomer Academy Pre and Post Data 2020-2021
- ES 9.5% to 23.8%
- MS 14.8% to 20.2%
- HS 9.5% -

Migrant Graduation Rate
2018-2019: 79%
2019-2020:

Migrant Credit Recovery
2018-2019: 288 credits
2019-2020:

E. 2020-21 EL Reclassification Rate: 5.4% (source: DataQuest)
 2020-21 County Reclassification Rate: 7.8%
 2020-21 State Reclassification Rate: 8.6%

	2019-20 EL Reclassification Rate: 14.0% (1,039 students) (source: DataQuest) 2019-20 County Reclassification Rate: 15.0% 2019-20 State Reclassification Rate: 13.8%
Metric/Indicator Academic indicator & College/Career Indicator A. Statewide Assessments (Grades 3-8) B. 2015-16 A-G Completion C. 2015-16 Percentage of pupils who passed an AP Exam by earning a score of 3 or better. D. 2015-16 Percentage of Grade 11 pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4). *Course Access *CTE Pathway Completion inclusive of unduplicated and exceptional needs students. *Dual Enrollment (Academic/CTE subjects) inclusive of unduplicated and exceptional needs students. *The following metrics have been added to measure other pupil outcomes: PSAT RAPID State Seal of Biliteracy **19-20** A. *Note: Goals for 2019-20 might change once the 2018-19 outcome data is released. 2019-20 3-8 grade ELA goal is to move to color yellow with an increase of a minimum of 7 points (-50.9 points from level 3, standard met). 2017-18 3-8 grade Math goal to increase a minimum of 5 points to remain yellow (-78.5 points from level 3, standard met).	A. Statewide Assessments (Grades 3-8) B. % of students who have met the A-G requirements for CSU and UC C. % of students who have completed a CTE sequence or program D. % of students who have completed both B. and C. (A-G requirements and CTE completion) E. % of English Learners (EL) who make progress toward English Proficiency as measured by the ELPAC F. The English Learner (EL) Reclassification Rate G. 2019-20 Percentage of students who passed an AP Exam by earning a score of 3 or better. 2019-20 Percentage of Grade 11 pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4). *Course Access *CTE Pathway Completion inclusive of unduplicated and exceptional needs students. *Dual Enrollment (Academic/CTE subjects) inclusive of unduplicated and exceptional needs students. A. Statewide Assessments (Grades 3-8, 11) 2019 ELA & Math CAASPP (Grades 3-8 & 11) (Source ed-data.org) Percent of Students who Met or Exceeded Standards: 1) All Students: ELA 28.9% & Math 20.6% 2) Students with Disabilities: ELA 3.7% & Math 2.5%

1) All Students: increase 2% in ELA and Math; ELA 29% & Math 20% total
2) Students with disabilities: ELA 9% & Math 9% total
3) Socio-economically Disadvantaged:ELA 27% & Math 20% total
4) English Learners: ELA 12% & Math 12% total
5) Migrant: ELA 21% & Math 17%

3) Socio-economically: ELA 27.6% & Math 19.5%
4) English Learners: ELA 8.7% & Math 8.9%
5) Migrant: ELA 20.9% & Math 17.5%

2019 CA School Dashboard - 2019 CAASPP ELA & Math Distance from Standards Met (Grades 3-8 & 11):

) All Students: ELA -56.8 & Math -86.2
2) Students with Disabilities: ELA -138.6 & Math -169
3) Socio-economically: ELA -60.1 & Math -89.4
4) English Learners: ELA -72.8 & Math -95.6
5) Migrant: ELA - N/A & Math - N/A

B. *Note: Goals for 2019-20 might change once the 2018-19 outcome data is released. 2019-20 A-G Completion goal is to increase 4.9%; 50% total

B. % of students who have met the A-G requirements for CSU and UC
2019-2020: District average: 42.4%
 CVHS - 39.1%
 DMHS - 47.8%
 WSHS - 65.7%

C. *Note: Goals for 2019-20 might change once the 2018-19 outcome data is released. 2019-20 Percentage of pupils who passed an AP Exam by earning a score of 3 or better goal is to increase 2%; 44% total.

C. Percentage of pupils who passed an AP Exam by earning a score of 3 or better
2019-20
Grades 10-12 AP Course Enrollment: 4,056
Number of Students Tested: 660
Number of Students who scored a 3 or better on the AP Exam: 365
Percent of Students who scored a 3 or better on the AP Exam: 55%

D. *Note: Goals for 2019-20 might change once the 2018-19 outcome data is released.

The 2019-20 Goal of Percentage of pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4) for the following student groups is:

1) All Students: increase 2% in ELA and Math; ELA 46.52% & Math 18.93% total
2) Students with disabilities: ELA 11.31% & Math 6% total

D. The 2018-19 Percentage of pupils who participated and demonstrated college preparedness on the SBAC by scoring Met (3) or Standard Exceeded (4) for the following student groups:

All Students: 43.4% (184 students)
Hispanic: 43.8% (180 students)
White: 50.0% (2 students)
Socio-economic disadvantage: 43.2% (178 students)
Foster: 50.0% (1 student)
Homeless: 66.7% (4 students)

3) Socio-economically Disadvantaged: ELA 45.37% & Math 18.22% total
4) English Learners: ELA 8.3% & Math 6.92% total
5) Migrant: ELA 45.23% & Math 19.95%

*Course Access: *Note: Goals for 2019-20 might change once the 2018-19 outcome data is released.

* The 2019-20 CTE Pathway Completion goal is to increase 3% of all seniors in the district for a total of 40%.

*The Dual Enrollment (Academic/CTE subjects) Goal for 2019-20 is to increase access of articulation and dual enrollment courses from 6 to 8 courses.

ELA Status: 10 points below level 3, Change: +7 Math Status: 104 points below level 3; change: 5 points

*Other pupil outcomes:
The 2018-19 PSAT goal is for all schools to administer the PSAT in the fall and score the following by grade level and assessment:

8th Grade: 30% will Met ERW Benchmark, and a minimum Mean score: 380

9th Grade: 27% will Met ERW Benchmark, and a minimum Mean score: 390

10th Grade: 33% will Met ERW Benchmark, and a minimum Mean score: 420

11th Grade: 37% will Met ERW Benchmark, and a minimum Mean score: 450

The 2018-19 RAPID goal is as follows:
RSP:
*CVUSD Spring Administration: 33%

Capstone:
*CVUSD Spring Administration: 57%

 % of students who have completed a CTE sequence or program:

2019-20 CTE Pathway Completion rate was:
All Students: 28.5%
Hispanic: 28.4%
Socioeconomically Disadvantaged: 28.4%
Foster: 50% (1 student)
Homeless: 33.3% (2 students)

E. EL Progress (no ELPAC data is available for 2019-20)

The latest data relating to English language learners shows that services and programs implemented have resulted in:
- English learner count:
2017-18: 45.9%
2018-19: 41.1%
2019-20: 39.5%
2020-21: 40.3%

ELPAC Results:
Level 4 - Well Developed:
2017-18: 30.56%
2018-19: 16.4%

Level 3 - Moderately Developed
2017-18: 34.57%
2018-19: 37.77%

Level 2 - Somewhat Developed:
2017-18: 20.20%
2018-19: 30.12%

The 2018-19 SSB goal as follows: 200 SSB recipients

Baseline
A. Statewide Assessments (Grades 3-8)
23% of pupils met or exceeded ELA standards, and 14% of pupils met or exceeded Math standards in 2015-16. ELA 5 by 5 status: yellow-very low- Distance from 3 (standard met) is 71.9 & change-increased +10 pts. Math: status: yellow-low- Distance from 3 is 93.5; change: yellow-increased +5.5

Level 1 - Minimally Developed:
2017-18: 14.67%
2018-19: 15.71

F. Reclassification Rates: (DataQuest)
2017-18: 16.5%
2018-19: 17.5%
2019-20: 14.0%
2020-21: 5.4%

* 2019-20 Graduation Data - Met Prepared:
State Seal of Bi-literacy: 21.7% (92 students)

*Dual Enrollment (Academic/CTE subjects) for 2019-20: 5% (21 students)

Other pupil outcomes:
The 2019-20 PSAT was not administered

B. 2015-16 A-G Completion: 36.1%

C. 2015-16 Percentage of pupils who passed an AP Exam: 38.3%

D. 2015-16 Percentage of Grade 11 pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4) for the following student groups :
1) All students: ELA 23%, Math 14%;
2) Students with disabilities: ELA 3%, Math 3%
3) Socio-economicaly Disadvantaged Students: ELA 21%, Math 14%
4) English Learners: ELA 6%, Math 6%
5) Migrant: ELA 15%, Math 11%.

*Course Access
*2015-16 CTE Pathway Completion; 23% of all seniors in the district.

*Dual Enrollment (Academic/CTE subjects): 1 Course (24 students), 18/24 (75%) students received 3 college credits.

ELA Status: Distance from 3 is 30 points: positive change +28.4. Math Status: Distance from 3 is 118 points; positive change: +4.4 points

*Other pupil outcomes:
The following baselines have been added to measure other pupil outcomes:
PSAT
RAPID
IAB's
State Seal of Biliteracy

PSAT:
PSAT 8/9 Mean Score Range: 120-720
PSAT/NMSQT (10/11) Mean Score Range: 160-760

8th Grade Spring (CDA): 35% Met ERW, Mean Score: 368
8th Grade Fall (BD, TC & WS): 20% Met ERW, Mean Score: 344

9th Grade Fall: 17% Met ERW Benchmark, Mean Score: 355

PSAT/ NMSQT:
10th Grade Fall: 23% Met ERW Benchmark, Mean Score: 385

11th Grade Fall: 27% Met ERW Benchmark, Mean Score: 416

RAPID:
Reading Success Probability Scores (RSP): Cumulative scores of all tasks above 50%
*CVUSD Spring Administration: 23%

Capstone: Students above the 25th percentile on their respective components-K: Phonological Awareness, 1-2: Word Reading , 3-12- Reading Comprehension.
*CVUSD Spring Administration: 47%

State Seal of Bi-literacy(SSB): 142 recipients

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

GOAL 1 ACTION 1
 	
IMPLEMENTATION OF STATE STANDARDS
 	
Implement state standards as an integrated model of literacy. The focus remains on student achievement as measured by CAASPP and local assessments. Actions for implementation of state standards:
 	
1) Professional Development:
Teachers will continue to participate in professional development to effectively implement curriculum and assessments for all content areas, including but not limited to: ELA, ELD, Math, Science and History-SS. As a result of negotiation, CVUSD will provide two additional professional development days for teachers paid at their per diem rate.
	1000-3999: Salaries and Benefits - $7,680,722
	7000-7999: Indirect Costs - $320,286
	  LCFF Supplemental/Concentration 0761 $8,001,008
	
	1000-3999: Salaries and Benefits - $4,306,126
	5000-5999: Services and Other Operating Expenditures - $74,141
	7000-7999: Indirect Costs - $182,657
	  Title I 3010 $4,562,924
		1000-3999: Salaries and Benefits - $7,559,268
		7000-7999: Indirect Costs - $ 315,221
		  LCFF Supplemental/Concentration 0761 $7,874,489
		
		1000-6999: Salaries, Materials and Supplies - $4,319,212
		7000-7999: Indirect Costs - $ 180,111
		  Title I 3010 4,499,323

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

NEW:
CWA will provide school faculty and staff with professional development designed to raise awareness of support required for our foster and homeless youth to graduate on time with the skills, experiences and credentials required to be successful in college or a career in the global 21st century labor market.
 	
2) Instructional Materials:
Implement state standards as an integrated model of literacy to focus on results and outcomes. ELD, ELA and Math standards maps and pacing guides will continue to be refined as needed to align the curriculum and assessments to address all standards for students.
 	
In anticipation of new curriculum, we will begin our exploration and initial implementation of the History-SS curriculum.
 	
Elementary, middle, and high schools will pilot Science instructional material for future adoption using the adoption toolkit.
 	
Implementation of the district's Mobile Learning Initiative (MLI) to provide one-to-one student iPads to support technology integration in the classroom.
 	
3) Evaluation and Refinement Policies/Programs
(e.g. Collaboration, focused classroom walkthroughs, teacher pairing, etc.):
Increased student instructional time and teacher collaboration time as a result of negotiations will remain throughout the year to better meet the instructional needs of all students for all content areas, including but not limited to: ELA, ELD, Math, Science and History-SS.
 	
4) Implementing standards for:
CTE: CTE teachers will be provided sub release time with academic teachers to integrate CTE and CCSS standards into key assignments. Third party assessments will be expanded to all pathways.
 	
Health:
PE: Elementary classroom teachers of record will continue to provide 200 minutes of physical education every ten school days. Secondary PE teachers will continue to provide 400 minutes of physical education every ten school days.
	1000-3999: Salaries and Benefits - $20,000
	7000-7999: Indirect Costs - $834
	  Title II 4035 $20,834
		1000-3999: Salaries and Benefits - $0
		5000-5999: Services and Other Operating Expenditures - $22,850
		7000-7999: Indirect Costs - $ 953
		  Title II 4035 $23,803

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Visual and Performing Arts: Implement VAPA at elementary schools grades 4-8. Refine VAPA programs at secondary schools. World Languages: Refine the Dual Language program across the district and offer an additional world language elective. - ----MOVED TO Goal 1, Action 3------ Prepare students for success in high school, college and careers, especially for students traditionally underrepresented in higher education. * Career Technical Education * Advancement Via Individual Determination (AVID) - -- 5) Engage with teachers and school administrators by providing district/site-led professional development, through site/district walkthroughs and evaluation of assessments to: A) Continue to identify progressional learning needs of groups of teachers or staff as a whole B) Continue to identify professional learning needs of individual teachers and staff C) Continue to provide support for teachers on standards they have not mastered The Assistant Administrator of Instructional Improvement TK-6 will be responsible for providing instructional leadership to ensure all students are provided a challenging core curriculum and meet state and district standards and expectations. They will assist in the design, implementation, monitoring, and evaluation of supplemental programs and services focused on increasing academic achievement and closing achievement gaps. The Instructional Technology Coordinator position was eliminated. - --------- LCFF Supplemental/Concentration * Assistant Principals and Principals on special assignment to provide instructional coaching and supplemental site support ($0) * Continue to increase student instructional time and teacher collaboration time in grades Kindergarten through 12th grade by 100 minutes per week & provide two additional professional development days for teachers paid at their per diem rate. ($6,793,885)		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

* Secondary Assistant Principal salaries to provide instructional coaching and supplemental site support (25%) ($477,053)
* Assistant Administrator of Instructional Improvement TK-6 salaries to provide instructional coaching and supplemental site support (20%) ($292,432)
* Continue funding 2 Aquatics Instructors ($209,778)
* Continue funding 2 Lifeguards ($130,792)
* Continue funding 1 Curriculum Resource Technician ($97,069)
* Educational Technology Coordinator ($0)
 	
    • -----
 	
Title I
* Elementary Assistant Administrators of Instructional Improvement TK-6 salaries to provide instructional coaching and supplemental site support (80%) ($1,535,321)
* 2 Technology TOSA positions were eliminated ($0)
* 85% Administrative Specialists for professional development ($82,728)
* 2 Common Core TOSA positions were eliminated ($0)
* Visual & Performing Arts (VAPA)
    • 17 teachers (100%) ($1,634,625)
    • 9 instructional paraprofessionals (100%) ($468,293)
    • materials, supplies, equipment ($77,233)
* Instructional Support for teachers and programs ($509,391)
* Professional development and instructional support ($255,333)
 	
    • ---------
 	
Title II
* 3 Common Core & 1 NGSS TOSAs (($0) Funding changed to Title I
* OMS ($0)
* Other professional development ($20,834)		

GOAL 1 ACTION 2 SUPPORT ENGLISH LEARNER STUDENTS	1000-3999: Salaries and Benefits - $1,120,263 4000-4999: Books and Supplies - $0	1000-3999: Salaries and Benefits - $ 1,108,895 4000-4999: Books and Supplies - $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

As a result of negotiations, increase student instructional time throughout the year to better meet the instructional needs of low income, Migrant, and EL students.
 	
CVUSD will continue to support the following programs to support ELL and migrant students' academic success:
• Migrant Education
	5000-5999: Services and Other Operating Expenditures - $0
	7000-7999: Indirect Costs - $46,461
	  LCFF Supplemental/Concentration 0761 $1,166,724
		5000-5999: Services and Other Operating Expenditures - $0
		7000-7999: Indirect Costs - $ 46,241
		  LCFF Supplemental/Concentration 0761 $1,155,136

	4000-4999: Books and Supplies - $35,610
	7000-7999: Indirect Costs - $711
	  Title III Immigrant 4201 $36,321
		1000-6999: Salaries, Materials and Supplies - $22,914
		7000-7999: Indirect Costs - $959
		  Title III Immigrant 4201 23,372

Continue to implement research based instructional practices and support teachers with instructional rounds, refine services for English learners (ELs) and refine Dual Language instruction.
 	
Appropriate use of instructional materials and sustained professional development will result in a 18% reclassification rate overall, including increasing ELPAC level scores and the number of students scoring ELPAC levels 3 & 4, and overall academic achievement demonstrated by SBAC.
 	
• ---------
LCFF Supplemental/Concentration
* EL Department salaries
	1000-3999: Salaries and Benefits - $618,259
	4000-4999: Books and Supplies - $140,182
	5000-5999: Services and Other Operating Expenditures - $20,000
	7000-7999: Indirect Costs - $15,569
	  Title III LEP 4203 $794,010
		1000-3999: Salaries and Benefits - $ 345,391
		4000-4999: Books and Supplies - $ 25,996
		5000-5999: Services and Other Operating Expenditures - $0 272,537
		7000-7999: Indirect Costs - $12,878
		  Title III LEP 4203 656,802

• Director (100%) ($222,799)
• Administrative Specialist (100%) ($107,932)
* Site EL Support Assistants ($835,992)
* AmeriCorps ($0) N/A Position eliminated
	1000-3999: Salaries and Benefits - $169,241
	7000-7999: Indirect Costs - $7,057
	  Title I 3010 $176,298
		1000-3999: Salaries and Benefits - $133,902
		7000-7999: Indirect Costs - $5,584
		  Title I 3010 139,486

• ---------
Title III Immigrant ($36,321)
* Direct Support to Students (Materials and Supplies)
* Newcomer Academy in 10 schools
* Rosetta Stone
	1000-6999: Salaries, Materials and Supplies - $918,545
	7000-7999: Indirect Costs - $38,303
	  Migrant 3060 $956,848
		1000-6999: Salaries, Materials and Supplies - $821,844
		7000-7999: Indirect Costs - $34,271
		  Migrant 3060 856,155

• ---------
Title III LEP
Professional Development
* 2 EL Teacher On Special Assignment positions were eliminated ($0)
	1000-3999: Salaries, Materials and Supplies - $130,000
	7000-7999: Indirect Costs - $5,421
	  Title IV - 4127 $135,421
		1000-3999: Salaries, Materials and Supplies - $122,288
		7000-7999: Indirect Costs - $5,099
		  Title IV - 4127 127,387

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

* 1 Migrant Outreach Teacher-Salaries & benefits ($154,342)
* English Learner Staff Support Professional Development ($10,000)
* RCOE Project and EL Directors and LTEL Task Force ($4,000)
 	
Programs & Activities
* State Seal of Biliteracy & Riverside County Seal of Multiliteracy ($3,000)
* Dual Language: CABE Professional Development-Contract & subs ($136,500)
* Dual Language: Extra Services for Site leads ($15,000)
 *Dual Language: Continuous Improvement Cycle Support -LAS Links, subs, iStation ($137,182)
* Multiliteracy Pathway Task Force ($25,000)
 	
English Proficiency & Academic Achievement of ELs
* Designated and Integrated ELD Professional Development ($70,406)
* Secondary LTEL Collaboration subs ($0)
* English Learners with Disabilities Task Force pilot ($16,200)
* Grades 5-12 EL Mentors ($109,164)
* other support services ($0)
* LTEL Tutoring Intervention ($43,214)
* Summer School and AVID Excel Summer Bridge ($50,000)
 	
Family and Community Engagement for ELs-CABE Conference ($20,000)
 	
    • ---------
Title I
* AmeriCorps members cost ($0)
* English Learner Services Coordinator ($176,298)
 	
    • ---------
Title IV
* Dual Language Program: middle school Spanish teacher ($135,421)
 	
    • ---------
Migrant
* Direct Support to Students (salaries, materials and supplies
    • - Regular Year ($531,795)
* ELA/Math after school program, Math family nights, speech & debate, credit recovery, college visits, Migrant Leaders Club		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
* Summer School $163,802: ELA/Math program for K-8, credit recovery * identification & recruitment $4,133 • Parent advisory council $8,874 • Migrant career day $6,158 • Administrative costs $242,086		

GOAL 1 ACTION 3
 	
INCREASE STUDENT ACHIEVEMENT AND COLLEGE & CAREER READINESS
 	
A. Statewide Assessments (Grades 3-8): CVUSD will continue to support the implementation of district benchmarks for ELA and Math:
3-6 ELA: Rapid, Acuity, Curriculum based common assessments.
3-6 Math: Acuity and Curriculum based common assessments.
7-8 ELA: CAASPP Interim Assessments & Teacher created common assessments focused on CCSS.
7-8 Math: CAASPP Interim Assessments & Teacher created common assessments focused on CCSS.
B. A-G Completion: Continue expanding A-G courses.
C. AP Exam: Continue to fund AP assessments for all students taking the test.
D. Grade 11 State Assessments: Math: Administer CAASPP Interim Assessments & Districtwide Teacher Created Common Assessments focused on CCSS. ELA: Administer CAASPP Interim Assessments & create Districtwide Common Assessments.
	1000-3999: Salaries and Benefits - $21,243,193
	5000-5999: Services and Other Operating Expenditures - $10,219,085
	7000-7999: Indirect Costs - $1,281,495
	8000-8999: Contribution - $150,000
	  LCFF Supplemental/Concentration 0761 $32,893,773
		1000-3999: Salaries and Benefits - $26,998,822
		5000-5999: Services and Other Operating Expenditures - $1,707,061
		7000-7999: Indirect Costs - $828,660
		8000-8999: Contribution - $155,340
		  LCFF Supplemental/Concentration 0761 $29,689,883

	1000-3999: Salaries and Benefits - $1,311,916
	4000-4999: Books and Supplies - $50,000
	5000-5999: Services and Other Operating Expenditures - $70,000
	7000-7999: Indirect Costs - $59,711
	  Title I 3010 $1,491,626
		1000-6999: Salaries, Materials and Supplies - $873,339
		7000-7999: Indirect Costs - $36,418
		  Title I 3010 909,757

• ----MOVED FROM Goal 1, Action 1------
Prepare students for success in high school, college and careers, especially for students traditionally underrepresented in higher education.
* Career Technical Education
* Advancement Via Individual Determination (AVID)
* PUENTE
 	
* CVUSD will continue funding the following programs in order to support student academic achievement and provide a broad course of study towards meeting the CCSS:
	1000-3999: Salaries and Benefits - $39,438
	4000-4999: Books and Supplies - $60,119
	5000-5999: Services and Other Operating Expenditures - $150,035
	7000-7999: Indirect Costs - $10,408
	  Carl Perkins 3550 $260,000
		1000-3999: Salaries and Benefits - $33,277
		4000-4999: Books and Supplies - $6,253
		5000-5999: Services and Other Operating Expenditures - $118,332
		7000-7999: Indirect Costs - $6,583
		  Carl Perkins 3550 $164,445

	1000-3999: Salaries and Benefits - $272,742 4000-4999: Books and Supplies -	1000-3999: Salaries and Benefits - $58,104 4000-4999: Books and Supplies -

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

• After School Education & Safety (ASES) (moved to Goal 3, Action 2)
• Gifted and Talented Education (GATE)
• Continue to fund extended day for Kindergarten
• Early Childhood Programs
• LCFF S/C allocation to each school site for intervention purposes (captured in Goal 1, Action 4)
• Ethnic Studies
• Indian Education
 	
* Pathway Completion:
 	
• Continue professional development for counselors.
• Continue & refine recruitment of students into pathways.
• Continue to work with parent engagement committees to develop a CTE communication plan.
	$123,089
	5000-5999: Services and Other Operating Expenditures - $84,154
	7000-7999: Indirect Costs - $20,015
	  CTE Incentive Grant 6387 $500,000
		$67,785
		5000-5999: Services and Other Operating Expenditures - $70,761
		7000-7999: Indirect Costs - $8,200
		  CTE Incentive Grant 6387 $204,850

	1000-3999: Salaries and Benefits - $119,567
	4000-4999: Books and Supplies - $49,464
	5000-5999: Services and Other Operating Expenditures - $125,020
	7000-7999: Indirect Costs - $5,949
	  California Partnership Academies 6385 $300,000
		1000-3999: Salaries and Benefits - $51,308
		4000-4999: Books and Supplies - $25,321
		5000-5999: Services and Other Operating Expenditures - $91,903
		7000-7999: Indirect Costs - $3,583
		  California Partnership Academies 6385 172,115

*The Dual Enrollment (Academic/CTE subjects):
 	
• Continue professional development for teachers
• Continue funding for extra services for teachers to work with college staff to articulate courses
	4000-4999: Books and Supplies - $4,000
	5000-5999: Services and Other Operating Expenditures - $3,074
	  Agriculture Incentive Grant 7010 $7,074
		4000-4999: Books and Supplies - $5,166
		5000-5999: Services and Other Operating Expenditures - $2,248
		  Agriculture Incentive Grant 7010 $7,414

Develop and implement a multi-tiered system of academic support: Intervention and Instructional support for all students in order to improve student achievement. * Early Intervention Teachers at Elementary Schools N/A - positions eliminated	1000-7999 . $0 College Readiness Block Grant 7338 $0	1000-7999 . $0 College Readiness Block Grant 7338 $0

* Read 180 Intervention Teachers at Elementary Sites N/A - positions eliminated
* Read 180 or Math 180 Intervention Teachers at Secondary School sites N/A - positions eliminated
* Read 180 and Math 180 Digital online hosting and materials.
* Continue to provide Saturday enrichment and educational opportunities to increase attendance and student engagement.
	1000-3999: Salaries and Benefits - $15,239
	4000-4999: Books and Supplies - $1,000
	7000-7999: Indirect Costs - $678
	  Indian Education Formula Grant 4510 $16,917
		1000-3999: Salaries and Benefits - $724
		4000-4999: Books and Supplies - $0
		7000-7999: Indirect Costs - $30
		  Indian Education Formula Grant 4510 $754

* Ensure appropriately assigned and fully credentialed teachers are assigned to work with students with the most intense needs. * Use existing staff and master schedule to provide support to students based on student needs at all levels TK-grade 12. * Provide Secondary Summer School for Credit Recovery. CVUSD is committed to maintaining and enhancing class size reduction in	1000-3999: Salaries and Benefits - $131,304 4000-4999: Books and Supplies - $75,000 7000-7999: Indirect Costs - $8,603 Title IV - 4127 214,907	1000-3999: Salaries and Benefits - $100,750 4000-4999: Books and Supplies - $0 5000-5999: Services and Other Operating Expenditures - $303,632 7000-7999: Indirect Costs -

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
grades TK-12, maximum class size negotiated at 24. Maximum class size for grades 4-8 is negotiated at 30 and grades 9-12 are negotiated at 32. This includes, but is not limited to, additional staffing at middle school, high school, physical education, and special education. Recruit and maintain a professional workforce through fair and competitive compensation and working conditions. • --------- LCFF Supplemental/Concentration * Student Study Team Software ($0 N/A) * Continue to fund 100% of the CTE Coordinator salary. ($178,469) * Continue to fund a portion of the existing Academy Project Facilitator salary (80%). ($130,924) * Continue to contract with Riverside County Office of Education to pay the salaries of existing RCOE Career Technical Education teachers teaching at CVUSD schools. ($730,994) * CTE Program Support - professional development, materials, supplies, etc. ($500,000) * Career exploration/CTE middle school feeder program teacher salaries. ($383,319) * High School CTE teacher salaries ($2,127,226) * California Partnership Academy Grant Match for professional development, materials, supplies, etc. ($150,000) * AVID Membership Fee ($0) - moved to Title I * AVID Site Coordinator Stipends - Elementary ($0) - moved to Title I * Contract with Riverside Office of Education to provide guidance & counseling support to district and sites ($0) - eliminated. * Extended Day for Kindergarten ($4,166,210) * Alternative school principal and teacher salaries ($1,645,380) * 1 Early Childhood Director (100%) ($238,136) * Ethnic Studies ($762,286) * Saturday School ($458,362) * Transportation home to school and back ($9,414,725) * Transportation support for after school programs ($813,812) * Continue funding 1 Testing Coordinator (50%) ($94,927) * Reduction of four IT Services Assistants to 1 ($102,170) * Fund 7 IT Services Technicians (80%) ($619,277) * 3rd instructional aide in special education moderate/severe classrooms (12) ($0) - N/A Position Eliminated * 3 Data assessment specialists (1@50% and 2 @ 25%) ($138,619) * 22 Instructional media assistants (100%) ($2,006,663)		$16,863 Title IV - 4127 421,245

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
* ASES Coordinator moved to Goal 3 Action 2 * Director of Activities moved to Goal 3 Action 2 * Director of Athletics moved to Goal 3 Action 2 * Class Size over Bargaining Agreement Ratio (29 FTE) ($4,435,719) * Hiring and Retention 3% Certificated (CVTA & Management) ($3,484,044) * Secondary Summer School ($312,510) Additional Funding Support for CTE/College Readiness: * Carl Perkins ($260,000) * California Partnership Academies ($300,000) * Agriculture Incentive Grant ($7,074) * CTE Incentive ($500,000) * College Readiness ($0) • --------- Title I * Alternative Support - Early Intervention Teacher at 14 Elementary sites ($0 N/A) * Site Intervention Teachers (Read 180/Math 180) at 21 sites ($0 N/A) * Supplemental Instructional materials including Read 180 Consumables ($52,085) * District Technology Intervention TOSA position was eliminated ($0) * Preschool Teachers ($833,360) * AVID Membership Fee ($72,919) * AVID Site Coordinator Stipends - Elementary ($91,929) * 1 College & Career Coordinator (100%) ($180,909) * Instructional Support for Special Education teachers and programs ($260,425) • --------- Indian Education Formula Grant ($16,917) • --------- Title IV * College & Career Planning Platform ($26,043) * Testing Costs, Extra services, AP support ($86,778) * 1 Music Teacher at West Shores High school (100%) ($102,087)		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

GOAL 1 ACTION 4
 	
SITE SUPPORT FOR LOW INCOME, FOSTER, and ENGLISH LEARNER STUDENTS
 	
Allocation of LCFF and Title l funds to school sites in order to:
* Provide additional services to meet the needs of unduplicated students including English learners, low income, migrant, and foster youth in alignment with the LCAP.
* Support site implementation of programs for all students to prepare them for College, Careers and Citizenship.
 	
New: Allocation of ESSA Comprehensive Support & Improvement (CSI) funds to La Familia High School and Bobby Duke Middle School to improve student outcomes.
 	
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LCFF Supplemental/Concentration
* Site Allocations to support Implementation of programs ($783,494)
* District support for LCFF S/C program implementation and monitoring
  • State & Federal Projects Director (50%) ($111,486)
  • State & Federal Projects Administrative Specialist (15%) ($16,043)
  • State & Federal Projects Budget Specialist (50%) ($59,797)
 	
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Title I
* Site allocations to support Title I programs ($846,796)
* District support for Title I program implementation and monitoring
  • State & Federal Projects Director (50%) ($111,486)
  • State & Federal Projects Coordinator (100%) ($178,469)
  • State & Federal Projects Administrative Specialist (85%) ($90,912)
  • State & Federal Projects Budget Specialist (50%) ($59,797)
  • other administrative expenses ($0)
	1000-6999: Site Expenses - $752,130
	7000-7999: Indirect Costs - $31,364
	  LCFF Supplemental/Concentration 0701 $783,494
	
	1000-3999: Salaries & Benefits - $179,827
	7000-7999: Indirect Costs - $7,499
	  LCFF Supplemental/Concentration 0761 $187,326
	
	1000-6999: Site Expenditures - $812,898
	1000-3999: District Salaries and Benefits - $423,024
	5000-5999: District Services and Other Operating Expenditures - $0
	7000-7999: Indirect Costs - $51,538
	  Title I 3010 $1,287,460
	
	1000-6999: Site Expenses - $331,078
	7000-7999: Indirect Costs - $13,806
	  Comprehensive Support & Improvement - 3182 $344,884
		1000-6999: Site Expenses - $559,596
		7000-7999: Indirect Costs - $23,335
		  LCFF Supplemental/Concentration 0701 $582,931.17
		
		1000-6999: Site Expenses - $179,846
		7000-7999: Indirect Costs - $7,499.60
		  LCFF Supplemental/Concentration 0761 $187,346
		
		1000-6999: Site Expenditures - $586,811
		1000-3999: District Salaries and Benefits - $570,792
		4000-4999: District Books and Supplies - $2,678
		5000-5999: District Services and Other Operating Expenditures - $42,008
		7000-7999: Indirect Costs - $50,135
		  Title I 3010 1,252,424
		
		1000-6999: Site Expenses - $183,601.75
		7000-7999: Indirect Costs - $7,656.19
		  Comprehensive Support & Improvement - 3182 $191,257

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
ESSA Comprehensive Support & Improvement (CSI) * Site allocations to support CSI schools: La Familia High School and Bobby Duke Middle School ($344,884)		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

District and site actual expenditures were less than expected, due the the COVID-19 school closures. This resulted in the cancellation of planned activities or a change in how services were provided. Unspent funds were carried over to be utilized in the 2020-21 school year. The district offered services such as tutoring, after school activities, parent workshops, student supports, and professional development in a virtual format.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

SUCCESSES:

Goal 1, Action 1:
While CVUSD was in Distance Learning throughout the 2020-21 school year, we were able to provide Weekly Professional Development trainings including: Canvas, Google Suite Apps, adopted curriculum online platforms (Wonders/Maravillas, Think Central, Lexia, etc), PBIS and Transformational Learning in a virtual classroom, Writing strategies for all content areas, and various tools and strategies for best practices in online teaching and learning. Providing weekly professional development to all certificated staff every Wednesday allowed us ensure that all staff received training in district programs and initiatives equally. This will give us a baseline to build future professional development on.

In a tumultuous school year such as 2020-21, there was an increased need for leadership and collaboration. Secondary Assistant Principals and Administrative Assistants for Instructional Improvement (AAIIs) were able to provide coaching to teachers and conduct virtual classroom observations. The Assistant Principals were focused on the district-wide initiatives, AVID, PBIS, Restorative Justice, Google Suites, CANVAS, strategies for engaging online learners, and other training needs as identified during the coaching process (by individual teacher or grade level).

Aquatics Instructors and Lifeguards:While the students were not able to participate in a traditional swimming class - being on campus in the pool - they were able to learn exercises that would develop their skills, similar to actual swimming strokes.

The Curriculum Resource Technician was challenged to ensure all students and teachers had access to standards-aligned instructional materials, so that CVUSD would be in Compliance with the Williams Act. The Curriculum Resource Technician also assisted sites in the distribution of electronic devices and hot spots.

The implementation of VAPA at elementary schools was a great success during the 2020-21 school year. Sites added 30 minutes of additional instruction time in the area Visual and Performing Arts, School Climate & STEAM. Because we were engaged in Distance Learning District-wide, the implementation of VAPA looked different during the 2020-21 school year. Previously, only students in grades 4-6 were able to participate in

VAPA. But, in 2020-21, we were able to provide VAPA virtually to all students in grades K-6. Students look forward to their VAPA class and were very engaged.

Three TK-12 Instructional Coaches were instrumental in preparing and providing site-based and district-wide professional development for effective instruction and engagement of all students. They succeeded in building capacity for staff and administration in a very challenging year. Additionally, the coaches participated in classroom Zoom visits, demonstration lessons, co-teaching, coaching cycles, and grade-level/department meetings to build teacher capacity and improve student outcomes. They also assisted in the development and piloting of instructional materials, lesson planning, and creating assessments. Two Instructional Coaches provided 60+ days of instructional support for teachers and programs TK-12, from January - June, 2020.

Instructional Materials - Reading assessment and intervention online program (Lexia)
The Lexia Learning App, which we have been using in our district for several years, was a key progress monitoring tool for students in grades TK-6. Students were able to access Lexia during their asynchronous learning blocks and teacher-led mini lessons in Lexia were utilized during reading intervention on a daily basis. Students were expected to log in for 20 minutes daily and use self-guided lessons to increase reading comprehension, vocabulary, word recognition, and academic language skills. To capture individual assessment data, students were assessed using the Rapid assessment three times each year. RAPID and ELA Benchmark data were used to measure student progress in English Language Arts. Benchmark data was used to measure student progress in Math.

The Advancement Via Individual Determination (AVID) has been very adaptive during distance learning. They have adapted training and lessons to an online, digital version. Teachers and Administrators have been able to continue to receive AVID training during the 2020-21 school year, in a virtual model. Additionally, some teachers created electronic binders for their students to use (instead of actual physical binders).

Goal 1, Action 2:
Due to the COVID-19 school closures, our Dual Language (DL) collaboration efforts were revised. We were able to offer monthly sessions for all DL staff to come together and collaborate on matters essential to DL instruction. Examples of topics covered include:
- DL instructional minutes
- Writing in Spanish
- Best Practices for Remote Instruction/Learning
- iStation (supplemental on-line program)
- Gradebook - Spanish Language Arts standards

Overall, student outcomes improved for our English Learners. The services and programs offered have received on-going staff development and evaluation for implementation consistency and refinement, leading to an increase in student outcomes in most areas.

Immigrant Students - Based on our pre and post assessment data, students are improving their language acquisition skills. The needs of immigrant students differ from those of other English learners, as immigrant students are students in our U.S. school system with three years or less. The academy focused on preparing our immigrant students for a successful transitional experience in the United States, including opportunities to practice English skills and prepare for the ELPAC. Students in the Newcomer Academy increased English Language skills, as measured by a pre and post assessment in 2020-21. Elementary students increased their performance from 9.5% to 23.8%. Middle school

students improved their performance from 14.8% to 20.2%.

Dual Language Program: Data demonstrates that students are making progress with the Spanish language development. The goal of the DL program is multiliteracy by 4th grade, therefore, equal emphasis is given to both opportunities for strengthening the English and Spanish languages. Collaborating on topics pertaining to the DL curriculum and instructional minutes allows for consistency in implementation, which can lead to improved student outcomes. While ELA CAASPP scores were equivalent to SEI student groups, Math DL scores were higher by 4% points.

There was a slight increase in the Migrant Graduation Rate:
2018-2019: 79.0%
2019-2020: 79.9%

DELAC attendance/participation has increased via Zoom meetings-meetings which have been promoted by an administrative secretary.

Goal 1, Action 3:

The CTE Coordinator ensured that all CTE grants were applied for and administered as well as ensuring that all CTE programs met the 11 elements of high quality CTE. CVUSD's A-G Rate for CTE students continues to increase each year as does the number of CTE completers who met prepared on College & Career Indicators.

College Career Indicator for CTE students:
2018-19 - 23.5%
2019-20 - 28.5%

Percentage of CTE graduates that met A-G requirements:
2017-18 = 40.4%
2019-20 A-G = 51.4%

Many of the CTE successes were the result of turning challenges into positive outcomes.

During the Pandemic, when all students were in distance learning and were unable to participate in work-based internships, the CTE program created micro internships for several of their academies, that allowed students to have a digital work-based experience. Even post Pandemic, this is an alternative that CTE will continue to offer to CTE students. The three CTE Academies that offered micro internships piloted a new form of student recognition, where students were given digital badges upon completing their internship. The CTE Coordinator would like to develop digital badges to recognize students in all CTE Pathways and Academies.

Another challenge turned into a success, was CVUSD's Kidwind program. Students at CVUSD have traditionally represented our district very well at the state and national level with their KidWind projects. This year was no different in terms of their success at the national competition, except they competed virtually.

Ethnic Studies Initiative:

CVUSD has Twelve (12) approved Ethnic Studies courses. All four high schools are offered Ethnic Studies courses and CVUSD requires all students beginning with the class of 2020 to have a minimum of 10 credits in Ethnic Studies to meet the graduation requirement.

Extended Day for Kindergarten - All 14 elementary sites have extended full day kindergarten classes; our students benefit from the additional instructional minutes. We are able to track our students progress based on our current RAPID data.

Alternative School
La Familia High School, a continuation high school in CVUSD, allows students the opportunity to get back on track to graduate, with successful credit recovery. The enrollment at La Familia High school grew form 121 students in 2015-16, to 142 in 2019-20 - which is a 17% increase in the number of students La Familia High School was able to serve.

Early Childhood Education (ECE)- served 460 students:
The Spring 2021 Desired Results Developmental Profile Summary (DRDP) for Preschool & Head Start students age 3 & 4 data is below. Scores increased for all age levels, in all areas, from the fall 2020 pre-test to the spring 2021 post test. The Spring 2021 DRDP goal was for that 55% of children would perform at the Building Later level of the Language and Literacy Development and Math Domain. The program nearly met this goal. Overall, 49% of the children are performing at the Building Later or above in the Integrating Earlier level of the Language and Literacy Domain and 53% of the children are performing at the Building Later or above in the Integrating Earlier level of the Math Domain

DRDP - Preschool students scoring at or above Foundations Expectations (91 students with an average age of 4.7 years):
Social & Emotional Fall 2020 - 36% Spring 2021 - 60%
Language Fall 2020 - 28% Spring 2021 - 54%
Literacy Fall 2020 - 36% Spring 2021 - 61%
Mathematics Fall 2020 - 36% Spring 2021 - 61%
English Language Fall 2020 - 46% Spring 2021 - 82%

DRDP - 3 Year Old (K in 2022) scoring at or above Foundations Expectations (13 students with an average age of 3.9 years):
Social & Emotional Fall 2020 - 11% Spring 2021 - 44%
Language Fall 2020 - 33% Spring 2021 - 44%
Literacy Fall 2020 - 33% Spring 2021 - 44%
Mathematics Fall 2020 - 43% Spring 2021 - 56%
English Language Fall 2020 - 0% Spring 2021 - 40%

ECE staff provided students classroom supply kits for the home and purchased appropriate technology to support delivery of virtual learning (IPAD).
ECE parents were provided monthly family engagement strategies and activities to foster parental confidence and skills such as: Monthly Parent Classroom Meetings and Parent Trainings, Monthly Learning Activities for the Home Calendar, Parent Conferences & Home Visits, and other parent resources and handouts.

Data Assessment Specialists:
The Data Assessment Specialists supported school sites in many ways including, but not limited to data entry, ordering and delivering testing materials, technical support, testing interface support and parent communication regarding testing. The Data Assessment Specialists have been a

huge support during the online English Language Proficiency Assessments for California (ELPAC) and the California Assessment of Student Performance and Progress (CAASPP). Much of their time was dedicated to trouble shooting so that the testing could run smoothly at our school sites.

CHALLENGES:

Goal 1 - Action 1
Professional Development:

In March, 2020, due to school closures, there was a substantial shift for teachers and administrators to access and navigate online learning programs. Teachers had to adapt their instruction and delivery to an online format during distance learning. Some teachers were still learning to successfully utilize digital learning tools and resources.

Professional Development: Contract with Riverside County Office of Education:
While RCOE did provide continuous training in the areas of writing and supporting site leadership, it was difficult to look at implementation school-wide and district-wide, without the ability to do the focused campus walkthroughs.

Instructional Materials:
AVID - it has been a challenge for teachers to review each student's AVID binder with their calendars, agenda, and organized work and provide timely feedback, in a virtual setting.

Goal 1 - Action 2

English Learner Progress
Dual Language (DL) site leads: This expenditure has been revised and has not taken place; Instead all DL teachers have been invited to participate in DL Collaboration sessions to further support with effective teaching instruction during the school closures as a result of COVID-19.

Newcomer Academy
Interest in both teaching (staff) and participating (student) was lower during 2020-21 than in previous years. Distance learning concerns were cited as the reason for not participating.

K-12 Multi-Literacy pathway Task Force:
Classroom library books in Spanish were purchased to supplement book titles available to students in the dual language classrooms/program. The books have not been able to be passed out due to the COVID-19 school closures leading to remote instruction.

After School Intervention for English Learners

English Learner Services (ELS) department provided after school tutoring for EL students; the goal was to extend the support using LCFF funds. However, not enough students/teachers were interested in participating and it was not extended.

Goal1, Action 3

The CTE Programs are hands-on learning experiences for the most part. The challenge during the 2020-21 school year was how to provide hands on experience in a virtual learning model. The CTE academies, when applicable, provided students with supplies that they could use at home, while they participated in their courses virtually. For example, The Architecture Academy provided students with drafting supplies that they picked up at the school and used at home.

Another challenge that CTE academies and pathways faced was that many of the digital programs and platforms that they use were not accessible when using iPads. CTE incurred approximately $500,000 in expenses to provide their students with devices (MacBooks and laptops) that they could use at home to access their programs.

Many of the CTE Pathways and Academies allow students to get work-based experience in the field they are studying. However, with the Pandemic and distance learning, students were not able to participate in internships as they would during a traditional school year. The CTE program was able to turn this challenge into a success for students in the Youth Entrepreneurship Cohorts (2), the Health Academy, and the Green Academy. Students participated in micro internships (virtually) and were awarded digital badges for completing the internship. The digital badges can be used by students on their social media, college applications, resumes. etc.

Another challenge was keeping CTE staff and students motivated. Transitioning the CTE Pathways and Academies to a virtual setting required a lot of ingenuity and flexibility, and at times could be very challenging.

Testing Coordinator
The Testing Coordinator position was vacant for the first half of the 2020-21 school year, which was challenging with all the changes to ELPAC and CAASPP testing. There has been a decrease in benchmark data in distance learning, and the SBAC Math and ELA tests were not administered, state-wide, in the spring of 2020 for students in grades 3-8 and 11. We have a new Testing and Assessment Coordinator on board as of January, 2021. In spring, 2021. our students took their ELPAC and CAASPP assessments and we look forward to that data in the fall of 2021. Administering the ELPAC and the CAASPP tests in a distance learning environment has been challenging for teachers, students and testing support staff. Fortunately, we have been able to work with the testing organization and the California Department of Education (CDE) to mitigate some of the challenges.

The Spring 2021 Desired Results Developmental Profile Summary (DRDP) for Head Start students goal was that 55% of children will perform at the Building Later level of the Language and Literacy Development and Math Domain. The DRDP measured Social & Emotional Development, Language & Literacy Development, English-Language Development and Cognition, Including Math & Science. The program nearly met this goal. The Spring 2021 assessments show that:
- 49% of the children are performing at the Building Later or above in the Integrating Earlier level of the Language and Literacy Domain.

- 53% of the children are performing at the Building Later or above in the Integrating Earlier level of the Math Domain.

The challenge was that due to COVID-19, teacher-child interaction was limited. This contributed to the agency not meeting their goal.

Transportation:
To provide support for low-income and foster students for home to school transportation beyond the board-approved mileage limits, CVUSD provides transpiration for all students. Due to the rural nature of our district's geographic region, the extreme heat, and the income level of our families, if the district did not provide transportation, many of our students would have difficulty getting to school and would miss daily instruction. A challenge during the pandemic was that although CVUSD was in distance learning, we needed to strategically place school buses, equipped with Wifi routers, through our district community, to allow students struggling with Wifi connectivity to be able to connect to Wifi to attend class and do their online school work.

Goal 2

Improve conditions of learning in a fiscally solvent and operationally efficient manner.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Appropriately Assigned Teachers **19-20** A. 2019-20 goal is to have 100% of teachers appropriately assigned and fully credentialed. **Baseline** A. 100% of teachers meet the Highly-Qualified Teacher assignment status.	2020-21: 99.5% A. Appropriately Assigned Teachers: There were three teachers who were without their full credential, one at each of the following schools: Sea View, Toro Canyon and Westside. One teacher had an EL misassignment.
Metric/Indicator Access to Curriculum- Aligned Instructional Materials **19-20** B. 2019-20 goal is to maintain the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report. **Baseline** B. Williams Report: 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials.	Access to Curriculum- Aligned Instructional Materials 2020-21 B. CVUSD maintained the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report. B. Williams Report: 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials.
Metric/Indicator Safe, Clean and Functional School Facilities **19-20**	Safe, Clean and Functional School Facilities 2020-21

Expected	Actual
2019-20 Facilities Inspection Tool (FIT) Overall School Rating goal is to remain Good with a minimum of 95%. The overall Restroom Category goal is to remain Good with a minimum of 90%. **Baseline** Williams Compliance Monitoring: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating: rated Good and Exemplary for all but two schools in the district. The Facilities Inspection Tool (FIT) Overall School Rating was exemplary with a rating of 93.89%. Overall Restroom Category also rated Exemplary with 93.89%.	Williams Compliance Monitoring: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating: The Facilities Inspection Tool (FIT) Overall School Rating was Good with a rating of 97.49%. Overall Restroom Category was also rated Good with 96.39%. District-wide, 3 schools received an exemplary rating in the Overall School Rating Category; all other schools received a Good Rating. District-wide, 10 of CVUSD schools received 100% Rating in the Overall Restroom Category, 7 schools received a Good Rating, and 4 schools received a Fair Restroom Rating.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

GOAL 2 ACTION 1
 	
APPROPRIATELY ASSIGNED TEACHERS
 	
CVUSD will continue to support the following actions and services to recruit, retain and support appropriately assigned and fully credentialed teachers:
 	
1) Peer Assistance and Review (PAR)
2) Beginning Teacher Support & Assessment Induction Program (BTSA)
3) Special Education Teacher Incentive
4) Teacher Attendance Incentive
5) Professional Development
 	
    • ----------
	1000-3999: Salaries and Benefits - $206,695
	7000-7999: Indirect Costs - $8,619
	  LCFF Supplemental/Concentration 0760 $215,314
	
	1000-3999: Salaries and Benefits - $847,812
	5000-5999: Services and Other Operating Expenditures - $96,000
	7000-7999: Indirect Costs - $35,354
	  Title II 4035 $979,166
		1000-3999: Salaries and Benefits - $199,491
		7000-7999: Indirect Costs - $8,319
		  LCFF Supplemental/Concentration 0760 $207,810
		
		1000-3999: Salaries and Benefits - $669,689
		5000-5999: Services and Other Operating Expenditures - $67,614
		7000-7999: Indirect Costs - $30,746
		  Title II 4035 $768,049

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
LCFF Supplemental/Concentration * 2 PAR/BTSA Teacher on Special Assignment ($0) N/A. Funding was changed to Title II * 1 Recruitment Specialist ($113,140) * Stipend for BCLAD teachers assigned to a dual language classroom ($102,174) Title II * 3 PAR/BTSA Teacher on Special Assignment ($490,489) * PAR Council and substitutes ($14,584) * Special Ed Stipend ($150,467) * RCOE Program Facilitation Fee (60 teachers) ($96,000) * Perfect Attendance Stipend ($114,155) * Director of Human Resources (50%) ($113,471) Educator Effectiveness * 1 PAR/BTSA Teacher on Special Assignment ($0) N/A Funding was changed to Title II		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Based on the lower number of new teachers that participated in the induction program, only two PAR/BTSA Teachers on Special Assignment were needed so one position was unfilled the entire year. Due to the COVID-19 pandemic and the vacancy in another HR position, the work of the Director of Human Resources did not fall within Title II activity areas and was covered with general funds. Funds will carryover to provide support in 2021-22.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:
The Consulting Teachers for Induction/PAR supported the candidates with completing their ILPs, which includes a self-assessment and identifying student needs then setting a professional growth goal aligned to their site/district initiatives, completes non-evaluative classroom observations develops workshops per needs of the candidates, connects candidates to a larger professional learning community, models instruction for the candidate, connects candidates with available resources, and observes the candidate facilitating instruction. They also assist candidates with analyzing student outcomes, planning instruction and management, facilitating pre-observation or post-observation conversations, providing just-in-time support for a candidate's daily needs, providing feedback on the candidate's effectiveness and growth, and facilitating guided reflection with the candidate on their teaching practice.

Challenges:
As new teachers adjusted to teaching in a virtual classroom, the type of support they needed changed as well.
New teachers and Induction/PAR mentors had to adapt the induction process to an online format, and modify as needed.

Goal 3

Increase engagement and collaboration among students, parents, staff, and community members.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent Engagement 1) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span): 2) Seeking input from parents in decision making: 3) Promoting Parental Participation:	Parent Engagement 1) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span): 2) Seeking input from parents in decision making: 3) Promoting Parental Participation: Seeking input from parents Survey: Continued to refine the survey to collect and analyze data of the local survey for at least 500 parents throughout the district in order to address their needs. Seeking input from parents in decision making: 20 out of 21 schools reached quorum in at least 5 school site council; and at least 4 ELAC meetings; and 20 out of the 21 schools sent at least one representative to the District Parent Advisory Council and the District English Learner Advisory Council during the 2020-21 school year.

Expected	Actual
19-20 Seeking input from parents Survey: Continue to refine the survey to collect and analyze data of the local survey for at least 500 parents throughout the district in order to address their needs. Seeking input from parents in decision making: 20 out of 21 schools will reach quorum in at least 5 school site council; in at least 4 ELAC meetings; and 20 out of the 21 schools will send at least one representative to the District Parent Advisory Council. Promoting Parental Participation: At least 15 percent of our parent population (unduplicated and SWD) will attend our parenting workshops as measured by sign in sheets. **Baseline** 1) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span): There was a parent survey administered during the year, however there was not enough parent participation as we only collected 58 surveys. 2) Seeking input from parents in decision making: 3) Promoting Parental Participation:	Promoting Parental Participation: At least 15 percent of our parent population (unduplicated and SWD) attended our virtual parenting workshops as measured by sign in sheets. 1) CVUSD used the proposed Survey from the CA School Dashboard for Priority 3 - Parent Engagement. (LEA administers a local survey to parents/guardians in at least one grade within each grade span): There was a parent survey administered during the year, however there was not enough parent participation as we only collected 58 surveys. 2) Seeking input from parents in decision making: 3) Promoting Parental Participation: CVUSD also administered a School Connectedness Panorama Survey to all CVUSD families. Family Responses: Sense of Belonging (School Connectedness): Overall Rating: 2019-20: 91% 2020-21: 82% Individual Questions: I feel welcome to participate at this school: 2019-20: 91% 2020-21: 83% School Staff treats me with respect: 2019-20: 96% 2020-21: 89% School Staff takes my concerns seriously: 2019-20: 88% 2020-21: 81% School Staff welcomes my suggestions: 2019-20: 89% 2020-21: 75% School Staff responds to my needs in a timely manner: 2019-20: 87% 2020-21: 80% School Staff is helpful: 2019-20: 92% 2020-21: 85% My child's background (race, ethnicity, religion,

Expected	Actual
	economic status) is valued at this school: 2019-20 94% 2020-21: 84% Climate of Support for Academic Learning Overall Rating: 2019-20: 90% 2020-21: 85% Individual Questions: This school provides high quality instruction to my child: 2019-20: 91%, 2020-21: 85% This school has high expectations for all students: 2019-20: 89%, 2020-21: 85% Knowledge and Fairness of Discipline, Rules & Norms Overall Rating: 2019-20: 90% 2020-21: 84% Individual Questions: This school clearly informs students what would happen if they break the rules: 2019-20: 93%, 2020-21: 88% At this school, discipline is fair: 2019-20: 86%, 2020-21: 80% Safety: Overall Rating: 2019-20: 90% 2020-21: 68% Individual Questions: My child is safe in the neighborhood around the school: 2019-20 89% My child is safe on school grounds: 2019-20: 90%
Metric/Indicator A. School Attendance B. Chronic Absenteeism C. Middle School Dropout Rate D. High School Dropout Rate	

Expected	Actual
E. High School Graduation Rate **19-20** A. *Note: Goals for 2019-20 might change once the 2018-19 outcome data is released. 2019-20 School Attendance rate goal is to maintain or increase to 98% B. *Note: Goals for 2019-20 might change once the 2018-19 outcome data is released. 2019-20 Chronic Absenteeism goal is to decrease 2%; 7.4% total C. *Note: Goals for 2019-20 might change once the 2018-19 outcome data is released. 2019-20 Middle School Dropout Rate goal is to decrease by 25%, -1 student; 3 students total D. *Note: Goals for 2019-20 might change once the 2018-19 outcome data is released. 2019-20 High School Dropout Rate goal is to decrease 10%, 4 students; 35 students total E. *Note: Goals for 2019-20 might change once the 2018-19 outcome data is released. 2019-20 High School Graduation Rate goal is to increase by 1%; to 91% **Baseline** A. School Attendance - 95.13%	A. School Attendance - Local Measures (2019-20 Attendance is not available on the CA School Dashboard) August 10, 2020 - April 16, 2021 (Months 1-9) 2020-21 Regular Program Grades TK-3: 89.10% Grades 4-6: 90.66% Grades 7-8: 91.92% Grades 9-12: 91.26% 2020-21 Program S SDC Grades TK-3: 82.37%

Expected	Actual
	Grades 4-6: 88.11% Grades 7-8: 86.60% Grades 9-12: 82.47%
B. Chronic Absenteeism - 13.4%	B. Chronic Absenteeism: 2018-19 Chronic Absenteeism Rate: 18% (Source: DataQuest) No reports due to the determination by the CDE that the data are not valid and reliable for the 2019–20 academic year.
C. Middle School Dropout Rate - 6 students total	(Source: DataQuest): C. 2019-20 Middle School Dropout Rate - 0 students
D. High School Dropout Rate - 48 students total	D. 2019-20 High School Dropout Rate - 165 students (12.3%)
E. High School Graduation Rate - 86.2%: Green: status 86.2, change +4.4	E. 2019-20 High School Graduation Rate: 82.2%
Metric/Indicator School Climate A. Pupil suspension rate B. Pupil expulsion rate C. California Healthy Kids School Survey: Administered to students, parents and teachers **19-20** A.*Note: Goals for 2019-20 might change once the 2018-19 outcome data is released. Pupil suspension rate: All Students: 2.6% American Indian: 2.9% Black/African American: 6.7% Hispanic: 2.4%	A. 2019-20 Suspension Rate: (Data Source: DataQuest) Pupil Suspension Rate: All Students: 2.9% English Learners: 2.4% Foster Youth: 6.3%

Expected	Actual
White: 3.6% 2 or more races: 9.6% Economically Disadvantaged: 2.6% Students with Disabilities: 7.0% English Learners: 2.3%	Homeless Youth: 4.2% Socio-economically Disadvantaged: 3.1% Students with Disabilities: 6.6% African American: 5.6% Native American: 13.7% Asian: 0.0% Hispanic/Latino: 2.9% White: 3.6% Two or more races: 2.7%
B. *Note: Goals for 2019-20 might change once the 2018-19 outcome data is released. Pupil expulsion rate: 0.11% C.*Note: Goals for 2019-20 might change once the 2018-19 outcome data is released. 2019-20 goal is to administer the California Healthy School Survey to all students, parents and teachers in grades 5, 7, 9 and 11. Following the administration, we will analyze the survey by overall and subgroups for the purpose of school safety and connectedness.	B. 2019-20 Pupil Expulsion Rate: All Students: 0.0% English Learners: 0.0% Foster Youth: 0.0% Homeless Youth: 0.0% Socio-economically Disadvantaged: 0.0% Students with Disabilities: 0.0% African American: 0.0% Native American: 0.0% Asian: 0.0% Hispanic/Latino: 0.0% White: 0.0% Two or more races: 0.0%
Based on the CHKS - the following goals are set for school safety and connectedness (as measured by 5th, 7th, 9th, and 11th grade students: Based on the 2018 CHKS data (which had a significant increase in the number of respondents over the modified CHKS in 2017 survey), goals have been reestablished as follows: *School connectedness: 5th - 67%, 7th - 45%, 9th - 56%, 11th - 56% *Academic motivation: 5th - 50%, 7th - 55%, 9th - 43%, 11th - 40% *Caring adult relationships: 5th - 65%, 7th - 50%, 9th - 35%, 11th - 40% *Meaningful participation: 5th - 43%, 7th - 30%, 9th - 25%, 11th - 20%	* School Connectedness: In order to monitor the effectiveness of our Social-emotional learning practices and implementation of the Transformational Justice Model, we transitioned to surveying our students, parents, and staff annually with the Panorama SEL and School Climate Surveys. Panorama School Climate Survey - Student Responses Sense of Belonging (School Connectedness): 2019-20 Elementary: 77% 2020-21 Elementary: 74% 2019-20 Secondary: 56% 2020-21 Secondary: 63%

Expected	Actual
*School perceived as safe: 5th - 85%, 7th - 75%, 9th - 65%, 11th - 62%	**Knowledge and Fairness of Discipline, Rules & Norms** 2019-20 Elementary: 78% 2020-21 Elementary: 58% 2019-20 Secondary: 67% 2020-21 Secondary: 83%
*Experienced harassment/bullying: 5th - 20%, 7th - 15%, 9th - 13%, 11th -10%	**Climate of Support for Academic Learning** 2019-20 Elementary: 76% 2020-21 Elementary: 65% 2019-20 Secondary: 71% 2020-21 Secondary: 78%
*Experienced chronic sadness/hopelessness: 5th - 25%, 7th - 15%, 9th - 15%, 11th - 18%	**Safety:** 2019-20 Elementary: 63% 2020-21 Elementary: 68% 2019-20 Secondary: 67% 2020-21 Secondary: 71%
* Facilities upkeep: 5th – 10%, 7th - 12%, 9th – 10%, 11th - 10%	
* Experienced any harassment or bullying: 5th – 20%, 7th - 20%, 9th – 17%, 11th - 18%	**Panorama SEL Survey - Student Responses**
* Had mean rumors or lies spread about you: 5th – 25%, 7th - 24%, 9th – 20%, 11th - 24%	**Social Awareness:** 2019-20 Elementary: 64% 2020-21 Elementary: 66% 2019-20 Secondary: 60% 2020-21 Secondary: 62%
* Current alcohol or drug use: 5th – 0%, 7th - 5%, 9th – 7%, 11th - 13%	**Growth Mindset:** 2019-20 Elementary: 66% 2020-21 Elementary: 69% 2019-20 Secondary: 63% 2020-21 Secondary: 64%
*Note: A new climate survey was introduced this year, Panorama. Panorama is a survey and data collection platform that supports school districts in collecting valid and reliable feedback around school climate and culture, engagement and social emotional learning. This year was our pilot year, therefore we surveyed students in the expanded learning programs after school; 188 elementary students in grades 3-6 and 441 responses in all secondary grades, 7-12. We attempted to survey all of our teachers and families.	**Self-management:** 2019-20 Elementary: 58% 2020-21 Elementary: 66% 2019-20 Secondary: 64% 2020-21 Secondary: 64% **Self-Efficacy:** 2019-20 Elementary: 51% 2020-21 Elementary: 54% 2019-20 Secondary: 43% 2020-21 Secondary: 46%
Goals:	**Engagement:** 2020-21 Elementary: 64% Not Measured in 2019-20 2020-21 Secondary: 36%
Participation to increase at least 10 percent in all groups: +19 Elementary Students, +44 secondary students, +59 teachers, and +37 families.	
Given that the least amount of favorable responses were given to safety, our goal is to improve our sense of safety for all groups: 5% for a total of 64% elementary, 5% for a total of 62% secondary, 3% for a total of 71% teachers, and 1% for a total of 93% families.	**Panorama Distance Learning Survey** June 2021 Spring 2021

Expected	Actual
Student's perception of self is also an area we would like to improve, particularly self-efficacy for both student groups, elementary and secondary. Our goal is to improve students' self efficacy favorable responses by 5%: 70% elementary and 57% secondary. **Baseline** A. Pupil suspension rate: All Students: 4.1% American Indian: 8.9% Black/African American: 16.7% Hispanic: 3.9% White: 6.6% 2 or more races: 11.1% Economically Disadvantaged: 4.1% Students with Disabilities: 10.0% English Learners: 3.8% B. Pupil expulsion rate: 0.15% C. A modified version of the CHKS School Climate Survey was administered to students, parents and teachers, and implemented in May, 2017. The results of the Local School Climate will serve as a baseline, which will be monitored by the CHKS in October, 2017 and the following two years. The baseline results are: Q1. Feel safe at school: Strongly Agree/Agree: 73.26% Neutral/Disagree/Strongly Disagree: 26.74% Q2. Feel safe at classrooms: Strongly Agree/Agree: 84.43% Neutral/Disagree/Strongly Disagree: 15.56% Q3. Students at school are well-behaved: Strongly Agree/Agree: 33.11% Neutral/Disagree/Strongly Disagree: 66.88% Q4. Adults at the schools treat students with respect: Strongly Agree/Agree: 71.15%	Supportive Relationships: Overall Score: All Students: 79% All Students: 72% * Individual Questions: Teacher or Adult from School that the student could count on: 2020 - 74% , 2021 - 66% Family Member or other adult outside of school that the student can count on: 2020 - 85%, 2021 - 80% Friend from school that the student can count on: 2020 - 78%, 2021 - 69% Needs with Distance Learning: Overall Score: All Students: 47% All Students: 59% *Individual Questions: How often were you able to access your schoolwork online: 2020 - 63%, 2021 - 76% During Distance Learning, how often did you stay focused on schoolwork: 2020 - 39%, 2021 - 54% How successful were you in participating in virtual schoolwork from home: 2020 - 36%, 2021 - 56% Distance Learning Environment: Overall Score: All Students: 46% Favorable All Students: 60% Favorable

Expected	Actual
Neutral/Disagree/Strongly Disagree: 28.84% Q5. Teacher at the schools build strong relationships with students: Strongly Agree/Agree: 65.27% Neutral/Disagree/Strongly Disagree: 34.73% Q6. Student respect their teachers: Strongly Agree/Agree: 48.69% Neutral/Disagree/Strongly Disagree: 51.31% Q7. Feel safe at school Teacher utilize other means of correction: Strongly Agree/Agree: 65.27% Neutral/Disagree/Strongly Disagree: 34.73% Q8. School administrators promote the success of all students: Strongly Agree/Agree: 67.84% Neutral/Disagree/Strongly Disagree: 32.16%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

GOAL 3 ACTION 1
 	
ENGAGE PARENTS
 	
1) Seeking input from parents Survey: Continue to refine and administer the survey in order to collect and analyze survey data.
 	
2) Seeking input from parents in decision making: Provide parent workshops/training to at least 200 parents throughout the district, on various topics related to parents supporting their child's academic success.
 	
3) Promoting Parental Participation:
* At least 3,000 parents attend workshops
* Parent Centers for 19 sites
* 1 Parent Liaison at each school site
* Family Involvement Action Team (FIAT) at each school site - For the year 2018-2019 it was decided that the Family Involvement Action Teams would not be continued and that our parent liaisons and the Parent Leaders Always Taking Action, (PLATA) would take the lead with all parent related activities at the sites.
	2000-3999: Salaries and Benefits - $642,425
	7000-7999: Indirect Costs - $26,789
	  LCFF Supplemental/Concentration 0762 $669,214
	
	1000-3999: Salaries and Benefits - $491,757
	4000-5999: Books, Supplies, Services and Other Operating Expenditures - $50,000
	7000-7999: Indirect Costs - $22,591
	  Title I 3010 $564,348
		2000-3999: Salaries and Benefits - $628,754
		7000-7999: Indirect Costs - $26,219
		  LCFF Supplemental/Concentration 0762 $654,973
		
		1000-3999: Salaries and Benefits - $406,565
		4000-5999: Books, Supplies, Services and Other Operating Expenditures - $202,063
		7000-7999: Indirect Costs - $25,380
		  Title I 3010 $634,008

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
NEW Create a parent support group for foster parents to support a partnership-focused role with schools in addressing the educational needs of children in foster care. • --------- LCFF Supplemental/Concentration * Fund 2 existing translators (100%) ($215,142) * Fund extra services for Purepecha/Oaxacan interpreting services ($0) N/A * Fund 5 Bilingual Psychologist Technicians (100%) ($454,072) Title I * Parent Engagement Support Staff • 1 Parent/Community Engagement Coordinator (100%) ($157,726) • Parent Liaison Supervisor ($0) - position eliminated • 1 Parent Engagement/Migrant Ed Administrative Specialists (35%) ($34,855) * Parent Center Liaisons ($319,682) * Parent Engagement Activities ($52,085) * FIAT Stipends ($0) N/A This stipend is no longer funded.		

GOAL 3 ACTION 2
 	
ENGAGE STUDENTS
 	
A. Improve school Attendance:
 	
B. Decrease chronic Absenteeism:
• Monthly Attendance reports
• Attendance guidelines addressed in Parent/Student handbook
• 17 Attendance Clerks to improve attendance
• Fund an Attendance Coordinator
• SARB Process: Call home, home visit, truancy letters, SART, SARB, DA Mediation.
• Resources offered at SART, SARB.
• After School Education and Safety (ASES) (moved from Goal 1, Action 3)
	1000-3999: Salaries and Benefits - $5,092,067
	7000-7999: Indirect Costs - $212,339
	  LCFF Supplemental/Concentration 0762 $5,304,406
	
	1000-3999: Salaries and Benefits - $1,579,711
	4000-4999: Books and Supplies - $317,522
	5000-5999: Services and Other Operating Expenditures - $968,257
	7000-7999: Indirect Costs - $119,491
	  After School Safety & Support (ASES) 6010 $2,984,981
		1000-3999: Salaries and Benefits - $4,482
		7000-7999: Indirect Costs - $117,773
		  LCFF Supplemental/Concentration 0762 $4,599,915
		
		1000-3999: Salaries and Benefits - $1,286,963
		4000-4999: Books and Supplies - $421,647
		5000-5999: Services and Other Operating Expenditures - $680,649
		6000-6999: Equipment - $6,038
		7000-7999: Indirect Costs - $99,632
		  After School Safety & Support (ASES) 6010 $2,494,929

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
C. Decrease Middle School Dropout Rate: D. Decrease High School Dropout Rate: • Alternative Placement • Interventions: contracted counseling services, youth mentorship program healing circles • Support for Foster/Homeless Youth E. Increase High School Graduation Rate: * Continue to fund additional counselor positions and academy advisor to maintain low counselor to student ratio. * Funding for the Alternative Education Transition Specialist was eliminated Based on the California School Dashboard, there is a performance gap in the graduation rates of ALL students (green), Students with Disabilities (orange), Homeless students (yellow), and English Learner students (yellow). CVUSD will close the performance gap by implementing the following: * Counselors will meet with students in grades 9-12 annually to review graduation status, A-G course completion, transcripts, educational options and risk factors, including the risk of non-completion of A-G requirements. Parents will receive notification. * Additionally, a counselor will notify parents and students (with signature required from both) when a change in A-G eligibility occurs. * All high schools will run reports of course failures after each marking period (4 times per year) and meet with each student to advise him/her on the impact of A-G eligibility and graduation, and arrange for credit recovery. * Maintain and expand athletic programs to provide students with opportunities to be fully engaged leading to increased student achievement and an increased graduation rate. LCFF Supplemental/Concentration * 14 Counselor salaries (100%) ($2,514,188) * 1 Attendance Coordinator (100%) ($181,153) * 7 existing attendance clerks at school sites ($0) - positions eliminated * Alternative Ed Transition Specialist - ($0) N/A position eliminated * Site Athletics Program, Budget, Coaching Stipends ($2,133,120)	5000-5999: Other Operating Expenditures - $28,800 7000-7999: Indirect Costs - $1,200 ASES - Frontier 4124 $30,000 1000-3999: Salaries and Benefits- $794,680 4000-4999: Books and Supplies - $182,062 5000-5999: Services and Other Operating Expenditures - $451,579 7000-7999: Indirect Costs - $59,561 21st Century (Elem/Middle) 6010 $1,487,882 4000-4999: Books & Supplies - $10,830 5000-5999: Services and Other Operating Expenditures - $85,167 7000-7999: Indirect Costs - $4,003 21st Century Equitable 6010 $100,000 1000-3999: Salaries and Benefits- $355,883 4000-4999: Books and Supplies - $100,099 5000-5999: Services and Other Operating Expenditures - $120,000 7000-7999: Indirect Costs - $24,018 ASSETS High School 6010 $600,000 5000-5999: Services and Other Operating Expenditures - $47,998 7000-7999: Indirect Costs - $2,002 ASSETS Equitable H.S 6010 $50,000	5000-5999: Other Operating Expenditures - $17,710 7000-7999: Indirect Costs - $739 ASES - Frontier 4124 $18,449 1000-3999: Salaries and Benefits- $677,710 4000-4999: Books and Supplies - $135,592 5000-5999: Services and Other Operating Expenditures - $230,770 7000-7999: Indirect Costs - $43,538 21st Century (Elem/Middle) 6010 $1,087,610 4000-4999: Books and Supplies - $2,810 5000-5999: Services and Other Operating Expenditures - $45,452 7000-7999: Indirect Costs - $2,013 21st Century Equitable 6010 $50,275 1000-3999: Salaries and Benefits- $264,699 4000-4999: Books and Supplies - $59,423 5000-5999: Services and Other Operating Expenditures - $19,987 7000-7999: Indirect Costs - $14,349 ASSETS High School 6010 $358,458 4000-4999: Books and Supplies - $3,917 5000-5999: Services and Other Operating Expenditures - $7,181 7000-7999: Indirect Costs - $463 ASSETS Equitable H.S 6010 $11,561

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
* ASES Coordinator ($0) - funded by ASES/21st Century ASSETS program * 3 Director of Activities (50%) ($236,617) * 3 Director of Athletics (50%) ($239,328) * Ethnic Studies - ($0) N/A - has been moved to Goal 1, Action 3. It is a better fit with a broad course of study. ● ------------------ After School Education and Safety (ASES) ($2,984,981) After School Education and Safety (ASES) Frontier ($30,000) 21st Century Elementary/Middle School($1,487,882) 21st Century Equitable ($100,000) After School Safety and Enrichment for Teens (ASSETS) High School ($600,000) After School Safety and Enrichment for Teens (ASSETS) Equitable High School ($50,000)		

GOAL 3 ACTION 3
 	
CREATE A POSITIVE SCHOOL CLIMATE
 	
A. Decrease pupil suspension rate:
B. Decrease pupil expulsion rate: Improve school climate and provide student assistance to address social-emotional needs
 	
* Contract counseling services to provide Social-Emotional/classroom-based and crisis counseling at 21 schools
 	
* Positive Behavior Intervention & Supports (PBIS) including a lead per site
 	
* Implementation of Restorative Justice
 	
* Positive/Negative Staff to Students Data
	1000-3999: Salaries and Benefits - $4,621,051
	7000-7999: Indirect Costs - $192,698
	  LCFF Supplemental/Concentration 0762 $4,813,749
	
	4000-4999: Books and Supplies - $40,000
	5000-5999: Services and Other Operating Expenditures - $1,800,590
	7000-7999: Indirect Costs - $76,753
	  Title I 3010 $1,917,343
	
	4000-4999: Books, Supplies,
	5000-5999: Services and Other
		1000-3999: Salaries and Benefits - $4,635,843
		7000-7999: Indirect Costs - $130,897
		  LCFF Supplemental/Concentration 0762 $4,766,740
		
		4000-4999: Books and Supplies - $0
		5000-5999: Services and Other Operating Expenditures - $1,920,751
		7000-7999: Indirect Costs - $80,095
		  Title I 3010 $2,000,846
		
		1000-3999: Salaries and Benefits - $78,596

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

* Support the Implementation of the California Learning Communities for School Success Program Grant and the implementation of Restorative Practices to decrease pupil suspension rate, decrease pupil expulsion rate, improve school climate, and provide student assistance to address social-emotional needs.
 	
* Support for Foster and Homeless youth
 	
NEW: Connect foster and homeless youth to in-school and community support services. Coordinate with mental and physical health service providers as well as housing agencies to meet the needs of homeless and foster care children and their families.
 	
   • ---------
LCFF Supplemental/Concentration
 	
* Fund 2 existing Child Welfare & Attendance district counselors focused on:
 	
* Foster Youth/Homeless Youth, and Social/Emotional Programs ($358,854)
 	
* Fund 1 CWA Director (50%) ($105,838)
 	
* Continue to fund 7 existing attendance clerks at school sites ($0 N/A) - This item was better aligned with and moved to Goal 3, Action 2 in 2018-2019, but will no be funded in 2019-2020.
 	
* Continue to fund stipends for 21 PBIS/Restorative Justice Lead Teachers ($67,050)
 	
* Continue to fund 5 existing school nurses to reduce the nurse to student ratio (100%) ($799,257)
 	
* Continue to fund 20 existing Health Services Technicians (100%) ($1,733,216)
 	
* Continue to fund 13 existing bus monitors (100%) ($759,851)
 	
* Continue to fund safety supervisors (100%) ($802,934) - the job title for this position changed from playground supervisors
	Operating Expenditures - $725,177
	7000-7999: Indirect Costs - $24,216
	  Learning Communities for School Success 7085 $749,393
	
	1000-3999: Salaries and Benefits - $200,000
	4000-4999: Books and Supplies - $10,000
	5000-5999: Services and Other Operating Expenditures - $140,000
	7000-7999: Indirect Costs - $14,595
	  Title IV - 4127 $364,595
		4000-4999: Books and Supplies - $45,951
		5000-5999: Services and Other Operating Expenditures - $368,244
		7000-7999: Indirect Costs - $5,642
		  Learning Communities for School Success 7085 $498,433
		
		1000-3999: Salaries and Benefits - $73,988
		4000-4999: Books and Supplies - $19,772
		5000-5999: Services and Other Operating Expenditures - $96,624
		7000-7999: Indirect Costs - $7,939
		  Title IV - 4127 $198,323

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
* Continue to fund existing Campus Security Assistants (100%) ($186,749) • --------- Title I * Social-Emotional Support Services at school sites • Social-emotional counseling ($1,875,675) • PBIS ($0) • Restorative Justice ($0) • Social-emotional mental health services ($0) * Support for Foster and Homeless ($41,668) • ---------- Title IV * PBIS ($156,255) * Restorative Justice ($208,340) * Social-emotional mental health services ($0) • ----------- Learning Communities for School Success ($749,393)		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funding that was budgeted for promoting parent engagement, staffing parent centers at each school site with a Parent Liaison, a Parent Engagement Manager, mental health services and social-emotional counseling support for students, an Attendance Coordinator and Attendance Clerks, Child Welfare and Attendance Counselors, Stipends for PBIS and Transformation Justice (TJ) leads, the CWA Director and school nurses, was implemented during the 2020-21 school year, but in some instances, in alternate ways due to the COVID 19 Pandemic and Distance Learning. While the school year was very different than what was anticipated - being in Distance Learning for most students, throughout the year, the students needs in the areas of mental health and positive school climate and culture were still present, and in some cases intensified. Many of the expenditures to support students and parents, were adapted to support students who were learning virtually. Latino Commission Counselors continued to serve students and families. Our Attendance Coordinator and clerks were instrumental in keeping our attendance and engagement rates as high as possible, with parent, family and student outreach efforts. Many hours were devoted to professional development of all staff in best practices and implementation of PBIS and Transformational Justice; training that took place virtually instead of the traditional in-person training. The need to promote positive school climate and cultures this year was more important than ever. Additionally, as we look ahead to the

2021-22 school year, we are laying the groundwork, to be able to meet our students' needs when they are back on campus for the first time in over 17 months.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

SUCCESSES:

A district priority was communicating with parents to inform and engage. This included district updates, activities, available supports, and most importantly, student engagement in the classroom.
* CVUSD engaged in parent outreach and communication through advertising on local TV and Radio, and printing and mailing of time sensitive information.
* Parents were offered courses to assist them in working with their students and navigating online resources.
* Early Child Education (ECE) parents were provided monthly family engagement strategies and activities to foster parental confidence and skills such as: Monthly Parent Classroom Meetings and Parent Trainings, Monthly Learning Activities for the Home Calendar, Parent Conferences & Home Visits, and other parent resources and handouts.
* CVUSD reached out to parents/community members via social media announcements, website announcements, TV ads, radio ads, digital ads, online radio ads, print, phone calls, email, text, and flyers.
* Parent attendance at any many of the advisory committee meetings and workshops increased over previous years, as the Zoom format was more accessible for parents (compared to coming to a school or the district office) for a meeting.

In order to monitor the effectiveness of our Social-emotional learning practices and implementation of the Transformational Justice Model, we have transitioned to surveying our students, parents, and staff annually with the Panorama Social-Emotional Learning (SEL) and School Climate Surveys.

Panorama School Climate Survey - Student Responses
The Panorama survey data shows that secondary students SEL responses increased in all areas.

Sense of Belonging (School Connectedness):
2019-20 Elementary: 77% 2020-21 Elementary: 74%
2019-20 Secondary: 56% 2020-21 Secondary: 63%

Knowledge and Fairness of Discipline, Rules & Norms
2019-20 Elementary: 78% 2020-21 Elementary: 58%
2019-20 Secondary: 67% 2020-21 Secondary: 83%

Climate of Support for Academic Learning
2019-20 Elementary: 76% 2020-21 Elementary: 65%
2019-20 Secondary: 71% 2020-21 Secondary: 78%

Safety:

2019-20 Elementary: 63% 2020-21 Elementary: 68%
2019-20 Secondary: 67% 2020-21 Secondary: 71%

Conclusions from Panorama School Climate Survey:
- The elementary students surveyed indicated a slight decrease (3%) in Sense of Belonging from the Fall of 2019 to the Spring of 2021, whereas secondary students indicated an increase in Sense of Belonging, with a growth of 7%. Any increase in Sense of Belonging is notable as we are comparing survey results from when students were physically on school campuses, in the Fall of 2019 to survey results from the Spring of 2021, where most students have been engaged in distance learning for 13 months.

- The elementary students indicated a sharp decline in Knowledge and Fairness of Discipline, Rules & Norms with 78% of students responding favorably in the Fall, 2019 and 58% of students responding favorably in the Spring 2021 survey (a 20% decline). Where as the opposite is true for our secondary students. 67% of secondary students responding favorably about Knowledge and Fairness of Discipline, Rules & Norms in the Fall of 2019, and the favorability increased to 83% in the Spring 2021 (a growth of 16%). The secondary students, at this point in their school careers, have had more exposure to school expectations for a safe, responsible, and respectful school climate, and have had more training in the Transformational Justice Model, than the elementary school students have had. The high favorability rate for secondary students (83%), indicates that the PBIS and Restorative Justice training and implementation is having a positive effect on our secondary school campuses.

- 76% of elementary students responded favorably about the Climate of Support for Academic Learning in the Fall of 2019, compared to 65% of students responding favorably in the Spring 2021 survey (a decline of 11%). 71% of secondary students responded favorably about Climate of Support for Academic Learning in the Fall of 2019, and the favorability increased to 78% in the Spring 2021 (a growth of 7%).

Similarly to our students' responses regarding Knowledge and Fairness of Discipline, Rules & Norms, our secondary students have shown more growth in the Climate for Support of Academic Learning. Favorability among secondary students grew 7%, while favorability among elementary students declined 11%. Having been in school longer, and likely more familiar with where and how they can get academic support, it is logical that secondary students would have a higher favorability with the Climate of Support and Academic Learning.

- The elementary students surveyed indicated an increase (5%) in the feeling of Safety going from 63% favorability in the Fall of 2019, to 68% favorability in the Spring of 2021. The secondary students surveyed indicated an increase (4%) in the feeling of Safety going from 67% favorability in the Fall of 2019, to 71% favorability in the Spring of 2021. For both the elementary and secondary students groups, it is apparent that they feel safer in the Spring of 2021. In the Fall of 2019, they were on campus when they completed the survey and they were in Distance Learning when they completed the survey in the Spring of 2020. With all of the stresses that COVID 19 has put on students and families, it is encouraging that students sense of Safety has increased over the last year.

Panorama Social Emotional Learning (SEL) Survey - Student Responses

For all areas of the Social-emotional Learning (SEL) survey, it is encouraging to see that the favorability rates for both elementary and secondary

students increased from the Fall of 2019 to the Spring of 2021. Given that our students have been in Distance learning over the past year, we are happy to see that they haven't lost ground in these areas, and we look forward to building on the foundation when we return to on-campus learning. Throughout the 2020-21 school year, students and teachers have been implementing PBIS and Restorative Justice practices, which appears to be sustaining our students at their levels of Social-Emotional Learning, even when they are not physically able to connect with their peers and teachers.

Social Awareness:
2019-20 Elementary: 64% 2020-21 Elementary: 66%
2019-20 Secondary: 60% 2020-21 Secondary: 62%

Growth Mindset:
2019-20 Elementary: 66% 2020-21 Elementary: 69%
2019-20 Secondary: 63% 2020-21 Secondary: 64%

Self-management:
2019-20 Elementary: 58% 2020-21 Elementary: 66%
2019-20 Secondary: 64% 2020-21 Secondary: 64%

Self-Efficacy:
2019-20 Elementary: 51% 2020-21 Elementary: 54%
2019-20 Secondary: 43% 2020-21 Secondary: 46%

Engagement:
Not Measured in 2019-20 2020-21 Elementary: 64%
Not Measured in 2019-20 2020-21 Secondary: 36%

Site-Based Mental Health Services:
Latino Commission counseling services were delivered through various platforms to address the challenges of the 2020-21 school year and distance learning.

1. Direct services were provided wherein individual and family counseling was done either through telehealth or face-to-face (when permitted).
2. With students working remotely, the Latino Commission adjusted how it could reach more students by increasing the number of classroom presentations that were delivered. At the elementary level, therapists provided classroom presentations when requested. For secondary sites, therapist and substance use counselors provided classroom presentations to address social and emotional learning in the core areas of social awareness, self-awareness, self-management, relationship skills and responsible decision making.
3. Parent workshops continued to be provided (virtually) at the school site level.
4. Latino Commission used the Facebook social media platform to provide tips, techniques, and initiatives to promote social well-being and advertise how students and parents could get connected to a professional to receive services.
Examples of Facebook topics included:

a.   Initiatives included "Paw-sitive Mondays" wherein pets were used to provide positive messaging about healthy choices and living, as well as education on other means of mental health support

b.   Reading Corner on Wednesday to address social and emotional concepts in K-6.

c.   Provided substance use information.

d.   Provided information on local resources such as food banks, COVID-19 testing and vaccine and other resources families could access.

5. Assisted attendance teams at school sites to reach families and remove barriers that were preventing students from attending class.

6. Attended SARB meetings and provided counseling to address challenges in attending class.

7. Provided support to teachers to assist with needs in classrooms (i.e. engaging a student who is not engaging, encouraging students who have a difficult time focusing or staying on task, etc.)

8. Case Management services provided linkage to services for food, shelter, medical and other needed supports.

9.   Prevention and early intervention was a focus of all aspects of counseling approaches provided.

Total Number of students who received tier III direct counseling support either as individual and/or family = 778

Parent workshops and classes (classes and workshops were offered to address age-related issues and strengthen parents in supporting and parenting their children.)

Social media platforms were utilized successfully to reach students and parents. (FaceBook page RCLC Therapist Corner posts daily tips, facts, suggestions, resources and more to virtually reach students, parents and the community.)

CHALLENGES

Communicating with parents was a challenge because many parents (& students) did not have internet connectivity. As students were not on campus, we could not send notices home with them. We had to rethink how we could reach our families in a timely, effective way. We relied on Social Media, Radio and TV Advertising, Connect Ed phone calls, and mailings to reach our families.

Also, when we surveyed our parents and students, if they did not have internet connectivity, it was difficult for them to complete the survey. In future years, we look forward to more family, student and community member participation in our surveys.

Based on the Panorama data from Elementary students (grades 3-8), areas for improvement are; Sense of Belonging; Knowledge of Fairness & Discipline, Rules & Norms; and Climate of Support for Academic Learning. The lower number of favorable responses in these areas from 2020 to 2021, may be attributed to the fact that students were in Distance Learning all year in 2020-21. We will use the 2021 data as a baseline from which to improve upon.

Challenges in monitoring and supporting mental health and social emotional well-being in the 2020-21 school year:
This year we saw more barriers than we did pre-COVID 19.

1.   Ability to attend appointments. Because sessions were mostly remote, a student couldn't "walk-in" and instead needed to make an appointment. Keeping the appointment and signing in or calling at the scheduled time was difficult for parents and students (those that were old enough to sign in on their own) when there are other demands in the home.

2. Ability to connect. Some had limited cell or internet services so connection was difficult. Phone numbers go in and out of service so one week it was operating but it might not be the next. But overall, it was poor quality of connection in some areas.

3.   Ability for student to find a private and confidential place for telehealth session. Due to the fact sessions were conducted in a person's home, securing a private place where confidential and private information can be shared is difficult for many of our students/families. This impacted counseling sessions because a person couldn't be entirely open and share without others overhearing. Therapy depends on the space being confidential so that people feel safe to express and be open with the things they wanted to talk about.

4.   Not all counseling services are conducive to being held online, when face-to-face is the preferred mode to deliver counseling service. In the beginning most schools were closed and therefore students could not come onto campus to see the therapist. This meant that they would have to go to RCLC's main office in Coachella if face-to-face counseling was needed.

5. Lack of resources to attend face-to-face sessions. Distance and the ability to find transportation were sometimes a hardship for families. Additionally, due to the CDC guidelines and implementing safety standards for in-person meetings, a limited number of people could accompany the student to the session (had to limit how many people could be waiting in the lobby at RCLC's main office while the person has their session due to social distancing guidelines and number of people who can be in an enclosed area at once. This may seem insignificant, but when a family has limited resources, to drive 40 plus minutes into Coachella for a 45-minute appointment, they would usually want to make the most of the drive and go to the store, run errands, etc. Finding childcare during this time also became difficult so usually the entire family would need to come to the appointment to make the most of the travel time. This was not allowed for reasons of safety and so services were declined. The Center was not able to allow a parent to drop the student off and return if they were a minor. An adult had to be present while the minor was in session.)

6.   Identifying students who were in need of services. Services were often identified through a student's behavior and these behaviors presented in class. Since remote learning, behaviors were not as easily identified therefore students were not getting referred by their classroom teachers or school personnel.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Transportation	$9,812,942	$8,854,757	Yes
Plexiglass barriers and signage for students and staff	$1,000,603	$743,918	No
Personal Protective Equipment	$1,960,995	$4,980,326	No
COVID-19 testing for employees	$2,000,000	$556,296	No
Professional Development	$516,410	$516,410	Yes
Nutritional Services	$250,000	$250,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Transportation:
While CVUSD did not implement in-person learning during the 2020-21 school year, we did implement Power-Up Hubs for students who had difficulty with internet connectivity and/or attendance. Transportation costs were incurred to transport the Power-Up Hub students from home to School and back home. Additionally, all transportation personnel continued to be employed during the 2020-21 school year.

Plexiglass barriers and signage for students and staff:
The cost for plexiglass barriers and signage was lower than anticipated.

Personal Protective Equipment:
Initially we budgeted for Face masks and medical gowns, Sanitizing wipes and bandanas. We did not anticipate the increased costs of electrostatic sprayers, hand sanitizing stations, HVAC assessments at all school sites, HVAC filters, and HVAC Wall-mounted pumps, all additional items needed for returning to in-person instruction.

COVID-19 testing for employees:
COVID-19 testing for employees was not implemented to the extent anticipated, as we did not return to in-person learning.

Professional Development: No substantive differences were noted between budgeted and actual expenditures.

Nutritional Services: No substantive differences were noted between budgeted and actual expenditures.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

CVUSD did not return to In-Person Instructional Offerings district-wide during the 2020-21 school year. We did however provide learning hubs, at least one at each school site, for students with low participation and attendance (due to lack of internet connectivity or other reasons).

SUCCESSES:

Transportation: CVUSD buses transported students from home to their Power-up Learning hubs at each school site, and back home. Students who were having trouble with Wifi connectivity and/or attendance were invited to participate in the Power-up hub(s) at their school site. The buses were also equipped with routers and parked strategically in areas throughout the district, where students without Wifi connectiivity could get online to attend class and do schoolwork.

Professional Development:
While 2020-21 has been a challenging year for all, CVUSD provided a robust schedule of professional learning throughout the 2020-21 school year. Teachers, Administrators and school staff participated in district-provided professional development every Wednesday during the school year. Professional Development focused on Google Suites, Canvas, Transformational Justice, PBIS, virtual learning, use of technology for virtual learning, etc.

Nutritional Services: The district continued to provide meals to students (7 days a week) throughout the school year. Staff responded to input from families to adjust the schedule and delivery methods in order to minimize meal pick-up and best meet family needs.

CHALLENGES:

Transportation:
Students who had difficulty with internet connectivity and/or attendance were invited to participate in the Power-Up Hubs and transportation was provided. For students in remote areas, with little to no Wifi connectivity, CVUSD placed school buses through out the district, to enable students to access Wifi to participate in Distance Learning.

Plexiglass barriers and signage for students and staff:
Plexiglass barriers were installed for the Power-Up Hubs, but not to the extent that would be needed to return to in-person learning. There were 14 students in each Power-Up Hub and some schools had multiple Hubs.

Personal Protective Equipment:

Supplies that were Initially budgeted for (face masks, face shields, medical gowns, bandanas), were purchased as anticipated. CVUSD did not anticipate the increased costs of returning to in-person learning such as electrostatic sprayers, hand sanitizing stations, assessment of all HVAC systems, HVAC filters, HVAC Wall-mounted pumps, and Sanitizing wipes .

Professional Development: We were not able transition to in-person learning, as planned. The second professional development day of the school year was going to be used for the transition to in-person learning. Since we did not return to in-person learning, the second professional development day was a [non-student] planning day for teachers.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instructional Planning	$252,629	$20,148	Yes
Instructional Materials	$608,074	$636,359	Yes
Parent Communication & Support	$145,685	$8,489	Yes
Professional Development	$1,056,024	$607,410	Yes
Technology	$13,508,516	$13,070,971	Yes
Nutritional Services	$219,295	$269,250	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

* Instructional Planning
CVUSD planned to pay the Curriculum Instruction and Assessment (CIA) committee members (teachers) extra services for the development of online learning resources, including developing social-emotional lessons. Our three Instructional Specialists completed the task, as teachers were unavailable to provide these services.

*Instructional Materials - there were no substantive material differences between planned and actual expenditures for instructional materials.

*Parent Communication & Support
Some activities occurred after December, 2020 resulting in expenses being paid with other funds, because the CARES funding window closed in December, 2020.

*Professional Development - All professional development was incorporated into the teacher workday, and substitutes were not needed to cover classes while teachers attended professional development. In addition, we had planned for two professional development (non-student) days, where outside consultants would provide training. Due to distance learning, the outside consultants were not utilized.

Technology: The difference between planned expenditures and actual expenditures for technology is because the hotspot services (for Wifi connectivity) for January - June, 2021 were funded with additional COVID relief funding, not LCFF funds.

Nutritional Services: The increase in spending for our Nutritional Services program can be attributed to increased meal distribution during Distance Learning due to COVID 19. Meals were provided to students over the Thanksgiving break, winter break, and spring break, which is not done in a traditional school year. Additionally, students were provided with 7 meals per week, not the traditional 5 meals per week.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

SUCCESSES:

Continuity of Instruction:
Instructional planning was a continually evolving process throughout the 2020-21 school year. Opening the school year and continuing in Distance Learning throughout the school year, necessitated a shift in instructional focus. In 2020-21 CVUSD was laying the foundation for full implementation of the CANVAS Learning Management System for the 2021-22 school year.
Teachers who were early adopters and frequent users of CANVAS during the 2020-21 school year remarked that they were able to connect to all of their frequently used online learning resources through one platform - Canvas.

In addition, teachers received training in how to use the digital versions of their Core textbooks - which will also be available in CANVAS. School sites promoted the use of Myon electronic books as a resource, because students were not physically on campus and able to go the the school library to check out books.

Access to Devices and Connectivity:
All students in CVUSD were provided with new iPads during the 2020-21 school year, and families that did not have reliable internet connectivity were provided with Hot spots. In addition, teachers were provided with new technology to assist in Distance Learning, to have equipment that was compatible with digital resources.

Pupil Participation and Progress Rating:
Attendance was taken each day through our student information system, Aeries. Daily participation was documented by teachers through EADMS from August to December, 2020 and in Aeries from January - June, 2020.

Entries in EADMS (August - December, 2020:
Rating Scale:
Good Participation Level 3 (51-100%)
Some Participation Level 2 (26-50%)
Minimal to No Participation Level 1 (1-25%)

Entries in Aeries (January - June, 2021):
Rating Scale:
Good Participation Level 3 (51-100%)
Some Participation Level 2 (26-50%)
Minimal to No Participation Level 1 (1-25%)
No Participation Level 0 (0%)

Student or Parent/Guardian Contact

- Teachers ensured that a weekly engagement/participation record was completed for each student, documenting synchronous and/or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments using Google Classroom and assessments using EADMS/iO Assessments.
- A student who did not participate daily in either Synchronous or Asynchronous instruction was marked absent. CVUSD engaged in a tiered system of interventions and supports for distance learning, attendance, and reengagement strategies. Tier 1 included daily notifications to parents or guardians via phone calls made through Blackboard EdConnect, individual phone calls to parents, emails, and text messages.

Distance Learning Professional Development:
Professional Development was organized and consistent across the district for all schools and grade spans. In addition to Core instructional materials, CVUSD focused on the implementation of the Canvas Learning Management System. All professional development was developed and implemented through Canvas. Teachers were supported with weekly professional development and on-demand training with our district instructional leaders. Weekly Professional Development trainings included: Canvas, Google Suite Apps, adopted curriculum online platforms (Wonders/Maravillas, Think Central, Lexia, etc), PBIS and Transformational Learning in a virtual classroom, Writing strategies for all content areas, and various tools and strategies for best practices in online teaching and learning.

Three TK-12 Instructional Specialists prepared and provided site-based and district-wide professional development utilizing evidence-based practices and pedagogy for effective instruction and engagement of all students building capacity for staff and administration. Additionally, the specialists made classroom Zoom visits, demonstrated lessons, co-taught, participated in coaching cycles, and grade-level/department meetings to build teacher capacity and improve student outcomes. They also assisted in the development and piloting of instructional materials, lesson planning, and creating assessments.

Staff Roles and Responsibilities:
All teaching and support staff were expected to teach in a new virtual environment. This required an increased amount of professional development and the purchase of technology equipment. In addition, our TK-12 Instructional Coaches added instructional technology and content area support for all teachers and staff.

Utilization of the weekly Social Emotional Lessons (SEL) lessons was beneficial and helped to build teacher-student relationships as teachers were able to connect with students and learn more about students and their families. The weekly district-created lessons were culturally sensitive and promoted social emotional learning.

- Parent Engagement:
Weekly training was provided by the parent liaisons to parents at each school site. This created an increased level of collaboration among the parent liaisons, with parent liaisons working together to create and present parent workshops.

- Expanded Learning Program (ELP): During COVID-19 school closures and distance learning, all eligible ELP employees that were non-district employees, were offered an opportunity to assist with Grab & Go Meal Distribution through a collaboration between ELP and

CVUSD Nutritional Services Department. ELP also collaborated with Food In Need of Distribution (F.I.N.D.) and Catholic Charities, to assist in distribution of food at CVUSD School Sites and a Community Distribution Site. ELP staff also en gaged in Online Professional Development, Inventory and planning for 2021-2022 school year took place.

Nurses: each school site had a registered School Nurse assigned on a rotating basis for the safety and health of all students, staff, and visitors to the campus.
The School Nurses:
 * Oversaw the health screening, testing, and notification of all individuals on the school campus
 * Coordinated with the District to interface with the Riverside County Public Health Department
 * Oversaw the care for any individuals who manifested symptoms associated with COVID-19
 * Oversaw the implementation of quarantine protocols
 * Coordinated the training of all students, staff, parents, and visitors on effective hygiene practices including, but not limited to hand washing, physical distancing, and face covering usage.

Support for Pupils with Unique Needs:
Data shows that some students thrived in the distance learning format, depending on what type of learning style they had and if they felt more comfortable in a virtual classroom setting.

Supports for Foster/Homeless Youth:
 CVUSD has a Foster/Homeless Liaison who supported foster students with various actions and interventions including:
 * Advocating for laws and regulations
 * Parent and student Education of Laws and Rights
 * Referrals to outside agencies and resources
 * Enrollment into our after-School Activities (ASES)
 * Academic Guidance and monitoring
 * Summer school enrollment
 * Transitional Services for College and Career Readiness: SAT and ACT application, college applications, FAFSA process
 * Supplies: school supplies, clothing, basic needs

Successes:
 * Collaboration with Riverside County Office of Education to education and to train our district staff about Foster and McKinney Vento laws, rights, procedures and sensitivities of our students.
 * Refining our data system to run reports for Foster and McKinney Vento students for accuracy.
 * Saw an increase in the number of AB216 and 1804 students who qualified.
 * 100% of all foster seniors filled out FAFSA application.
 * Implemented McKinney Vento training modules to increase awareness and sensitivity for our staff.
 * Foster's seniors participated in county sponsored college awareness and virtual tour.
 * Projected increase in college acceptance for our foster students.
 * Projected increase in high school graduation for our foster and McKinney Vento students

CHALLENGES:

Continuity of Instruction:
The 2020-21 school year was a challenge in many ways, necessitating a modification in how we provide instruction and how students receive that instruction. District-wide, the weekly schedule and number of instructional minutes had to be redesigned, following state guidelines and requirements for distance learning. Within the weekly instructional minutes, there was the challenge of balancing asynchronous minutes (student-driven learning), synchronous minutes (teacher led instruction), and time for teachers to collaborate, plan and prepare lessons.

Additionally, District pacing guides and benchmarks had to be modified, the Professional Development Calendar was modified to include training to support teachers in providing online instruction, semesters were modified into quarters, etc.

Throughout all of the changes, CVUSD continued to monitor benchmark assessments at the district and site levels, to use data for planning instruction and intervention. State Assessments were also a challenge. Students did not take the ELA and Math SBAC assessment in the Spring of 2020, and very few students completed the ELPAC assessment, so teachers did not have comprehensive data for their 2020-21 incoming students. Throughout 2020-21 teachers have relied on benchmark tests and Interim Assessment Block (IAB) data. IAB assessments are similar to the SBAC assessments for ELA and Math, but they target specific standards, and therefore are less comprehensive assessments. IABs can be used throughout the year.

Access to Devices and Connectivity:
The technology infrastructure is poor in many of the communities within our school district boundaries. Even with hotspots and/or Wifi routers on buses strategically parked throughout CVUSD's communities, students had difficulties with internet connectivity. Initially, during the school closure at the end of the 2019-20 school year, and with distance learning in 2020-21, CVUSD was challenged to meet the device needs of all students. iPads that were distributed to students needed to be upgraded as some would not support the Aps needed to access instructional resources. Midway through the 2020-21 school year, CVUSD was able to provide every student with a new iPad.

Pupil Participation and Progress:
One challenge with Distance Learning was student engagement. Depending on their learning style and home environment - students' engagement decreased compared to in-person learning. The Data below Indicates a decreased attendance rate and an increased chronic absenteeism rate in 2020-21. We also experienced a 55% decrease in Saturday School attendance.

Attendance & Participation Data:
Attendance Rate-
2020-21 90.47% (attendance months 1-10 through 05/14/21)
2019-20 94.35% (attendance months 1-7 through 02/21/20 due to school closures)
2018-19 94.31% (attendance months 1-11)

Chronic Absenteeism Rate-

2020-21 27.7% as of 05/25/21
2019-20 17.7%
2018-19 15.8%

Saturday University-
2020-21- As of 05/08/21, 4,112 students attended Saturday University, 15 average attendance, and 277 sessions held. Sessions were held October, 2020- May, 2021.
2019-20- 9,045 students attended Saturday University, 30.21 average attendance, 270 school site sessions. Sessions were held September, 2019- March, 2020.

Program Goals: Attendance Recovery, provide extended learning and enrichment opportunities to improve student achievement, credit recovery program for grades 9 -12, recovery instructional time, parent engagement opportunity. Program details included: online virtual program, 4 hours of instruction, minimum of 15 sessions, Saturday University included in Excellent Attendance Award.

Distance Learning Professional Development:
- It was a challenge for teachers and administrators to access and navigate online learning programs. Teachers had to adapt their instruction and delivery to an online format during distance learning. Some teachers are still learning to successfully utilize digital learning tools and resources.
- RCOE Writing and Coaching for writing implementation contract - the on site training potion of the contract was not implemented as planned- walkthroughs and lesson modeling were not implemented due to distance learning.
- At half the capacity of instructional specialists - three out of six positions were vacant - it was a challenge to create and implement professional development on a weekly basis.

Staff Roles and Responsibilities:
CVUSD was in Distance Learning for the entire 2020-21 school year, and therefore, there were many site and district based employees who were effected by the Pandemic. Many employees worked remotely, including teachers and classified staff. The challenge was in adapting job requirements to a virtual setting, without disrupting student learning.

Support for Pupils with Unique Needs:
Foster and Homeless Youth:
- Increased training for our district staff and intake personal is needed for follow up and refine the process.
- Lack of technology in the rural areas of our community and county was a challenge.
- Increased mobility with our parents/guardians during COVID provided a challenge with contacting them and providing services to them.
- Distance learning was a challenge for our district and our community/students with Wi-Fi connectivity, home supervision and new the learning environment.

Parent Communication & Support:
CVUSD surveyed parents frequently, starting in June, 2020, and throughout the 2020-21 school year. Parents were surveyed on the following

topics: community needs, distance learning needs, grading policies, hybrid vs. distance learning preference, school climate, and their child's Social Emotional health. CVUSD engaged in parent outreach and communication through advertising on local TV and Radio, and printing and mailing of time sensitive information. Parents were offered courses to assist them in working with their students and navigating online resources. Parents also participated in several advisory committees such as: the District Parent Advisory Committee (DPAC), the District English Language Advisory Committee (DELAC), the LCAP Stakeholder Team, the Special Education Parent Advisory Committee (SEPAC) and many others.

Nutritional Services:
The district began meal distribution a week after the school closure in March, 2020 and served over 1.2 million meals from March - July, 2020. From August, 2010 through April, 2021 3,266,948 meals were served during CVUSD's Distance Learning Program. Additional supplies were needed to implement outside distribution of meals, such as temperature monitoring equipment and insulated bags for transporting meals to the distribution areas.

Beginning in September of 2020, Nutrition Services provided meals to all children between the ages of 1 – 18, 3 meals per day, breakfast, lunch, and dinners for 7 days/week, distributed on Wednesdays, at 16 school sits, between 11:00 am and 1:00 pm. CVUSD provided a gallon of milk instead of cartons of milk, at meal pickup and provided quicks starch meals utilizing recently purchased tray sealers. Schools also used the meal pick-up as a time to distribute instructional packets and important information by passing out flyers/letters.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Student support for English Learners	$1,742,150	$1,627,116	Yes
Instructional materials	$1,073,470	$713,050	Yes
Student Support	$11,233,112	$9,425,741	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Student support for English Learners
The material difference is attributed to staff salaries and benefits due to several short-term vacancies for our English Learner Support Assistant (ELSA) positions. Additionally, after school intervention was not implemented as planned due to Distance Learning and fewer teachers and students participating.

Instructional Materials:
The material difference for instructional materials can be attributed to the reduced expenditures for math intervention online resources. We have an older adoption/version of our math programs so we were not able to integrate them into the CANVS learning management system.

Student Support:
Material Differences in expenditures for student support are due to:
- virtual summer school expenses were less than they would have been if in-person summer school was held
- a position vacancy for Testing and Assessment Coordinator for the first half of the 2020-21 school year
- site activities were not implemented due to school closures and distance learning
- the district contracted with a provider to tutor our students due to teacher unavailability, which reduced the cost - Tutoring Services (Princeton Review) and distance learning

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

SUCCESSES:

Student support for English Learners:
Overall, student outcomes have improved. The services and programs offered have received on-going staff development and evaluation for implementation consistency and refinement, leading to an increase in student outcomes in most areas.

Based on our pre and post assessment data, students are improving their language acquisition skills. The needs of immigrant students differ from those of other English learners, as immigrant students are students in our U.S. school system with three years or less.

Newcomer Academy Pre and Post Data 2020-2021
- Elementary School 9.5% - 23.8%
- Middle School 14.8% - 20.2%
- High School 9.5%

Instructional Materials:
In addition to Core instructional materials, CVUSD focused on the implementation of the Canvas Learning Management System. All professional development was developed and implemented though Canvas. Teachers were supported with weekly professional development and on-demand training with our district instructional leaders.

The Advancement Via Individual Determination (AVID) for Riverside, Inyo, and Mono Counties (RIMS) has been very adaptive during distance learning. They have adapted training and lessons to an online, digital version. Teachers and Administrators have been able to continue to receive AVID training during the 2020-21 school year, in a virtual model. Additionally, some teachers created electronic binders for their students (instead of actual physical binders).

Student Support
Instructional planning was a continually evolving process throughout the 2020-21 school year. Opening the school year and continuing in Distance learning throughout the school year, necessitated a shift in instructional focus. Teachers participated in focused professional development every Wednesday - offered by both the District and the school sites. Additionally, teachers were allocated extended planning and collaborative prep time for two hours every day, Monday, Tuesday, Thursday and Friday. In addition, coaching and conducting classroom observations, the Assistant Principals were focused on the district-wide initiatives, AVID, PBIS, Restorative Justice, Google Suites, CANVAS, strategies for engaging online learners, and other training needs as identified during the coaching process (by individual teacher or grade level). Two Instructional Coaches provided 60+ days of instructional support for teachers and programs TK-12 from January - June, 2020.

Students worked with a teacher in a small group setting and/or asked their teachers for clarification and guidance daily (Monday, Tuesday, Thursday and Friday) during office hours for 40 minutes per day at the middle and high schools, and 50 minutes per day at elementary schools. In

addition, a tutoring service - tutor.com - was available 24/7 for students - with a link on the CVUSD website.

Virtual and Performing Arts (VAPA) -
Students are always very engaged in VAPA and due to distance learning schedules, we were able to provide VAPA to our students in grades in grades TK - 6 at almost all of our sites. Traditionally, we are only able to offer VAPA to students in grade 4-6.

Indian Education - the Eagles Strong STEAM conference was offered to our students as a 2-day virtual conference with various presenters attending. This year the conference was virtual and we saw an increase in participants over previous years. Also, through coordination by the Native American Parent Advisory Committee (NAPAC) cultural segments of 30 minute sessions were provided to K-5 students. The sessions/lessons connected cultural heritage to current events at an age appropriate level for students (story telling, traditional Native American dress, etc).

CHALLENGES:

English Learners:
Classroom library books in Spanish were purchased to supplement book titles available to students in the dual language classrooms/program. The books have not been able to be passed out due to the COVID-19 school closures leading to remote instruction.

After School Tutoring: English Learner Services department provided after school tutoring for EL students; the goal was to extend the support using LCFF funds. However, not enough students/teachers interested in participating and it was not extended.

Direct Support for Immigrant Students/Newcomer Academy:
- Interest in both teaching (staff) and participating (student) was lower than in previous years. Distance learning concerns were cited as the reason for not participating.
- A total of 10 slots will continue to be offered next school year. If participatin is low, the program will be extended to run for more than the usual 11-12 weeks.

Instructional Materials:
AVID - it has been a challenge for teachers to review each student's AVID binder with their calendars, agenda, and organized work and provide timely feedback, in a virtual setting.
Many of the Core subject textbooks were available online, but students needed to have internet connectivity to access them. For courses that were more "hands on", for example the VAPA classes, Science courses with a lab, CTE courses, etc. - supplies and materials that were normally available in the classroom had to be distributed individually to students, to enable them to participate fully in the lessons.

Student Support:
Distance Learning necessitated a change in how teachers deliver, and how students receive instruction.
Teachers and students were challenged by the guidelines with a schedule that includes synchronous and asynchronous learning. In a traditional classroom setting, students can ask questions and get clarification from their teacher, any time throughout the day. Students had to be self-motivated to continue the student driven asynchronous learning.

We were able to engage in a higher level monitoring system, but were not able to implement a deeper dive with data analysis. We relied on district benchmarks and local assessments, in the absence of data from the 2019-20 state assessments (CAASPP for ELA & Math and the ELPAC which measures English Language Acquisition).

For the Aquatic program, Aquatic Teachers and Life Guards - providing Aquatic instruction virtually was very challenging. They were able to do exercises that were related to swimming and were helpful - but of course, it is not the same as actually swimming.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

SUCCESSES:
Mental Health and Social Emotional Well-being - Students

In order to monitor the effectiveness of our Social-emotional learning practices and implementation of the Transformational Justice Model, we have transitioned to surveying our students, parents, and staff annually with the Panorama Social-Emotional Learning (SEL) and School Climate Surveys.

Panorama Social emotional Learning (SEL) Survey - Student Responses

Social Awareness:
2019-20 Elementary: 64% 2020-21 Elementary: 66%
2019-20 Secondary: 60% 2020-21 Secondary: 62%

Growth Mindset:
2019-20 Elementary: 66% 2020-21 Elementary: 69%
2019-20 Secondary: 63% 2020-21 Secondary: 64%

Self-management:
2019-20 Elementary: 58% 2020-21 Elementary: 66%
2019-20 Secondary: 64% 2020-21 Secondary: 64%

Self-Efficacy:
2019-20 Elementary: 51% 2020-21 Elementary: 54%
2019-20 Secondary: 43% 2020-21 Secondary: 46%

Engagement:
 2020-21 Elementary: 64%
Not Measured in 2019-20 2020-21 Secondary: 36%

For all areas of the Social-emotional Learning (SEL) survey, it is encouraging to see that the favorability rates for both elementary and secondary students increased from the Fall of 2019 to the Spring of 2021. Given that our students have been in Distance learning over the past year, we are happy to see that they haven't lost ground in these areas, and we look forward to building on the foundation when we return to on-campus learning. Throughout the 2020-21 school year, students and teachers have been implementing PBIS and Restorative Justice practices, which appears to be sustaining our students at their levels of Social-emotional learning, even when they are not physically able to connect with their peers and teachers.

Site-Based Mental Health Services:
Successes in monitoring and supporting mental health and social emotional well-being in the 2020-21 school year:

Latino Commission counseling services were delivered through various platforms to address the challenges the 2020-21 school year and distance learning.
1. Direct services were provided wherein individual and family counseling was done either through telehealth or face-to-face (when permitted.).
2. With students working remotely, the Latino Commission adjusted how it could reach more students by increasing the number of classroom presentations that were delivered. At the elementary level, therapists provided classroom presentations when requested. For secondary sites, therapist and substance use counselors provided classroom presentations to address social and emotional learning in the core areas of social awareness, self-awareness, self-management, relationship skills and responsible decision making.
3. Parent workshops continued to be provided (virtually) at the school site level.
4. The Latino Commission used the social media platform Facebook to provide tips, techniques, and initiatives to promote social well-being and advertise how they can get connected to a professional to receive services.
Examples of Facebook topics were:
 a.   Initiatives included "Paw-sitive Mondays" wherein pets were used to provide positive messaging about healthy choices and living, as well as education on other means of mental health support
 b.   Reading Corner on Wednesday to address social and emotional concepts in K-6.
 c.   Provided substance use information.
 d.   Provided information on local resources such as food banks, COVID-19 testing and vaccine and other resources families could access.
5. Assisted attendance teams at school sites to reach families and remove barriers that were preventing students from attending class.
6. Attended SARB meetings and provided counseling to address challenges in attending class.
7. Provided support to teachers to assist with needs in classrooms (i.e. engaging a student who is not engaging, encouraging students who have a difficult time focusing or staying on task, etc.)
8. Case Management services provided linkage to services for food, shelter, medical and other needed supports.
9.   Prevention and early intervention is a focus of all aspects of counseling approaches provided.

Total Number of students who received tier III direct counseling support either as individual and/or family = 778

SUCESSES:
Mental Health and Social Emotional Well-being - Staff

- Principals checked in with teachers and staff on a weekly basis during Distance Learning and during Staff Professional Development.
 - Weekly communication between Administration and staff/teachers at each site provided a better work environment as well as collaboration. Staff/Teachers felt like they were supported and heard.
- Individual Pre-meetings in regards to Performance Plans was another form of communication and this provided Teachers with reliable resources to any issues/challenges they may have needed assistance with.
- CVUSD continued to provide all personnel with the needed technical support during distance learning.
- Collaboration among Administrators has shown positive results in areas of communication regarding mental resources.
- There were many COVID related wellbeing resources on the Employee Assistance Program (EAP) through Beacon Health Options. These included videos, taped webinars, articles, etc. Also information about talking to someone, virtually or by phone, for free.

- Live Health Online services were offered at $0 copay for all HMO plans to encourage employees to seek services when needed.
- CredibleMind was an added resource to help employees take a mental health assessment and based on the results they would be provided with curated resources and next steps based on responses.

CHALLENGES:

Panorama School Climate Survey - Student Responses

Sense of Belonging (School Connectedness):
2019-20 Elementary: 77% 2020-21 Elementary: 74%
2019-20 Secondary: 56% 2020-21 Secondary: 63%

Knowledge and Fairness of Discipline, Rules & Norms
2019-20 Elementary: 78% 2020-21 Elementary: 58%
2019-20 Secondary: 67% 2020-21 Secondary: 83%

Climate of Support for Academic Learning
2019-20 Elementary: 76% 2020-21 Elementary: 65%
2019-20 Secondary: 71% 2020-21 Secondary: 78%

Safety:
2019-20 Elementary: 63% 2020-21 Elementary: 68%
2019-20 Secondary: 67% 2020-21 Secondary: 71%

Conclusions from Panorama school climate survey:
- The elementary students surveyed indicated a slight decrease (3%) in Sense of Belonging from the Fall of 2019 to the Spring of 2021, whereas secondary students indicated an increase in Sense of Belonging, with a growth of 7%. Any increase in Sense of Belonging is notable as we are comparing survey results from when students were physically on school campuses, in the Fall of 2019 to survey results from the Spring of 2021, where most students have been engaged in distance learning for 13 months.

- The elementary students indicated a sharp decline in Knowledge and Fairness of Discipline, Rules & Norms with 78% of students responding favorably in the Fall, 2019 and 58% of students responding favorably in the Spring 2021 survey (a 20% decline). Where as the opposite is true for our secondary students. 67% of secondary students responding favorably about Knowledge and Fairness of Discipline, Rules & Norms in the Fall of 2019, and the favorability increased to 83% in the Spring 2021 (a growth of 16%). The secondary students, at this point in their school careers, have had more exposure to school expectations for a safe, responsible, and respectful school climate, and have had more training in the Transformational Justice Model, then the elementary school students have had. The high favorability rate for secondary students (83%), indicates that the PBIS and Restorative Justice training and implementation is having a positive effect on our secondary school campuses.

- 76% of elementary students responded favorably about the Climate of Support for Academic Learning in the Fall of 2019, compared to 65% of students responding favorably in the Spring 2021 survey (a decline of 11%). 71% of secondary students responded favorably about Climate of Support for Academic Learning in the Fall of 2019, and the favorability increased to 78% in the Spring 2021 (a growth of 7%).

Similarly to our students' responses regarding Knowledge and Fairness of Discipline, Rules & Norms, our secondary students have shown more growth in the Climate for Support of Academic Learning. Favorability among secondary students grew 7%, while favorability among elementary students declined 11%. Having been in school longer, and likely more familiar with where and how they can get academic support, it is logical that secondary students would have a higher favorability with the Climate of Support and Academic Learning.

- The elementary students surveyed indicated an increase (5%) in the feeling of Safety going from 63% favorability in the Fall of 2019, to 68% favorability in the Spring of 2021. The secondary students surveyed indicated an increase (4%) in the feeling of Safety going from 67% favorability in the Fall of 2019, to 71% favorability in the Spring of 2021. For both the elementary and secondary students groups, it is apparent that they feel safer in the Spring of 2021. In the Fall of 2019, they were on campus when they completed the survey and they were in Distance Learning when they completed the survey in the Spring of 2020. With all of the stresses that COVID 19 has put on students and families, it is encouraging that students sense of Safety has increased over the last year.

Challenges in monitoring and supporting mental health and social emotional well-being in the 2020-21 school year:
This year we saw more barriers than we do pre-COVID 19.

1.   Ability to attend appointments. Because sessions were mostly remote, a student couldn't "walk-in" and instead needed to make an appointment. Keeping the appointment and signing in or calling at the scheduled time is difficult for parents and students (those that are old enough to sign in on their own) when there are other demands in the home.
2. Ability to connect. Some had limited cell or internet services so connection was difficult. Phone numbers went in and out of service so one week it was operating but it might not be the next. But overall, it was poor quality of connection in some areas.
3.   Ability for student to find a private and confidential place for telehealth session. Due to the fact sessions were conducted in a person's home, securing a private place where confidential and private information can be shared is difficult for many of our students/families. This impacted counseling sessions because a person couldn't be entirely open and share without others overhearing. Therapy depends on the space being confidential so that people feel safe to express and be open with the things they wanted to talk about.
4.   Not all counseling services were conducive to being held online, when face-to-face is the preferred mode to deliver counseling service. In the beginning most schools were closed and therefore students could not come onto campus to see the therapist. This meant that they would have to go to RCLC's main office in Coachella if face-to-face counseling was needed.
5. Lack of resources to attend face-to-face sessions. Distance and the ability to find transportation were sometimes a hardship for families. Additionally, due to the CDC guidelines and implementing safety standards for in-person meetings, a limited number of people could accompany the student to the session (had to limit how many people could be waiting in the lobby at RCLC's main office while the person has their session due to social distancing guidelines and number of people who can be in an enclosed area at once. This may seem insignificant, but when a family has limited resources, to drive 40 plus minutes into Coachella for a 45-minute appointment, they would usually want to make the most of the drive and go to the store, run errands, etc. Finding childcare during this time also became difficult so usually the entire family would need to come to the appointment to make the most of the travel time. This was not allowed for reasons of safety and so services were declined. The Center was not able to allow a parent to drop the student off and return if they were a minor. An adult had to be present while the minor was in session.)

6.	Identifying students who were in need of services. Services were often identified through a student's behavior and these behaviors presented in class. Since remote learning, behaviors were not as easily identified therefore students were not getting referred by their classroom teachers or school personnel.

CHALLENGES:
Mental Health and Social Emotional Well Being - Staff
- Providing information to staff on how to access health services that are available to employees:
  - EAP - Mental Health Services
  - No Co-pay medical visits
  - MD Live - virtual medical visits

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

A district priority was communicating with parents to inform and engage. This included district updates, activities, available supports, and most importantly, student engagement in the classroom.

SUCCESSES

The district monitoring daily attendance and synchronous/asynchronous engagement daily through electronic student systems. Teachers rated participation on the following scale:
* Good Participation - GDP
* Some Participation - SOM
* Minimal Participation - MIN
* No Participation - NOP

Student's weekly engagement/participation as required in SB 98 was tracked in AERIES as a Teacher Attendance Note.
The Synchronous and Asynchronous Engagement/Participation was entered DAILY for every student listed on the teacher's roster. AERIES had reports available via queries or printing Teacher Attendance Notes. See levels below.

Interventions and Supports for Distance Learning Attendance:
CVUSD established procedures for tiered reengagement strategies for all students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. These procedures included:
* Verification of current contact information for each enrolled student.
* Daily notification to parents or guardians of absences via phone calls made through Blackboard EdConnect, individual phone calls to parents, e-mails, and text messages.
* The school sites provided attendance support conferences with parents of students missing more than 3 days of school (SART Conferences).

* School sites held virtual or telephonic School Attendance Review Team (SART) meetings to determine the barriers to attendance. Truancy letter #1 to be mailed to parents/guardians after three unexcused absences.
* A student considered chronically absent was referred to the District's School Attendance Review Board (SARB). Conferences were held virtually. SARB team members will include school personnel, district personnel, and representatives from various youth serving agencies. The goal was to help improve school attendance through the use of available school and community resources.

CHALLENGES

One challenge with Distance Learning was student engagement. Depending on their learning style and home environment - students' engagement was decreased compared to in-person learning.

Making sure that all students had devices and internet connectivity was a challenge.
Students had personal responsibilities at home (caring for a sibling or other family member) which caused them to not be as engaged in class or schoolwork.
Making sure that students' parent contact information was updated, so that CVUSD could reach parents/students by phone, mail, or email.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

SUCCESSES:

The district began meal distribution a week after the school closure in March, 2020 and served over 1.2 million meals from March - July, 2020. From August, 2020 thru April, 2021 3,266,948 meals were served during Distance Learning.

Beginning in September of 2020, Nutrition Services provided meals to all children between the ages of 1 – 18, 3 meals per day, breakfast, lunch, and dinners for 7 days/week, distributed on Wednesdays, at 16 school sits, between 11:00 am and 1:00 pm. CVUSD provided a gallon of milk instead of cartons of milk, at meal pickup and provided quicks starch meals utilizing recently purchased tray sealers. Schools also used the meal pick-up as a time to distribute instructional packets and important information by passing out flyers/letters.

In order to ensure the safety of staff and the community, meals were provided with a drive-up service. In addition, all staff maintained social distancing, wore gloves, and wore masks while making and serving meals immediately following the county mandate. Meals were offered to families during all holiday breaks except for the most recent Spring Break, in April, 2021.

In addition to the meal distribution at 16 school sites, Nutrition Services began to provide sack breakfasts and lunches to all of the Powerup students who came to school campuses beginning in March, 2021.

CVUSD has made an effort to purchase food from local vendors' farms and partnered with FIND Food Bank to schedule their meal distribution at

our schools on scheduled district meal distribution days. Families in the eastern part of our district were also referred to the Galilee Center.

- Effective Utilization of USDA/CDE waivers:
- Allow All Schools to Operate the National School Lunch Program's (NSLP) Seamless Summer Option (SSO) through School Year (SY) 21-22
- Summer Food Service Program (SFSP) Reimbursements for SSO Meals for SY21-22
- Non-Congregate Feeding for the SSO, Child and Adult Care Food Program (CACFP), and National School Lunch and Breakfast Programs
- Meal Service Time Flexibility for the SSO and CACFP
- Allow Parents and Guardians to Pick Up Meals for Children for the SSO and CACFP
- Specific Meal Pattern Flexibility for the SSO, CACFP, NSLP and School Breakfast Program (SBP)
- Offer Versus Serve Flexibility for Senior High Schools in the NSLP
- Area Eligibility for Afterschool Programs and Family Day Care Homes
- On-Site Monitoring for SSO, CACFP, NSLP and SBP State Agencies and Sponsors

CHALLENGES:
When CVUSD surveyed families in June, 2020 - 15% of families indicated that they were relying on school meals for support, and 14% of respondents indicated that they needed additional resources for food. When surveyed, 18% of students felt that they didn't have enough to eat. Due to high demand and community feedback, adjustments were made as needed.

All meal distribution locations were at school sites throughout the district. Nutrition Services made it convenient for parents to pick up meals for all of their enrolled students from different schools at one location. Nutrition services mailed Nutrition Services postcards with a student barcode that could be scanned to verify enrollment to the district. Parents could go to the nearest open school location to participate in the meal distribution program.

As the majority of students in the eastern part of our district rely on district transportation to get to school, the district added 27 Grab and Go sites at bus stop locations, in addition to the 16 district schools sites.

Due to our high rate of students eligible for free/reduced meals, the district participated in the Community Eligibility Provision (CEP) which allowed all K-12 students access to meals at no cost. Different waivers have given Nutrition Services the flexibility to adapt the meal services for the students, parents, and staff. The waivers have also made it possible to serve all meals at one time, for parents/guardians to pick-up meals without students being present, and flexibility to have one menu plan for all K-12 students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Dual Language	$452,849	$341,995	Yes
Mental Health and Social and Emotional Well-Being	Support for English Learners	$547,536	$212,959	Yes
N/A	Parent Communication & Activities	$1,269,609	$1,140,490	Yes
Mental Health and Social and Emotional Well-Being	Social-Emotional Student Support	$1,881,256	$1,881,256	Yes
N/A	Early Childhood	$5,701,680	$5,630,236	Yes
N/A	Expanded Learning Program	$5,503,602	$4,087,255	Yes
N/A	Career Technical Education	$5,372,721	$4,698,152	Yes
N/A	Transformational Justice Activities	$356,188	$364,264	Yes
N/A	Student Support	$32,689,902	$30,839,230	Yes
N/A	Teacher Support	$1,187,235	$1,475,047	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

While the school year was very different than what was anticipated - being in Distance Learning for most students, throughout the year, funding that was budgeted for activities were modified or did occur including expanded learning programs, support activities for English learners, athletics, professional development, parent activities, and career technical education, Changes to fixed costs impacted the cost of salaries. As a result of our federal program review, the salaries for the Migrant Outreach Teacher, English Learner Coordinator, and Director of Human Resources were moved to the General fund. The early childhood program funds were higher than anticipated, which resulted in a decrease in the amount of other funds needed to support the program. The district increased support for transformational justice activities and ethnic studies. Additionally, as we look ahead to the 2021-22 school year, most of the funds will carryover which will allow us to use the funds to meet our students' needs when they are back on campus for the first time in over 17 months.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

After the successes and challenges from the 202-21 school year, we are changing the way we are planning training, events and meetings. Going forward, we will offer both in-person and virtual opportunities for people to be able to choose what format works best for them - for advisory committees, parent workshops, professional development, etc.

For 2021-22 we are looking at how we might be able to offer virtual learning to students who want to continue to participate in distance learning.

Over the course of the 2020-21 school year, several themes developed as an outcome of the feedback from the various stakeholder groups; one common theme that all stakeholders agreed on was the need to provide additional social-emotional support to our students, particularly when students return to campus for the 2021-22 school year. Additionally, all stakeholder groups agreed that we need to have a proactive plan when returning for the 2021-22 school year, to mitigate learning loss that has occurred since students have been in distance learning this past year.

CVUSD has revised its LCAP goals for the 2021-24 LCAP, for better alignment with our Pillars of Success.

The 2021-24 LCAP Goals are:
Goal 1 - CVUSD will ensure a safe, positive and respectful school environment and culture for all students and staff
Goal 2 - CVUSD students will be prepared to leave CVUSD with the academic, career, and social-emotional skills needed to achieve their personal and professional goals.
Goal 3 - CVUSD will Increase engagement and collaboration among students, parents, staff and community members.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

A variety of resources will be used to identify students who need academic, social-emotional, or other integrated student support. Data from the district's formative and summative tests in ELA and Math, as well as teacher and school site administration feedback, will be used to identify students who need additional resources for academic support, including summer school, and interventions during and after school. To recognize students in need of social emotional support, teachers, principals, and school counselors will use attendance and academic data, as well as feedback from teachers, principals, and school counselors. These evaluation methods will be used on a regular basis.Throughout the year, new students may be added to the academic support groups. Students who make significant progress will be exited from the program. Students' development will be monitored on a regular basis by district and site formative evaluations. Low-income students, English learners, foster youth, homeless students, students at risk of neglect or violence, disengaged students, students below grade level, and students with disabilities will all be given preference for these programs.

Families of students requiring additional services for academic and social/emotional support will be contacted by the school via written correspondence, internet, electronic communication, or in-person in their primary language. CVUSD has surveyed parents regarding what means of communication they prefer, and as a result, the district will share information with families utilizing the following methods:
BlackBoard communication system with phone calls, text messages, and emails
Personal outreach through phone, text, and in-person conversations
Mailed communication home

Radio and television
District and school websites
Social media
District, site, and community meetings

The learning recovery program that CVUSD has designed is focused on providing supplemental instruction and supporting social and emotional well-being. CVUSD will implement a tiered system of supports to identified students, adhering to the Multi-Tiered Systems of Support (MTSS) framework and in coordination with the foundational training CVUSD has already provided related to the Transformational Justice model, including Positive Behavioral Interventions and Supports (PBIS), Restorative Justice, and Transformational Learning. Through the MTSS lens, CVUSD will be able to provide universal support and incorporate targeted and intensive support for identified students.

Extended Instructional Learning Time
The district will provide a four week robust summer school program. Credentialed teachers will provide intensive instruction/intervention to small groups of students. The primary focus of the summer instruction will be on English language arts and mathematics but may also include instruction in additional core content areas. In addition, the students will receive daily social/emotional lessons and enrichment activities. High school students will have the opportunity to redo coursework or retake a course they have failed during the regular school year through summer credit recovery courses. Students can earn credit and get back on the path to graduation, meeting A-G eligibility requirements.

Accelerated Progress to Close Learning Gaps through Implementation, Expansion, or Enhancement of Learning Supports:
CVUSD will provide extended learning opportunities to students in middle and high school to receive supplementary instruction through tutorials before and after school in core subject areas.

In order to close learning gaps, CVUSD will provide targeted support for students experiencing academic challenges. CVUSD will provide integrated support for students that include:
- Focused intervention time during the day
- Entry-Exit criteria based assessments
- Early intervention may be provided with a push-in or pull-out model

In coordination with the Expanded Learning Opportunities Grant Plan, the following actions/services will help mitigate pupil learning loss:
- TK/kinder Paraeducators
- Intervention Teachers - Grades 1-3 (3 at each elementary school)
- Intervention Teachers - Grades 4-6 (1 at each elementary school)
- Assistant Administrators for Instructional Improvement (AAIIs) – for schools that do not currently have an AAII due to enrollment under 650 students

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement were due to no in-person Saturday school and short-term vacancies in multiple positions throughout the year.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

CVUSD has made progress in many areas based upon a review of performance on the state and local indicators from the California Dashboard, progress towards LCAP goals, local self-assessment tools, and stakeholder input. Some areas of progress include college and career readiness, suspension rates, access to a broad course of study, basic services (teachers, instructional materials, facilities), parent and family engagement, and facilitating local climate surveys.

Academic Indicators:
ELA: According to the California School Dashboard 2019 data, several schools in CVUSD have shown growth in the area of Language Arts. West Shores High School, Coachella Valley High School, Oasis Elementary, Sea View Elementary, John Kelly Elementary and Saul Martinez Elementary all increased, and Bobby Duke Middle School and Peter Pendleton Elementary increased significantly.
Math: According to the California School Dashboard 2019 data, several schools in CVUSD have shown growth in the area of Math. Cahuilla Desert Academy, Las Palmitas Elementary, Oasis Elementary, Palm View Elementary, Westside Elementary and Bobby Duke Middle School all increased, andJohn Kelly Elementary, Peter Pendleton Elementary and Valley View Elementary all increased significantly. Additionally, the Foster Youth student group increased in mathematics performance.

College and Career Readiness:
Graduation Rate: Overall, CVUSD has increased its graduation rate from 79.3% in 2019 to 82.5% in 2020. Additionally, two student groups also increased. English learners increased from 68% to 71.3%, and Socioeconomically Disadvantaged students increased from 79% to 82.5%. College and Career indicators: As a district, the overall percentage of students who were prepared for college/career increased from 27.3% in 2019 to 32.6% in 2020. Students completing CTE pathways had a 5% increase over the previous year for students meeting prepared, and students meeting prepared by completing A-G courses increased by 10.9% over the previous year. Students with disabilities had almost a 1% increase of students meeting prepared. Similarly, students meeting prepared by scoring a "3" on the Smarter Balanced Assessments increased from 41.7% to 43.4%. For the first time, we had students taking college credit courses and 5% of students met prepared by completing two college credit courses.

Career Technical Education:
Career Technical Education (CTE) programs consistently have approximately 50% of high school students participating. Students in CTE programs have increased A-G rates for the past five years from 23% to 51.5%. Two factors that have contributed to this growth is 1) rewriting of CTE courses to align to A-G; 47% of CTE courses offer an academic credit, and 53% offer A-G academic credit, 2) Teachers were provided professional development to work with students to track their A-G progress. CTE students in our district continue to have an average graduation rate of 98%, and are the primary reason our district's CCI rate has been rising. CTE programs are actively adding Dual Enrollment courses. Currently we offer 3 dual credit courses with plans to expand to four additional courses in the 2021-22 school year, and we currently offer 7 articulated college credit courses.
MIddle school expansion of CTE Career exploration, and targeted middle school CTE pathways are creating a pipeline of students into high school pathways - students are choosing their program of study in high school by understanding their interests and skill set before choosing a CTE program which is also increasing CCI, Graduation, A-G, Industry recognized certifications, and College going rate. Of our 2020 graduates 84% of

CTE completers went to college.

English Learners
The 2018-2019 CAASPP data for ELA and Math indicates our Initial Fluent English Proficient (IFEP) student group had a total of 69.33% and 41.34% students who met or exceeded the set standards for their grade level in ELA and Math, respectively. In addition, the Reclassified Fluent English Proficient (RFEP) group performed at 44.35% and 30.17% in meeting or exceeding the standards in ELA and Math. The rate of students classified as long-term English learners has dropped from 19.2% to 17.3% within the last three years, indicating that our focus to address the needs of this critical English learner subgroup is showing positive results.

Dual Language
30.8% of Dual Language students are meeting or exceeding their math state standards, which is 10.25% higher than the district average. Our expansion of the dual language program has allowed for students to enroll in this program at all elementary sites, as well as for middle school students to continue the Dual Language Pathway at the middle school level. The DL Pathway leads into high school with the goal of increasing the number of students who meet the set criteria for the State Seal of Biliteracy. A total of 145 students have met the established state criteria for the State Seal of Biliteracy for the 2020-21 school year, compared to 133 students who met this criteria during the 2019-20 school year.

Suspension rates:
According to 2019 California Dashboard data, CVUSD's suspension rates declined as a whole. Additionally, thirteen of CVUSD schools either maintained or declined in their suspension rates. Two schools, Mountain Vista Elementary and Westside Elementary have very low suspension rates in addition to declining significantly from previous years. Seven of CVUSD's schools have low or very low suspension rates.
There has also been a decline in the suspension rates of some of CVUSD's student groups; including socioeconomically disadvantaged students, African American, Hispanic and students with disabilities.
A three year trend analysis of suspension rates for the district overall shows that the suspension rate has decreased from 5.5% in 2016-17 to 2.9% in 2019-20.

Local Indicators:
CVUSD has met the standard in all local indicators, which includes access to a broad course of study, Basics, Parent and Family Engagement, and Local Climate Surveys.

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Based upon a review of performance on the state and local indicators from the California Dashboard, progress towards LCAP goals, local self-assessment tools, and stakeholder input, CVUSD has several areas of need. Some areas of need include academic performance, college and career readiness, career technical education, chronic absenteeism, and English learners.

Academic Indicators:
ELA: According to the California School Dashboard 2019 data, several schools and student groups in CVUSD have declined in the area of English Language Arts. Coral Mountain Academy, Desert Mirage High School, Mountain Vista and Westside Elementary all declined, and La Familia High School and Toro Canyon Middle School declined significantly.
Additionally, several student groups also declined. Foster Youth, Students with Disabilities, and American Indian groups all declined, with Homeless and White groups declining significantly.
Math: According to the California School Dashboard 2019 data, several schools and student groups have declined in the area of Mathematics.

Desert Mirage High School, La Familia Continuation School, and Toro Canyon Middle School have all declined, with West Shores High School declining significantly.
Additionally, several student groups have also declined. Students with Disabilities and American Indian student groups have declined, and the Homeless student group declined significantly.

College and career readiness:
Graduation Rate: Although CVUSD's graduation rate improved to 82.5%, it is still below the state average which is 86.6%. Additionally, the Homeless student group showed a decline in graduation rates from 2019 to 2020.

College and Career indicators: While CVUSD made gains in the number of students meeting prepared, many opportunities exist for more students to meet prepared on college and career indicators, including: access to all students groups to college credit courses, increase the number of students earning the Seal of Biliteracy (14.9% decrease to 21.7%), increase the number of students scoring a "3" on two AP exams (2.6% decrease to 21.2%) and ensure access to all programs to all student groups. An opportunity also exists to start an International Baccalaureate program. West Shores high school, our most rural school, needs support to increase the percentage of students meeting prepared, overall 25% of students graduating met prepared in 2020.

Career Technical Education: Opportunities exist to increase the number of CTE completers. Barriers that exist to students completing CTE programs are the six period master schedule day, which does not leave room for students to take credit recovery courses, or if students are pulled for ELD classes. Bridging alignment of 5th and 6th grade students in our district to middle school CTE programs that feed to high school programs is needed to expose more students early on to college and career programs of study. Additionally, two student groups; Students with disabilities and English Language Learners are disproportionately enrolled in CTE programs. At the high school level, only 5% of English language learners complete CTE programs, and 8% of students with disabilities complete CTE programs.

Chronic Absenteeism: According to the California School Dashboard 2019 data, most schools in CVUSD either maintained or increased in chronic absenteeism. Although Saul Martinez Elementary and Coral Mountain Academy have the lowest Chronic Absenteeism rates in the district, both schools increased their rates in the 2019 school year. Several school sites increased their Chronic absenteeism rates including Caesar Chavez Elementary, John Kelley Elementary, Oasis Elementary, Peter Pendleton Elementary, Toro Canyon Middle School, Valley View Elementary, and Westside Elementary. Some schools significantly increased their chronic absenteeism rate including Cahuilla Desert Academy, Las Palmitas Elementary, Mecca Elementary, Palm View Elementary, and West Shores High School.
Additionally, all student groups increased their chronic absenteeism rate: English Learners, Socioeconomically disadvantaged, Hispanic, Foster Youth, Students with Disabilities, American Indian, and white. Homeless students significantly increased their chronic absenteeism rates.

Suspension Rates: Eight schools increased their suspension rates: Saul Martinez Elementary School, Cesar Chavez Elementary School, Oasis Elementary School, Sea View Elementary School, Valley View Elementary School, Coachella Valley High School, Cahuilla Desert Academy, and West Shores High School. Student Groups that increased in the area of suspension rates include Homeless, Foster Youth, American Indian, and the White student population increased significantly.

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As a result of the progress and needs, CVUSD will focus on the following:

* Social-Emotional Learning Needs of our students. Throughout and after the Pandemic, we have received a multitude of feedback from our

stakeholders, regarding the need for more counseling and social-emotional support for our students and families. CVUSD will continue to implement the Transformational Justice Model, promoting a positive and welcoming school environment and experience for all students, staff, families, and community members.
* Based on Stakeholder Feedback, CVUSD will no longer be funding Campus Security Assistants and Site Safety Supervisors with LCFF S/C funds. These expenditures have been moved to the General Fund.
* Ensure teachers, students, and staff have access to instructional resources in order to address learning needs of students, as well as provide extended learning opportunities to increase student engagement and achivement.
* Timely, relevant communication with families. Our CVUSD Staff, at school sites and the District office, would like CVUSD to strengthen communication to parents and teachers about programs and services available to all students. The would also like to see a greater awareness of programs and services that serve all of our students and student groups and across grade-spans.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

  o Pupil Participation and Progress,

  o Distance Learning Professional Development,

  o Staff Roles and Responsibilities, and

  o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

- o As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	74,968,240	67,490,753
21st Century (Elem/Middle) 6010	1,487,882	1,087,610
21st Century Equitable 6010	100,000	50,275
After School Safety & Support (ASES) 6010	2,984,981	2,494,929
Agriculture Incentive Grant 7010	7,074	7,414
ASES - Frontier 4124	30,000	18,449
ASSETS Equitable H.S 6010	50,000	11,561
ASSETS High School 6010	600,000	358,458
California Partnership Academies 6385	300,000	172,115
Carl Perkins 3550	260,000	164,445
College Readiness Block Grant 7338	0	0.00
Comprehensive Support & Improvement - 3182	344,884	191,257
CTE Incentive Grant 6387	500,000	204,850
Indian Education Formula Grant 4510	16,917	754
LCFF Supplemental/Concentration 0701	783,494	582,931
LCFF Supplemental/Concentration 0760	215,314	207,810
LCFF Supplemental/Concentration 0761	42,248,831	38,906,854
LCFF Supplemental/Concentration 0762	10,787,369	10,021,628
Learning Communities for School Success 7085	749,393	498,433
Migrant 3060	956,848	856,155
Title I 3010	9,999,999	9,435,844
Title II 4035	1,000,000	791,852
Title III Immigrant 4201	36,321	23,372
Title III LEP 4203	794,010	656,802
Title IV - 4127	714,923	746,955

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	74,968,240	67,490,753
	74,968,240	67,490,753

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	74,968,240	67,490,753
	21st Century (Elem/Middle) 6010	1,487,882	1,087,610
	21st Century Equitable 6010	100,000	50,275
	After School Safety & Support (ASES) 6010	2,984,981	2,494,929
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	Title III LEP 4203	794,010	656,802
	Title IV - 4127	714,923	746,955

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	54,137,849	49,140,374
Goal 2	1,194,480	975,859
Goal 3	19,635,911	17,374,520

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$15,540,950	$15,901,707
Distance Learning Program	$15,790,223	$14,612,627
Pupil Learning Loss	$14,048,732	$11,765,907
Additional Actions and Plan Requirements	$54,962,578	$50,670,884
All Expenditures in Learning Continuity and Attendance Plan	$100,342,483	$92,951,125

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$5,211,598	$6,530,540
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$5,211,598	$6,530,540

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$10,329,352	$9,371,167
Distance Learning Program	$15,790,223	$14,612,627
Pupil Learning Loss	$14,048,732	$11,765,907
Additional Actions and Plan Requirements	$54,962,578	$50,670,884
All Expenditures in Learning Continuity and Attendance Plan	$95,130,885	$86,420,585

Local Control 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
Coachella Valley Unified School District	Dr. Josie Paredes Assistant Superintendent, Educational Services	josie.paredes@cvusd.us 760-399-5137

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Coachella Valley Unified School District (CVUSD) encompasses 1,200 square miles of rural farmland and desert in southeast Riverside County, including the communities of Thermal, Coachella, Oasis, Mecca, North Shore, Desert Center, and Indio. CVUSD also includes the community of Salton City which is located approximately 60 miles from the Mexican border in Imperial County. The geographical center of the district is Thermal, which is about 30 miles southeast of Palm Springs. In this geographically sprawling and somewhat isolated district of 17,297 students: 92% of students meet eligibility requirements for free or reduced lunch of which 55.3% through direct certification; 94.4% of students are part of the unduplicated student count; and 52% of students are transported daily to school. CVUSD is comprised of 21 schools: 14 elementary schools (Transitional Kindergarten - 6th grade) ranging in size from 416 to 1,003 students; three middle schools (7th - 8th grade) ranging in size from 729 to 1,039 students; one Middle/High School (7th - 12th grade) with 557 students; two comprehensive high schools (9th – 12th grade) ranging in size from 2,116 to 2,745 students; and one continuation high school with approximately 114 students. The district also serves over 600 students in numerous state and federal programs for preschool children. Operating since 1952, Coachella Valley Adult School is the largest adult school in the Coachella Valley, serving over 3,000 adult students annually. Approximately 1,850 employees serve CVUSD students.

The COVID-19 pandemic affected the entire CVUSD community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 impacted the physical, emotional, social, and educational needs of our students and caused stress and trauma for families. The closure of schools impacted many students and families by challenging their ability to access basic services, including food. The broader economic impacts of the pandemic, including increased unemployment, increased existing challenges such as food insecurity and access to technology/connectivity. Families and students were impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning were also disrupted.

Community Needs Survey

CVUSD surveyed our parents/families in June 2020 and again in Spring, 2021 to determine what the community needs were during the Pandemic, with school closures, and Distance Learning. The June 2020 responses were collected after the school closure in March 2020. The Spring (April), 2021 responses were collected after students had been in Distance Learning since the beginning of the school year in August 2020.

In April, 2021, 13 months into to the COVID 19 Pandemic, and 8 months into Distance Learning for the 2020-21 school year, it is interesting that even though we were farther into experiencing the impact of COVID 19, the overall community needs survey had a higher favorable rating in the Spring, 2021 (58%) than in June, 2020 (46%). Families were more secure in their housing situations, less worried about their child's social emotional well-being, had less concerns about childcare, had more reliable internet access and reliable access to a tablet (district provided iPad).

June 2020 the overall favorable score was: 46%
Spring, 2021 the overall favorable score was: 58%

Families were surveyed with the following questions:
What best described their food situation:
June 2020   - 14% of respondents needed additional resources for food, 15% were relying on school meals for support, 71% were okay for food at that time
Spring, 2021 - 11% of respondents needed additional resources for food, 28% were relying on school meals for support, 61% were okay for food at that time

How concerned they were about their family's housing situation:
June 2020   - 14% were very concerned, 43% were somewhat concerned, and 43% were not at all concerned
Spring, 2021 - 2% were extremely concerned, 4% were quite concerned, and 12% were somewhat concerned, 22% were slightly concerned, and 59% of respondents were not concerned

How concerned they were about their child's social or emotional well-being?
June 2020   - 31% were very concerned, 39% were somewhat concerned, and 30% were not at all concerned
Spring, 2021 - 6% were extremely concerned, 6% were quite concerned, 13% were somewhat concerned, 20% were Slightly concerned, and 55% were not at all concerned

When asked about concerns about childcare:
June 2020   - 21% were very concerned, 31% were somewhat concerned, and 48% were not at all concerned
Spring, 2021 - 7% were extremely concerned, 9% were quite concerned, 17% were somewhat concerned, 23% were Slightly concerned, and 44% were not at all concerned

How much of the day their child was participating in learning activities?
June 2020   - 16% of students participated less than 30 minutes, 40% participated for 30-60 minutes, 29% participated for 2-3 hours, and 15% participated for more than 3 hours
Spring, 2021 - 4% of students did not participate, 14% participated for a little bit of the school day, 21% participated some of the school day, 28% participated most of the school day, 33% participated all of the school day.

If their child had reliable access to a tablet, laptop or computer:
June 2020 - 32% responded "Yes, district iPad provided", 53% responded "Yes, a family device" and 15% responded "No"
Spring, 2021 - 82% responded "Yes, district iPad provided", 17% responded "Yes, a family device" and 1% responded "No"

If their child had reliable access to the internet;

2021-22 Local Control Accountability Plan for Coachella Valley Unified School District

June 2020   - 14% responded "No", 86% responded "Yes"
Spring, 2021 - 6% responded that their child did not have internet access, 4% responded that their child only had internet access through a cell phone, 43% responded that their child had reliable internet access, but it was slow, 48% responded that their child has access to high-speed internet

The district goal is for everyone in every school, both students and adults, to have specific and concrete tools for demonstrating and practicing citizenship. The vision of the Coachella Valley Unified School District is that every CVUSD graduate will possess the skill and personal motivation needed to achieve their Personal Dream. The vision and CVUSD Plan for the Future is supported by a foundation of five Pillars. The Pillars are:
1) Safe and Respectful Schools - CVUSD will ensure a safe, positive, and respectful school environment and culture for all students and staff.
2) Effective Instruction and Leadership - CVUSD is committed to the recruitment, hiring, retention and professional development of all teachers and staff members.
3) Academic Achievement - Our students will be prepared to leave CVUSD with the academic, career and social-emotional skills needed to achieve their personal dreams.
4) Community Engagement - Parents and staff will be empowered and become full partners in our students' social, emotional, and academic growth and development.
5) Fiscal Solvency and Optimization of Resources - CVUSD will operate in a fiscally sound, accountable and transparent manner.

The CVUSD vision serves as a lens for evaluating and guiding all district priorities and actions, especially through the LCAP process. If a particular action, service, program, or initiative does not clearly and positively contribute to preparing students for college, career, and citizenship, it is scrutinized for strategic abandonment. The primary focus of the district is preparing ALL students for the opportunity to attend college if they choose to. This was exemplified through the LCAP process when student stakeholders advocated for adopting A-G college-entrance requirements as the district's high school graduation requirements.

All students have access to technology via our Virtual Distance Learning Plan funded by the Coronavirus Aid, Relief, and Economic Security Act (CARES). Through access to technology, all students have the ability to construct their own knowledge on a deeper level using applications such as G Suite for Education, Canvas, and over 100 applications in our CVUSD App Catalog. During Distance Learning, students have been able to learn additional online collaboration and telecommunication skills through the use of Zoom as participants in a virtual learning environment. Teachers also have the ability to develop learning opportunities where students can communicate creatively, collaborate, think critically and computationally, and practice positive Digital citizenship with others around the world. All students have the opportunity to participate in the Science Fair, History Day, Spelling Bee, Author's Fair, and Kid Wind (student teams design, construct and test small scale wind turbines and solar structures).

Coachella Valley Unified School District has 41.7% of its 17,297 students classified as English learners. The individual rates vary by school, with Oasis Elementary holding the highest number of EL students (78%) and Coachella Valley High School holding the least (14.8%). The Reclassification rate has dipped over the last 2 years, largely due to students not being able to complete the English Language Proficiency Assessment for California (ELPAC) during the 2019-2020 school year. With the school closures in March 2020 - CVUSD, like many California districts, was not able to administer the ELPAC. Scoring a 4 on the ELPAC is a key piece of the criteria that needs to be met when reclassifying English Learner (EL) students to Reclassified Fluent English Proficient (RFEP). Without current ELPAC scores, our reclassification rate declined, as did the County of Riverside's rate and the state's rate. CVUSD's reclassification rate dropped from 14.0% in 2019-20 to 5.4% in 2020-21. Similarly, the reclassification rate for the County of Riverside dropped by 7.2% and the reclassification rate for the state of California dropped by 5.2% from 2019-20 to 2020-21.

Our English learners receive 45 minutes of daily designated ELD instruction at the elementary level, while middle and high school students have one section of ELD assigned to them. EL students at the high school level who have been enrolled in a U.S. school for 6 years or more, and whom are performing well in all content courses, receive language support to meet their needs through a CLAD certified teacher during their ELA class in order to ensure we aren't keeping them from accessing A-G or other higher level courses that may be part of a Pathway or Academy. The EL department facilitates multiple opportunities for its certificated teachers to collaborate and attend trainings in order to analyze data and identify best practices for all of our EL students.

Dual language (DL) programs have been in place at seven elementary school sites, serving students in grades K-6, and the additional seven elementary school sites initiated the DL program in kindergarten during the 2020-2021 school year. All of our DL classrooms serve students with instruction in both English and Spanish. Students in the Dual Language program follow the 80/20 model in kindergarten, with the goal being 50/50 by the time they start 4th grade. We are currently in year two of our Dual Language program at the middle school level, where students are enrolled in two courses taught in Spanish in order to facilitate the pathway for them to attain the State Seal of Biliteracy at the high school level. There are approximately 2,000 students in our dual language program across our district. All of our teachers assigned to instruct in both English and Spanish have a BCLAD authorization.

In order to better prepare students for careers and to help students identify colleges that align with their interests, the district has developed Career Technical Education (CTE) pathways and academies at each comprehensive high school. Nineteen total programs serve 45% of high school students, meet A-G college entrance requirements, and are aligned to the local labor market needs of Coachella Valley. Programs include: Agriculture, Aviation, Arts, Media, Entertainment, Engineering, Green Technology, Health Sciences, Hospitality, Technology, and Public Safety. Students in CTE programs complete a sequence of courses over three years, have the opportunity to earn industry recognized certifications, participate in internships, and compete regionally in events that challenge students to apply academics in a career-themed project. Students completing CTE programs have almost a 100% graduation rate, and higher A-G completion rates. Thirteen middle school feeder programs have been developed for students to explore CTE program options prior to entering high school. For the 2021-22 school year the district will be planning to expand CTE programs to include Entrepreneurship, Administrative Law, and Auto Mechanics. The district is also creating intentional alignment k-12 by creating Elementary College and Career STEAM labs beginning with seven elementary schools and building out over the next three years to include all Elementary schools.

All 21 schools have Expanded Learning programs which provide our students with opportunities to engage with the curriculum including visual arts, performing arts, music, robotics, athletics, and culinary arts.

Parent engagement efforts focus on student learning, parent leadership, volunteering and decision making. The district staffs a part-time parent liaison at each school site to support site parent centers, provide parent/family workshops, and connect parents with resources/programs within the school district and from outside agencies.

The total 2021-22 LCFF allocation for Coachella Valley Unified School District is $208,492,987 of which $56,547,154 is the Supplemental & Concentration portion to serve unduplicated, disadvantaged pupils including English learners (EL), Low Income students, and foster youth. Integral feedback was collected from stakeholder groups throughout the year, resulting in the continued, focused commitment to the on-going implementation of Coachella Valley Unified School District's LCAP Goals:
1. CVUSD will ensure a safe, positive and respectful school environment and culture for all students and staff.
2. CVUSD students will be prepared to leave CVUSD with the academic, career and social-emotional skills needed to achieve their personal and professional goals.
3. CVUSD will Increase engagement and collaboration among students, parents, staff and community members.

Reflections: Successes

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

CVUSD has made progress in many areas based upon a review of performance on the state and local indicators from the California Dashboard, progress towards LCAP goals, local self-assessment tools, and stakeholder input. Some areas of progress include college and career readiness, suspension rates, access to a broad course of study, basic services (teachers, instructional materials, facilities), parent and family engagement, and facilitating local climate surveys.

Academic Indicators:
ELA: According to the California School Dashboard 2019 data, several schools in CVUSD have shown growth in the area of Language Arts. West Shores High School, Coachella Valley High School, Oasis Elementary, Sea View Elementary, John Kelly Elementary and Saul Martinez Elementary all increased, and Bobby Duke Middle School and Peter Pendleton Elementary increased significantly.

Math: According to the California School Dashboard 2019 data, several schools in CVUSD have shown growth in the area of Math. Cahuilla Desert Academy, Las Palmitas Elementary, Oasis Elementary, Palm View Elementary, Westside Elementary and Bobby Duke Middle School all increased, and John Kelly Elementary, Peter Pendleton Elementary and Valley View Elementary all increased significantly. Additionally, the Foster Youth student group increased in mathematics performance.

College and Career Readiness:
Graduation Rate: Overall, CVUSD has increased its graduation rate from 79.3% in 2019 to 82.2% in 2020. Additionally, two student groups also increased. English learners increased from 68% to 71.3%, and Socioeconomically Disadvantaged students increased from 79% to 82.5%.
College and Career indicators: As a district, the overall percentage of students who were prepared for college/career increased from 27.3% in 2019 to 32.6% in 2020. Students completing CTE pathways had a 5% increase over the previous year for students meeting prepared, and students meeting prepared by completing A-G courses increased by 9.1% over the previous year. CVUSD's A-G rate was 33.3% in 2018-19 and 42.4% in 2019-20 (DataQuest). Students with disabilities had almost a 1% increase of students meeting prepared. Similarly, students meeting prepared by scoring a "3" on the Smarter Balanced Assessments increased from 41.7% to 43.4%. For the first time, we had students taking college credit courses and 5% of students met prepared by completing two college credit courses. The number of students taking Advanced Placement tests has also increased over the last four years. 586 students took AP exams in the 2015-16 school year, compared to 853 students taking exams in the 2018-19 school year.

Career Technical Education:
Career Technical Education (CTE) programs consistently have approximately 50% of high school students participating. Students in CTE programs have increased A-G rates for the past five years from 23% to 51.5%. Two factors that have contributed to this growth is 1) rewriting of CTE courses to align to A-G; 47% of CTE courses offer an academic credit, and 53% offer A-G academic credit, 2) Teachers were provided professional development to work with students to track their A-G progress. CTE students in our district continue to have an average graduation rate of 98%, and are the primary reason our district's CCI rate has been rising. CTE programs are actively adding Dual Enrollment courses. Currently we offer 3 dual credit courses with plans to expand to four additional courses in the 2021-22 school year, and we currently offer 7 articulated college credit courses. Middle school expansion of CTE Career exploration, and targeted middle school CTE pathways are creating a pipeline of students into high school pathways - students are choosing their program of study in high school by understanding their interests and skill set before choosing a CTE program which is also increasing CCI, Graduation, A-G, Industry recognized certifications, and College going rate. Of our 2020 graduates 84% of CTE completers went to college.

English Learners
Over the last five years, the district's numbers of English Learners have steadily declined from 49% in 2016-17 to 40.2% in 2020-21. The numbers of Fluent English Proficient students have increased from 28.4% in 2016-17 to 33.6% in 2020-21. In the 2016-17 school year, CVUSD had 9,332 English Learners, compared to 7,072 in the 2020-21 school year. Similarly, the district had 5,317 Fluent English Proficient students in the 2016-17 school year, compared to 5,886 in the 2020-21 school year. (Source: DataQuest)

The 2018-2019 CAASPP data for ELA and Math indicates our Initial Fluent English Proficient (IFEP) student group had a total of 69.33% and 41.34% students who met or exceeded the set standards for their grade level in ELA and Math, respectively. In addition, the Reclassified Fluent English Proficient (RFEP) group performed at 44.35% and 30.17% in meeting or exceeding the standards in ELA and Math. The rate of students classified as long-term English learners has dropped from 19.2 to 17.3 within the last three years, indicating that our focus to address the needs of this critical English learner subgroup is showing positive results.

Dual Language
30.8% of participating Dual Language students are meeting or exceeding their math state standards, which is 10.25% higher than the district average. Our expansion of the dual language program has allowed for students to enroll in this program at all elementary sites, as well as for middle school students to continue the Dual Language Pathway at the middle school level. The DL Pathway leads into high school with the goal of increasing the number of students who meet the set criteria for the State Seal of Biliteracy.
A total of 145 students have met the established state criteria for the State Seal of Biliteracy for the 2020-21 school year, compared to 133 students who met these criteria during the 2019-20 school year.

Suspension rates:
According to 2019 California Dashboard data, CVUSD's suspension rates declined as a whole. Additionally, thirteen of CVUSD schools either maintained or declined in their suspension rates. Two schools, Mountain Vista Elementary and Westside Elementary have very low suspension rates in addition to declining significantly from previous years. Seven of CVUSD's schools have low or very low suspension rates.
There has also been a decline in the suspension rates of some of CVUSD's student groups; including socioeconomically disadvantaged students, African American, Hispanic and students with disabilities.
A three year trend analysis of suspension rates for the district overall shows that the suspension rate has decreased from 5.5% in 2016-17 to 2.9% in 2019-20.

Local Indicators:
CVUSD has met the standard in all local indicators, which includes access to a broad course of study, Basics, Parent and Family Engagement, and Local Climate Surveys.

Overall, the district is most proud of the successes made in the areas of English Language Acquisition Status, the cohort Graduates meeting UC/CSU course requirements, the number of students taking the Advanced Placement Tests, and the four year trends in decreased suspension rates.

To build upon and/or maintain the successes achieved to date, CVUSD will continue to implement the following:
- Refine the use of the district-adopted core materials to address the common core standards
- Dual Language Program
- AVID
- CTE pathways
- Writing Instructional Focus with RCOE Coaching Support
- Department Interdisciplinary Collaboration – Ed Services departments collaborate as a team with site personnel to meet the varied needs of our students.
- District Instructional Walks
- Instructional Specialists
- Built-in time for Teacher Collaboration
- Districtwide Data Analysis & Response to Data
- Focus on Integrated/Designated English Language Development (ELD) at secondary level
- Assessment platform that allows teachers to track student progress and mastery by standard
- Diagnostic and progress monitoring assessment tool for ELA and Math
- Increased Mental Health Support

Reflections: Identified Need

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

Based upon a review of performance on the state and local indicators from the California Dashboard, progress towards LCAP goals, local self-assessment tools, and stakeholder input, CVUSD has several areas of need. Some areas of need include academic performance, college and career readiness, Career Technical Education, Chronic absenteeism, and English Learners.

The suspension rate on the CA School Dashboard was the only indicator where a student group performance was two or more performance levels below the "all student" performance. Details on the Suspension rate can be found below.

Academic Indicators:
ELA: According to the California School Dashboard 2019 data, several schools and student groups in CVUSD have declined in the area of English Language Arts. Coral Mountain Academy, Desert Mirage High School, Mountain Vista and Westside Elementary all declined, and La Familia High School and Toro Canyon Middle School declined significantly.
Additionally, several student groups also declined. Foster Youth, Students with Disabilities, and American Indian groups all declined, with Homeless and White groups declining significantly.

English Language Arts (ELA) CAASPP:
All Students: -56.8 Distance from Standard Met (Orange)
There were no student groups that were 2 or more levels below the All Students group.

Student Groups in Red on the 2019 CA School Dashboard:
Native Americans: -88.7 Distance from Standard Met
English Learners: -72.8   Distance from Standard Met
Foster Youth: -117.9   Distance from Standard Met
Homeless: - 82.6   Distance from Standard Met
Student with Disabilities: - 138.6   Distance from Standard Met

Math: According to the California School Dashboard 2019 data, several schools and student groups have declined in the area of Mathematics. Desert Mirage High School, La Familia Continuation School, and Toro Canyon Middle School have all declined, with West Shores High School declining significantly. Additionally, several student groups have also declined. Students with Disabilities and American Indian student groups have declined, and the Homeless student group declined significantly.

Math CAASPP:
All Students: -86.2 Distance from Standard Met (Orange)
There were no student groups that were 2 or more levels below the All Students group.

Student Groups in Red on the 2019 CA School Dashboard:
Native Americans: -125.4 Distance from Standard Met
English Learners: - 95.6 Distance from Standard Met
Foster Youth: -114.7   Distance from Standard Met
Student with Disabilities: - 169.0 Distance from Standard Met

College and Career Readiness:
Graduation Rate: Although CVUSD's graduation rate improved to 82.5%, it is still below the state average which is 86.6%. Additionally, the Homeless student group showed a decline in graduation rates from 71.7% in 2019 to 66.1% in 2020. (DataQuest)

College and Career indicators: While CVUSD made gains in the number of students meeting prepared, many opportunities exist for more students to meet prepared on college and career indicators, including: access to all students groups to college credit courses, increase the number of students earning the Seal of Biliteracy (14.9% decrease to 21.7%), increase the number of students scoring a "3" on two AP exams (2.6% decrease to 21.2%) and ensure access to all programs to all student groups. An opportunity also exists to start an International Baccalaureate program. By high school site, West Shores high school, our most rural school, needs support to increase the percentage of students meeting prepared, overall only 25% of West Shores High School students met prepared.

College/Career Indicator on the 2019 CA School Dashboard:
All Students: 27.3%   Prepared (Orange)
There were no student groups that were 2 or more levels below the All Students group.

Student Groups in Red on the 2019 CA School Dashboard:
English Learners: 6.5%   Prepared (Declined 5.1%)
Student with Disabilities: 2.3% Prepared (Declined 2.8%)

Career Technical Education: Opportunities exist to increase the number of CTE completers. Barriers that exist to students completing CTE programs are the six period master schedule day, which does not leave room for students to take credit recovery courses, or if students are pulled for ELD classes. Bridging alignment of 5th and 6th grade students in our district to middle school CTE programs that feed to high school programs is needed to expose more students early on to college and career programs of study. Additionally, two student groups; Students with disabilities and English Language Learners are disproportionately enrolled in CTE programs. At the high school level, only 5% of English language learners complete CTE programs, and 8% of students with disabilities complete CTE programs.

Chronic Absenteeism: According to the California School Dashboard 2019 data, most schools in CVUSD either maintained or increased in chronic absenteeism. Although Saul Martinez Elementary and Coral Mountain Academy have the lowest Chronic Absenteeism rates in the district, both schools increased their rates in the 2019 school year. Several school sites increased their Chronic absenteeism rates including Caesar Chavez Elementary, John Kelley Elementary, Oasis Elementary, Peter Pendleton Elementary, Toro Canyon Middle School, Valley View Elementary, and Westside Elementary. Some schools significantly increased their chronic absenteeism rate including Cahuilla Desert Academy, Las Palmitas Elementary, Mecca Elementary, Palm View Elementary, and West Shores High School. Additionally, all student groups increased their chronic absenteeism rate: English Learners, Socioeconomically disadvantaged, Hispanic, Foster Youth, Students with Disabilities, American Indian, and white. Homeless students significantly increased their chronic absenteeism rates.

Chronic Absenteeism Indicator on the 2019 CA School Dashboard:
All Students: 14.2% Chronically Absent   (increased 2.2%) (Orange)
There were no student groups that were 2 or more levels below the All Students group.

Student Groups in Red on the 2019 CA School Dashboard:
Native Americans: 37.7% Chronically Absent   (increased 11.1%)
Foster Youth: 22.7% Chronically Absent   (increased 10.0%)
Homeless: 22.0% Chronically Absent   (increased 8.4%)
Student with Disabilities: 20.2% Chronically Absent   (increased 2.5%)
Two or More Races: 21.4% Chronically Absent   (increased 2.2%)
White: 23.1% Chronically Absent   (increased 3.5%)

Suspension Rates: Eight schools increased their suspension rates: Saul Martinez Elementary School, Cesar Chavez Elementary School, Oasis Elementary School, Sea View Elementary School, Valley View Elementary School, Coachella Valley High School, Cahuilla Desert Academy, and West Shores High School. Student Groups that increased in the area of suspension rates include Homeless, Foster Youth, American Indian, and the White student population increased significantly.

Suspension Indicator on the 2019 CA School Dashboard:
All Students 4.7% Suspension Rate (declined 0.5%)

Student Groups in Red on the 2019 CA School Dashboard:
Native Americans: 13.7%   Suspension Rate (increased 1.5%)
Foster Youth: 18.3%   Suspension Rate (increased 6.1%)
White: 6.6%   Suspension Rate   (increased 2.5%)

To address areas of improvement, CVUSD will take the following steps:

Absenteeism, Dropout Rates, and Graduation Rate:
CVUSD has implemented the following to lower our absenteeism and dropout rates, and increase our Graduation rate:
- Attendance Coordinator
- Attendance Outreach - Door Knock - canvassing neighborhoods and knocking on doors to emphasize the importance of attendance
- Monthly Site Attendance Reports
- Transformational Justice Model: PBIS, Restorative Justice, Transformation Learning
- School Attendance Review Board (SARB) support
- Saturday Academy
- Social-emotional & behavioral supports
- Advancement Via Individual Determination (AVID)
- Career Technical Education (CTE)
- PUENTE Program.

College Readiness - AP Courses
To increase and support the number of students taking AP classes and AP tests, CVUSD has and will continue to provide the following:
- Organizing your AP Exam Administration training for staff and administrators.
- AP Readiness program at University of California Riverside (UCR) - for students.
- Funding AP assessments for all students taking an AP test.
- Advancement via Individual Determine (AVID)

Academic:
In response to academic data from the 2019-20 school year, CVUSD will continue to implement:
- Math Solutions Training and Coaching at Middle Schools

- Districtwide Writing focus for 3-5 years.
- Focus on Integrated/Designated English Language Development (ELD) at the secondary level
- Assessments Systems & Data Analysis Focus
- Pilot Textbooks in 2019-20
- Social Studies
- Science

College & Career Readiness:
To close the gap in performance between our student groups, and increase College and Career readiness for all students, CVUSD has implemented the following:
- A College and Career Coordinator
- Provided Master Schedule Training for Secondary administration and personnel
- Provided ongoing Counselors' Support for Secondary counselors
- 4 - 6 Year Plans for high school and middle school students
- Participated in College and Career District Events
- Engaged in Course Audits
- UCR AP Readiness Program
- Created Data Systems
- Dual Enrollment Courses
- Adopted California College Guidance Initiative (CCGI)
- Ensured students taking an Advanced Placement (AP) course take the AP Exam with appropriate supports

Suspension Rates:
To close the gap in performance between our student groups, improve school climate, and reduce suspension rates CVUSD has implemented the following:
- Schools trained by San Bernardino County Superintendent of Schools on Positive Behavior Intervention and Supports (PBIS)
- Transformational Justice (PBIS, RJ, TL) Leads at all 21 school sites
- Ongoing Staff Development for implementation of the Transformational Justice Model
- Riverside County Latino Commission counseling services - Individual therapy, group therapy, family therapy, classroom-based counseling services
- Increase student access to mental health services
- Licensed therapist available for crisis support
- Parent workshops
- Continue to provide additional support to schools that have high suspension rates and high levels of repeat suspensions
- Continue to train staff in the implementation of: Transformational Justice Model: PBIS, Restorative Justice, Transformation Learning
- Continue to provide training and guidance for staff in the implementation of:
- Xinatchli - comprehensive and culturally-competent bicultural youth character development for female students
- Joven Noble - Culturally rich character development training that includes youth leadership development curriculum

LCAP Highlights

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

Integral feedback was provided by stakeholder groups throughout the year, resulting in the continued focused commitment to the ongoing implementation of Coachella Valley Unified School District's LCAP Goals.

1. CVUSD will ensure a safe, positive, and respectful school environment and culture for all students and staff.

2. CVUSD students will be prepared to leave CVUSD with the academic, career, and social-emotional skills needed to achieve their personal and professional goals.

3.CVUSD will Increase engagement and collaboration among students, parents, staff and community members.

The LCAP is divided into the following sections:
- 2021-24 Plan Summary

- General Information - A description of the LEA, its schools, and its students
- Reflections:
    - Successes - A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.
    - Identified Need - A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.
- Highlights - A brief overview of the LCAP, including any key features that should be emphasized.
- Comprehensive Support & Improvement -
    A list of the schools in the LEA that are eligible for comprehensive support and improvement.
    A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.
    A description of how the LEA will monitor and evaluate the plan to support student and school improvement.
- Stakeholder Engagement
    A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.
    A summary of the feedback provided by specific stakeholder groups.
    A description of the aspects of the LCAP that were influenced by specific stakeholder input.
- Goals, Actions and Services
- Increased or Improved Services - Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students
- Expenditure Tables

- Separate document submitted with the LCAP:
    Annual Update
       - 2019-20 LCAP
       - 2020-21 Learning Continuity and Attendance Plan

- **LCAP Goal 1** - CVUSD will ensure a safe, positive and respectful school environment and culture for all students and staff

    CVUSD Pillar:
    1.0 Safe and Respectful Schools

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CVUSD will ensure a safe, positive and respectful school environment and culture for all students and staff

State Priorities:
Priority 5: Pupil Engagement
Priority 6: School Climate

Action 1.1: Multi-Tiered System of Support for Social-Emotional needs: CVUSD will implement the MTSS model in order to meet the social and emotional needs of students. Resources and support include Social-Emotional counseling, Social Emotional program support, Transformational Justice program support and the staff and support required for implementation.
Action 1.2: District-wide safety protocols: CVUSD will refine the implementation of safety protocols district-wide with input from district staff, public safety organizations and the community. This action will further promote attendance, engagement and a positive school climate, while incorporating transformational justice. These protocols will be analyzed each year to ensure continual improvement.

- **LCAP Goal 2** - CVUSD students will be prepared to leave CVUSD with the academic, career, and social-emotional skills needed to achieve their personal and professional goals.

    CVUSD Pillar(s):
    2.0 Effective Instruction and Leadership
    CVUSD is committed to the recruitment, hiring, retention and professional development of all teachers and staff members
    3.0 Academic Achievement
    Our students will be prepared to leave CVUSD with the academic, career and social-emotional skills needed to achieve their personal and professional goals

    State Priorities:
    Priority 1: Basic Conditions of Learning
    Priority 2: State Standards
    Priority 4: Pupil Achievement
    Priority 7: Course Access
    Priority 8: Other Pupil Outcomes

    Action 2.1: Multi-Tiered System of Support to increase Academic Achievement: CVUSD will continue to implement the MTSS model that aligns resources and supports to increase the academic success of all students. Resources and support will include district-wide tools to monitor student progress, Intervention supports, universal academic support outside of the school-day, Instructional Specialists, Supplemental support for at-risk students and targeted specialized support for students who need it.
    Action 2.2: Broad course of study: CVUSD will continue to provide district-wide educational and enrichment opportunities for students including Aquatics, Athletics, Ethnic Studies, PUENTE, Music, Dual Language Program, State Seal of Biliteracy, and Pathways to Success Teachers (Visual and Performing Arts). Additionally, the district continues to offer Career Technical Education and College Readiness programs to include College readiness testing support, AVID, and district coordinators for College and Career. Extended Learning opportunities include the 21st Century and the ASSETS High School Programs. Alternative Education opportunities are also available.
    Action 2.3: Support for English Learners: CVUSD will continue to provide support to English Learners to improve the implementation of ELD standards. Resources and Supports include Personnel, Professional Development, Designated and Integrated ELD, Newcomer Academy, EL Mentors, Summer School, Tutoring/intervention, Family and community engagement, and instructional materials.
    Action 2.4: Supports for Students with Disabilities: CVUSD will continue to provide support and resources to students with disabilities to include instructional support for teachers, bus monitors, stipends for special education teachers, and Bilingual Psychologist Technicians.
    Action 2.5: Support for Foster and Homeless Students: CVUSD offers support to our Foster and Homeless students by providing CWA support

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personnel which includes administrators, counselors, and foster/homeless liaisons. Foster and homeless students are referred to both internal and external agencies and services including health, basic needs, college and career guidance, academic support and transportation.
Action 2.6: Instructional Resources: CVUSD provides maximized access to quality instructional resources which include personnel/support staff, materials, equipment, and professional development.
Action 2.7: Highly Qualified Personnel: CVUSD actively recruits, hires, retains, and trains highly qualified staff. This is accomplished through a robust PAR/BTSA program, partnership with Riverside County Office of Education (New teacher support), professional development, providing each site with assistant principals and assistant administrators of Instructional Improvement, and an HR recruitment specialist.

- **LCAP Goal 3 -** CVUSD will Increase engagement and collaboration among students, parents, staff and community members.

   CVUSD Pillar:
   4.0 Community Engagement
   Parents and staff will be empowered and become full partners in our students' social, emotional, and academic growth and development

   State Priorities:
   Priority 3: Parent Involvement

   Action 3.1: Communication: CVUSD will provide timely, relevant communication and involve students, parents and staff in meaningful decision making at both the school and district level. This will include translators, language supports, outreach, advertising, materials, supplies and support staff.
   Action 3.2: Parent Engagement: CVUSD will provide a comprehensive parent education program intended to enhance and support their child's academic and social development. This will include parent community engagement and support personnel, Site Parent Resource Centers, Parent Workshops, and parent engagement activities.
   Action 3.3: Partnerships with Community Based Groups: CVUSD strives to build strong partnerships with community based organizations that enhance and support opportunities for students and staff.

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.

The Every Student Succeeds Act (ESSA) requires states to identify multiple categories of schools for different types of support (with associated planning requirements). Based on the 2019 California School Dashboard, in January 2020, three of CVUSD's schools, Sea View Elementary School, La Familia High School, and West Shores High School were identified to receive Comprehensive Support and Improvement (CSI) based on the following criteria:
   * Lowest performing 5 percent of Title I schools:
   * Schools with all red indicators:

* Schools with all red but one indicator of any other color
* Schools with all red and orange indicators
* Schools with five or more indicators where majority are red
* High schools with graduation rates below 67 percent

Sea View Elementary School was identified as a CSI school based on the 2019 CA School Dashboard indicators which were red and orange, with the majority of the indicators being red. The CA Dashboard data shows that the performance level in ELA was very low (Orange - 77 points below standard met) and the performance level in Math was also very low (Red - 108.2 points below standard met). Indicators for Chronic Absenteeism (Red) and Suspension were very high (Orange). Chronic absenteeism was at 22% having maintained at 0.2% change and the Suspension rate was 2.9%, having increased 1.4%

La Familia High School was identified as a CSI school based on the majority of the 2019 CA Dashboard indicators being red. Three out the five indicators were red (Math, English Language Arts (ELA) and the College and Career Indicator). The indicator for Suspension was Orange, and the graduation rate indicator was green. The CA Dashboard data shows that the performance level in ELA was very low (Red - 148.7 points below standard met - a decline of 45.6 points) and the performance level in Math was also very low (Red - 209 points below standard met - with a decline of 5.1 points). The College and Career Preparedness indicator was very low (Red) at 0% having maintained at 0% from the previous year. This is La Familia High School's second year being identified as a CSI school (in 2018 and 2019).

West Shores High School was identified as a CSI school based on all of the indicators on the 2019 CA Dashboard being Orange or Red. Three out the six indicators were red (Chronic Absenteeism, Suspension Rate and Mathematics). The other three indicators were Orange Graduation Rate, College/Career, and English Language Arts).   The CA Dashboard data shows that the Chronic Absenteeism rate was high (red) 18%, with a 6% increase. The Suspension Rate was very high (red) at 11.1% with an increase of 1.3%. The Mathematics performance level (red) - was very low at 151.5 points below standard met, with a decline of 15.3 points) The Graduation Rate was medium (orange) at 82.6% with a decline of 3.5%. The College and Career Preparedness indicator was low (orange) at 27.5%, with a decline of 12.5%. The English Language Arts performance indicator was very low (orange) at 65.4 points below standard met with an increase of 5.5 points.

Support for Identified Schools

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

CVUSD will build on our MTSS foundation to identify strengths, opportunities for growth, and resource inequities. Site MTSS teams will continue to collaborate as they conduct a root cause analysis for areas of improvement in order to align academic, behavioral, and social-emotional learning in a fully integrated system of support. The focus will be on achievement gaps for identified student groups and mitigating the learning loss experienced by many students due to COVID-19 and the move to virtual learning. The priorities are monitored and evaluated through the SSC SPSA process. CVUSD will consult with Riverside County Office Education (RCOE) to provide in-district support to our schools struggling with identifying root cause(s) and possible responses and strategies. District and county support staff will provide targeted technical assistance to sites through meetings, workshops, and one-on-one site support.

The LEA supports school efforts by:
* Building Capacity
* Partnering with Stakeholder groups
* Conducting needs assessments
* Developing, implementing, monitoring, and evaluating improvement efforts
* Reviewing/Identifying resource inequities

Monitoring and Evaluating Effectiveness

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

The district will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement both formally and informally. Formal monitoring will include SPSA implementation, data analysis (California School Dashboard, Interim Assessment Blocks, writing performance tasks, budget monitoring, and program effectiveness. Informal monitoring will occur through classroom/school walkthroughs, and review of documentation for professional development, meetings, parent activities (agendas, minutes, materials, surveys, etc.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

We have aligned our Local Control and Accountability Plan (LCAP) with our School Plans for Student Achievement (SPSAs) and engaged in a collaborative approach to share progress, seek input, monitor, evaluate, and update plans simultaneously with stakeholders as we implement both the LCAP and SPSAs.

The following committees and stakeholders were informed and consulted throughout the year on district programs and services (through virtual meetings):
* District English Learner Advisory Committee (DELAC)
* English Learner Advisory Committees (ELAC) - Ongoing meetings were held throughout the year at all 21 school sites.
* District Parent Advisory Committee (DPAC)
* School Site Councils (SSC) - Ongoing meetings were held throughout the year at all 21 school sites.
* Site and Department Leadership Teams - Ongoing meetings were held throughout the year at all 21 school sites.
* District Migrant Parent Advisory Committee (Migrant PAC)
* Foster Students and Parents - Individual meetings were held with students and families throughout the year.
* Children and Family Services Head Start Parent Committee - 9 districtwide meetings were held at each site and 9 meetings were held at every early childhood
* Parent Center Liaisons
* Coachella Valley Teachers Association (CVTA) - Representatives were members of our District LCAP Leadership Team, various committees, and district leadership held ongoing meetings with bargaining unit leadership
* California School Employees Association (CSEA) - Representatives were members of our District LCAP Leadership Team, various committees, district leadership ongoing meetings with bargaining unit leadership
* Elementary and Secondary Assistant Principals & Principals - In addition to monthly meetings, additional meetings were called on special topics throughout the year.
* Advancement Via Individual Determination (AVID) -Coordinator meetings were held through the year.
* Career Technical Education (CTE) Pathway and Academy Teachers - 4 districtwide meetings were held and an average of 36 meetings at each site were held.
* CTE Industry Council Meetings - 2 all industry council meetings were held with 12 individual industry breakouts at each.
* Counselors
* English Learner Support Assistants (ELSAs)
* Dual Language Teachers
* English Learners Mentors
* Technology Site Lead Teachers
* Pupils: Superintendent meetings with students, LCAP Stakeholder Team meetings, Advisory Committees including CTE, Nutrition, and Expanded Learning, community meetings with Alianza
* Transformational Justice Task Force
* Special Education Task Force
* Native American Task Force
* Budget Advisory Committee
* Community organizations including One Future Coachella Valley, United Way, Ophelia Project, Assistance League of Palm Springs - ongoing meetings throughout the year with the district and school sites
* The District English Learner Advisory Committee (DELAC) met monthly throughout the year during which they discussed district programs and services.
* District Advisory Committee (DAC): Each school site selected a representative to serve on the District Parent Advisory Committee.

The members of the committee met several times throughout the school year, to provide input on the needs on their school sites and the district as a whole.

Topics of discussion and feedback included:
- September, 2020 - Learning Continuity and Attendance Plan
- October 2020 - Parent Engagement Policy, Hybrid Model
- December 2020 - New LCAP Template, LCFF funding, Budget Overview for Parents
- February 2021 - Technology Update, EL Goals, Attendance, Stakeholder Engagement, FPM Review
- April 2021 - School Accountability Report Cards (SARCs), School Plans for Student Achievement (SPSAs), Social-emotional learning, College & Career Readiness, Special Education Program
- May 2021 - Recap of LCAP work with the DPAC, New LCAP Goals, Parent Engagement self-reflection, LCAP Next Steps, Expanded Learning Opportunities Grant (overview, funding, timeline, draft plan, next steps)

A LCAP Core Team with representatives from Educational Services and Business Services was responsible for the overall coordination of the LCAP planning, implementation, monitoring, and reporting. This team also attended the support workshops hosted by Riverside County Office of Education. This Core Team held multiple districtwide LCAP Support Team Meetings to involve representatives from stakeholder groups across the district and community to solicit input and feedback. The LCAP Support Team includes representatives from the following stakeholder groups:
- Parents
- High School Students
- Classroom Teachers as Certificated Bargaining Unit Representatives - Coachella Valley Teachers Association (CVTA)
- District Classified Staff
- School Principals
- District Certificated Administrators
- District Classified Administrators
- Board Members
- Community Members
- Local Advocacy Group representatives

This LCAP Stakeholder Support Team meeting dates and topics were as follows:

8/27/20: Discussed RCOE LCAP approval letter, 2020-21 LCAP timeline, and Stakeholder engagement collected
- 9/8/20: Discussed the Learning Continuity Plan, in place of the 2020-21 LCAP and ways to increase stakeholder engagement. A stakeholder engagement subcommittee was created.
- 11/19/20: Reviewed the new LCAP template for 2021-24, changes in the template and increasing stakeholder engagement
- 1/21/21: Overview of the purpose of the LCAP, California 8 State Priorities, CVUSD Pillars of Success aligned with the 8 state priorities
- 2/18/21: Discussed LCAP data requirements, Looked at CVUSD data (attendance, student engagement and participation rates, Suspensions rates, Graduation Rate, College & Career Readiness and the A-G rate)
- 3/18/21: Updated Stakeholder team on the Public Forums content and feedback, looked at preliminary school climate survey results, shared how CVUSD is meeting students' SEL needs
- 4/22/21: Presented all stakeholder data received this academic year. Presented new LCAP goals. Did an activity where participants matched the feedback to the new proposed goals, to confirm stakeholder feedback is represented in the 2021-24 LCAP Goals.

- 5/20/21: Discussed 2021-24 preliminary actions, services, and expenditures

The LCAP Public Forum dates were as follows:
* 3/17/21: LCFF and LCAP Budget Overview, California 8 State Priorities, LCAP Requirements, LCAP Timeline, gathered stakeholder feedback
* 3/30/21: LCAP Budgets, Academic Achievement, English Learners, Social emotional Learning, gathered stakeholder feedback
* 4/13/21: Special Education Data and Information, College & Career Readiness Data and information, gathered stakeholder feedback

SELPA – Throughout the year the Coachella Valley Unified School District continually meets with Riverside County SELPA to review data, and work on different ways of improving the Special Education due to non- compliance. We continually monitor data, and have worked to set up an improvement plan to ensure district compliance.

CVUSD reviewed and analyzed all stakeholder feedback received from site presentations, district presentations, online surveys, and community forums.

A summary of the feedback provided by specific stakeholder groups.

Over the course of the 2020-21 school year, several themes developed as an outcome of the feedback from the various stakeholder groups; one common theme that all stakeholders agreed on was the need to provide additional social-emotional support to our students during the 2020-21 school year, and particularly when students return to campus for the 2021-22 school year. Additionally, all stakeholder groups agreed that we need to have a proactive plan when returning for the 2021-22 school year, to mitigate learning loss that has occurred since students have been in distance learning this past year.

Below is a summary of the feedback we have received from our stakeholder groups during this 2020-21 school year:

Parents:
- Increased services for mental health at all school sites.
- Provide intervention support for all students, preferably during the school day.
- Implement an Academic-based Saturday University.
- Provide timely, relevant communication from the District to parents.
- More opportunities and training for parents to get more involved in the LCAP process.
- Incorporate parents and students in planning the LCAP public forums.
- Provide a video of what the LCAP is and its importance. Keep this material on YouTube.
- Information on categories of direct funding for direct personnel support such as elementary counselors, academic coaches, etc.
- After school tutoring for all students.
- Better distribution of information, so parents know what to share with friends and family.
- Expand the number of Dual Language cohorts (there is a waitlist).
- More CTE programs are needed at all CVUSD High Schools.
- AVID should be offered in kindergarten through high school.
- Motivate students and parents. More academic counselors are needed to motivate/support all students, to prepare for College & Career.
- Provide Parents with education/training to be able to provide assistance to their students.

Students:

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- Extend High School programs (CTE) to Elementary School - to keep students engaged.
- Provide more opportunities for College and Career pathways - for all students.
- Open up programs (AVID, CTE, etc.) to all students.
- Provide opportunities for students to voice opinions about the LCAP in a meeting with their peers.
- Provide more Enrichment opportunities for students who are high achievers and need more challenges.

Community Members:
Provide timely, relevant communication from the District to community members
Include Community-based organizations in the LCAP process - including engaging stakeholders and sharing information

Classified Staff:
- What funding is earmarked for improving attendance and support at the site level?
- Will there be additional funds this year and how are they reflected in the LCAP?
- More intervention support for students as well as instructional staff.
- EL, additional support or specific classes in Saturday School.
- Instructional support on Wednesdays to increase attendance and academic support to students.
- Intervention Specialist for all sites - Classified support staff for students.
- Expand the trainings to include more staff to be trained.
- Allocate hours for Safety Supervisors to meet, support, and build the transformational justice model at sites.
- Lower Academic Counselor to student ratio, provide a part time Academic Counselor at Elementary School Sites.
- Specific Paraprofessionals that can accompany Special Education students to assist them with access to extra programs. 1:1
- More trades and CTE programs and pathways for students to have more choice and access.
- All para-educators and VAPA Aides should get new technology and training.

Certificated Staff - Teachers, Counselors:
- Distance Learning is working for students who are shy.
- Explore ELD/Designated ELD strategies to bridge reading gaps.
- Provide Interventions for reading and math, direct support, guided reading (+ teacher training).
- Expand AVID K-12 to all students.
- Strengthen communication to parents and teachers about programs and services available to all students (brochure).
- Greater awareness of programs and services that serve all of our students and student groups and across grade-spans.
- Increase access to General Education programs such as AVID, CTE, and other programs for Special Education Students.
- Professional Development to support teachers with how to support students with disabilities.
- Direct support for students and schools to avoid or prevent students from failing academically.

Administrators - Site and District:
- We need a universal screener for ELA and Math - that can be used for progress monitoring.
- A PLAN is needed for how we will address student's SEL needs when we return to school.
- Parents and Elementary Administrators have asked for a full time counselor at the elementary schools.
- Students need resources that are readily available at the site or virtually.
- Families Having a choice where students can attend in person or check in virtually in real time.

- Additional staffing to assist with working with students when they return.
- Additional programs to engage students - STEAM at Elementary - expanded Middle School college and career programs.
- Students will need time just to reintegrate; we should be mindful of expectations.
- Need to identify key point people on campus that students can go to for support -- emotional supports.
- Parents back to school workshops and maybe, walk throughs before reopening. Where families can personally or virtually view the campus.
- Taking a full week at the beginning of the school year to focus on SEL, and make it really fun
- Additional funding to EXLP sites that aren't dual funded to end the waiting list wait.
- Additional/proper staffing to expand programs that are working.
- Assistant Administrators of Instructional Improvement at all Elementary Schools .
- Teacher on Special Assignment for ELD, Math, ELA.
- Dean of Students/ASB Advisor and support staff for Middle Schools to establish a solution center.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

As we worked with various stakeholders during the process of developing the LCAP, we gained insights into when and how different stakeholder groups (parents, staff, students, community members) prefer to engage in the LCAP Process. We also noticed and adapted to the different levels of exposure our stakeholders had to the LCAP; some are very familiar with all sections of the LCAP, some are brand new to the LCAP development process, and all the levels that fall between very familiar and no familiarity at all. We also learned that for some purposes, our students and parents would like to have their own LCAP development sessions, where depending on their knowledge of the LCAP, they feel more comfortable participating and engaging in the discussions. With that in mind, we will look to adapt the LCAP development process and meetings to better fit the needs of our various stakeholders.

Throughout the year (as in previous LCAP cycles) we heard from many of our stakeholders in various ways; parent advisory committees, LCAP Public Forums, board meeting comments, staff members, LCAP Stakeholder Group Meetings, comments from Community-based organizations we collaborated with, responses to district surveys, emails, etc.

Listening to our various stakeholders, regardless of whether they were a parent, student, staff member, etc. their comments and suggestions created very similar themes.

Our stakeholders want to see:
- Increased mental health and social emotional well-being supports at all school sites (Board Approved an Expansion of the Latino Commission contract for 2021-22 - adding $2,604,544 in ESSER funds to the existing contract funded with Title I funds)
- A Plan for how we will address student's SEL needs when we return to school (Potential on-site Student Centers that will implement Transformational Justice Model practices)
- Greater awareness of programs and services that serve all of our students and student groups, across grade-spans. (Goal 2.2 - Broad Course of Study) 2.2d Expanded Learning Expansion (LCFF S/C)
- Expand the number of Dual Language cohorts
- More opportunities for College and Career pathways - for all students
- Additional programs to engage students. (Expansion of Expanded Learning Program - LCFF), (Additional staffing at West Shores High School; Science Teacher, Social-Science Teacher, CTE teacher - (Expanded Learning Opportunities (ELO) Grant funding)
- Provide more Enrichment opportunities for students who are high achievers and need more challenges
- A universal screener for ELA and Math - that can be used for progress monitoring.

- Interventions for reading and math, direct support   (54 Elementary intervention teachers and 4 Middle school teachers funded with Expanded Learning Opportunities (ELO) Grant funds)
- Intervention support for all students, preferably during the school day
- Direct support for students and schools to avoid or prevent students from failing academically (Instructional Paraprofessionals for TK/K funded with Expanded Learning Opportunities Grant funds)
- Better distribution of information
- Timely, relevant communication from the District to parents
- Increased opportunities and training for parents to get more involved in the LCAP process
- Provide Parents with education/training to be able to provide assistance to their students

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Goals and Actions

Goal

Goal #	Description
1	CVUSD will ensure a safe, positive, and respectful school environment and culture for all students and staff.

An explanation of why the LEA has developed this goal.

CVUSD has developed this goal to meet the Social-Emotional Learning Needs of our students. Throughout and after the Pandemic, we have received a multitude of feedback from our stakeholders, regarding the need for more counseling and social-emotional support for our students and families. CVUSD will continue to implement the Transformational Justice Model, promoting a positive and welcoming school environment and experience for all students, staff, families, and community members.

State Priority 5 - Student Engagement, State Priority 6 - School Climate, State Priority 8 - Students Outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Attendance (Priority 5)	A. School Attendance - Local Measures (2019-20 Attendance is not available on the CA School Dashboard) August 10, 2020 - April 16, 2021 (Months 1-9) 2020-21 Regular Program Grades TK-3: 89.10% Grades 4-6: 90.66% Grades 7-8: 91.92% Grades 9-12: 91.26%				School Attendance - Local Measures August, 2023 - April, 2024 (Months 1-9) 2023-24 Regular Program Grades TK-3: 98% Grades 4-6: 98% Grades 7-8: 98% Grades 9-12: 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-21 Program S SDC Grades TK-3: 82.37% Grades 4-6: 88.11% Grades 7-8: 86.60% Grades 9-12: 82.47%				2023-24 Program S SDC Grades TK-3: 92% Grades 4-6: 98% Grades 7-8: 96% Grades 9-12: 92%
Chronic Absenteeism CA School Dashboard (not available for 2019-20 school year) (Priority 5)	Chronic Absenteeism: 2019 CA Dashboard Orange on the 2019 CA School Dashboard: All Students: 14.2% English Learners: 12.9% Socio-economically Disadvantaged: 14.6% Hispanic: 14.0% Red on the 2019 CA School Dashboard: American Indians: 37.7% Students with Disabilities: 20.2% Foster Youth: 22.7% Homeless Youth: 22.0% Two or More Races: 21.4% White: 23.1%				2023-24 Chronic Absenteeism rate: All Students: 10% English Learners: 10% Socio-economically Disadvantaged: 10% Hispanic: 10% American Indians: 20.0%% Students with Disabilities: 10.2% Foster Youth: 12.7% Homeless Youth: 12.0% Two or More Races: 11.4% White: 13.1%
Middle School Dropout Rate (Priority 5)	(Source: DataQuest): 2019-20 Middle School Dropout Rate - 0%				2023-24 Middle School Dropout Rate - 0%
High School Dropout Rate DataQuest (Priority 5)	2019-20 High School Dropout Rate - 165 students (12.3%)				2023-24 High School Dropout Rate: 6%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard: Pupil suspension rate: (Priority 6) All Students: English Learners: Foster Youth: Homeless Youth: Socio-economically Disadvantaged: Students with Disabilities: African American: Native American: Asian: Hispanic/Latino: White: Two or more races:	2019-20 Suspension Rate: (Data Source: DataQuest) Pupil Suspension Rate: All Students: 2.9% English Learners: 2.4% Foster Youth: 6.3% Homeless Youth: 4.2% Socio-economically Disadvantaged: 3.1% Students with Disabilities: 6.6% African American: 5.6% Native American: 13.7% Asian: 0% Hispanic/Latino: 2.9% White: 3.1% Two or more races: 2.7%				2023-24 Suspension Rate: Pupil Suspension Rate: All Students: 1.2% English Learners: 1.2% Foster Youth: 4% Homeless Youth: 2.2% Socio-economically Disadvantaged: 1.2% Students with Disabilities: 2.5% African American: 3.0% Native American: 8.5% Asian: 0% Hispanic/Latino: 1.2% White: 1.2% Two or more races: 1.2%
Pupil Expulsion Rate: (DataQuest for 2019-20 data) (Priority 6) All Students: English Learners: Socio-economically Disadvantaged: Students with Disabilities: African American: Native American: Asian: Hispanic/Latino: White:	Pupil Expulsion Rate: All Students: 0.0% English Learners: 0% Socio-economically Disadvantaged: 0% Students with Disabilities: 0% African American: 0.0% Native American: 0.0% Asian: 0.0% Hispanic/Latino: 0.0% White: 0.0%				Pupil Expulsion Rate: All Students: 0.0% English Learners: 0.% Socio-economically Disadvantaged: 0.0% Students with Disabilities: 0.0% African American: 0.0% Native American: 0.0% Asian: 0.0% Hispanic/Latino: 0.0% White: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Two or more races:	Two or more races: 0.0%				Two or more races: 0.0%
In order to monitor the effectiveness of our Social-emotional learning practices and implementation of the Transformational Justice Model, we transitioned to the surveying our students, parents, and staff annually with the Panorama SEL and School Climate Surveys. (Priority 6) Panorama School Climate Survey - STUDENT Responses Sense of Belonging (School Connectedness): Elementary: Secondary: Knowledge and Fairness of Discipline, Rules & Norms Elementary: Secondary: Climate of Support for Academic Learning Elementary: Secondary: Safety: Elementary: Secondary:	STUDENT Responses Sense of Belonging (School Connectedness): Elementary: 74% Secondary: 63% Knowledge and Fairness of Discipline, Rules & Norms Elementary: 58% Secondary: 83% Climate of Support for Academic Learning Elementary: 65% Secondary: 78% Safety: Elementary: 68% Secondary: 71%				Panorama SEL and School Climate Surveys. Panorama School Climate Survey - STUDENT Responses Sense of Belonging (School Connectedness): Elementary: 80% Secondary: 70% Knowledge and Fairness of Discipline, Rules & Norms Elementary: 75% Secondary: 90% Climate of Support for Academic Learning Elementary: 80% Secondary: 85% Safety: Elementary: 80% Secondary: 80%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama SEL Survey - STUDENT Responses Social Awareness: Elementary: Secondary: Growth Mindset: Elementary: Secondary: Self-management: Elementary: Secondary: Self-Efficacy: Elementary: Secondary: Engagement: Elementary: Secondary:	Panorama SEL Survey - STUDENT Responses Social Awareness: Elementary: 66% Secondary: 62% Growth Mindset: Elementary: 69% Secondary: 64% Self-management: Elementary: 66% Secondary: 64% Self-Efficacy: Elementary: 54% Secondary: 46% Engagement: Elementary: 64% Secondary: 36%				Panorama SEL Survey - STUDENT Responses Social Awareness: Elementary: 76% Secondary: 72% Growth Mindset: Elementary: 79% Secondary: 74% Self-management: Elementary: 76% Secondary: 74% Self-Efficacy: Elementary: 64% Secondary: 60% Engagement: Elementary: 75% Secondary: 50%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Multi-Tiered System of Support (MTSS) to meet students' social and emotional learning needs.	Implement a Multi-Tiered System of Support (MTSS) that aligns resources and supports to meet students' social and emotional needs; promotes attendance, engagement, and a positive school climate; and incorporates transformational justice. Resources and supports include: * Social Emotional Counseling * Social Emotional Program Support * Transformational Justice Program Support * Support & Implementation Staff * School Wellness Centers	$5,986,544	Yes

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Action #	Title	Description	Total Funds	Contributing
1.2	1.2 District-wide Safety Protocols	1.2 Refine implementation of safety protocols district-wide with input from district staff, public safety organizations, and the community Promote attendance, engagement, and a positive school climate; and incorporates transformational justice. Implement district-wide safety protocols that provide enhanced MTSS supports to further promote attendance, engagement, and a positive school climate; and incorporates transformational justice. Safety protocols will be analyzed each year with input from district staff, public safety organizations, and the community to ensure implementation is continuously improved to meet the needs of our most vulnerable students. Resources and supports include: * Nurses * Health Technicians	$2,601,968	Yes

Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	CVUSD students will be prepared to leave CVUSD with the academic, career, and social-emotional skills needed to achieve their personal and professional goals.

An explanation of why the LEA has developed this goal.

Based upon a review of performance on the state and local indicators from the California Dashboard, progress towards LCAP goals, local self-assessment tools, and stakeholder input, CVUSD has identified several areas of need. The areas of need include academic performance, college and career readiness, Career Technical Education, and supporting the following student groups: Low-Income students, Students with Disabilities, English Learners and Foster & Homeless students.

State Priority 1 - Basic Services, State Priority 2 - Implementation of State Standards, State Priority 4 - Student Achievement, State Priority 7 - Broad Course of Study, State Priority 8 - Students Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Reflection Tool rating scale: (Priority 2) 1- Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability. Self-reflection rating based on CA Dashboard Reflection Tool for:	Spring, 2021 CA Dashboard Reflection Tool rating scale: 1- Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability. Self-reflection rating based on CA Dashboard Reflection Tool for:				CA Dashboard Reflection Tool rating scale: 1- Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability. Self-reflection rating based on CA Dashboard Reflection Tool for:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
I) Professional Development: Secondary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science: Elementary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science: II. Instructional Materials: Secondary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science: Elementary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science: III. Progress Implementing Policies/Programs: Secondary:	I) Professional Development: Secondary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 2 History- Social Science: 2 Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2 II. Instructional Materials: Secondary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 2 History- Social Science: 2 Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2 III. Progress Implementing Policies/Programs: Secondary:				I) Professional Development: Secondary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3 Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3 II. Instructional Materials: Secondary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3 Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3 III. Progress Implementing Policies/Programs: Secondary:

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science: Elementary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science: IV. Progress Implementing other adopted academic standards: Secondary CTE: Health Education: PE: VAPA: World Language: Elementary: CTE: Health Education: PE: 1 VAPA: World Language: V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning	ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 2 History- Social Science: 2 Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 1 History- Social Science: 2 IV. Progress Implementing other adopted academic standards: Secondary CTE: 2 Health Education: 3 PE: 2 VAPA: 3 World Language: 2 Elementary: CTE: 1 Health Education: 1 PE: 1 VAPA: 3 World Language: 1 V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning				ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3 Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3 IV. Progress Implementing other adopted academic standards: Secondary CTE: 4 Health Education: 4 PE: 4 VAPA: 4 World Language: 3 Elementary: CTE: 2 Health Education: 2 PE: 3 VAPA: 4 World Language: 3 V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
needs for teachers and staff: Secondary: Elementary: B) Identifying professional learning needs for teachers and staff: Secondary: Elementary: C) Providing support for teachers on standards they have not mastered: Secondary: Elementary: VI. EL Access to Common Core and ELD standards: Secondary: Elementary	needs for teachers and staff: 5 Secondary: 3 Elementary: 4 B) Identifying professional learning needs for teachers and staff: 4 Secondary: 3 Elementary: 4 C) Providing support for teachers on standards they have not mastered: 3 Secondary: 2 Elementary: 3 VI. EL Access to Common Core and ELD standards: Secondary: 3 Elementary: 3				needs for teachers and staff: 4 Secondary: 4 Elementary: 4 B) Identifying professional learning needs for teachers and staff: 4 Secondary: 4 Elementary: 4 C) Providing support for teachers on standards they have not mastered: 4 Secondary: 4 Elementary: VI. EL Access to Common Core and ELD standards: Secondary: 4 Elementary: 4
% of English Learners (EL) who make progress toward English Proficiency as measured by the ELPAC (Priorities 2, 4) •English learner count	% of English Learners (EL) who make progress toward English Proficiency as measured by the ELPAC •English learner count: 2017-18 45.9% 2018-19 41.1% 2019-20 39.5%				% of English Learners (EL) who make progress toward English Proficiency as measured by the ELPAC •English learner count: 2023-24 35%
EL Reclassification Rate: (Priorities 2, 4)	EL Reclassification rates: 2017-18 16.5% 2018-19 17.5% 2019-20 14.0% 2020-21 5.4%				EL Reclassification rate: 2023-24: 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
*ELPAC Results: English language proficiency progress	ELPAC Results 2019-20: Level 4 - Well Developed: 2017-18: 30.56% 2018-19: 16.4% Level 3 - Moderately Developed 2017-18: 34.57% 2018-19: 37.77% Level 2 - Somewhat Developed: 2017-18: 20.20% 2018-19: 30.12% Level 1 - Minimally Developed: 2017-18: 14.67% 2018-19: 15.71				ELPAC Results: Level 4 - Well Developed: 2023: 25% Level 3 - Moderately Developed 2023-24: 45.0% Level 2 - Somewhat Developed: 2023-24: 20% Level 1 - Minimally Developed: 2023-24: 10.0%
Graduation Rate: (Priority 5)	2019-20 Graduation Rate: (Source: Dataquest 4-year Adj. Cohort Grad Rate) All Students: 82.2% English Learners: 70.1% Foster Youth: 50.0% Homeless Youth: 66.1% Migrant: 79.9% Students with Disabilities: 67.6% Socioeconomically Disadvantaged: 82.1%				2023-24 Graduation Rate Goals: All Students: 90.0% English Learners: 80.0% Foster Youth: 65.0% Homeless Youth: 75.0% Migrant: 87.0% Students with Disabilities: 75.0% Socioeconomically Disadvantaged: 90.0%
A-G Completion Rate (Priority 4)	% of students who have met the A-G requirements for CSU and UC				2023-24 A-G Completion Rate:

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

% of students who have met the A-G requirements for CSU and UC	2019-2020: District average: 42.4%
	  CVHS: 39.1%
	  DMHS: 47.8%
	  LFHS: %
	  WSHS: 65.7%
					District average: 60%
					
					  CVHS - 55%
					  DMHS - 62%
					  LFHS: %
					  WSHS - 80%

CTE (Priority 4)
 	
% of students who have Met college preparedness with a completed CTE sequence or program
	% of students who have Met college preparedness with a completed CTE sequence or program
	
	2019-20 CTE Pathway Completion rate was -
	District Average: 28.5%
	  CVHS: 38.2%
	  DMHS: 12.5%
	  LFHS: 0%
	  WSHS: 46.4%
					% of students who have Met college preparedness with a completed CTE sequence or program
					
					2023-24 CTE Pathway Completion goal is:
					  District Goal: 35%
					  CVHS Goal: 4 2%
					  DMHS Goal: 20%
					  LFHS: 5%
					  WSHS Goal: 50%

A-G Rate and CTE (Priority 4)
 	
% of students who have completed both B. and C. (A-G requirements and CTE completion) (CDE College/Career Measures Report & Data)
	% of students who have completed both B. and C. (A-G requirements and CTE completion)
	2019-20 Rate:
	District Average: 11%
	  CVHS: 15.6%
	  DMHS: 5.4%
	  LFHS: n/a
	  WSHS: 12.6%
					% of students who have completed both B. and C. (A-G requirements and CTE completion)
					2023-24 Rate:
					District Average: 22%
					  CVHS: 24.0%
					  DMHS: 15.0%
					  LFHS: n/a
					  WSHS: 20.0%

AP Exam (Priority 4) Percentage of pupils who passed an AP Exam by earning a score of 3 or better	Percentage of pupils who passed an AP Exam by earning a score of 3 or better 2019-20 Grades 10-12 AP Course Enrollment: 4,056 Number of Students Tested: 660				Percentage of pupils who passed an AP Exam by earning a score of 3 or better 2023-24 Grades 10-12 AP Course Enrollment: 4500 Number of Students Tested: 750

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Number of Students who scored a 3 or better on the AP Exam: 365 Percent of Students who scored a 3 or better on the AP Exam: 55%				Number of Students who scored a 3 or better on the AP Exam: 450 Percent of Students who scored a 3 or better on the AP Exam: 60%
SBAC (Priority 4) Met College preparedness on SBAC Percentage of Grade 11 pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard	The 2019-20 Percentage of pupils who participated and demonstrated college preparedness on the SBAC by scoring Met (3) or Standard Exceeded (4) for the following student groups: All Students: 43.4% (184 students) Hispanic: 43.8% (180 students) White: 50.0% (2 students) Socio-economic disadvantage: 43.2% (178 students) Foster: 50.0% (1 student)				2023-24 Percentage of pupils who participated and demonstrated college preparedness on the SBAC by scoring Met (3) or Standard Exceeded (4) for the following student groups: All Students: 50% Hispanic: 50% White: 55% Socio-economic disadvantaged: 50% Foster: 55% Homeless: 70%
Dual Enrollment (Priority 7) Percentage of pupils who participated and demonstrated college preparedness with Dual Enrollment (College Credit Courses): Source:	2019-20 *Percentage of pupils who participated and demonstrated college preparedness with Dual Enrollment (College Credit Courses): All Students: 5%				2023-24 Percentage of pupils who participated and demonstrated college preparedness with Dual Enrollment (College Credit Courses): All Students: 10%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CDE College/Career Measures Report & Data)					

State Seal of Bi-literacy: (Priority 4)
 	
Percentage of pupils who participated and demonstrated college preparedness with a State Seal of Bi-literacy
	2019-20
	
	Percentage of pupils who participated and demonstrated college preparedness with a State Seal of Bi-literacy: 8.9% (92 students)
	
	State Seal of Bi-literacy- # of students meeting requirements:
	    2018 - 102 students
	    2019 - 122 students
	    2020 - 92 students
					2023-24
					
					Percentage of pupils who participated and demonstrated college preparedness with a State Seal of Bi-literacy: 15.0% (180 students)

Appropriately Assigned Teachers (Priority 1)	2020-21 A. Appropriately Assigned Teachers: 99.5% There were three teachers who were without their full credential, one at each of the following schools: Sea View, Toro Canyon and Westside. One teacher had an EL mis-assignment.				2023-24 A. Appropriately Assigned Teachers: 100%
Access to Curriculum-Aligned Instructional Materials (Priority 1)	Access to Curriculum-Aligned Instructional Materials 2020-21 B. CVUSD maintained the 100% Textbook Sufficiency - every pupil				Access to Curriculum-Aligned Instructional Materials 2023-24 B. CVUSD will maintain 100% Textbook Sufficiency - every pupil

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report. B. Williams Report: 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials.				in the school district will have sufficient access to the standards-aligned instructional materials based on Williams Report. B. Williams Report: 100% Textbook Sufficiency - every pupil in the school district will have sufficient access to the standards-aligned instructional materials.
Safe, Clean and Functional School Facilities (Priority 1) The Facilities Inspection Tool (FIT)	The Facilities Inspection Tool (FIT) Overall School Rating was Good with a rating of 97.49%. Overall Restroom Category was also rated Good with 96.39%. District-wide, 3 schools received an exemplary rating in the Overall School Rating Category; all other schools received a Good Rating. District-wide, 10 of CVUSD schools received 100% Rating in the Overall Restroom Category,17 schools received a Good Rating, and 4 schools received a Fair Restroom Rating.				2023-24 The Facilities Inspection Tool (FIT) Overall School Rating will be Good with a rating of 98.5%. Overall Restroom Category will also be rated Good with 98.5%. All of CVUSD schools will receive an Overall rating of 90% - 100% (Rated Good or Exemplary). The Rating in the Overall Restroom Category will be Good for all 21 schools.

Actions

2021-22 Local Control Accountability Plan for Coachella Valley Unified School District

Action #	Title	Description	Total Funds	Contributing

2.1	2.1 Multi-Tiered System of Support (MTSS) to increase academic success.	Implement a Multi-Tiered System of Support (MTSS) that aligns resources and supports to increase the academic success for all students.
		
		Resources and Supports include:
		* District-wide guides and assessment tools, resources, and supports to monitor student progress
		* Intervention Supports
		* Universal support for all students
		  • After school Tutoring
		  • Saturday School
		  • Intervention programs and supports
		  • Instructional Specialists
		* Supplemental support for students that are at-risk of underperforming
		* Targeted support for students that need specialized support
			$2,021,461	Yes

2.2a	2.2a Broad Course of Study	Provide districtwide educational and enrichment opportunities for all students. 2.2a Broad Course of Study: Resources and Supports include: * Aquatics * Athletics * Ethnic Studies * PUENTE * Music Teacher (WSHS) * Dual Language Program * Pathways to Success Teachers [VAPA]	$20,789,838	Yes
2.2b	2.2b Career Readiness	Provide districtwide educational and enrichment opportunities for all students. 2.2b Career Readiness: Resources and Supports include: * Career Technical Education (CTE) Programs * CTE support staff	$6,320,742	Yes

Action #	Title	Description	Total Funds	Contributing
2.2c	2.2c College Readiness	Provide districtwide educational and enrichment opportunities for all students. 2.2c College Readiness: Resources and Supports include: * College Readiness Testing Support (Advanced Placement, PSAT, etc.) * Advancement Via Individual Determination * Coordinator, College & Career	$674,294	Yes
2.2d	2.2d Extended Learning	Provide districtwide educational and enrichment opportunities for all students. 2.2d Extended Learning: Resources and Supports include: * Expanded Learning Programs * Summer School * Early Childhood Education * Extended Day Kindergarten * Migrant Program * Support for Native American students	$14,121,753	Yes
2.2e	2.2e Alternative Education	Provide districtwide educational and enrichment opportunities for all students. 2.2e Alternative Education * La Familia High School	$1,646,725	Yes

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Action #	Title	Description	Total Funds	Contributing

2.3	2.3 Support for English Learners	2.3 Additional English Learner Support to Improve Implementation of ELD Standards
		
		Resources and Supports include:
		* English Learner Support Personnel
		* Professional Development specific to the implementation of programs for ELs
		* Designated and Integrated ELD
		* Direct Support for Students
		  - Newcomer Academy
		  - Mentors for English Learners
		  - Summer School
		  - Tutoring/Intervention
		  - Other Support Services for English Learners
		* Family and Community Engagement for supporting English Learners
		* Supplemental Instructional Materials
			$2,247,670	Yes

2.4	2.4 Supports for Students with Disabilities	2.4 Supports for Students with Disabilities Resources and Supports include: • Instructional Support for Special Education Teacher • Bus Monitors • Stipend for Special Education Teachers • Bilingual Psychologist Technicians	$1,372,419	Yes
2.5	2.5 Support for Foster & Homeless Students	2.5 Support for Foster & Homeless Students Resources and Supports include: • Child Welfare & Attendance Support Personnel (Administration, Counselors, Foster/Homeless Liaison) Foster/Homeless Liaison supports foster students with various actions and interventions including but not limited to: • Refer students to internal (CVUSD) and external agencies and resources to provide social-emotional or health services, basic needs (school supplies, clothing), college/career guidance, academic support, transportation	$418,077	Yes

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Action #	Title	Description	Total Funds	Contributing
2.6	2.6 Instructional Resources	2.6 Maximize Access for instructional resources, materials, equipment and professional development. Resources and Supports include: • Instructional professional development • Site allocations of LCFF S/C and Title I funding to support program implementation • Instructional equipment and materials • Instructional Specialists • Support personnel for instructional programs • Additional non-student negotiated Teacher Professional development days	$12,390,718	Yes
2.7	2.7 Highly Qualified Personnel	2.7 Recruitment, hiring, retention and professional growth of all staff members. Resources and Supports include: • Peer Assistance and Review Support • New Teacher Induction Support • Recruitment and Professional Development for classified, certificated, and administrative personnel • Assistant Administrators of Instructional Improvement • Secondary Assistant Principals	$5,893,626	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	CVUSD will increase engagement and collaboration among students, parents, staff and community members.

An explanation of why the LEA has developed this goal.

CVUSD developed Goal 3 after receiving multiple forms of feedback from our stakeholder groups, including parents, students, community members, staff and administrators. Parents want to receive timely, relevant communication. Parents advised us of the multiple ways they would like to receive information. Parents would also like to see more opportunities and training for parents to get more involved in the LCAP process and to incorporate parents and students in planning the LCAP public forums.

Our parent stakeholders suggested that we:
- Provide a video of what the LCAP is and its importance.
- Keep this material on YouTube.
- Provide information on categories of direct funding for direct personnel support
- Utilize a better system of distributing information, and prioritize so parents know what to share with friends and family.
- Provide Parents with education/training to be able to provide assistance to their students.

Students indicated that they would like CVUSD to provide opportunities for students to voice opinions about the LCAP, in a meeting with their peers only.

Community Members agreed that they would like CVUSD to provide timely, relevant communication from the District to community members, and include community-based organizations in the LCAP process.

Our CVUSD Staff, at school sites and the District office, would like CVUSD to strengthen communication to parents and teachers about programs and services available to all students. They would also like to see a greater awareness of programs and services that serve all of our students and student groups and across grade-spans.

State Priority 3 - Parent Involvement, State Priority 5- Student Engagement, State Priority 8 - Student Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Surveys - FAMILY Responses:	Panorama Surveys - FAMILY Responses:				Panorama Surveys - FAMILY Responses:

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 3) Sense of Belonging (School Connectedness): Overall Rating:	Sense of Belonging (School Connectedness): Overall Rating: 2020-21: 82%				Sense of Belonging (School Connectedness): Overall Rating: 90%
Individual Questions: I feel welcome to participate at this school:	Individual Questions: I feel welcome to participate at this school: 2020-21: 83%				Individual Questions: I feel welcome to participate at this school: 93%
School Staff treats me with respect:	School Staff treats me with respect: 2020-21: 89%				School Staff treats me with respect: 95%
School Staff takes my concerns seriously:	School Staff takes my concerns seriously: 2020-21: 81%				School Staff takes my concerns seriously: 90%
School Staff welcomes my suggestions:	School Staff welcomes my suggestions: 2020-21: 75%				School Staff welcomes my suggestions: 90%
School Staff responds to my needs in a timely manner:	School Staff responds to my needs in a timely manner: 2020-21: 80%				School Staff responds to my needs in a timely manner: 90%
School Staff is helpful: 2020-21:	School Staff is helpful: 2020-21: 85%				School Staff is helpful: 95%
My child's background (race, ethnicity, religion, economic status) is valued at this school:	My child's background (race, ethnicity, religion, economic status) is valued at this school: 2020-21: 84%				My child's background (race, ethnicity, religion, economic status) is valued at this school: 90%
Climate of Support for Academic Learning Overall Rating:	Climate of Support for Academic Learning Overall Rating: 2020-21: 85%				Climate of Support for Academic Learning Overall Rating: 90%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Individual Questions: This school provides high quality instruction to my child: This school has high expectations for all students: Knowledge and Fairness of Discipline, Rules & Norms Overall Rating: Individual Questions: This school clearly informs students what would happen if they break the rules: At this school, discipline is fair: Safety: Overall Rating: Individual Questions: My child is safe in the neighborhood around the school: My child is safe on school grounds:	Individual Questions: This school provides high quality instruction to my child: 2020-21: 85% This school has high expectations for all students: 2020-21: 85% Knowledge and Fairness of Discipline, Rules & Norms Overall Rating: 2020-21: 84% Individual Questions: This school clearly informs students what would happen if they break the rules: 2020-21: 88% At this school, discipline is fair: 2020-21: 80% Safety: Overall Rating: 2020-21: 68% Individual Questions: My child is safe in the neighborhood around the school: 2019-20: 89% My child is safe on school grounds: 2019-20: 90%				Individual Questions: This school provides high quality instruction to my child: 90% This school has high expectations for all students: 90% Knowledge and Fairness of Discipline, Rules & Norms Overall Rating: 90% Individual Questions: This school clearly informs students what would happen if they break the rules: 92% At this school, discipline is fair: 2020-21: 90% Safety: Overall Rating: 2020-21: 80% Individual Questions: My child is safe in the neighborhood around the school: 95% My child is safe on school grounds: 95%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent & family Engagement - Self Reflection Tool (Priority 3) Rating Scale (lowest to highest): 1 Exploration and Research Phase 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation Participants were asked to rate CVUSD's progress in the following areas: 1. Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families:	Parent & family Engagement - Self Reflection Tool What Stakeholder Group do your Represent? • Parent • School Site Staff • Administrator • Community Member • Student • Other Rating Scale (lowest to highest): 1 Exploration and Research Phase 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation Participants were asked to rate CVUSD's progress in the following areas: Building Relationships: 1. Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 1 - 18% 2 - 18% 3 - 18%				Parent & family Engagement - Self Reflection Tool What Stakeholder Group do your Represent? • Parent • School Site Staff • Administrator • Community Member • Student • Other Rating Scale (lowest to highest): 1 Exploration and Research Phase 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation Participants were asked to rate CVUSD's progress in the following areas: Building Relationships: 1. Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 1 - 5% 2 - 10% 3 - 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4 - 37% 5 - 9%				4 - 30% 5 - 30%
2. Creating welcoming environments for all families in the community	2. Creating welcoming environments for all families in the community 1 - 5% 2 - 18% 3 - 23% 4 - 31% 5 - 23%				2. Creating welcoming environments for all families in the community 1 - 5% 2 - 5% 3 - 20% 4 - 35% 5 - 35%
3. Supporting staff to learn about each family's strengths, cultures, languages, and goals	3. Supporting staff to learn about each family's strengths, cultures, languages, and goals 1 - 5% 2 - 19% 3 - 33% 4 - 33% 5 - 10%				3. Supporting staff to learn about each family's strengths, cultures, languages, and goals 1 - 5% 2 - 10% 3 - 25% 4 - 35% 5 - 25%
4. Developing multiple opportunities for the LEA and school sites to engage in 2-way communication	4. Developing multiple opportunities for the LEA and school sites to engage in 2-way communication 1 - 9% 2 - 14% 3 - 31% 4 - 31% 5 - 22%				4. Developing multiple opportunities for the LEA and school sites to engage in 2-way communication 1 - 5% 2 - 10% 3 - 25% 4 - 30% 5 - 30%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Building Partnerships for Student Outcomes: 5. Providing professional learning for teachers and principals to improve a school's capacity to partner with families:	Building Partnerships for Student Outcomes: 5. Providing professional learning for teachers and principals to improve a school's capacity to partner with families: 1 - 9% 2 - 14% 3 - 45% 4 - 27% 5 - 5%				Building Partnerships for Student Outcomes: 5. Providing professional learning for teachers and principals to improve a school's capacity to partner with families: 1 - 5% 2 - 5% 3 - 25% 4 - 35% 5 - 30%
6. Providing families with information and resources to support student learning in the home:	6. Providing families with information and resources to support student learning in the home: 1 - 14% 2 - 14% 3 - 22% 4 - 45% 5 - 5%				6. Providing families with information and resources to support student learning in the home: 1 - 5% 2 - 5% 3 - 25% 4 - 35% 5 - 30%
7 . Implementing policies or programs for teachers to meet with families and students to discuss student progress:	7 . Implementing policies or programs for teachers to meet with families and students to discuss student progress: 1 - 9% 2 - 18% 3 - 27% 4 - 41% 5 - 5%				7 . Implementing policies or programs for teachers to meet with families and students to discuss student progress: 1 - 5% 2 - 5% 3 - 20% 4 - 35% 5 - 30%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8. Supporting families to understand and exercise their legal rights and advocate for their own students: Seeking Input for Decision Making: 9. Building the capacity of and supporting principals and staff to effectively engage families: 10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making	8. Supporting families to understand and exercise their legal rights and advocate for their own students: 1 - 9% 2 - 14% 3 - 41% 4 - 31% 5 - 5% Seeking Input for Decision Making: 9. Building the capacity of and supporting principals and staff to effectively engage families: 1 - 14% 2 - 9% 3 - 32% 4 - 36% 5 - 9% 10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making 1 - 14% 2 - 18% 3 - 32% 4 - 27% 5 - 9%				8. Supporting families to understand and exercise their legal rights and advocate for their own students: 1 - 5% 2 - 10% 3 - 20% 4 - 35% 5 - 30% Seeking Input for Decision Making: 9. Building the capacity of and supporting principals and staff to effectively engage families: 1 - 5% 2 - 5% 3 - 25% 4 - 35% 5 - 30% 10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making 1 - 5% 2 - 5% 3 - 25% 4 - 35% 5 - 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
11. Providing all families with opportunities to provide input on policies and programs:	11. Providing all families with opportunities to provide input on policies and programs: 1 - 9% 2 - 14% 3 - 43% 4 - 24% 5 - 9%				11. Providing all families with opportunities to provide input on policies and programs: 1 - 5% 2 - 5% 3 - 25% 4 - 35% 5 - 30%
12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities:	12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities: 1 - 14% 2 - 9% 3 - 45% 4 - 27% 5 - 5%				12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities: 1 - 5% 2 - 5% 3 - 25% 4 - 35% 5 - 30%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 Communication	3.1 Provide timely, relevant communication and involve students, parents, and staff in meaningful decision making at both the school and district level. Budgeted Expenditures: Resources and Supports include: • Translator Salaries • Other language supports • Outreach and advertising, materials, supplies	$308,839.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		• Program/Support Staff		
3.2	3.2 Parent Engagement	3.2 Provide a comprehensive parent education program intended to enhance and support their child's academic and social development. Resources and Supports include: • Parent Community Engagement support personnel • Site Parent Liaisons • Site Parent Resource Centers • Parent Workshops • Parent Engagement Activities	$609,397	Yes
3.3	3.3 Partnerships with Community Based Organizations	3.3 Build strong partnerships with community based groups that enhance and support educational opportunities for students and staff. Resources and Supports include: • Community Partnerships	$219,135	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
37.93%	$57,143,836

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

CVUSD has an unduplicated pupil rate of 94.4%; 92% of students meet eligibility requirements for free or reduced lunch; 41.7% are English Learners; 11% are Migrant; 0.6% are Foster; and 1.2% are Homeless. Based on the needs of our unduplicated students, most of the supplemental and concentration funds are allocated to improve and/or increase services for unduplicated students in a districtwide or school-wide manner. The needs of the targeted student populations influence the design of programs throughout the district so that all students receive high levels of instruction, intervention, and enrichment. In addition, funds are allocated to school sites for their determined needs based on their student counts. The site use of funds are based on student achievement and other outcome data, approved by the School Site Council (SSC), and accounted for in each School Plan for Student Achievement (SPSA).

Districtwide, across all student groups in CVUSD, but primarily directed towards low income students, English learners and foster youth, CVUSD will continue to implement a Multi-Tiered System of Support (MTSS) that aligns resources and supports and incorporates transformational justice to meet students' social and emotional needs; promotes attendance and Student Achievement , engagement, and a positive school climate.

All Students: Areas of Success
2019 Dashboard Data:
  * Chronic Absenteeism: All Students: 14.2% - increased 2.2%   Orange, State of CA: 10.1%
  * Suspension Rate: 4.7% - declined 0.5% yellow, State of CA: 3.4%
  * Grad Rate: 79.3% declined 2.5% - Orange, State of CA: 85.8%, increased 2.7% - Green
  * College/Career Indicator: 27.3% - declined 4.1% Orange
  * English Language Arts – 56.8 points below standard – maintained with +0.5 - Orange
  * Math – 86.2 points below standard, maintained with +1.4, Orange
DataQuest:
* 2019-20 Grad Rate = 82.2%, Riverside Co. = 91.2%, State of CA = 87.6%
* 2019-20 Suspension rate = 2.4%,   State of CA = 2.5%

Foster Students (Goal 2, Action 2.5)
Our Foster students have demonstrated needs measured by:

Our Foster students' progress is measured by:
2019 CA School Dashboard:
- Chronic Absenteeism rate
- Suspension Rate
- Grad Rate
- College/Career Indicator
- English Language Arts (grades 3-8, 11)
- Math (grades 3-8, 11)

DataQuest:
- 2019-20 Suspension Rate

Successes and reasons for continuing with Actions to support our Foster Students:
- 8.7% decline in Absenteeism Rate for Foster Students:
    - For the 2018-19 school year, our Foster students had a 22.7% Chronic Absenteeism Rate, based on data from the 2019 CA School Dashboard.
    - For the 2019-20 school year, DataQuest data shows that the suspension rate for Foster students is 14.0% (an 8.7% decline).
- 12.0% decline in the Suspension Rate for Foster students:
    - 2018-19   - 18.3%
    - 2019-20   - 6.3%
- Increase in the number of students who qualified for AB216.
    - 2018-19 - 104 Foster students
    - 2019-20 - 127 Foster Students
- 100% of Foster seniors filled out the FAFSA application in 2020-21.
- Projected Increase in college acceptance for our Foster students.
- Projected increase in high school graduation for Foster students.

Continuing Actions (Goal 2, Action 2.5)

Resources & Supports including:
- Child Welfare & Attendance Support Personnel (Administration, Counselors, Foster/Homeless Liaison)

Foster/Homeless Liaison supports foster students with various actions and interventions including but not limited to:
- Refer students to internal (CVUSD) and external agencies and resources to provide social-emotional or health services, basic needs (school supplies, clothing), college/career guidance, academic support, transportation

We expect to see an increase in the graduation rate and number of foster students who are college/career ready, as well as a decline in absenteeism and suspension rates.

English Learners (Goal 2, Action 2.3)

Our English Learner (EL) students' progress is measured by:
2019 CA School Dashboard:
- Chronic Absenteeism Rate
- Suspension Rate
- Grad Rate
- College/Career Indicator
- English Language Arts   (grades 3-8, 11)
- Math (grades 3-8, 11)

DataQuest:
2019-20 Graduation Rate
2020-21 Reclassification Rate
2019-20 Suspension Rate

Successes and reasoning for continuing with actions (Action 2.3) for English Learners:
- Over the last five years, the district's numbers of English Learners have steadily declined from 49% in 2016-17 to 40.2% in 2020-21.
- The numbers of Fluent English Proficient students have increased from 28.4% in 2016-17 to 33.6% in 2020-21.
- In the 2016-17 school year, CVUSD had 9,332 English Learners, compared to 7,072 in the 2020-21 school year.
- CVUSD had 5,317 Fluent English Proficient students in the 2016-17 school year (28.4%), compared to 5,886 in the 2020-21 school year (33.6%).
- While total enrollment fell from 18,719 students in 2016-17 to 17,539 students in 2020-21 (a decline of 1,180 students), the number of reclassified EL students increased by 569 students. (Source: DataQuest)
- Reclassified English Proficient Students (RFEP) are outperforming the All student group on the CAASPP:
The 2018-2019 CAASPP data for ELA and Math:
Reclassified Fluent English Proficient (RFEP) students:
ELA - 44.36% met or exceeded the standards
Math - 30.17% met or exceeded the standards
All Students:
- ELA - 29.08% met or exceeded the standards
- Math - 20.55% met or exceeded the standards
- The rate of students classified as long-term English learners has dropped from 19.2% to 17.3% within the last three years.
- The graduation rate for English Learners increased from 67.8% to 70.1% from 2018-19 to 2019-20 (source: DataQuest - 4 year cohort graduation rate).

Continuing Actions (Goal 2, Action 2.3)
Resources and Supports include:
* English Learner Support Personnel
* Professional Development specific to the implementation of programs for ELs
* Designated and Integrated ELD
* Direct Support for Students

- Newcomer Academy
- Mentors for English Learners
- Summer School
- Tutoring/Intervention
- Other Support Services for English Learners
* Family and Community Engagement for supporting English Learners
* Supplemental Instructional Materials

We expect these actions to increase graduation rates, college and career readiness rates, the number of students reclassified, and the academic success of all English Learners.

Low Income Youth

Our low income students' progress is measured by:
2019 CA School Dashboard:
- Chronic Absenteeism Rate
- Suspension Rate
- Graduation Rate
- College/Career Indicator
- English Language Arts (grades 3-8, 11)
- Math (grades 3-8, 11)

DataQuest:
- 2019-20 Graduation Rate
- 2019-20 Suspension Rate

92% of CVUSD's student population is in the low income student group, so many data points for all CVUSD's students compared to the low income student group are very similar.

Academic indicators on the 2019 CA School Dashboard are within a couple of points difference for all CVUSD students and low income students. For example, Low income students in CVUSD are 60.1 points below standard met in English Language Arts (ELA), while the All students performance level on the 2019 ELA CAASPP was -56.8 points below standard met.

Multi Tiered System of Support (Goal 1, Action 1.1)
Successes and reasons for continuing with MTSS Actions (Action 1.1):
- Direct counseling services were provided for individual and family counseling, either through telehealth or face-to-face.
- Total Number of students who received tier III direct counseling support either as individual and/or family = 778
- At elementary sites, therapists provided classroom presentations when requested.
- At secondary sites, therapist and substance use counselors provided classroom presentations to address social and emotional learning
- Counselors provided Parent workshops on social and emotional learning at school sites

- Used social media platform(s) to provide tips, techniques and initiatives to promote social well-being and advertise how students/families could get connected to a professional to receive services.
- Case Management services provided linkage to services for food, shelter, medical and other needed supports.
- All certificated and classified staff received training in the implementation of PBIS, transformation learning and restorative justice.

Continuing Actions (Goal 1, Action 1.1)
To build upon the successes mentioned above in supporting students' social emotional well-being and safety, CVUSD will continue with the following actions:

To support implementation of a Multi-Tiered System of Support (MTSS) that aligns resources and supports to meet students' social and emotional needs; promotes attendance, engagement, and a positive school climate; and incorporates transformational justice.
Resources Include:
 - Social Emotional Counseling
 - Social Emotional Program Support
 - Transformational Justice Program Support
 - Support & Implementation Staff

We expect these actions to increase student and parent engagement, and promote a welcoming learning environment for students and parents. If students have a sense of well-being, they will be more apt to engage in school and social activities - ultimately building academic and social skills. We also expect a reduction in our suspension and chronic absenteeism rates.

District-wide Safety Protocols (Goal 1, Action 1.2)
 Successes and reasons for continuing with MTSS Actions (Action 1.2):
- A three year trend analysis of suspension rates for the district overall shows that the suspension rate has decreased from 5.5% in 2016-17 to 2.9% in 2019-20.
- Panorama School Climate Survey - Student Responses - 5% growth for Elementary students and 4% growth for Secondary students from 2019-20 to 2020-21:
  Safety:
  2019-20 Elementary: 63% 2020-21 Elementary: 68%
  2019-20 Secondary: 67% 2020-21 Secondary: 71%

- Panorama School Climate Survey - Secondary Student Responses:
  Sense of Belonging (School Connectedness): 7% increase
  2019-20 Secondary: 56% 2020-21 Secondary: 63%

  Knowledge and Fairness of Discipline, Rules & Norms: 16% increase
  2019-20 Secondary: 67% 2020-21 Secondary: 83%

Climate of Support for Academic Learning: 7% increase
2019-20 Secondary: 71%   2020-21 Secondary: 78%

Continuing Actions (Goal 1, Action 1.2)
To build upon the successes mentioned above in supporting district-wide safety protocols, CVUSD will continue
with the following actions:

District-wide safety protocols that provide enhanced MTSS support to further promote attendance, engagement, and a positive school climate; and incorporate transformational justice for our low income student population.
 Resources and Supports include:
- Nurses
- Health Technicians

We expect these actions to increase student's sense of well-being and safety in school. We also expect that students' sense of belonging and school connectedness will increase, as measured annually with the Panorama School Climate Survey.

Multi Tiered System of Support (Goal 1, Action 2.1)
Successes and reasons for continuing with MTSS Actions (Action 2.1):
- Increase in the percent of students meeting and exceeding standards on the CAASPP for ELA and Math:
- 2015-16 - ELA - 23.0% of students met or exceeded standards, Math - 14.0% of students met or exceeded standards
- 2018 -19 - ELA - 29.08% of students met or exceeded standards, Math - 20.55% of students met or exceeded standards
- The percent of students meeting or exceeding standard increased 6.08% in ELA and 6.55% in Math - from 2015-16 to 2018-19
- CVUSD increased its graduation rate from 79.3% in 2019 to 82.2% in 2020.
- The numbers of Fluent English Proficient students increased from 28.4% in 2016-17 to 33.6% in 2020-21.
- 3,700 students were served in our 2021 summer school, focusing on enrichment, credit recovery, expanded learning, special education, English Learners, Migrant students and Dual Language students.

Continuing Actions (Goal 2, Action 2.1)
To build upon the successes mentioned above in supporting students' academic progress, CVUSD will continue
with the following actions:

Implement a Multi-Tiered System of Support (MTSS) that aligns resources and supports to increase the academic success for all students.

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Resources and Supports include:
* District-wide guides and assessment tools to monitor student progress:
    - AERIES Analytics
    - Curriculum & Assessment Committee (CIA)
    - Testing & Assessment
* Intervention Supports
* Universal support for all students:
    - After school Tutoring
    - Saturday School
    - Intervention programs and supports
    - Instructional Specialists
* Supplemental support for students that are at-risk of underperforming
* Targeted support for students that need specialized support

We expect these actions to increase students' academic achievement, by having the tools to monitor students' progress and align instruction/intervention accordingly. Additionally, by providing the instructional support that students need, we expect to see an increase in CVUSD's graduation rate, reclassification rate, performance on ELA and Math CAASPP, and progress in acquiring English language proficiency.

Broad Course of Study: (Goal 2, Action 2.2a)

Successes and reasons for continuing with (2.2a) Broad Course of Study Actions:
- Aquatics courses provide students with the opportunity to build skills necessary for swimming, that they were not able to access otherwise.
-   CVUSD Athletics, including after school transportation, provides students with the opportunity to engage in team and individual sports that they otherwise may not have access to.
- CVUSD's Ethnic studies program has grown to include 12 courses, giving students an opportunity to choose which course(s) they are interested in.
- Dual Language Program data demonstrates that students are making progress with the Spanish language development. The goal of the DL program is multiliteracy by 4th grade. CVUSD Expanded it's DL program from 7 to 14 schools, and has added middle school courses. In 2019-20, 8.9% of pupils participated and demonstrated college preparedness with a State Seal of Bi-literacy:
- During the 2020-21 school year - all elementary students were able to participate in VAPA classes, whereas in previous years, only students in grade 4-6 were able to participate.

Continuing Actions (Goal 2, Action 2.2a)
To build upon the successes mentioned above in supporting a Broad Course of Study for students, CVUSD will continue
with the following actions:

Resources and Supports include:
        * Aquatics
        * Athletics
        * Ethnic Studies
        * PUENTE
        * Dual Language Program

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             * Pathways to Success Teachers [VAPA]

We expect these actions to increase students' access to a broad course of study and extracurricular activities. This will result in more opportunities for students to participate in our Dual Language Program, Dual Enrollment, and other areas of interest to each student. We expect to see an increase in our attendance rate, college and career indicator rate on the CA Dashboard, and graduation rate, (including more students graduating with a Seal of Biliteracy).

Career Readiness: (Goal 2, Action 2.2b)
    Successes and reasons for continuing with CTE Actions:
    - Career Technical Education (CTE) programs consistently have approximately 50% of high school students participating.
    - Students in CTE programs have increased A-G rates for the past five years from 23% to 51.5%.
    - CTE students in our district continue to have an average graduation rate of 98%.
    - CTE programs are actively adding Dual Enrollment courses.
    - Currently CVUSD offers 3 dual-credit courses with plans to expand to four additional courses in the 2021-22 school year.
    - We currently offer 7 articulated college credit courses.
    - Of our 2020 graduates 84% of CTE completers went to college.

    Continuing Actions (Goal 2, Action 2.2b)
    To build upon the successes mentioned above in supporting and improving students' career readiness, CVUSD will continue
    with the following actions:

    Resources and Supports including:
- CTE Instructional Resources
- CTE Professional Development
- CTE Activities
- CTE Support Staff

We expect these actions to increase the amount of students, from all of our student groups, who will have access to a CTE Program or Pathway. Additionally, we expect to see the number/percentage of students meeting prepared on the College and Career Indicator to increase, an increase in meeting A-G requirements, higher attendance rates, and lower suspension and expulsion rates.

College Readiness: (Goal 2, Actions 2.2c)
    Successes and reasons for continuing with College Readiness Actions:
    - Graduation Rate: Overall, CVUSD has increased its graduation rate from 79.3% in 2019 to 82.2% in 2020.
    - College and Career indicators: the overall percentage of students who were prepared for college/career increased from 27.3% in 2019 to 32.6% in 2020.
    - Students completing CTE pathways had a 5% increase over the previous year for students meeting prepared.
    - Percentage of Students meeting prepared by completing A-G courses increased by 9.1% over the previous year. CVUSD's A-G rate was 33.3% in 2018-19 and 42.4% in 2019-20 (DataQuest).
    - Percentage of Students meeting prepared by scoring a "3" on the Smarter Balanced Assessments increased from 41.7% to 43.4%.

- For the first time, we had students taking college credit courses and 5% of students met prepared by completing two college credit courses.
- The number of students taking Advanced Placement tests has also increased over the last four years. 586 students took AP exams in the 2015-16 school year, compared to 853 students taking exams in the 2018-19 school year.

<u>Continuing Actions (Goal 2, Action 2.2c)</u>
To build upon the successes mentioned above in supporting and improving students' college readiness, CVUSD will continue with the following actions:

Resources and Supports include:
- College Readiness Testing Support (Advanced Placement, PSAT, etc.)
- Advancement Via Individual Determination
- Coordinator, College & Career

We expect these actions to increase the graduation rate for all student groups, the percent of graduating students who met prepared on the College and Career Indicator, the number of students who meet the A-G requirements for entrance to CVUSD or UC school, an increase in the number of students passing AP exams, and the number of college-going seniors.

Extended Learning (Goal 2, Action 2.2d)
<u>Successes and reasons for continuing with Extended Learning Actions:</u>
- Expanded Learning Programs:
  - ASES - Elementary School Program - 1,722 students served
  - 21st Century Community Learning Centers (21st CCLC) - 981 students served
  - ASSETS - High School Program - 334 students served
  - Total of 3,037 students served
- Summer School: Opportunities for our unduplicated students to get back on track for academic success and graduation. 3,901 students attended summer school in 2021.
  - 2,013   Elementary students
  - 449   Middle School students
  - 1,439   High School students
- Summer school allowed unduplicated students to earn credits towards meeting graduation and A-G requirements, as well as keeping students in school and reducing our dropout rate.
- Early Childhood Education (ECE) - served 460 students
  - The Spring 2021 Desired Results Developmental Profile Summary (DRDP) for Preschool & Head Start students age 3 & 4 data shows that scores increased for all age levels, in all areas, from the fall 2020 pre-test to the spring 2021 post test. Areas measured were Social and Emotional, Literacy, math, and English language.
  - ECE staff provided students classroom supply kits for the home and appropriate technology to support delivery of virtual learning (IPAD).
  - ECE parents were provided monthly family engagement strategies and activities to foster parental confidence and skills
- Migrant Outreach teacher provides support to Migrant students and parents. Graduation rate for Migrant students is consistently almost equal to that of all students, and 10% higher than the graduation rate for English Learners.

Continuing Actions (Goal 2, Action 2.2d)
To build upon the successes mentioned above in providing extended learning opportunities for our students, CVUSD will continue with the following actions:

Resources and Supports include:
    * Expanded Learning Programs
    * Summer School
    * Early Childhood Education
    * Extended Day Kindergarten
    * Migrant Program

We expect these actions to increase the number of students who are served, either after school or in a summer program. Expanded learning programs offer our students many enrichment opportunities that they otherwise would not have access to, in a welcoming environment. Students have the opportunity to participate in physical activities, Music, Performing Arts, Visual Arts, Theatre, Robotics, STEAM activities, and more. As a result of offering summer school, we anticipate that our graduation rate will increase due to students recovering credits, and our students will be able to build academic skills and social skills. Extended Kindergarten and our Early Childhood education will help prepare students in an educational setting and help reduce chronic absenteeism rates in elementary schools.

Alternative Education (Goal 2, Action 2.2e)
    Successes and reasons for continuing with Alternative Education Actions:
        - Provides opportunities for students to have access to an instructional program via alternative settings and resources.
        - This is principally directed to our socio-economically disadvantaged students who make up 99.2% of the student population at La Familia High School.
        - The enrollment at La Familia High school grew from 121 students in 2015-16, to 142 in 2019-20 - which is a 17% increase in the number of students La Familia High School was able to serve.

    Continuing Actions (Goal 2, Action 2.2e)
    Alternative Education
        • La Familia High School - administrator and teacher

We expect that providing our students with an alternative education setting, where they can recover credits needed to graduate, will increase the graduation rate for all student groups.

Support for Students with Disabilities (Goal 2, Action 2.4)
    Successes and reasons for continuing with Actions for Special Education Students:

    - Students with Disabilities that were prepared or approaching prepared, on the College and Career Indicator on the CA Dashboard, increased from 12.3% in 2018-19 to 21.1% in 2019-20.

- Bus monitors provide for a smoother transition from home to school, and students arrive at school prepared to learn and with less discipline incidents.
- Bilingual Psychologist Technicians - Parents are provided with bilingual service for appointment scheduling, help with questions, communicating with staff, etc.

Continuing Actions (Goal 2, Action 2.4)
To build upon the successes mentioned above in supporting students with disabilities, CVUSD will continue
with the following actions:

Resources and Supports include:
- Instructional Support for Special Education Teacher
- Bus Monitors
- Stipend for Special Education Teachers
- Bilingual Psychologist Technicians

We expect that by providing our staff with the tools and training necessary to support students with disabilities, our students will benefit from an increase in academic and social skills. We expect to see an increase in academic performance on the ELA and Math CAASPP, an increase in the graduation rate for students with disabilities, and a decrease in suspension and chronic absenteeism rates.

Instructional Resources (Goal 2, Action 2.6)
Successes and reasons for continuing with Actions for Instructional Resources:
- District provided weekly Professional Development trainings including: Canvas, Google Suite Apps, adopted curriculum online platforms (Wonders/Maravillas, Think Central, Lexia, etc), PBIS and Transformational Learning in a virtual classroom, Writing strategies for all content areas, and various tools and strategies for best practices in online teaching and learning.
- Professional Development
  - Providing weekly professional development to all certificated staff every Wednesday allowed us to ensure that all staff received training in district programs and initiatives equally. This will give us a baseline to build future professional development on.
- Sites received allocations of LCFF S/C and Title l funding, based on their student enrollment, to develop their School Plan for Student Achievement (SPSA) based on the unique needs of their students, staff and families.
- TK-12 Instructional Specialists
  - Instructional Specialists are instrumental in preparing and providing site-based and district-wide professional development for effective instruction and engagement of all students. They build capacity for staff and administration. Additionally, they participate in classroom visits, demonstrate lessons, co-teach, and engage in coaching cycles, and grade-level/department meetings to build teacher capacity and improve student outcomes. They also assisted in the development and piloting of instructional materials, lesson planning, and creating assessments. The Instructional Specialists provided 60+ days of instructional support for teachers and programs TK-12, from January - June, 2021.

Continuing Actions (Goal 2, Action 2.6)
To build upon the successes mentioned above and provide students with a quality learning experience and environment, CVUSD will continue with the following actions:

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Resources and Supports include:
- Instructional professional development
- Site allocations of LCFF S/C and Title I funding to support program implementation
- Instructional equipment and materials
- Instructional Specialists
- Support personnel for instructional programs
- Additional non-student negotiated Teacher Professional development days

By providing an engaging learning environment with the personnel and instructional resources needed, we expect to increase students' academic achievement. Additionally, by providing the instructional support that students need, we expect to see an increase in CVUSD's graduation rate, reclassification rate, performance on ELA and Math CAASPP, and progress in acquiring English language proficiency.

Highly Qualified Personnel (Goal 2, Action 2.7)
Successes and reasons for continuing with Actions for Highly Qualified Personnel:
- Consulting Teacher(s) for Induction/PAR:
    - Support candidates with completing their Individual Learning Plans (ILPs), which includes a self-assessment and identifying student needs then setting a professional growth goal aligned to their site/district initiatives.
    - Connect candidates with available resources, and observe the candidate facilitating instruction.
    - Assist candidates with analyzing student outcomes, and planning instruction and management.

- Assistant Administrators of Instructional Improvement (AAIIs):
    - In 2020-21, 8 of our 14 elementary schools had an AAII, based on student enrollment of over 650 students at their site
    - Beginning in the 2020-21 school year all 14 elementary schools will have an AAII on site (6 new AAIIs coming on board in August, 2021)
    - Provided coaching to teachers and conducted virtual classroom observations.
    - Focus on district-wide initiatives: AVID, PBIS, Restorative Justice, Google Suites, CANVAS, strategies for engaging online learners, and other training needs as identified during the coaching process (by individual teacher or grade level).
    - Create a positive school climate and support parent engagement.

- Secondary Assistant Principals:
    - Provided coaching to teachers and conducted virtual classroom observations.
    - Focus on district-wide initiatives: AVID, PBIS, Restorative Justice, Google Suites, CANVAS, strategies for engaging online learners, and other training needs as identified during the coaching process (by individual teacher or grade level).
    - Provided additional site leadership and resources for students, staff, and parents.
    - Create a positive school climate and support parent engagement.

Continuing Actions (Goal 2, Action 2.7)
To provide students with a quality instruction and a welcoming/supportive learning environment, CVUSD will continue with the following actions:

Resources and Supports include:
- Peer Assistance and Review Support

- New Teacher Induction Support
- Recruitment and Professional Development for classified, certificated, and administrative personnel
- Assistant Administrators of Instructional Improvement
- Secondary Assistant Principals

By employing highly qualified personnel and providing ongoing instructional coaching, guidance and collaboration, we expect to increase students' academic achievement. Additionally, we expect to see an increase in CVUSD's graduation rate, reclassification rate, performance on ELA and Math CAASPP, and progress in acquiring English language proficiency.

Communication (Goal 3, Action 3.1)
Successes and reasons for continuing with Communication Actions:
A district priority is communicating with parents to inform and engage. This includes district updates, activities, available supports, and most importantly, student engagement in the classroom.

- CVUSD engaged in parent outreach and communication through advertising on local TV and Radio, and printing and mailing of time sensitive information.
- CVUSD reached out to parents/community members via social media announcements, website announcements, TV ads, radio ads, digital ads, online radio ads, print, phone calls, email, text, and flyers.
- CVUSD will continue to survey parents via Panorama surveys, Google Form surveys and Public Forums to collect parent and community input

Continuing Actions (Goal 3, Action 3.1)
To foster timely and relevant forms of communication, CVUSD will continue with the following actions:
Resources and Supports include:
- Translator Salaries
- Other language supports
- Outreach and advertising, materials, supplies
- Program/Support Staff

We expect these actions to increase student, parent, and community engagement, in a welcoming and collaborative environment. Parent participation in both school and district level advisory committees will increase, as will parent participation in school and district activities. Building the capacity of our parents and community to work with and support our students will ultimately help students build academic and social skills.

Parent Engagement (Goal 3, Action 3.2)
Successes and reasons for continuing with Actions Parent Engagement:
- Parents were offered courses to assist them in working with their students and navigating online resources.

- Early Child Education (ECE) parents were provided monthly family engagement strategies and activities to foster parental confidence and skills such as: Monthly Parent Classroom Meetings and Parent Trainings, Monthly Learning Activities for the Home Calendar, Parent Conferences & Home Visits, and other parent resources and handouts.
- CVUSD reached out to parents/community members via social media announcements, website announcements, TV ads, radio ads, digital ads, online radio ads, print, phone calls, email, text, and flyers.
- Parent attendance at many of the advisory committee meetings and workshops increased over previous years, as the Zoom format was more accessible for parents (compared to coming to a school or the district office) for a meeting.
- CVUSD will continue to provide online access (via Zoom) for advisory committee meetings and board meetings, when we return to an in-person meeting format

Continuing Actions (Goal 3, Action 3.2)

To build on our current levels and methods of parent engagement, CVUSD will continue with the following actions:

Resources and Supports include:

- Parent Community Engagement support personnel
- Site Parent Liaisons
- Site Parent Resource Centers
- Parent Workshops
- Parent Engagement Activities

We expect these actions to increase student, parent, and community engagement, in a welcoming and collaborative environment. Parent participation in both school and district level advisory committees and activities will increase. Building the capacity of our parents and community to work with and support our students will ultimately help students build academic and social skills. Additionally, we expect that our students will continue to have opportunities to participate in extracurricular activities throughout the Coachella Valley and beyond. We are appreciative of our many community partners.

Partnership with Community Based Organizations (Goal 3, Action 3.3)

Successes and reasons for continuing with Actions for Community Partnerships:

These are some of numerous community organizations that CVUSD has partnered with, to improve outcomes for our students:

- Alianza Coachella Valley - focused on community improvement
- One Future Coachella Valley - provides a regional college fair for students, collaborates with CVUSD on student college and career readiness and workforce development
- The Ophelia Project - mentoring for middle and high school female students
- Eastern Coachella Valley (ECE) for Change - mentoring for high school students on college readiness
- Rotary Math Field Day - Middle school students
- Read with Me Volunteers -volunteers work with elementary students (within a classroom) to help develop literacy skills
- Gents Alliance - college/career success for young men (grades 8-12)
- First Five - works with our Early Childhood Education (ECE) program to provide educational supports
- Coachella Valley Assistance League - provides uniforms and backpacks for students in need

Continuing Actions (Goal 3, Action 3.3)

To increase community partnership in both number and scope, CVUSD will continue with the following actions:

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Resources and Supports include:
- Community Partnerships

We expect our students will continue to have opportunities to participate in extracurricular activities throughout the Coachella Valley and beyond. We are appreciative of our many community partners, and fully expect to increase our number and scope of partnerships in the coming years.

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

The Coachella Valley Unified School District's high needs student count represents 94.4% of students in the Coachella Valley Unified School District, which provides for a Minimum Proportionality Percentage (MPP) funding amount of approximately $57,143,836 in supplemental and concentration revenue for the 2021-22 school year. This equates to a MPP rate of the total base of 37.93% for the 2021-22 school year. This funding supports services and programs for English Learners, Low Income students and Foster Youth.

The funds are used to support the education of over 17,000 students in preschool through twelfth grade at 33 schools. Currently, 92% of students qualify as low income and 41.7% are English learners. Foster youth represent 0.6% of CVUDS's student enrollment. Coachella Valley Unified School District has several planned actions and services to target the needs of unduplicated students in a districtwide and a school-wide manner. Actions and services implemented in a districtwide or schoolwide manner are determined to be the most effective or efficient implementation model through research, data, or stakeholder input. Many of the district wide expenditures described in the LCAP are available broadly, but the actions and services provided are principally directed towards meeting the CVUSD goals for its high needs students: low income students, English Learners, and foster youth. While all students may receive some of the services, they are principally directed at increasing or improving services and outcomes for high needs students.

This services and programs supported for English learners, Low Income and Foster Youth include:

English Learners (41.7% of student population)
- Additional English Learner support to improve implementation of ELD Standards includes:
- English Learner Support Personnel
- Professional Development - Specific to the implementation of programs for ELs
- Designated and Integrated ELD
- Direct Support for Students
- Newcomer Academy
- EL Mentors
- Summer School
- Tutoring/Intervention
- Other Support Services for English Learners
- Family and Community Engagement
- Instructional Materials

Foster Youth (.6% of student population)

Foster students are the most vulnerable group of "at promise" students who do not graduate. They are protected by several state and federal laws designed to increase success and breakdown barriers that prevent them from fulfilling their educational goals. Our school districts are assigned a Foster Liaison to assist schools, guardians, and students with these laws and regulations. In addition all school staff assist with the identification process and success of all foster students and work with the district to obtain resources for foster youth and collaborate with outside agencies for additional supports.

Low Income (92% of student population)
Our district low income student count is determined by the number of students whose family income meets the free or reduced lunch income levels. Research shows students from low income families often have associated risk factors that students from more affluent families do not have including emotional and social challenges; acute and chronic stressors, cognitive lags, health and safety issues, and access to resources. Our district data around academic performance, school climate, and engagement shows that our students need additional supports to addresses challenges they face and to be successful in school. The focus of our supplemental and concentration funds are to provide our less advantaged students with opportunities to be college and career ready which includes support for the following:

- Academic supports
- Instructional resources
- Academic enrichment
- Career exploration
- Career technical education
- Social-emotional supports
- Early childhood education
- Arts
- Athletics
- Appropriately credentialed, assigned, and trained teachers
- Professional development
- Provide instructional coaching and supplemental program site support.
- Design, implementation, monitoring, and evaluation of supplemental programs focused on increasing academic achievement
- Creating a positive school climate and supporting parent engagement.
- Mentors to support and guide Native American students to be college and career ready
- Transportation support for after school programs: Due to the rural nature of our district's geographic region, the extreme heat, and the income level of our families, if the district did not provide transportation, the majority of our students would not have the opportunity to attend or participate in after school enrichment, intervention, and other programs. The academic interventions contribute to student achievement, while the enrichment and athletics contribute to student engagement by strengthening students' connections to school.
- Opportunities for student to extend learning through participation in student events (Science Fair, History Day, Spelling Bee, Authors Fair, Art Fair)
- Pathways and academies provide college and career readiness through real-world context of applied academics blended with technical skills to engage students to perform better and graduate at higher rates.

We believe the impact of these actions and services will be increased attendance, decreased dropout rates, decreased suspension rates, increased graduation rates, increased academic achievement, and increased preparedness for college & careers.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

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

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

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

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

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Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school site and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a need's assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

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

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

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

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

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

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- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charter wide), 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.

- o **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.

- o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

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

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

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

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$57,143,836	$4,239,921		$16,239,449	$77,623,206

Totals:	Total Personnel	Total Non-personnel
Totals:	$57,880,204	$19,743,002

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Low Income	1.1 Multi-Tiered System of Support (MTSS) to meet students' social and emotional learning needs.	$3,506,357			$2,480,187	$5,986,544
1	1.2	Low Income	1.2 District-wide Safety Protocols	$2,601,968				$2,601,968
2	2.1	Low Income	2.1 Multi-Tiered System of Support (MTSS) to increase academic success.	$1,074,644			$946,817	$2,021,461
2	2.2a	Low Income	2.2a Broad Course of Study	$17,880,240			$2,909,598	$20,789,838
2	2.2b	Low Income	2.2b Career Readiness	$5,111,074	$974,202		$235,466	$6,320,742
2	2.2c	Low Income	2.2c College Readiness	$368,009			$306,285	$674,295
2	2.2d	English Learners	2.2d Extended Learning	$6,589,640	$3,265,719		$4,266,394	$14,121,753
2	2.2e	Low Income	2.2e Alternative Education	$1,646,725				$1,646,725
2	2.3	English Learners	2.3 Support for English Learners	$1,403,471			$844,199	$2,247,670
2	2.4	Low Income	2.4 Supports for Students with Disabilities	$1,222,614			$149,805	$1,372,419
2	2.5	Foster Youth	2.5 Support for Foster & Homeless Students	$376,337			$41,740	$418,077
2	2.6	Low Income	2.6 Instructional Resources	$9,732,069			$2,658,649	$12,390,718
2	2.7	Low Income	2.7 Highly Qualified Personnel	$5,050,539			$843,087	$5,893,626
3	3.1	Low Income	3.1 Communication	$308,839				$308,839
3	3.2	Low Income	3.2 Parent Engagement	$52,175			$557,222	$609,397
3	3.3	Low Income	3.3 Partnerships with Community Based Groups	$219,135				$219,135

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Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$57,143,836	$77,623,206
LEA-wide Total:	$55,364,028	$74,957,459
Limited Total:	$1,779,808	$2,665,747
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1.1**	1.1 Multi-Tiered System of Support (MTSS) to meet students' social and emotional learning needs.	LEA-wide	Low Income	All Schools	$3,506,357	$5,986,544
1	**1.2**	1.2 District-wide Safety Protocols	LEA-wide	Low Income	All Schools	$2,601,968	$2,601,968
2	**2.1**	2.1 Multi-Tiered System of Support (MTSS) to increase academic success.	LEA-wide	Low Income	All Schools	$1,074,644	$2,021,461
2	**2.2a**	2.2a Broad Course of Study	LEA-wide	Low Income	All Schools	$17,880,240	$20,789,838
2	**2.2b**	2.2b Career Readiness	LEA-wide	Low Income	All Schools	$5,111,074	$6,320,742
2	**2.2c**	2.2c College Readiness	LEA-wide	Low Income	All Schools	$368,019	$674,294
2	**2.2d**	2.2d Extended Learning	LEA-wide	Low Income	All Schools	$6,589,640	$14,121,753
2	**2.2e**	2.2e Alternative Education	LEA-wide	Low Income	All Schools	$1,646,725	$1,646,725
2	**2.3**	2.3 Support for English Learners		English Learners	All Schools	$1,403,471	$2,247,670

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Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
			Limited to Unduplicated Student Group(s)				
2	2.4	2.4 Supports for Students with Disabilities	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$1,222,614	$1,372,419
2	2.5	2.5 Support for Foster & Homeless Students	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$376,337	$418,077
2	2.6	2.6 Instructional Resources	LEA-wide	Low Income	All Schools	$9,732,069	$12,390,718
2	2.7	2.7 Highly Qualified Personnel	LEA-wide	Low Income	All Schools	$5,050,539	$5,893,626
3	3.1	3.1 Communication	LEA-wide	Low Income	All Schools	$308,839	$308,839
3	3.2	3.2 Parent Engagement	LEA-wide	Low Income	All Schools	$52,175	$609,397
3	3.3	3.3 Partnerships with Community Based Groups	LEA-wide	Low Income	All Schools	$219,135	$219,135

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Instructions

Plan Summary

Stakeholder Engagement

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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

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

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

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

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

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

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

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Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school site and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

f) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

g) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

h) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

i) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

j) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

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

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

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charter wide), 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.

- o **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.

- o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

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

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

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

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