

**CHINO VALLEY**  
UNIFIED SCHOOL DISTRICT

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

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2021-2022

# **Local Control and Accountability Plan (LCAP)**

## **BOARD OF EDUCATION**

Donald L. Bridge  
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Adopted: June 17, 2021  
County Clarification: September 2, 2021

# LCFF Budget Overview for Parents

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

CDS Code: 36-67678-00000

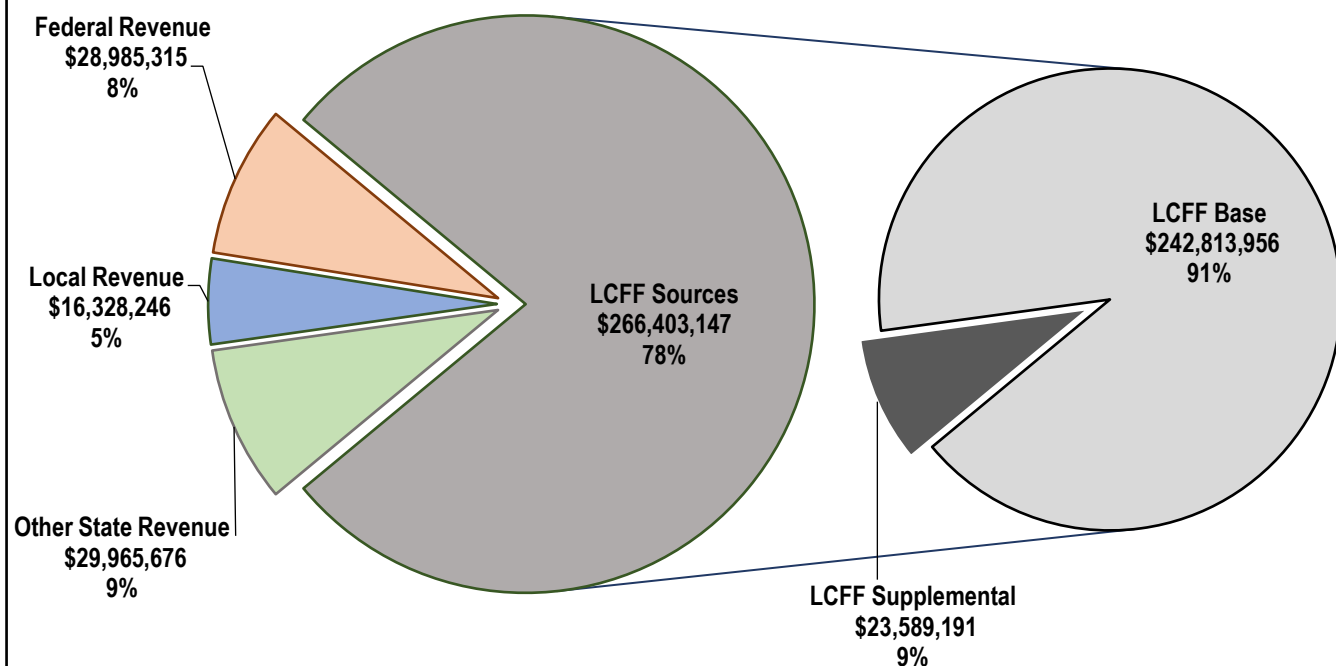
School Year: 2021 – 22

LEA contact information: Liz Pensick, (909)628-1201, liz\_pensick@chino.k12.ca.us

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021 – 22 School Year

### Projected Revenue by Fund Source

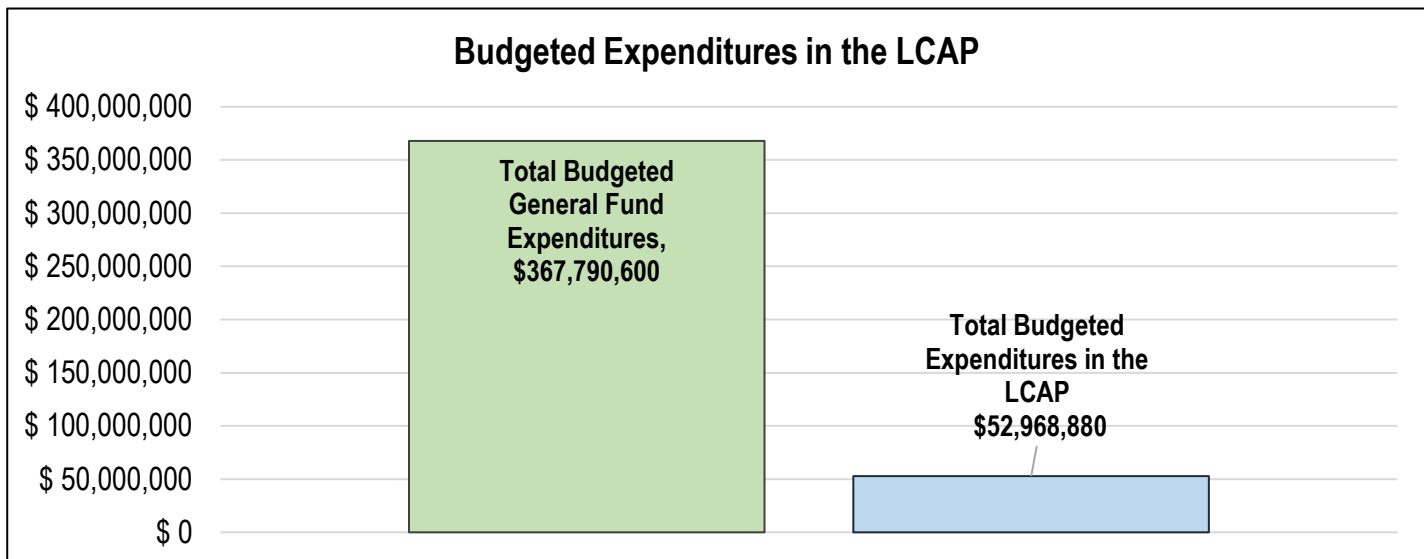


This chart shows the total general purpose revenue Chino Valley Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Chino Valley Unified School District is \$341,682,384.00, of which \$266,403,147.00 is Local Control Funding Formula (LCFF), \$29,965,676.00 is other state funds, \$16,328,246.00 is local funds, and \$28,985,315.00 is federal funds. Of the \$266,403,147.00 in LCFF Funds, \$23,589,191.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Chino 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.

Chino Valley Unified School District plans to spend \$367,790,600.00 for the 2021 – 22 school year. Of that amount, \$52,968,880.00 is tied to actions/services in the LCAP and \$314,821,720.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

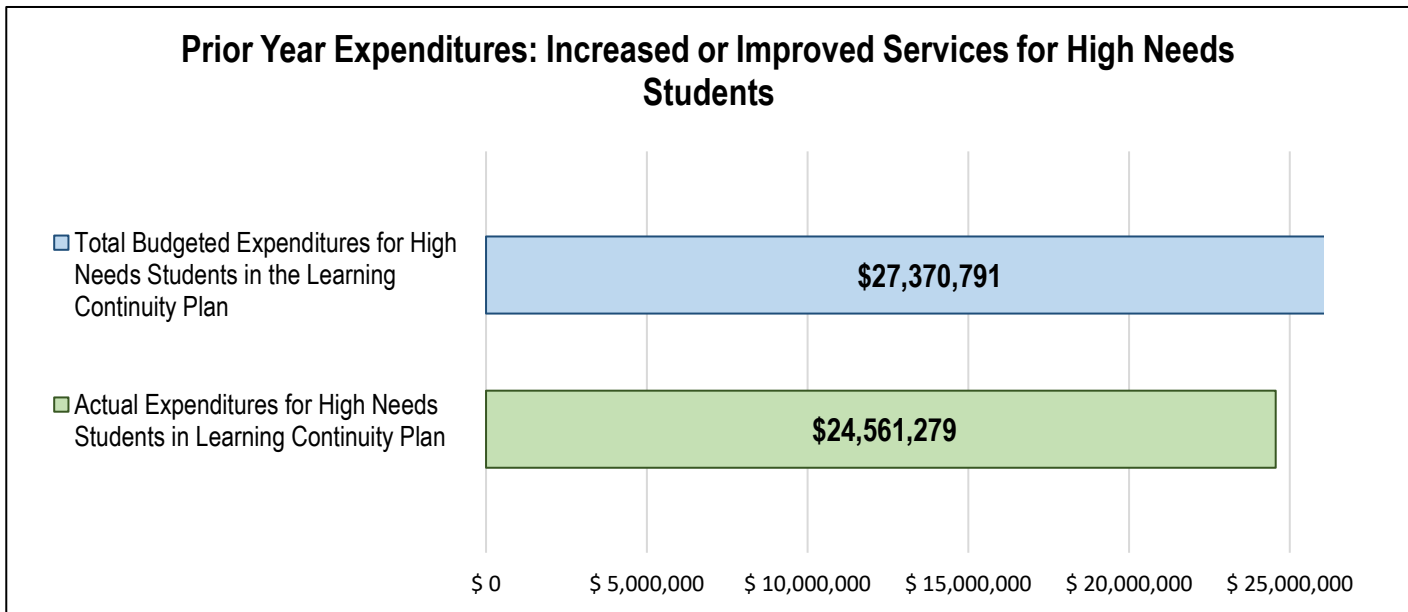
The budgeted expenditures not tied to the LCAP includes the day-to-day costs of the operation of the District. This includes the salaries, statutory benefits, and health and welfare costs for all regular and special education teachers, instructional aides, administrative staff, and support staff at the 34 school sites and central district location. These costs represent approximately 85% of this budget. The remaining 15% includes instructional, operational, office, and custodial supplies needed at each school site and department. Additionally, the budget includes expenses for all general contract services, utilities, communications, connectivity, as well as duplicating, capital leases, and the maintenance and purchase of district buses and white fleet.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Chino Valley Unified School District is projecting it will receive \$23,589,191.00 based on the enrollment of foster youth, English learner, and low-income students. Chino Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chino Valley Unified School District plans to spend \$29,767,648.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, Chino Valley Unified School District's Learning Continuity Plan budgeted \$27,370,791.00 for planned actions to increase or improve services for high needs students. Chino Valley Unified School District actually spent \$24,561,279.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$2,809,512.00 had the following impact on Chino Valley Unified School District's ability to increase or improve services for high needs students:

Even in the midst of the COVID-19 pandemic, the District was able to implement most actions and services outlined in the Learning Continuity Plan for our high needs students in 2020 - 21. While there is a difference in the total budgeted expenditures and the total actual expenditures, it was primarily a result of certain savings in operations and personnel costs as students remained on distance learning through most of the 2020 - 21 school year. For example, some of the savings included the suspension of SAT testing for the year, cancellation of in-person professional development to zoom formats, and reduced transportation costs due to remote learning for most of the year.

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

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

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

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

All students are provided a high-quality teaching and learning environment

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities: 21<sup>st</sup> Century Learning Tools

### Annual Measurable Outcomes

Expected	Actual
1. School Accountability Report Card (SARC) for teaching and Misassignments Baseline: 100% 2019-20: 100%	The rate of teacher misassignments in the core academic classes: 0% The rate of English learner misassignments: 0% Teacher vacancies: 0.13% (1.6 classes)

Expected	Actual
<p>2. Williams Report/Sufficiency of Instructional Materials Report [Priority 1 Student Access to Standards Aligned Instructional Materials]</p> <p>Baseline: 100%</p> <p>2019-20: 100%</p>	<p>100% of students have access to standards aligned curriculum as reported on the Williams Report and Sufficiency of Instructional Materials Report.</p>
<p>3. State Reflection Tool for Implementation of SBE Adopted Standards [State Priority 2 Implementation of CCSS including EL]</p> <p>Baseline: % Who reported Good or Excellent on Implementation of State Standards</p> <p>Elementary:</p> <p>ELA: 96.5%</p> <p>ELD: 96.5%</p> <p>Math: 98.5%</p> <p>Secondary:</p> <p>ELA: 98.5%</p> <p>ELD: 91.5%</p> <p>Math: 84.5%</p> <p>NGSS: 82.5%</p> <p>2019-20: Meet</p>	<p>As far as the other information submitted for the 2020 Dashboard, we submitted that information in Oct/Nov 2019:</p> <p>Elementary:</p> <p>ELA/ELD: 96.5%</p> <p>Math: 98.5%</p> <p>Secondary:</p> <p>ELA: 98.5%</p> <p>ELD: 91.5%</p> <p>Math: 84.5%</p> <p>NGSS: 82.5%</p>

Expected	Actual																					
4. Program Participation in Broad Course of Study [State Priority 7 Student Access and Enrollment in All Required Areas of Study] Baseline:  1. Gate identification in 2 <sup>nd</sup> grade through universal screening – 11.6% 2. Participation in District elementary program in grades 2-6 3. CTE pathway completion: establish baseline 4. Student access and enrollment in required areas of study  2019-2020:  1. At least 10% of 2nd grade students identified for GATE services 2. 100% participation in elementary music program in grades 2-6 3. Increase % completing "Concentrator" course at each high school 4. 100% access and enrollment in required areas of study	2019-2020:  1. Gate identification in 2 <sup>nd</sup> grade through universal screening – 15.21% 2. 100% participation in elementary music program in grades 2-6 3. Increase % completing "Concentrator" course at each high school CVUSD: 76% Ayala HS: 68% Chino HS: 82% Chino Hills HS: 68% Don Lugo HS: 72%  4. 100% access and enrollment in required areas of study  2020-2021:  1. 0% of 2nd grade students were identified for GATE services using the universal screening process due to the pandemic. Only referrals were taken for the 20-21 2. 100% of students participated in the Elementary music program in grades 2-4 and grades 5-6 have opportunity to participate in a choir and/or band. 3. Increase % completing “Concentrator” Courses at each high School <table><tr><th>Site</th><th>Number of CTE Participants (minus completers)</th><th>Number of CTE Completers</th></tr><tr><td>Ayala</td><td>662</td><td>57</td></tr><tr><td>Buena Vista</td><td>73</td><td>N/A</td></tr><tr><td>Chino</td><td>536</td><td>22</td></tr><tr><td>Chino Hills</td><td>749</td><td>35</td></tr><tr><td>Don Lugo</td><td>551</td><td>25</td></tr><tr><td>CVUSD</td><td>2571</td><td>139</td></tr></table>	Site	Number of CTE Participants (minus completers)	Number of CTE Completers	Ayala	662	57	Buena Vista	73	N/A	Chino	536	22	Chino Hills	749	35	Don Lugo	551	25	CVUSD	2571	139
Site	Number of CTE Participants (minus completers)	Number of CTE Completers																				
Ayala	662	57																				
Buena Vista	73	N/A																				
Chino	536	22																				
Chino Hills	749	35																				
Don Lugo	551	25																				
CVUSD	2571	139																				

These numbers are now calculated using CALPADS report 3.14. Some of the participants are duplicated and counted for any CTE class they are enrolled in.



Expected	Actual
<p>5. Technology Inventory</p> <p>Baseline: Access to technology that is 4 years or newer.</p> <p>2019-20: Access to technology that is 4 years or newer</p>	<p>2019-20: 100% of our teachers, staff, and students have access to upgraded technology (4 years or newer), both via infrastructure and hardware as measured by the district technology inventory.</p> <p>2020-21: 100% of our teachers, staff, and students have access to upgraded technology (4 years or newer), both via infrastructure and hardware as measured by the district technology inventory. With re-evaluation of the existing infrastructure during the pandemic, continued upgrades to the existing infrastructure and hardware are needed.</p>
<p>6. Facilities Inspection Tool (FIT) [State Priority 1 Facilities in Good Repair]</p> <p>Baseline: 100% of schools with good or higher rating</p> <p>2019-20: 100% of schools with good or higher rating</p>	<p>2019-2021: 100% of facilities have a good or higher rating with minimal deficiencies as reported through the FIT report.</p> <p>2020-21: 100% of facilities have a good or higher rating with minimal deficiencies as reported through the FIT report.</p>

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Attend recruitment fairs routinely monitor teacher credentials for misassignments	<p>\$5,000.00</p> <p>LCFF Base</p> <p>Books/Supplies</p> <p>Services/Operating Expenditures</p>	<p>\$4,203.00 for services and operating expenditures, books, and supplies from LCFF Base</p>

2. Maintain additional high school teacher Librarian	\$81,979.00/\$108,408.00 LCFF Base/LCFF Supplemental Certificated Salaries/Benefits	\$83,754.00/\$102,688.00 LCFF Base/LCFF Supplemental Certificated Salaries/Benefits
3. This action/service was completed in 18/19 and will not continue in 19/20	N/A	N/A
4. This action/service was completed in 18/19 and will not continue in 19/20	N/A	N/A
5. Refine current instructional materials to ensure standards alignment	\$100,000.00 LCFF Base Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures	\$100,000.00 LCFF Base Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures
6. Provide Common Core Standards aligned Supplemental material	\$200,000.00 LCFF Base Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures	\$163,258.00 LCFF Base Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures
7. Deepening staff's implementation of Professional Learning Community (PLC) to focus on the mastery of learning on the essential grade level/content standards and provide other relevant professional development for staff to differentiate for students' needs	\$500,000.00/1,426,000.00 LCFF Base/Low Performing Student Block Grant Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures	\$410,334.00/998,289.00 LCFF Base/Low Performing Student Block Grant Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures

8. Maintain instructional coaches	\$3,459,226.00 LCFF Supplemental Certificated Salaries/Benefits	\$3,459,226.00 LCFF Supplemental Certificated Salaries/Benefits
9. Student access and enrollment in required areas of study	\$0	\$0
10. Provide Gifted and Talented Education (GATE) enrichment opportunities	\$200,000.00 LCFF Supplemental Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures	\$143,555.00 Budgeted has LCFF Supplemental only, but actual has LCFF supplemental and restricted funds listed LCFF Supplemental/Restricted Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures
11. Maintain District elementary music program and enhance music operations at schools	\$5,725.00/\$1,354,118.00 LCFF Base/LCFF Supplemental Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures	\$140.00/\$1,281,762.00 LCFF Base/LCFF Supplemental Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures

12. Build Career Technical Education at each high school	\$545,644.00/\$150,000.00 LCFF Supplemental/Perkins Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures Capital Outlay	\$488,376.00/\$148,665.00 LCFF Supplemental/Perkins Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures Capital Outlay
13. Intensive support for students behaviorally at risk.	\$433,370.00 LCFF Supplemental Certificated Salaries/Benefits Classified Salaries/Benefits Books/Supplies Services/Operating Expenditures Capital Outlay	\$401,280.00 LCFF Supplemental Certificated Salaries/Benefits Classified Salaries/Benefits Books/Supplies Services/Operating Expenditures Capital Outlay
14. Continue to subsidize home to school transportation costs for eligible students.	\$1,710,141.00 LCFF Supplemental Classified Salaries/Benefits Services/Operating Expenditures	\$1,710,141.00 LCFF Supplemental Classified Salaries/Benefits Services/Operating Expenditures
15. Upgrade and replace computers and acquire technology tools to support instructional program	\$2,500,000.00 LCFF Base Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures	\$2,442,469.00 LCFF Base Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures

16. This action/service did not materialize in 18/19 and will not continue in 19/20	N/A	N/A
17. Continue the Deferred Maintenance Program	\$2,825,000.00 LCFF Base Classified Salaries/Benefits Services/Operating Expenditures Capital Outlay	\$2,825,000.00 LCFF Base Classified Salaries/Benefits Services/Operating Expenditures Capital Outlay
18. Adopt Transitional Kindergarten materials (material package includes: ELA/ELD, Math, Science, Social Studies)	\$100,000.00 LCFF Base Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures	\$101,360.00 LCFF Base Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures
19. Provide supplemental common core aligned materials and training to new K-12 Moderate/Severe programs	\$15,000.00 LCFF Supplemental Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures	\$7,468.00 LCFF Supplemental Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures
20. Teacher Support (New Teacher Induction)	\$500,000.00  LCFF Supplemental Certificated Salaries/Benefits  Books/Supplies Services/Operating Expenditures	\$423,190.00  LCFF Supplemental Certificated Salaries/Benefits  Books/Supplies Services/Operating Expenditures

21. Training for all Special Education Teachers and related service providers of the essential standards and alignment to goals and services	\$50,000.00  Title II Certificated Salaries/Benefits Books/Supplies  Services/Operating Expenditures	\$56,447.00  Title II Certificated Salaries/Benefits Books/Supplies  Services/Operating Expenditures
22. Two Behavior Intervention Specialists and six Behavior Aides	\$524,882.00 ERMHS Certificated Salaries/Benefits Classified Salaries/Benefits	\$524,882.00 ERMHS Certificated Salaries/Benefits Classified Salaries/Benefits
23. Expand preschool inclusion programs according to student needs	\$354,968.00/\$354,968.00 LCFF Base/Special Ed Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures	\$193,508.00/\$352,381.00 LCFF Base/Special Ed Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures
24. Provide professional development to all teachers and administrators for evidenced based best practices for all learners (Co-Plan/Co-Teach: Special Ed/General Ed)	\$150,000.00 Restricted Funds Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures	Grant funds were not received.

## Goal Analysis

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

CVUSD made progress in implementing most actions and services identified in LCAP Goal 1 despite the challenges of the pandemic. Restricted money from the Systems of Support Grant was not received and Action 24 was postponed and rescheduled because of the pandemic. In-person professional learning and music showcase were paused due to the pandemic; however, they are being resumed in the 2021/2022 school year. Money budgeted was used to support students, families, teachers, and staff during distance learning (e.g., technology, hotspots, FTE) when we pivoted to the online platform.

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

There were several successes and challenges in implementing actions and services to ensure that all students are provided a high-quality teaching and learning environment

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

With the pandemic and school closures in March 2020, CVUSD was successful in making progress towards implementing most actions and services identified in LCAP Goal 1. Elementary and Secondary Curriculum and Instruction Departments continued to review and evaluate the most up-to-date standards for state-aligned materials. Through the deferred maintenance program, staff addressed routine facility needs such as HVAC replacement, asphalt replacement, and roofing.

One technology-related success was a systematic effort in replacing and procuring technology equipment. In addition, universal screening efforts were made to provide more students to GATE services, while new and veteran teachers have benefited from District and site professional development with the assistance of instructional coaches. Furthermore, staff provided students with access to a Broad Course of Study to provide students with a high-quality learning environment.

The District set out to accomplish a set of goals related to Common Core aligned materials. This was achieved through implementation and modification of materials for distance learning. Although challenging at times, the resources were provided to teachers via the District website and department webpages. For example, the Special Education (SPED) webpage hosted a variety of resources and received positive feedback by its users. Staff also achieved success and were able to quickly pivot from providing in-person services for teachers and aides and provide behavior management resources for parents working with students at home. The team reported positive results of

working closely with families. Staff continued intensive behavior support, with a program that launched in January 2020; students have shown great progress and are ready to be transitioned back to their homeschool. The preschool inclusion program's teachers were able to create asynchronous work that parents were able to use with their preschoolers throughout the day, giving some flexibility to both students and parents. The program overcame the challenge of keeping preschool students engaged during distance learning. The piloting of Next Generation Science Standards (NGSS) instructional materials for grades 6 through 12 was planned for the 2020-21 school year and while school building closures presented challenges with materials acquisition and distribution, the District's committee of teachers persevered and were able to complete phase one of the NGSS pilot. Planned recruitment fairs were postponed due to March 2020 COVID-19 pandemic and school closures. Even though these events were postponed and rescheduled, the District reported that 100 percent of teachers had appropriate credentials for the grade level and core subject areas that they were assigned to teach. Other programs that were postponed because of the coronavirus included professional development in subsequent months; these trainings were rescheduled or shifted to remote. Momentum in the professional development in the professional learning community process was paused. Although the District provided technology (i.e., computers and hot spots) upon request, there were challenges in certain parts of the community due to inconsistent internet connections related to third-party internet service providers. This internet connectivity issue impacted the general school schedule.

In career technical education, despite school building closures, students were still able to participate. A new course, Agricultural Leadership, was also submitted and received A-G approval; this class will be offered in the 2021-22 school year. The District's Advisory Committee grew to include 26 participants including students from the Career and Technical Student Organizations (CSTO) at three of the District's high school campuses.

## Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
1. California Healthy Kids Survey for students' report of feeling safe and connected to their school (school climate) [State Priority 6 Other Local measure for School Climate]	Feeling Safe: 2017-18: 72% agree and strongly agree (grades 5, 7, 9, 11)



Expected	Actual
<p>Baseline: Healthy Kids Survey, Grades 7, 9, and 11  % feeling safe: 64%  % feeling connected: 46%</p> <p>2019-20:  Healthy Kids Survey Grades 5, 7, 9, 11  % feeling safe: 66%  % feeling connected: 48%</p>	<p>2020-21  The California Healthy Kids Survey for grades 7, 9, and 11 is administered every other year and was not administered in the 2020-21 School Year.</p> <p>2019-2020:  Healthy Kids Survey % agree/strongly agree feel connected  Grade 5: 72% agree and strongly agree  Grade 7: 68% agree and strongly agree  Grade 9: 60% agree and strongly agree  Grade 11: 55% agree and strongly agree  Non-Traditional: 59% agree and strongly agree</p> <p>Healthy Kids Survey % agree/strongly agree feel safe  Grade 5: 78% agree and strongly agree  Grade 7: 69% agree and strongly agree  Grade 9: 57% agree and strongly agree  Grade 11: 58% agree and strongly agree  Non-Traditional: 62% agree and strongly agree  Connectedness</p>
<p>2. Year-end Attendance [State Priority 5 School Attendance]</p> <p>Baseline:</p> <p>2016/2017</p> <p>CVUSD: 97.39%  State: 94.36%</p> <p>2019-20:  Above state average</p>	<p>2019-2020  CVUSD: 95.82%  State: N/A</p> <p>2020-21:  Year-end attendance for the 2020-21 school year will be available in December 2021. According to the P2 state report CVUSD is at 96.37% as of February 21, 2021; however, this number will be revised once a P2 amendment is submitted.</p>

Expected	Actual
<p>3. Chronic Absenteeism Rate (California School Dashboard and Local District Report)</p> <p>[State Priority 5 Chronic Absenteeism Rate]</p> <p>Baseline: 7.2% - local district report</p> <p>2019-20: Decrease chronic absenteeism rate by 1% of the baseline 7.2% and stay below the State's average chronic absenteeism rate of 9%</p>	<p>2019-20: 6.2%</p> <p>The rate of chronic absenteeism for the 2020-21 school year will be available in September 2021.</p>
<p>4. Suspension Rates (California School Dashboard)</p> <p>[State Priority 6 Suspension Rate]</p> <p>Baseline: 2016/2017, California School Dashboard LEA: Green American Indian or Alaska native: Green Asian: Blue Black or African American: Yellow English Learners: Green Foster Youth: Orange Homeless: Green Filipino: Blue Hispanic or Latino: Green Low Income: Green Native Hawaiian or Pacific Islander: Green Two or More Races: Orange Students with Disabilities: Yellow</p>	<p>2019-20</p> <p>Suspension Rate 1.6%</p> <p>CVUSD: no color</p> <p>Low Income: no color</p> <p>English Learner: no color</p> <p>Students with Disabilities: no color</p> <p>African American: no color</p> <p>Asian: no color</p> <p>American Indian: no color</p> <p>Filipino: Green Hispanic or Latino: no color</p> <p>Native Hawaiian: no color</p> <p>Two or More Races: no color</p> <p>White: no color</p> <p>2020-21</p> <p>Suspension Rate: .38%</p> <p>The California Dashboard is currently suspended. No colors are available for the student groups.</p>

White: Green

Suspension Rate 2.5% (2016-2017)

2019/2020 California School Dashboard

LEA: Green

American Indian or Alaska Native: Green

Asian: Blue

Black or African American: Green English Learners: Green

Filipino: Green

Hispanic or Latino: Green

Low Income: Green

Native Hawaiian or Pacific Islander: Green

Two or More Races: Green

Students with Disabilities: Green White: Green

Suspension Rate

Less than or equal to 3.2% (2015-2016)

Expected	Actual
<p>5. CDE, Dataquest Expulsion Report [State Priority 6 Student Expulsion Rate]</p> <p>Baseline: 0.1%</p> <p>2019-20: At or below 0.1%</p>	<p>2019-2020: .08%</p> <p>2020-21: 0% of our students were expelled in 2020-21.</p>
<p>6. CDE Dataquest Dropout Report for Middle School and High School [State Priority 5 Middle School and High School Dropout Rate]</p> <p>Baseline (2015-2016) Middle School - .01% High School – 4.9%</p> <p>2019-20: Middle School Dropout: At or below state average High School Dropout: At or below state average</p>	<p>2019-2020</p> <p>Middle School - .09%</p> <p>High School – 5.68%</p> <p><i>Data collected from CALPADS ODS report 1.12 Dropouts Count Disaggregated</i></p> <p><b>2020-21</b></p> <p>Data will be available on or about December 2021/January 2022.</p>

7. Graduation Rates (California School Dashboard and CDE Dataquest for Cohort Outcome Data for Graduation)

[State Priority 5 Graduation Rate]

Baseline:

LEA: Green

American Indian or Alaska native: N/A

Asian: Yellow

Black or African American: Green

English Learners: Yellow

Filipino: Blue

Hispanic or Latino: Green

Low Income: Green

Two or More Races: Yellow

Students with Disabilities: Orange

White: Yellow

Graduation Rate LEA: 91%

American Indian or Alaska Native: \*

Asian: 93.8%

Black or African American: 85.3%

English Learners: 82.4%

Filipino: 93.8%

Foster Youth: 37%

Hispanic or Latino: 89.8%

Low Income: 86.9%

Two or More Races: 92.7%

Students with Disabilities: 81.3%

White: 93.1%

\*10 or fewer students – not reported

2019-20

CDE Dataquest for Cohort Outcome Graduation Data 2019-20  
91.5%

Colors are not available; therefore, percentages are used instead.

2019-20 / 2018-19

CVUSD: 91.5% / 92.6%

Low Income: 87.5% / 89.4%

English Learner: 71.4% / 76.6%

Foster Youth: 40.5% / 41.4%

Homeless: 84.6% / 84.4%

Students with Disabilities: 80% / 81.2%

African American: 82.5% / 81.7%

Asian: 96% / 96%

2019-20:

LEA: Green

American Indian or Alaska native: N/A

Asian: Green

Black or African American: Green

English Learners: Green

Filipino: Blue

Hispanic or Latino: Green

Low Income: Green

Two or More Races: Green

Students with Disabilities: Green

White: Green

Increase Graduation Rate

American Indian: \* / \*

Filipino: 99.1% / 100%

Hispanic or Latino: 89.2% / 91.3%

Native Hawaiian: \* / \*

Two or More Races: 90.2% / 88.9%

White: 95.4% / 94.2%

20-21 Graduation Rate:

Data will be available on or about December  
2021/January 2022.

## 8. School Quality Survey for Parent and Family Connectedness and

Engagement with their School and Seeking Input in School/District

Decision Making through School Site Council (Parent Engagement)

In the 18-19 school year and 19-20 school year, the state adopted reflection tool will be used to measure Parent Engagement [State Priority 3 Efforts to Seek Parent Input and Promotion of Parental Participation]

Baseline:

% of Families Who Reported Agree or Strongly Agree:

A. Families are informed about school sponsored activities: 74.0%

B. School provides information about programs for eligible students, such as GATE, special education, and English Learners: 62.0%

C. Families are encouraged to attend school sponsored activities: 89.0%

D. Schools encourage families to volunteer: 75.0%

E. Schools respect and value input provided by families: 70.0%

Schools that have at least 4 Site Council (SSC) Meetings each year: 80%

2019-20:

The state reflection tool for Parent Engagement will be used:

Seeking Input in School/District Decision Making

A. 4 District English Learner Advisory Council (DELAC) Meetings

B: 4 school level English Learner Advisory Council (ELAC)

Meetings C. 4 school level SSC Meetings

Promotion Participation in Programs

## 2019-20 K12 Survey Results:

The state reflection tool was used to evaluate parent engagement.

% of Families Who Reported Agree or Strongly Agree:

A. Families are informed about school sponsored activities: 85.0%

B. School provides information about programs for eligible students, such as GATE, special education, and English Learners: 69.0%

C. Families are encouraged to attend school sponsored activities: 95.0%

D. Schools encourage families to volunteer: 84.0%

E. Schools respect and value input provided by families: 77.0%

Seeking Input in School/District Decision Making

A. Four (4) District English Learner Advisory Council (DELAC) meetings were held

B. Four (4) school level English Learner Advisory Council (ELAC) meetings were held at all schools

C. Four (4) school level SSC meetings were held at schools

Promotion Participation in Programs

A. 19 out of 21 school sites that have at least 14% of another designated language other than English were provided with a bilingual clerk

B. All schools offered training and workshops to parents that were linked to student learning and/or social/emotional development and growth

C. The Parent, School, Community Specialist, and personnel have provided over 184 workshops for staff and families this school year

The state reflection tool was used to evaluate parent engagement.

- A. 100% of school sites that have at least 15% will be provided with a bilingual clerk/translation service
- B. 100% of school sites will offer training or workshops for parents/guardians that are linked to student learning and/or social emotional development and growth
- C. District Parents, School Community Specialist will provide all schools training related to academic, social emotional development and growth and SSC governance training

2020-21

% of Families Who Reported Agree or Strongly Agree:

- A. Families are informed about school sponsored activities: 74.0%
- B. School provides information about programs for eligible students, such as GATE, special education, and English Learners: 60.0%
- C. Families are encouraged to attend school sponsored activities: 84.0%
- D. Schools encourage families to volunteer: 66.0%
- E. Schools respect and value input provided by families: 71.0%

For comparative purposes, these questions remained the same and are intended for in-person instruction; as such, there was an increase of responses listed as “Don’t Know” and this impacted survey results.

Seeking Input in School/District Decision Making

- A. Four (4) District English Learner Advisory Council (DELAC) meetings were held
- B. Four (4) school level English Learner Advisory Council (ELAC) meetings were held at all schools
- C. Four (4) school level SSC meetings were held at schools

Promotion Participation in Programs

- A. 17 out of 21 school sites that have at least 14% of another designated language other than English were provided with a bilingual clerk as of March 1, 2021
- B. All schools offered training and workshops to parents that were linked to student learning and/or social/emotional development and growth
- C. The Parent, School, Community Specialist, and personnel have provided over 363 workshops for staff and families this school year



## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Administer the California Healthy Kids Survey in 2019-2020 to measure students' report of feeling safe and connected to their school	\$7,076.00 CHKS funds Books/Supplies Services/Operating Expenditures	\$7,076.00 CHKS funds Books/Supplies Services/Operating Expenditures
2. Maintain high school K-12 Intervention Counselors to support MTSS-B	\$485,735.00 LCFF Supplemental Certificated Salaries/Benefits	\$485,735.00 LCFF Supplemental Certificated Salaries/Benefits
3. Provide Intervention Counselors for grades K-8 to support Multi-Tiered Systems of Support for Behavior (MTSS-B)	\$1,554,433.00 LCFF Supplemental Certificated Salaries/Benefits	\$1,554,433.00 LCFF Supplemental Certificated Salaries/Benefits
4. Provide materials/measurement tools for Positive Behavioral Intervention and Support [PBIS]	\$161,000.00 LCFF Supplemental Certificated Salaries/Benefits Services/Operating Expenditures Books/Supplies	\$161,000.00 LCFF Supplemental Certificated Salaries/Benefits Services/Operating Expenditures Books/Supplies
5. Continue to augment teaching staff beyond Buena Vista's base school allocation to improve student connectedness with school	\$841,423.00 LCFF Supplemental Certificated Salaries/Benefits	\$885,544.00 LCFF Supplemental Certificated Salaries/Benefits
6. Maintain grant program specialist for supporting needs for homeless students	\$49,991.00 LCFF Supplemental Classified Salaries/Benefits	\$49,991.00 LCFF Supplemental Classified Salaries/Benefits

7. Provide mental health services (MTSS-B) to Don Lugo high school	\$20,000.00 Title I Books/Supplies Services/Operating Expenditures	\$20,000.00 Title I Books/Supplies Services/Operating Expenditures
8. Provide Saturday School to improve student connectedness with school	\$20,000.00 LCFF Base Certificated Salaries/Benefits	\$20,000.00 LCFF Base Certificated Salaries/Benefits
9. School nurses to monitor students who may have health-related issues	\$1,037,281.00/ \$114,852.00 LCFF Base/TUPE Certificated Salaries/Benefits	\$914,142.00/ \$105,358.00 LCFF Base/TUPE Certificated Salaries/Benefits
10. School nurses to monitor at-risk Students (8 FTE) who may have health related issues	\$1,060,880.00 LCFF Supplemental Certificated Salaries/Benefits	\$970,607.00 LCFF Supplemental Certificated Salaries/Benefits
11. Provide site-based health-related services from health technicians	\$953,940.00 LCFF Supplemental Classified Salaries/Benefits	\$964,014.00 LCFF Supplemental Classified Salaries/Benefits
12. Monitor students with chronic absenteeism and work with families to ensure their attendance improves	\$0	\$0
13. Continue professional development to school site administrators on "Other Means of Correction" for suspension	\$0	\$0
14. Continue professional development to school site administrators on "Other Means of Correction" for expulsion	\$0	\$0
15. Safe Schools Ambassadors Program: Discipline Action Snapshot Survey, Data Analysis and Year-end Survey.	\$174,000.00 LCFF Base Services/Operating Expenditures	\$171,505.00 LCFF Base Services/Operating Expenditures

16. Maintain Community Day School (CVLA)	\$562,318.00 LCFF Supplemental Certificated Salaries Classified Salaries Benefits Books/Supplies Services/Operating Expenditures	\$590,431.00 LCFF Supplemental Certificated Salaries Classified Salaries Benefits Books/Supplies Services/Operating Expenditures
17. Support through Student Support Services Department with policies, procedures, and criteria for program placement for students to meet academic and behavioral needs	\$360,288.00 LCFF Base Classified Salaries/Benefits Services/Operation Expenditures	\$360,288.00 LCFF Base Classified Salaries/Benefits Services/Operation Expenditures
18. Supplemental support through Student Support Services Department who coordinate needs, services, and case management for unduplicated populations	\$556,861.00 LCFF Supplemental Certificated Salaries/Benefits Classified Salaries/Benefits Services/Operating Expenditures	\$556,861.00 LCFF Supplemental Certificated Salaries/Benefits Classified Salaries/Benefits Services/Operating Expenditures
19. Maintain Boys Republic School for foster youth court appointed students in grades 7-12	\$1,851,181.00/ \$170,066.00 LCFF Supplemental/Adult Ed Certificated Salaries/Benefits Classified Salaries/Benefits	\$1,834,822.00/ \$170,000.00 LCFF Supplemental/Adult Ed Certificated Salaries/Benefits Classified Salaries/Benefits
20. Maintain instructional aides at Infant-toddler program at Buena Vista High School	\$106,797.00 Child Development Funds Classified Salaries/Benefits	\$106,797.00 Child Development Funds Classified Salaries/Benefits

21. Provide supplemental education for students that are credit deficient at all high schools [i.e., credit recovery, summer school]	\$401,826.00 LCFF Base Certificated Salaries/Benefits	\$612,406.00 LCFF Base Certificated Salaries/Benefits
22. High schools will perform transcript audits at the end of each semester and additional monitoring of students not "on track status" for students to graduate in 4 years	\$0	\$0
23. Intervention Counselors will monitor and support significant student groups and at-risk students	Cost in goal 2, action 1 LCFF Supplemental Certificated Salaries/Benefits	Cost in goal 2, action 1 LCFF Supplemental Certificated Salaries/Benefits
24. Administer an annual school quality survey to measure parent and family connectedness and engagement with their school	\$40,000.00 LCFF Base Services/Operating Expenditures Books/Supplies	\$30,919.00 LCFF Base Services/Operating Expenditures Books/Supplies
25. Maintain Parent, School, Community Specialist, and personnel to provide trainings to all schools during the school year	\$200,000.00 LCFF Supplemental Certificated Salaries/Benefits Classified Salaries/Benefits	\$181,088.00 LCFF Supplemental Certificated Salaries/Benefits Classified Salaries/Benefits
26. School sites will offer training or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth	\$0	\$0
27. School sites to hold at least four (4) School Site Council (SSC) meetings each school year	\$0	\$0
28. District to hold at least four (4) District English Learner Advisory Committee (DELAC) meetings each school year	\$0	\$0
29. School sites to hold at least four (4) English Learner Advisory Committee (ELAC) meetings each school year	\$0	\$0

30. Utilize bilingual translation to ensure understanding of District communications	\$30,000.00 LCFF Supplemental Certificated Salaries/Benefits Classified Salaries/Benefits Services/Operating Expenditures Books/Supplies	\$39,458.00 LCFF Supplemental Certificated Salaries/Benefits Classified Salaries/Benefits Services/Operating Expenditures Books/Supplies
31. Provide classified bilingual clerks for schools whose non-English designated language is greater than 14% [Hidden Trails ES; Wickman ES] to ensure an increase in parent communication and school engagement with regards to school programs, policies, and practices	\$445,243.00 LCFF Supplemental Classified Salaries/Benefits	\$484,386.00 LCFF Supplemental Classified Salaries/Benefits
32. Provide parent information forums	\$4,000.00 LCFF Supplemental Classified Salaries/Benefits Books/Supplies	\$2,002.00 LCFF Supplemental Classified Salaries/Benefits Books/Supplies
33. Health Services to coordinate the Helping Our People Everyday (HOPE) resource center, health clinic and related services for school communities	\$937,753.00/\$18,093.00 /\$59,166.00/\$7,907.00/ \$8,214.00/\$31,981.00 LCFF Supplemental/Title I/Medi Cal/After School/TUPE/ Grant/ Fun Club	\$904,432.00/ \$18,093.00/\$59,166.00/\$ 7,907.00/ \$8,214.00/\$31,981.00 LCFF Supplemental/ Title I/Medi Cal/After School/TUPE/ Grant/ Fun Club

34. TYKES (Early Literacy) program	\$50,000.00/ \$234,995.00 LCFF Supplemental/ Grants Classified Salaries/Benefits Services/Operating Expenditures	\$50,000.00/ \$228,667.00 LCFF Supplemental/ Grants Classified Salaries/Benefits Services/Operating Expenditures
35. Maintain School Resource Officers at high school	\$1,054,384.00 LCFF Supplemental Services/Operating Expenditures	\$667,241.00 LCFF Supplemental Services/Operating Expenditures
36. Provide support, tools, and training for foster youth intake [Foster Youth Counselor and Clerk]	\$205,745.00 LCFF Supplemental Certificated Salaries/Benefits Classified Salaries/Benefits	\$205,745.00 LCFF Supplemental Certificated Salaries/Benefits Classified Salaries/Benefits
37. Maintain five Behavior Intervention Counselors for Educationally Related Mental Health Services (ERMHS)	\$430,538.00 ERMHS Certificated Salaries/Benefits	\$430,538.00 ERMHS Certificated Salaries/Benefits
38. Provide crisis response training to all secondary school staff	\$10,000.00 LCFF Base Certificated Salaries/Benefits Classified Salaries/Benefits Books/Supplies Services/Operating Expenditures	\$10,000.00 LCFF Base Certificated Salaries/Benefits Classified Salaries/Benefits Books/Supplies Services/Operating Expenditures

## Goal Analysis

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

CVUSD made progress in implementing most actions and services identified in LCAP Goal 2 despite the challenges of the pandemic. Supplemental education estimated actual expenditures saw an increase due the increased requests as students sought additional support during the pandemic.

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

Overall effectiveness of the planned actions supported our students to meet LCAP Goal 2 despite school closures in March 2020. All actions were implemented in the 2019-20 school year. Students, parents, families, and staff remained connected and engaged to their school to ensure student success despite the pandemic and school closures in March 2020. There were many successes, as well as challenges, over the course of the year. Staff was successful in pivoting services to remote learning, which led to an increase in parent and family engagement and a decrease in the digital divide. Staff were able to provide 1:1 small group tutorials with students, parents, and family as well as technology support and collaboration of actions and services to engage the community. Staff were able to provide drive through resources (e.g., food, clothing, health care, community partnerships), strengthening Positive Behavioral Interventions and Supports (PBIS) expectations and procedures and communication outreach. The District created a Mental Health webpage with resources to support social-emotional learning. The Family Engagement Center ran mental health workshops for parents virtually to support the students, families, and community. The District was still able to dispatch the K-12 survey to students, staff, and parents/guardians; staff found that there was an increase in parent participation. Synchronous time was devoted to instruction, so students were encouraged to take the survey asynchronously; due to COVID-19 stressors, student participation dropped by 26%. In-person home visits were restricted during the COVID-19 pandemic and resumed when restrictions were lifted. Some families did not access services offered to them due to online fatigue and work and family- related stressors. District-wide suicide prevention was provided to staff but the intensive support for junior high schools for in-person training was postponed. The Behavior Intervention Counselors (ERMHS) quickly pivoted to teletherapy for their clients. Parent forums after March 2020 were cancelled due to Public Health's guidelines on gatherings.

### Goal 3

All students are prepared for college and career beyond graduation.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities:

#### Annual Measurable Outcomes

Expected	Actual
<p>1. CAASPP Results for grades 3-8, and 11 [State Priority 4 - Score on Academic Performance Index - Suspended] [State Priority 4 - Score on Standardized Tests]</p> <p>Baseline:</p> <p>2016/2017, ELA, Grades 3-8</p> <p>LEA: Green American Indian or Alaska Native: N/A Asian: Green Black or African American: Green English Learners: Green Filipino: Blue Hispanic or Latino: Green Low Income: Green Two or More Races: Green Students with Disabilities: Yellow White: Green</p> <p>2016/2017, Math, Grades 3-8</p>	<p>2019-2020 No CAASPP data to report for ELA and Math</p> <p>2020-21 No CAASPP data to report for ELA and Math</p>



LEA: Green  
Asian: Blue  
Black or African American: Green  
English Learners: Yellow  
Filipino: Blue  
Hispanic or Latino: Yellow  
Low Income: Yellow  
Students with Disabilities: Yellow  
Two or More Races: Green  
White: Green

2016/2017, ELA,  
Grades 3-8  
Group % Met and Exceeded  
LEA: 57%  
Asian: 84%  
Black or African American: 52%  
English Learners: 21%  
Filipino: 80%  
Hispanic or Latino: 47%  
Low Income: 44%  
Students with Disabilities: 20%  
Two or More Races: 72%  
White: 66%

2016/2017, Math,  
Grades 3-8

Group % Met and Exceeded  
LEA: 48%  
Asian: 84%  
Black or African American: 37%  
English Learners: 20%  
Filipino: 75%  
Hispanic or Latino: 34%  
Low Income: 36%  
Students with Disabilities: 17%  
Two or More Races: 63%  
White: 57%

<p>2019-20:</p> <p>ELA</p> <p>LEA: Green  American Indian or Alaska Native: N/A  Asian: Green  Black or African American: Green  American: Green  English Learners: Green  Filipino: Blue  Hispanic or Latino: Green  Low Income: Green  Two or More Races: Green  Students with Disabilities: Yellow  White: Green</p> <p>Math</p> <p>LEA: Green  Asian: Blue  Black or African American: Green  English Learners: Yellow  Filipino: Blue  Hispanic or Latino: Yellow  Low Income: Yellow  Students with Disabilities: Yellow  Two or More Races: Green  White: Green  Increase % Met and Exceeded standards in ELA and Math</p>	
<p>2. CAASPP Results for grade 11 [State Priority 4 Score on Academic Performance Index Suspended] [State Priority 4 Early Assessment Program]  Baseline:  2016/2017, ELA, Grade 11  Group % Met and Exceeded  LEA: 63%  Asian: 74%</p>	<p>2019-2020  No CAASPP data to report for ELA and Math</p> <p>2020-21  No CAASPP data to report for ELA and Math</p>

Black or African American: 49%  
English Learners: 16%  
Filipino: 85%  
Hispanic or Latino: 56%  
Low Income: 50%  
Students with Disabilities: 14%  
Two or More Races: 52%  
White: 73%

2016/2017, Math, Grade 11  
Group % Met and Exceeded  
LEA: 46%  
Asian: 73%  
Black or African American: 28%  
English Learners: 11%  
Filipino: 56%  
Hispanic or Latino: 27%  
Low Income: 26%  
Students with Disabilities: 20%  
Two or More Races: 52%  
White: 42%

2019-20:

This metric will not be used during the 2019-20 school year.  
New Metric 7 replaces Metric 2.

<p>3. ODS report 1.9 Completers and Dropouts for % Students that Complete High School having Met "a-g" UC/CSU requirements</p> <p>[State Priority 4 - Students that are College and Career Ready]</p> <p>Baseline: Establish baseline from 2016-17 graduation data</p> <p>2019-20:</p> <p>Increase from baseline</p>	<p>% Met "a-g" requirements*</p> <p>2019-20: 56.1%</p> <p>2020-21: 60%</p>
<p>4. SAT School Day Participation Report for PSAT (8th-10th) and SAT (11th-12th)</p> <p>[State Priority 8 - Other Student Outcomes]</p> <p>Baseline:</p> <p>PSAT (10th): 29.7% (2015-2016)</p> <p>SAT (11th): 84.0%</p> <p>SAT (12th): 69.0%</p> <p>2019-20:</p> <p>PSAT (8th): Increase from baseline</p> <p>PSAT (9th): Increase from baseline</p> <p>PSAT (10th): 32.0%</p> <p>SAT (11th): 87.0%</p> <p>SAT (12th): 70.0%</p>	<p>In 2020-21, we did not administer the PSAT or the SAT.</p> <p>In 2019-20, we saw decreases in the number of students participating in the PSAT especially as testing and makeup testing was not possible at Ayala and Don Lugo due to COVID. We also saw a slight decrease in the SAT for 11th grade students as all schools were unable to test on the makeup day, again due to COVID-19.</p> <p>PSAT (8th): 94%</p> <p>PSAT (9th): 48.6%* (due to COVID-19, two HS were unable to administer the exams)</p> <p>PSAT (10th): 45.7%* (due to COVID-19, two HS were unable to administer the exams)</p> <p>SAT (11th): 84%* (due to COVID-19, makeups were not given)</p> <p>SAT (12th): 69.5%</p> <p>2018-19</p> <p>PSAT (8th): 95.0%</p> <p>PSAT (9th): 92.0%</p> <p>PSAT (10th): 90.0%</p> <p>SAT (11th): 85.0%</p> <p>SAT (12th): 75.0%</p>

<p>5. AP District Summary Report by Student Demographics for % of Students scoring a 3+ on AP exams [State Priority 4 - Share that pass AP exams with 3 or higher]</p> <p>Baseline: 60.9%</p> <p>2019-20: 61.0%</p>	<p>The percent of students scoring 3 or higher has continued to increase over time, even through the pandemic. Additionally, we saw a slight increase in the number of students taking AP exams in CVUSD.</p> <p>% of students scoring 3 or higher on Advanced Placement Exam</p> <p>2015-16: 60.9% (2,394)</p> <p>2016-17: 63.8% (2,032)</p> <p>2017-18: 66.6% (1,974)</p> <p>2018-19: 68.10% (2,050) – total AP students</p> <p>2019-20: 61.0%</p>
<p>6. LCFF Evaluation Rubric for English Learner Progress (California School Dashboard)</p> <p>[State Priority 4 - EL's that Become English Proficient and Reclassification Rate]</p> <p>Baseline:</p> <p>Green (high/increased)</p> <p>Reclassification: 13.8%</p> <p>Increase % attaining English Proficient on CELDT (less than 5 years): 37.1%</p> <p>Increase % attaining English Proficient on CELDT (more than 5 years): 63.3%</p> <p>2019-20:</p> <p>Minimally Green Increase reclassification rate</p> <p>Increase % attaining English on CELDT</p>	<p>Reclassification Rate</p> <p>2016-17: 30.2% (1,141)</p> <p>2017-18: 20.8% (662)</p> <p>2018-19: 9.5% (287)</p> <p>2019-20: 23.6% (740)</p> <p>English Learner Progress Indicator:</p> <p>2016-17: Green</p> <p>2017-18: No Performance Color due to change in testing assessment.</p> <p>2018-19: No Performance Color until after two years of completed assessments; 58.1% Making Progress toward English language Proficiency-High</p> <p>2019-20 No CA Dashboard</p>

<p>7. College and Career Indicator (College and Career Indicator AP, Dual Enrollment, CTE Completion, Biliteracy, a-g, JTROC, IB)</p> <p>Baseline:</p> <p>Establish baseline from 17-18 College and Career performance indicator 17-18: Yellow</p> <p>2019-20:</p> <p>Increase from baseline</p>	<p>2020-21:</p> <p># of students completing a pathway: 139</p> <p>% of students completing a pathway: 98%</p> <p>This number is now calculated using CALPADS report 3.14 and dividing the total number of students completing a pathway by the total number of students who were eligible to complete the pathway.</p> <p>2019-2020:</p> <p>Measure / All Students</p> <p>CTE Pathway Completion / 7.1% (81)</p> <p>Smarter Balanced Assessment / 65.2% (745)</p> <p>College Credit Course / 1.3% (15)</p> <p>Advanced Placement / 47.6% (544)</p> <p>International Baccalaureate / 0.0% (0)</p> <p>“a-g” Completion / 89.4% (1,022)</p> <p>State Seal of Biliteracy / 21.5% (246)</p> <p>Leadership/Military Science / 0.0% (0)</p>
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## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Continue to provide library and media services at elementary and junior high schools	\$985,402.00 LCFF Supplemental Classified Salaries/Benefits	\$959,107.00 LCFF Supplemental Classified Salaries/Benefits
2. Provide instructional intervention materials (strategic and intensive) for MTSS-A	\$100,000.00 LCFF Supplemental Certificated Salaries Books/Supplies Services/Operating Expenditure	\$100,000.00 LCFF Supplemental Certificated Salaries Books/Supplies Services/Operating Expenditure

3. Maintain Intervention teachers at elementary schools	\$4,003,926.00 LCFF Supplemental Certificated Salaries/Benefits	\$4,003,926.00 LCFF Supplemental Certificated Salaries/Benefits
4. Continue intervention Counselors for junior high schools to support students in meeting academic goals	\$695,404.00 LCFF Supplemental Certificated Salaries/Benefits	\$646,711.00 LCFF Supplemental Certificated Salaries/Benefits
5. Maintain 1 FTE at Magnolia and Ramona Junior High Schools for intervention	\$221,329.00 LCFF Supplemental Certificated Salaries/Benefits	\$221,329.00 LCFF Supplemental Certificated Salaries/Benefits
6. Provide AVID support to elementary (Anna Borba ES, Levi Dickey ES, Newman ES, and Walnut ES) and junior high (Woodcrest JHS and Townsend JHS)	\$264,018.00 LCFF Supplemental Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures	\$222,637.00 LCFF Supplemental Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures
7. Provide tutoring services for foster youth	\$50,000.00 LCFF Supplemental Services/Operating Expenditures	\$20,346.00 LCFF Supplemental Services/Operating Expenditures
8. Provide tutoring services for homeless students	\$50,000.00 LCFF Supplemental Services/Operating Expenditures	\$22,363.00 LCFF Supplemental Services/Operating Expenditures
9. Provide all content teachers the opportunities for integrated ELD professional development at the elementary and junior high schools	\$150,000.00 Title I and Title III Certificated Salaries Books/Supplies	\$150,000.00 Title I and Title III Certificated Salaries Books/Supplies

10. Provide all content teachers the opportunity for Integrated ELD professional development at the high schools	Cost in LCAP goal 3, action 9 Title I and Title III Certificated Salaries/Benefits Books/Supplies	Cost in LCAP goal 3, action 9 Title I and Title III Certificated Salaries/Benefits Books/Supplies
11. This action/service is embedded in Goal 3/Action 2 in 19/20.	N/A	N/A
12. Maintain PSAT/SAT program for 8th through 12th grade students	\$280,000.00 LCFF Supplemental Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures	\$251,286.00 LCFF Supplemental Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures
13. Provide tutoring for homeless and foster youth	Cost identified in LCAP goal 3, actions 7 & 8 LCFF Supplemental Services/Operating Expenditures	Cost identified in LCAP goal 3, actions 7 & 8 LCFF Supplemental Services/Operating Expenditures
14. Maintain California College Guidance Initiative (CCGI) to give students and parents access to "a-g" information and application process for post-secondary institutions	\$20,300.00/\$9,700.00 LCFF Supplemental/ CTEIG Certificated Salaries/Benefits Services/Operating Expenditures	\$20,213.00/\$9,000.00 LCFF Supplemental/ CTEIG Certificated Salaries/Benefits Services/Operating Expenditures
15. Host college nights at junior high schools	\$11,000.00 LCFF Supplemental Books/Supplies Services/Operating Expenditures	\$6,575.00 LCFF Supplemental Books/Supplies Services/Operating Expenditures
16. College nights at the high schools	\$0	\$0



17. Increase opportunities for high school students to participate in college tours	\$20,000.00 LCFF Supplemental Certificated Salaries/Benefits Services/Operating Expenditures	\$0 LCFF Supplemental Certificated Salaries/Benefits Services/Operating Expenditures
18. Provide secondary administrators and counselors training in tools to monitor CSU/UC eligibility	\$0	\$0
19. Align current new "a-g" courses with UC/CSU criteria	\$0	\$0
20. Monitor OnTrack "a-g" progress bi-annually using the UC Eligibility Report and CSU Eligibility Report in AERIES SIS	\$0	\$0
21. Continue to provide career centers at the high schools	\$206,699.00 LCFF Supplemental Classified Salaries/Benefits	\$486,476.00 LCFF Supplemental Classified Salaries/Benefits
22. Support the high school AVID programs	\$115,982.00 LCFF Supplemental Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures	\$90,766.00 LCFF Supplemental Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures
23. Maintain the Dual Enrollment programs at Ayala and Don Lugo high schools	\$10,000.00 LCFF Supplemental Books/Supplies Services/Operating Expenditures	\$0 LCFF Supplemental Books/Supplies Services/Operating Expenditures
24. Maintain the Dual Enrollment programs to Chino and Chino Hills high schools	\$10,000.00 LCFF Supplemental Books/Supplies Services/Operating Expenditures	\$0 LCFF Supplemental Books/Supplies Services/Operating Expenditures

25. Maintain one counselor at the Alternative Education Center (AEC)	\$142,714.00 LCFF Supplemental Certificated Salaries/Benefits	\$146,029.00 LCFF Supplemental Certificated Salaries/Benefits
26. Continue to maintain Regional Occupational Programs (ROP) at the high schools	\$1,974,906.00 LCFF Supplemental Services/Operating Expenditures	\$1,974,906.00 LCFF Supplemental Services/Operating Expenditures
27. This Action/Service was completed in 18/19	N/A	N/A
28. Subsidize AP fees for students of need	\$70,000.00 LCFF Supplemental Services/Operating Expenditures	\$67,559.00 LCFF Supplemental Services/Operating Expenditures
29. Expand Advanced Placement course offerings	\$132,000.00/34,000.00 /34,000.00 LCFF Supplemental/Perkins/ CTEIG Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures	\$132,000.00/34,000.00/ 34,000.00 LCFF Supplemental/Perkins/ CTEIG Certificated Salaries/Benefits Books/Supplies Services/Operating Expenditures
30. This action/service was completed in 18/19	N/A	N/A
31. Provide all teachers the opportunity for Integrated ELD professional development	Cost in LCAP goal 3, action 9 Title I and Title III Certificated Salaries/Benefits	Cost in LCAP goal 3, action 9 Title I and Title III Certificated Salaries/Benefits
32. Designated ELD will occur daily for 30/45 minutes	\$0	\$0

33. Access & Equity Coordinator to assist with ELD standards, instructional strategies, and English learner progress	\$38,721.00/\$116,165.00 LCFF Base/LCFF Supplemental Certificated Salaries/Benefits	\$38,721.00/\$116,165.00 LCFF Base/LCFF Supplemental Certificated Salaries/Benefits
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## Goal Analysis

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

CVUSD made progress in implementing most actions and services identified in LCAP Goal 3 despite the challenges of the pandemic. The PSAT/SAT was cancelled as there were no digital version of the assessments when the pandemic hit in March 2020. Money budgeted was used to support students, families, teachers, and staff during distance learning (e.g., technology, hotspots, FTE) when we pivoted to the online platform.

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

Despite the pandemic and school closures in March 2020, CVUSD made progress in implementing most actions and services identified to ensure that all students were prepared for college and career beyond graduation.

Successes and challenges included staff being challenged in providing in-person targeted intervention but also successful in being able to quickly pivot their instructional delivery via online learning. MTSS-A continued, and master schedules were created to ensure targeted support for ELA, Math, and small group instruction. Administrators and teachers were successful in emphasizing essential standards as there was less face-to-face instructional time with students in comparison to the traditional school schedules. Individual tutoring for homeless and foster youth continued online.

Staff also worked on transitioning assessments for PSAT and SAT exams, which were cancelled as there were no digital versions of the assessments. The Advanced Placement (AP) exams were then administered remotely by College Board and staff saw a slight increase in the number of exams administered. Participation in the Essential Standards Assessments (ESAs) remained strong despite having to administer them remotely. In addition, staff found success in offering Advancement Via Individual Determination (AVID) in both blended and distance learning programs. AVID tutorials continued remotely. The District-wide college fair was held virtually with livestreaming and links. CCGI, dual enrollment, transcript audits continued. Students were able to access the career centers for resources such as work permits and college information. Instructional coaches continued to provide teachers and staff virtual training on Integrated and Designated ELD in order to support English Learners in attaining language proficiency. Teachers of ELD met collaboratively with instructional coaches to discuss challenges in teaching English learners remotely and keeping students engaged. Teachers were supported with strategies and lesson planning to assist in increasing student engagement utilizing the Co-Plan, Co-Teach model, modified for virtual teaching and learning.

# 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
Library and Media Support - Maintain additional teacher librarian at the high school level and provide library support with media technicians at the elementary and secondary school sites to support students (FY, EL, LI) and staff to access information/reference material and to build literacy in all subject areas.	\$1,305,993.54	\$1,252,772.00	Y
Common Core Materials - Refine current instructional materials and provide Common Core Standards aligned supplemental material to allow students to have updated materials to support learning content aligned with the State.	\$300,000.00	\$220,740.00	N
Common Core Materials - Provide Supplemental Common Core aligned materials and training to new K-12 Moderate/Severe programs to support students with disabilities and help close the gap to reduce learning loss.	\$15,000.00	\$14,175.00	N
Instructional Coaches - Maintain Instructional Coaches to support staff development and build teacher capacity to support the identified unique needs of FY, EL, and LI.	\$2,698,488.00	\$1,483,318.00	Y
New Teacher Induction - Maintain Teacher Support for Beginning Teachers through the District sponsored CVUSD Induction Program with an emphasis on differentiated instruction which directly support the unique needs of FY, EL, or LI.	\$500,000.00	\$351,527.00	Y

<p>Provide professional development and support for teachers/administrators to build strong instruction for all students and students with unique learning needs (FY, EL, LI):</p> <ul style="list-style-type: none"> <li>• Deepen staff's implementation of Professional Learning Community (PLC) to focus on the mastery of learning on the essential grade level/content standards and provide other relevant professional development for staff to differentiate for students' needs.</li> <li>• Train Special Education Teachers and related service providers of the essential standards and alignment to goals and services.</li> <li>• Provide professional development to all teachers and administrators for evidenced based best practices for all learners (Co-Plan/Co-Teach: Special Ed/General Ed).</li> <li>• Maintain professional development in the area of English learners.</li> <li>• Host bi-monthly Principals' Meetings and Assistant Principals' Meetings.</li> <li>• Maintain professional development in the areas of Multi-Tiered Systems of Supports-Behavior (MTSS-B).</li> <li>• Maintain and expand training and support for AVID.</li> <li>• Maintain site based professional development tailored to site needs through Instructional Coaches.</li> <li>• Maintain technology support for in-person instruction.</li> </ul>	\$1,580,000.00	\$1,481,136.00	Y
Student Courses – Provide student access and enrollment in required areas of study.	\$0	\$0	N
GATE – Administer universal screening to all grade 2 students and provide Gifted and Talented Education (GATE) enrichment opportunities to accelerate learning and support students with unique needs (FY, EL, LI)	\$150,000.00	\$127,063.00	Y
Music - Maintain District elementary music program to help develop language and reasoning skills for students who have experienced learning loss and enhance music operations at schools.	\$1,345,088.00	\$1,311,593.00	Y
Provide FTE and support our JPA, Baldy View Regional Occupational Program, at each high school in 13 industry sectors and 16 pathways in priority industry sectors as defined by the Inland Empire/Desert Regional Consortium Strong Workforce Program Regional Plan.	\$2,852,950.00	\$2,738,841.00	Y
Intensive Student Support - Provide intensive support for students (FY, EL, LI) requiring behavioral support, maintaining Intervention Specialists and Behavior Aides.	\$1,240,969.00	\$1,240,969.00	Y
Transportation - Continue to subsidize home to school transportation costs for eligible students (FY, EL, LI) to ensure school attendance and reduce learning loss.	\$1,710,141.00	\$1,346,584.00	Y
Preschool Inclusion Program - Maintain and expand preschool inclusion programs according to student needs.	\$857,329.96	\$857,330.00	N

Technology – Upgrade and replace computers and acquire technology tools to support the instructional program.	\$8,500,000.00	\$3,000,000.00	N
Facilities - Maintain school facilities so they are in good repair (Deferred Maintenance).	\$2,500,000.00	\$2,500,000.00	N
College Entrance and Readiness - Maintain California College Guidance Initiative (CCGI) to give students (FY, EL, LI) and families access to “A-G” information and application process for post-secondary institutions.	\$300,300.00	\$0	Y
College Awareness - Host College Nights at the junior high and high schools and provide opportunities for high school students (FY, EL, LI) to participate in college tours who may not have the support to access college information.	\$31,000.00	\$3,455.00	Y
A-G Promotion - Provide secondary administrators and counselors necessary training in tools to monitor CSU/UC eligibility, continued alignment of current new A-G courses with UC/CSU criteria, and A-G progress monitoring, and monitor on-track A-G progress bi-annually using the UC Eligibility Report and CSU Eligibility Report in AERIES SIS to ensure all students meet a-g requirements upon graduation: <ul style="list-style-type: none"> <li>• Calibration and collaboration between admin and counselors at all sites to monitor CSU/UC eligibility.</li> <li>• Training for administration and counselors.</li> </ul>	\$0	\$0	N
Career Centers - Continue to provide Career Centers at all high schools to provide students (FY, EL, LI) college and career guidance to provide tools necessary for life beyond high school.	*Funding indicated under Distance Learning Program	*Funding indicated under Distance Learning Program	Y
College Credit - Offer college credit courses (dual enrollment) at all high schools to introduce students (FY, EL, LI) to college-level course while in high school, which will result in helping students better prepare for college and potentially decrease their time to college graduation.	*Funding indicated under Distance Learning Program	*Funding indicated under Distance Learning Program	Y
Alternative Education Counselor - Maintain Alternative Education Counselor to support students with unique needs, prevent learning loss, ensure coursework completion of coursework, and prepare students for college and career.	*Funding indicated under Distance Learning Program	*Funding indicated under Distance Learning Program	Y

Advanced Placement - Subsidize AP fees for students in need (e.g., FY, EL, LI) and expand Advanced Placement course offerings to allow students to earn college credit and/or qualify for more advanced classes when students begin college.	*Funding indicated under Distance Learning Program	*Funding indicated under Distance Learning Program	Y
Access & Equity Coordinator - Assist with ELD standards, instructional strategies, EL progress review; and provide professional development to support English Learners for Integrated and Designated ELD at the elementary, junior high schools, and high schools to prevent learning loss.	*Funding indicated under Distance Learning Program	*Funding indicated under Distance Learning Program	Y
HS Transcript Audits – High school will perform transcript audits at the end of each semester and additional monitoring of students not “on track status” for students to graduate in four years.	\$0	\$0	N
Personal Protective Equipment – Mitigate COVID-19 spread and promote the health and safety for all	\$659,877.80	\$1,323,326.00	N

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.

There were a few substantive differences between the planned actions and/or budgeted expenditures. Restricted money from the Systems of Support Grant was not received and professional development for Universal Design: Co-Plan/Co-Teach was postponed to the 2021-22 school year due to pandemic. However, special ed instructional coaches were able to participate in virtual professional development offered through SELPA. The induction program saw a reduction of approximately 20 fewer participants in the program in the 2020-21 school year. However, the numbers for the 2021-22 has increased to 30 additional participants. For technology, federal dollars were allotted, therefore the budgeted funds of \$8,500,000 weren't fully expended through LCAP. After the LCP was submitted, some instructional coaches returned to the classroom. The available dollars due to this were used to support distance learning (technology, FTE, extra periods).

While there is a difference in the total budgeted expenditures and the total actual expenditures, it was primarily a result of certain savings in operations and personnel costs as students remained on distance learning through most of the 2020-21 school year. For example, some of the savings included the suspension of SAT testing for the year, cancellation of in-person professional development to virtual formats, and reduced transportation costs due to remote learning for most of the year. College fairs pivoted to online when available thus money expended for transportation costs were not used. Money budgeted was used to support distance learning (e.g., technology, FTE, extra periods). In addition, the district received multiple federal dollars to purchase PPE (e.g. masks, gloves, facial coverings, face shields, isolation suits) in preparation for reopening.

#### Analysis of In-Person Instructional Offerings

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

Using available state and/or local data and feedback from stakeholders including parents, students, teachers, and staff, it was determined that there were a variety of success and challenges in implementing in-person instruction for the 2020-21 school year.



In looking at successes, staff was able to pivot to in-person instruction when approved to do so by the State and County. The District had plans in place for students and staff prior to the beginning of the school year; the District received requests for Distance and Blended Learning models in July 2020. Actions were taken based off these successes.

Another success was the production of videos regarding school safety. Health services created teaching videos for safety, prevention procedures, social distancing, hygiene practices, handwashing, sanitizing, PPE, passive and active screening, and cleaning and disinfecting. A makeshift store was also created for school sites to have continued accessibility to PPE. In addition, COVID-19 learning rounds were conducted to prepare staff for in-person instruction and a checklist was provided to ensure use of safety measures.

In addition, there were several attendance-related successes. School sites were charged with initiating and responding to absences when three absences occurred. School sites continued to hold School Attendance Review Team (SART) meetings, and, at the District level, staff have continued to hold School Attendance Review Board (SARB) meetings. Staff also held District-wide attendance outreach, visiting over 100 homes. During this outreach, staff provided students with counseling information and technology information to assist students and parents with connectivity issues.

In-person instruction began in November and December 2020 with 49 special education (SPED) small cohorts and case carriers created individualized learning plan (ILPs) to monitor students and provide support based on individualized needs. In March 2021, general education elementary and secondary started in-person, blended learning instruction. In April 2021, in-person, traditional instruction resumed.

Instructions utilized Multi-Tiered System of Supports (MTSS-A) to create small student and educator cohorts to minimize mixing of student groups throughout the day and provide more individualized instruction. Instructional schedule models and unit plans were created to provide a focus on English Language Arts (ELA) and Math Support and office hours at the elementary level were built in to support students and keep an open line of communication with pupils. The District created a systematic cycle of assessments with the focus on essential standards and held weekly professional learning communities (PLCs) to monitor student progress. The District maintained the elementary music program and universal gifted and talented education (GATE) screening for grade two. In addition, classroom webpages were used when students were in the asynchronous mode.

Staff provided authentic assessments that improved attendance and engagement. Though guided practice and modeling has been found to be more effective in person, parent cooperation and feedback has increased. Teachers can intercede immediately if there is a challenge and have worked through technical challenges. Teachers have found opportunities to heighten collaboration, planning and responding when students do not grasp class lessons. Furthermore, there is higher visibility of teachers on campus particularly before school and more students have been able to play their preferred game of choice during recess due to the small cohort sizes. These small cohort sizes and return to traditional school have allowed an increase in student connection along with the sense of belonging.

Staff have addressed challenges during the transition to in-person learning. Staff were able to reestablish certain rituals and routines while providing additional schedules to socially distance students; these practices included multiple recesses and lunches as well as more time not engaging in instructional endeavors. The District allotted extra time for mask breaks and handwashing schedules and students were discouraged from socializing with friends enrolled in different classes to uphold public health guidelines. Staff continued to deliver services for Special Education (Specialized Academic Instruction) to support Resource Specialist Program (RSP) students in the general education found students were not able to engage in after school interventions or have access to resources such as the library and/or the computer lab. 1,991 students participated in credit recovery in 2020-2021, which is an increase of 1,685 students compared to 306 students participating in 2019-2020. Due to the pandemic, intervention support pivoted from in-person to virtual. Data revealed 1,499



students sought intervention support in 2020-2021, a decrease compared to 2,343 students in the 2019-2020 school year. Staff reports low usage due to student Zoom burnout.

Staff found in-person success with the opportunity to develop in-person student/staff and student/student relationships. Staff were able to enhance the positive school environment as well as build positive school culture relationships. Staff built these successes by providing in-person feedback and checkpoints for understanding while maintaining student participation, engagement, and accountability. Staff provided more opportunities for student dialogue and academic discourse with an in-person acknowledgement system.

To support students' mental health and well-being, staff continued Multi-Tiered System of Support for Behavioral Health and Wellness Model (MTSS-B) with counseling services and second step lessons due to stress resulting from the pandemic. The HOPE Resource Center and CARE Closet served food and a variety of resources to students, especially in assisting with Medi-Cal and Cal Fresh applicants. The Family Engagement Center also provided workshops to address stress management and a health clinic offered drive-thru health services.

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Common Core Materials - Refine current instructional materials and provide Common Core Standards aligned supplemental material to allow students to have updated materials to support learning content aligned with the State.	*Funding indicated under In-Person Instructional Offerings	*Funding indicated under In-Person Instructional Offerings	N
Common Core Materials - Provide Supplemental Common Core aligned materials and training to new K-12 Moderate/Severe programs to support instruction.	*Funding indicated under In-Person Instructional Offerings	*Funding indicated under In-Person Instructional Offerings	N
Instructional Coaches - Maintain Instructional Coaches to support staff development and build teacher capacity.	*Funding indicated under In-Person Instructional Offerings	*Funding indicated under In-Person Instructional Offerings	Y

New Teacher Induction - Maintain Teacher Support for Beginning Teachers through the district sponsored CVUSD Induction Program.	*Funding indicated under In-Person Instructional Offerings	*Funding indicated under In-Person Instructional Offerings	Y
<p>Provide professional development and support for teachers/administrators to build strong instruction for all students and students with unique learning needs (e.g., FY, EL, LI):</p> <ul style="list-style-type: none"> <li>• Deepen staff's implementation of Professional Learning Community (PLC) to focus on the mastery of learning on the essential grade level/content standards and provide other relevant professional development for staff to differentiate for students' needs.</li> <li>• Train Special Education Teachers and related service providers of the essential standards and alignment to goals and services.</li> <li>• Provide professional development to all teachers and administrators for evidenced based best practices for all learners (Co-Plan/Co-Teach: Special Ed/General Ed).</li> <li>• Maintain professional development around English learners.</li> <li>• Host bi-monthly Principals' Meetings and Assistant Principals' Meetings.</li> <li>• Maintain professional development in the areas of Multi-Tiered Systems of Supports-Behavior (MTSS-B).</li> <li>• Maintain and expand training and support for AVID.</li> <li>• Maintain site based professional development tailored to site needs through Instructional Coaches.</li> <li>• Maintain technology support for in-person instruction.</li> </ul>	*Funding indicated under In-Person Instructional Offerings	*Funding indicated under In-Person Instructional Offerings	Y
Student Courses – Maintain student access and enrollment in required areas of study.	\$0	\$0	N
GATE – Administer universal screening to all grade 2 students and provide Gifted and Talented Education (GATE) enrichment opportunities to accelerate learning and support students with unique needs (e.g., FY, EL, LI)	*Funding indicated under In-Person Instructional Offerings	*Funding indicated under In-Person Instructional Offerings	Y
Provide FTE and support our JPA, Baldy View Regional Occupational Program, at each high school in 13 industry sectors and 16 pathways in priority industry sectors as defined by the Inland Empire/Desert Regional Consortium Strong Workforce Program Regional Plan.	*Funding indicated under In-Person Instructional Offerings	*Funding indicated under In-Person Instructional Offerings	Y

Intensive Student Support - Provide intensive support for students (e.g., FY, EL, LI) requiring behavioral support, maintaining Intervention Specialists and Behavior Aides.	*Funding indicated under In-Person Instructional Offerings	*Funding indicated under In-Person Instructional Offerings	Y
Preschool Inclusion Program - Maintain and expand preschool inclusion programs according to student needs.	*Funding indicated under In-Person Instructional Offerings	*Funding indicated under In-Person Instructional Offerings	N
Technology – Upgrade and replace computers and acquire technology tools to support the instructional program and to provide students with technology devices and accessibility.	*Funding indicated under In-Person Instructional Offerings	*Funding indicated under In-Person Instructional Offerings	N
College Entrance and Readiness - Maintain California College Guidance Initiative (CCGI) to give students (e.g., FY, EL, LI) and families access to “A-G” information and application process for post-secondary institutions.	*Funding indicated under In-Person Instructional Offerings	*Funding indicated under In-Person Instructional Offerings	Y
College Awareness - Host College Nights at the junior high and high schools and provide opportunities for high school students (e.g., FY, EL, LI) to participate in college tours who may not have the support to access college information.	*Funding indicated under In-Person Instructional Offerings	*Funding indicated under In-Person Instructional Offerings	Y
A-G Promotion - Provide secondary administrators and counselors training in tools to monitor CSU/UC eligibility, continued alignment of current new A-G courses with UC/CSU criteria, “A-G” progress monitoring, and monitor on-track A-G progress bi-annually using the UC Eligibility Report and CSU Eligibility Report in AERIES SIS to ensure all students meet a-g requirements upon graduation: <ul style="list-style-type: none"> <li>• Calibration and collaboration between admin and counselors at all sites to monitor CSU/UC eligibility.</li> <li>• Training for administration and counselors.</li> </ul>	\$0	\$0	N

Career Centers - Continue to provide Career Centers at all high schools to provide students (FY, EL, LI) college and career guidance to provide tools necessary for life beyond high school.	\$219,638.00	\$180,271.00	Y
College Credit - Offer college credit courses (dual enrollment) at all high schools to introduce students (FY, EL, LI) to college-level course while in high school, which will result in helping students better prepare for college and potentially decrease their time to college graduation.	\$10,000.00	\$0	Y
Alternative Education Counselor - Maintain Alternative Education Counselor to support students with unique needs, prevent learning loss, ensure coursework completion of coursework, and prepare students for college and career.	\$148,169.00	\$147,890.00	Y
Advanced Placement - Subsidize AP fees for students in need (FY, EL, LI) and expand Advanced Placement course offerings to allow students to earn college credit and/or qualify for more advanced classes when students begin college.	\$235,000.00	\$212,091.00	Y
Access & Equity Coordinator - Assist with ELD standards, instructional strategies, EL progress review; and provide professional development to support English Learners for Integrated and Designated ELD at the elementary, junior high schools, and high schools to prevent learning loss.	\$310,682.00	\$310,682.00	Y
HS Transcript Audits – High school will perform transcript audits at the end of each semester and additional monitoring of students not “on track status” for students to graduate in four years.	\$0	\$0	N
Personal Protective Equipment – Mitigate COVID-19 spread and promote the health and safety for all	*Funding indicated under In-Person Instructional Offerings	*Funding indicated under In-Person Instructional Offerings	N

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.

There were a few substantive differences between the planned actions and/or budgeted expenditures. Restricted money from the Systems of Support Grant was not received and professional development was postponed to the 2021-22 school year because of the pandemic. However, special ed instructional coaches were able to participate in virtual professional development offered through SELPA. Chaffey Community College purchased books for dual enrollment, and therefore, the budget was not expended.

## 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.

Using available state and/or local data and feedback from stakeholders including parents, students, teachers, and staff, it was determined that there were a variety of success and challenges in implementing distance learning instruction for the 2020-21 school year.

#### SUPPORT FOR PUPILS WITH UNIQUE NEEDS

One success was pivoting quickly to distance learning with live, synchronous instruction. In this mode, individual or small group teaching was led and facilitated with input, model, and guided practice to address the unique needs of English Learners, Foster Youth, and Low-Income students. The schedules embedded virtual office hours for on-demand support for students and families outside of live instruction. Office hours included making appointments to meet with students and families to answer questions, holding small group instruction by invitation or mandate, reviewing for upcoming assessments, conducting make up assessments, and checking in with students.

For health and wellness, Multi-Tiered Systems of Support for Behavioral Health and Wellness Model (MTSS-B) included counseling in addition to the HOPE Resource Center being utilized as a telecommunication and drive-up resource. The health clinic became an essential resource with drive-thru health services to address the needs of families that were experiencing hardships due to the pandemic.

Staff worked to build college awareness. Due to school building closures and countywide safer at home orders, traditional college nights could not be held. Even so, staff successfully held virtual events, including a virtual college fair by curating and archiving college recruitment materials and streams online, as well as virtual college visits.

#### CONTINUITY OF INSTRUCTION

The District was successful in creating distance learning webpages as information hubs for teaching and learning. The sites included standardized information such as contact info, details on office hours, instructional plans and routines for the week, syllabus info, feedback, and grading criteria.

Distance-learning training was provided via Google and Microsoft products, which included accessible features in instructional platforms for students and teachers alike. These recently adopted materials had digital components, including an updated set of supplemental materials in career and technical education (CTE) courses, performing arts, elective courses, and next generation science standards (NGSS).

A challenge was managing absences during distance learning as school sites were charged with initiating and responding to student absences upon the third occurrence. School sites continued to hold School Attendance Review Team (SART) meetings and the District continued to hold School Attendance Review Board (SARB) meetings, however, it was challenging to contact parents. On October 13, 2021, the district and school site staff, in collaboration with San Bernardino County Probation Department, held a district-wide Attendance Outreach, and visited over 180 student/family homes inquiring how the district could assist in getting students online daily. Parents and students were provided literature for counseling, technology and connectivity assistance, and other local community resources. During the second Attendance Outreach held on March 9, 2021, the same services were offered as before and over 146 student/family homes were visited. In addition, site administrators were asked to provide names of students who had improved their attendance during the pandemic. San Bernardino County donated new helmets for those students who earned a refurbished bike donated by Chino Institution for Women for their improved attendance. Truancy letters continued to be mailed as a gentle reminder that attendance remains compulsory during the pandemic. The attendance team, including Liaisons, Coordinator, Director, and Probation Officers,

continued home visits weekly as requested by district schools for non-attendance and connectivity issues.

## ACCESS TO DEVICES AND CONNECTIVITY

The District was successful in creating a plan that provided extensive support for instructional continuity. For example, the District deployed thousands of devices for distance learning with the help of District Tech Training specialists and the Family Engagement Center Staff. This on-demand support for families, students and staff provided a lifeline, specifically with a focus on Title 1 and Spanish/Mandarin speaking students and families. Additional electronic and digital resources included the CVUSD Ed Tech Classroom Resource Center, a Wellness Assistance hotline, a District distance learning resource webpage for families and students. To make these digital components accessible, students and families were provided an updated single sign-on for resources.

Challenges included many students sharing connectivity issues whether their internet and or hotspot was active, or their computer was not connecting. These issues were challenging to assess, however the technology team experienced success because they were able to resolve issues within their control. Continued challenges included matters out of the District's purview, such as poor connection from internet service providers. Some students did not have phones with cameras, and if they chose to use their own computers, the computers did not have cameras, so staff worked to relieve hardships for many. Staff worked to contact students via phone; email; friend or relative; home visits during school hours and early evening; U.S. Postal Service; registered mail; certified mail. Some students were not consistent in logging on, either tardy or not signing in at all to the online classroom. Parents actively worked to ensure students were online each day; however, student attendance became secondary to maintaining a job and providing family stability. Some families had limited knowledge about the use of technology for learning. Staff worked on bridging the technology divide by providing support that focused on building technology skills through remote tutorials and technology hotline assistance.

## PUPIL PARTICIPATION AND PROGRESS

There were several successes that were evident during distance learning. For example, teacher office hours were built into the site bell schedules allowing students to receive additional academic support regularly. In addition, academic content was presented to students in a variety of ways including lectures and PowerPoint presentations; students were given opportunities to respond verbally or via chat.

Teachers were able to effectively communicate learning expectations during distance learning. Questions were answered in a timely manner during distance learning and administrators were available when needed. Students reached out to teachers for help and teachers responded to questions during distance learning. Staff continued to administer the English Language Proficiency Assessments for California (ELPAC). While the experience was challenging, staff were able to facilitate this process with the end goal of measuring language proficiency and reclassifying students.

Students participated and made progress transitioning to Distance Learning. Attendance Month 7 revealed attendance at 95.86%. Progress monitoring continued for students with the continued administration of the Essential Standards Assessment. However, some students experienced challenges related to classroom participation and student attendance. The District established a tiered attendance process to support the needs of students/families who had difficulty engaging consistently. Some students experienced connectivity issues and these issues could not be resolved as they were related to third-party Internet providers. Staff worked with students who did not have computers with cameras, and some students and families did not respond despite being contacted several different ways and times. Due to the nature of the pandemic, those parents who were considered essential workers could not be easily reached.

Some students experienced home/environmental factors that interfered with their participation, and staff did their best to remedy these issues such as unreliable Internet connections and difficulty with material and content.



## DISTANCE LEARNING AND PROFESSIONAL DEVELOPMENT

In terms of new technology and skill development, we experienced many successes as follows: teachers were able to pivot to the new distance learning platform and demonstrate their ability to deliver focused instruction. Instructional coaches and Technology Coaches provided teacher support for Distance Learning. Teachers learned how to share their screens, play educational videos, assess students on-line, use Jam Board, and use Pear Deck and Flipgrid. Students showed engagement in academic discourse, using the chat feature, presenting videos, and utilizing interactive texts. Teacher office hours were very supportive to both parents and students, and small group instruction was employed every minimum day to support the needs of students. In December 2020, the District provided upgrades to District Google accounts and teachers were able to utilize breakout rooms in Google Meet, as well as Zoom.

Additional resources were provided for distance learning, including training to support English Language Arts/English Language Development (ELA/ELD) instruction, support from Instructional Coaches on developing lessons that focused on the essential standards for ELA/Math, writing common formative assessments (CFA) and responding to data. There was continued special education services and ILPs for SWDs.

To provide guidance to teachers on implementing best practices on teaching EL students in distance learning, District instructional coaches assisted with ELA/ELD lesson planning and held teacher collaborative meetings that discussed strengths and weakness of the curriculum. The meetings allowed educators to understand and address support where needed.

To assist site administrators with academic progress monitoring of EL students, workshops are being offered in building understanding of Integrated ELD and addressing EL student needs while in distance learning.

Challenges experienced were some students experienced home/environmental factors that interfered with their participation, and staff and students were expected to adapt quickly to the new learning environment despite varying skill levels with technology and did their best to remedy these issues such as unreliable Internet connections and difficulty with digital material and content.

## STAFF ROLES AND RESPONSIBILITIES

We experienced successes with our staff and their ability to perform as they would have with in-person instruction. Staff assumed their roles and responsibilities while pivoting to distance learning. Some were honored for their accomplishments, including recognition as an Honor School (closing achievement gaps) during a pandemic and continuing to implement PBIS strategies in this virtual format. Staff continued to recognize students virtually for demonstrating positive behavior expectations of the school.

Staff collaborated with parents/families. Parents became partners in their child's education more so now than ever. Individualized Education Plans (IEP), triennials, and other related services continued online.

Overall, teachers and students have become proficient users of technology. The care, compassion, and dedication that the teachers have demonstrated is inspiring, and as a result, discipline referrals have decreased. In addition, the creation of the Distance Learning cohort of classes and teachers resulted in increased communication between administrators and staff district wide. All these initiatives show increased collaboration and continuity among schools and staff.

Challenges included staff having to adapt their home environment to mimic a classroom setting. Some staff had to assume roles and responsibilities outside of the scope of their original contracted position. Additionally, as the spread of COVID-19 flared, we started to see the beginning of a staffing shortage.

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

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
After School Tutoring - Provide academic tutoring services: Foster youth, Homeless students, Afterschool Programs (ASES/Child Development) to support academic instruction.	\$100,000.00	\$60,239.00	Y
Additional support provided for students (e.g., FY, EL, LI) as needed through teacher office hours for individualized instruction, small group instruction, and differentiated instructional strategies.	\$0	\$0	Y
A-G Promotion - Provide secondary administrators and counselors training in tools to monitor CSU/UC eligibility, continued alignment of current new A-G courses with UC/CSU criteria, “A-G” progress monitoring, and monitor on-track A-G progress bi-annually using the UC Eligibility Report and CSU Eligibility Report in AERIES SIS to ensure all students meet a-g requirements upon graduation: <ul style="list-style-type: none"> <li>Calibration and collaboration between admin and counselors at all sites to monitor CSU/UC eligibility.</li> <li>Training for administration and counselors.</li> </ul>	\$0	\$0	N
College Credit - Offer college credit courses (dual enrollment) at all high schools.	*Funding indicated under Distance Learning Program	*Funding indicated under Distance Learning Program	Y



Alternative Education Counselor - Maintain Alternative Education Counselor to support students with unique needs, prevent learning loss, ensure coursework completion of coursework, and prepare students for college and career.	*Funding indicated under Distance Learning Program	*Funding indicated under Distance Learning Program	Y
Access & Equity Coordinator - Assist with ELD standards, instructional strategies, EL progress review; and provide professional development to support English Learners for Integrated and Designated ELD at the elementary, junior high schools, and high schools to prevent learning loss.	*Funding indicated under Distance Learning Program	*Funding indicated under Distance Learning Program	Y
HS Transcript Audits – High school will perform transcript audits at the end of each semester and additional monitoring of students not “on track status” for students to graduate in four years.	\$0	\$0	N
Attendance - Monitor students with chronic absenteeism and work with families to ensure their attendance improves and to prevent learning loss.	\$0	\$0	Y
High School Intervention Counselors (K-12) Maintain High School K-12 intervention counselors to support Multi-Tiered Systems of Support for Behavior (MTSS-B) to mitigate learning loss, ensure attendance, engagement at school, and monitor of physical and emotional well-being of students (e.g., FY, EL, LI).	*Funding indicated under Additional Actions	*Funding indicated under Additional Actions	Y
McKinney Vento Grant Program - Provide case management and clinical support for students (e.g., FY, EL, LI) and families and training for staff to promote continuity of learning and prevent learning loss.	*Funding indicated under Additional Actions	*Funding indicated under Additional Actions	Y
School-Based Health Services Maintain school nurses and health technicians to support and monitor students who have health related issues to reduce chronic absenteeism and to promote student (e.g., FY, EL, LI) connectedness and continuity of learning.	*Funding indicated under Additional Actions	*Funding indicated under Additional Actions	Y
Supplemental Education for K-12 - Provide additional time and supplemental education for all students who need additional academic supports (e.g., credit recovery, summer school, after school) and to support learning loss.	*Funding indicated under Additional Actions	*Funding indicated under Additional Actions	N
Family Engagement Center - Parent, School Community Specialist, and personnel to provide trainings to school personnel and parents/guardians to build school to home partnerships, promote school connectedness, and prevent learning loss. School sites will offer training or workshops for parents/guardians that are linked to student learning and/or social emotional development and growth.	*Funding indicated under Additional Actions	*Funding indicated under Additional Actions	Y

Bilingual Translation Services - Utilize bilingual translation and interpretation to ensure understanding of District communications and provide classified bilingual clerks for schools whose non-English designated language is greater than 14% to ensure an increase in parent communication and school engagement with regards to school programs, policies, and practices while supporting students' and parents' connectedness to school.	*Funding indicated under Additional Actions	*Funding indicated under Additional Actions	Y
CVUSD Health Center - Manage the Health Center, which provides direct medical care including immunizations for at risk students (e.g., FY, EL, LI) to increase access to health care services and ensures regular school attendance to prevent learning loss.	*Funding indicated under Additional Actions	*Funding indicated under Additional Actions	Y
Foster Youth Counselor and Clerk - Maintain Foster Youth Counselor and clerk to provide student and family support and provide tools/training for Foster Youth Intake and support staff.	*Funding indicated under Additional Actions	*Funding indicated under Additional Actions	Y
HOPE Resource Center - Provide additional supports (i.e. school supplies, hygiene items, clothing, etc.) to disadvantaged students (e.g. FY, EL, LI) and families through the HOPE Resource Center at DAL, Dickson, Walnut, Dickey, CHS, AEC and satellites at Chino High, Newman, Ramona, Marshall; Tykes: TYKES (Early Literacy) program for parents/families with children who are younger than age five; and provide case management assessment of family functioning, training for optimal development of all children and prevent learning loss.	*Funding indicated under Additional Actions	*Funding indicated under Additional Actions	Y

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.

There were a few 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. Tutoring services were not fully expended. There was low participation in after school online tutoring. Families indicated their children were exhausted from being on distance learning for school instruction and could not participate in additional online tutoring. However, we did see supplemental education was an area of positive expenditures. Parent forums were postponed and planned for the 2021-22 school year.

## 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.

Overall, the District experienced successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year. The District continues to assess and monitor student progress with the Essential Standards Assessment (ESA) administered three times a year for English Language Arts (ELA) and Math and two standardized reading inventories administered at the junior high level per year. The ESA assessments assisted teachers in identifying missed learning standards and content, providing more prerequisites for future learning. For 2020-2021, 42% of our students score in the “not meeting or exceeding standards” on the ELA-ESA. Our unduplicated groups had an even higher percentage of students not meeting the standards: EL 85.6%, Low-Income 59.5%, and Foster Youth 68%.

Furthermore, schedules were created with built in focus time to address missed learning standards and content. There was additional instructional time developed through credit recovery, virtual before and after school instruction, along with tutoring for foster youth (FY), English learners (EL), and homeless student populations. With the extra time built in and additional assistance for school schedules, staff were able to address prior learning gaps and master new content.

Teachers continued to collaborate through the systematic process of professional learning communities (PLC) and the four guiding questions. They reviewed and analyzed data and shared strategies to address students in need with intervention and enrichment. As a result, data chats with high school site feeder groups from the elementary and secondary levels were utilized to review and analyze data. Staff were able to successfully articulate patterns and trends of learning and bridge learning continuity from elementary to high school to better serve the student population.

With a forward-looking perspective, school sites created short-term and long-term plans to address student academic progress and learning loss. The ROAD show allowed District personnel to meet with high school administration and counseling teams to review data related to college and career indicators as well as the graduation rates. Sites shared their action plans to address student needs.

Staff met several challenges, including engaging the student population during the academic school year. Staff and students experienced video conferencing fatigue which impacted attendance. Some students who would normally be closed off and non-vocal in meetings showed an interest in engaging and participating via chat.

The foster youth experienced difficulties but staff were able to combat these challenges, celebrating successes in providing family and caregiver support for foster youth while conducting distance learning. During distance learning, the same instructional services were made available to all guardians, parents, and caregivers; these were the same services that would be normally found in an in-person learning environment. Students were provided social emotional check-ins, academic monitoring, guidance, strength-based counseling, and intervention as needed.

Overall, the successes and challenges of providing support to an emotionally fragile student population is rooted on the social-emotional well-being of a particular student. As such, in distance learning, staff found that they were able to support the social and emotional growth of each student with more individualized and strategic solutions.

## 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.

The health services division experienced success by continuing to support the mental health and social and emotional well-being of the District's students and staff for the 2020-21 school year through a variety of support services despite the challenging environment created

by the pandemic. The CVUSD Health Center has provided comprehensive medical care to students including immunizations, physical exams, and evaluation and treatment of common childhood illnesses as well as medical case management and referrals for students needing specialty medical care. Additionally, the Health Center was successful in providing continued drive-up COVID testing for CVUSD employees during the timeframe of Tuesdays to Thursdays. While there was a challenge to provide in-person services to students and their families, we were successful in pivoting to telehealth support for students and their families. To support staff's mental health and social emotional well-being, they had access to the Employee Assistance Program (EAP) through the District's employee benefits program. The EAP offers free and confidential counseling, 24 hours a day/7 days a week.

One of the challenges faced this school year was the decline in childhood vaccination rates. Since COVID-19 was declared a pandemic and stay-at-home orders were put in place in March 2020, there has been a substantial decline in pediatric patient visits throughout the state. As a result, well-child visits and vaccination rates have dropped dramatically during the crisis. Starting in May 2020, the Health Center team developed a drive-up vaccination program to address the decrease in vaccination rates within the community. The drive-up healthcare delivery model allowed staff to provide crucial services that were once completed indoors in a way that decreases exposure risk to both families and staff. Drive-up services allow us to not only vaccinate well children but to safely evaluate and treat sick children.

An additional challenge to staff has been the increase in patients and families needing mental health support. As a result, the CVUSD Health Center screens school-aged and high school patients for depression and anxiety symptoms during every well-child check-up. Students needing mental health support are referred to either the CVUSD Behavioral Health program or various community agencies. Telehealth services were provided for students needing mental health services. Students preferring counseling via telephone were serviced in this manner. The staff collaborated with parents/guardians to monitor and support students throughout the duration of the services.

During the pandemic, school nurses have assessed students, developed plans to meet the identified needs, trained staff in care and procedures needed to meet the needs, and provided ongoing evaluation and training to ensure that students attend school and remain healthy, happy, and ready to learn. For the 2020-21 school year and beyond, there has been additional emphasis on safely opening schools and managing the health-related needs of students related to the COVID-19 pandemic. The school nurses were challenged in the development of comprehensive plans to open schools despite the rapidly and frequently changing nature of the pandemic using CDC and local Public Health guidelines.

Despite the frequently changing guidance, the nurses developed parent, staff, and student training videos, developed, and managed the waiting rooms on each campus to isolate persons showing possible COVID-19 related symptoms, monitored students with illness and actual COVID-19 disease and exposure, and cleared well students to return to the school setting when medically appropriate to do so. Parent education included signs and symptoms of COVID-19 infections, health and safety practices, home screening procedures and referrals to needed medical services.

Additionally, the nursing staff set up and manned vaccination clinics to allow staff to receive the COVID-19 vaccinations in a timely and efficient manner to increase CVUSD staff safety as schools open and students return to campus. The vaccination clinics have been held locally and run in a smooth and timely manner that have minimized the loss of productive staff time yet vaccinates staff desiring to do so. Furthermore, nursing staff joined with their other school partners to provide special education assessments to those students held over from last spring as well as those students due for assessments this year which has greatly increased the numbers of assessments completed each week as well as the numbers of individualized education plan (IEP) meetings attended.

The Helping Our People Everyday (HOPE) Program serves District homeless students, unaccompanied youth, and families, and provides

school supplies, backpacks, emergency household/hygiene items, and gift cards (received through community donations).

Families and students were monitored by case managers via telephone, email, and virtual interactions to assess needs and to refer for the appropriate services to meet their needs. Extensive collaboration between the HOPE program and the City of Chino resulted in families accessing rental and food assistance and referrals for mental health support through district and community services.

Challenges experiencing socio-economic difficulties via case management and linkage to community resources and supports. During the 2020-21 school year, HOPE has assisted students and families with Medi-Cal, Cal Fresh, and CalWORKs applications, mental health referrals, food resources, health care connections, tutoring, and rental/utility assistance. Additionally, the CARE CloChallenges of this school year include inability to meet with students and families face-to-face to provide support and connection; however, staff were able to transition to different forms of outreach. Traditional outreach efforts of “Back to School” and community events have been replaced by community and word-of-mouth referrals. Housing, financial, and health instabilities have led to different levels of need and crises not previously seen. HOPE has had to adapt to effectively reach and serve students and families during this time.

During COVID-19, case managers have kept consistent communication through wellness checks with students and families, ensuring no gaps in critical resources and services. Additionally, case managers have conducted home visits to drop off groceries, school lunches, and emergency supplies to families with transportation issues, assisted with technology concerns, provided up-to date District information to families lacking access to or having limited skills related to technology, and connected individuals to local health clinics and COVID testing centers. HOPE also received and dispersed emergency grant funds to assist students and families with food and emergency supplies, and expanded connections with city, county, faith-based, and local non-profits/agencies.

The Multi-Tiered Systems of Support (MTSS-B) counselors provide services that support students in social-emotional skill development to increase academic success. Traditionally, services focused directly supporting the students through classroom guidance lessons, short-term individual and group sessions, and classroom behavioral support. The MTSS-B counselors conducted numerous staff development opportunities to educate and support teachers. Throughout the 2020-21 school year, to meet the challenges of closed schools and virtual education, counselors conducted over 670 virtual classroom guidance lessons to all TK through eighth grade students to highlight identifying feelings and how to manage feelings through age-appropriate coping skills. The MTSS-B program was challenged with providing confidential school counseling supports through a virtual platform that is not inherently confidential since participating students were at home surrounded by other people. Despite the challenges of providing services virtually, the MTSS-B program monitored student's identified as being at risk for social and emotional concerns and they participated in student study teams to determine supports/services and community referrals appropriate in meeting the students' needs.

In many circumstances, parents declined services due to the virtual platform or abruptly discontinued services due to students' virtual fatigue. Given these circumstances, MTSS-B counselors quickly responded by shifting services and engaging in other ways to collaborate with parents, conducting over 2,500 phone calls to families since August 2020. Counselors also shifted to conducting phone and virtual check-ins with students and their families to assist schools in reaching out to absent students, as well as those with difficulties completing classroom work or with technology issues. Many counselors participated in lunch time wellness and mindfulness groups as well as continuing with their virtual small groups and individual curriculum-based interventions. The MTSS-B training team continued providing support to school sites in their Positive Behavioral Interventions and Supports (PBIS) implementation by shifting everything to virtual meetings and virtual trainings all held after teachers' and staff work hours as to not impact class time for students. Lastly, the MTSS-B counselors supported the CVUSD Wellness Assistance Hotline, which connected families and students to community resources.

## Analysis of Pupil and Family Engagement and Outreach

Staff experienced a variety of successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year. To assist and remove any unique barriers to engagement, CVUSD provided community outreach through various forms of communication in the family's home language. Methods utilized included AERIES communication; District and/or school website messages; and mailers, emails, and phone messages for students not engaged. The variety of communication platforms increased accessibility of information and provided support for the parent portal. In addition, the Family Engagement Center (FEC) used a variety of platforms such as Google Duo, WhatsApp, We Chat and offered training on the Parent Portal to increase accessibility of information to parents.

Family and student resources to support engagement were offered by the FEC such as monthly site community liaisons collaborative meetings to formulate plans to increase parent engagement and stakeholder involvement, academic and social-emotional and technology parent workshops, technology tutorials, phone check-ins, and partnership with Student Support Services and HOPE Center to address parent and student reengagement. Information was presented to students in a variety of ways. Students heard lectures, viewed PowerPoint presentations, and could respond verbally or in the chat. School sites were charged with initiating and responding to absences when three absences occurred. School sites continued to hold School Attendance Review Team (SART) meetings. At the District level, staff continued to hold School Attendance Review Boards (SARB) meetings.

In addition, staff support was provided to assist with student and family engagement led by the site English Learners (EL) Coordinator to address EL student connectedness, attendance intervention plans, schedules that reflect embedded Designated English Language Development (DELD) instruction, Tier one Social Emotional learning, and small group additional ELA/Math support. There was an emphasis on live interactive instruction for ELs, support from Instructional Coaches with workshops and unit planning to address EL language proficiency, Behavior Intervention counselors, and resources, referrals, and support to address the needs of the most at-risk students. This process was a collaborative effort among site staff, the Family Engagement Center, the HOPE Center, the student support team, the nutrition division, and the health services group. Office hours were built in the schedule which allowed students to receive additional academic support regularly.

A significant accomplishment was attendance outreach where staff visited over 180 homes and provided students with counseling information, technology information to help parents and students with connectivity issues.

Staff faced a variety of challenges regarding family engagement and outreach but were able to adapt to the situations at hand. Regarding attendance, the no show process had been developed to provide a specific, proactive approach for tiered reengagement strategies for students who were absent from distance learning. It was a challenge to verify whether parents responded to the automated phone call. Challenges arose with the increase of attempts needed to contact parents, so human resources followed up to better understand student progress and engagement. Staff continued to conduct home visits along with the SART and SARB meetings. Even with these strategies in place, staff found that some at-home factors impacted student engagement and attendance.

Furthermore, while the District offered technology tools upon request, there were challenges in certain parts of the community, specifically the impact of inconsistent internet connectivity which interrupted parent training and student support.

During this unprecedented time, CVUSD continued its community outreach through the AERIES communication system which allows for personalized, translated, and automated phone and email communication. Messages were also posted on the District website and social media outlets to communicate important information and promote ongoing communication. Phone messages, email, and mailers are also sent home to students and parents/guardians when students are not meeting compulsory education requirements or is not engaging in



instruction.

In addition, the FEC provided outreach to families that included parent education and access to local resources. The FEC staff collaborated with site community liaisons monthly to dialogue, review, and strategize a plan to ensure parents and families have the necessary resources and tools to support their students with distance learning. These resources and tools included information on how to navigate the FEC page so parents could access resources listed. Community liaisons completed phone check-ins with parents/guardians in their home language to create opportunities for them to express their needs and to review district and community resources that address expressed concerns.

The FEC staff also worked with the site community liaisons to formulate plans to disseminate this information and keep parents/guardians informed and encouraged their participation at board meetings and DELAC meetings. This allowed for parents' voices to be included and added into the decision-making process. The FEC staff collaborated with Student Support Services (SSS) planning home visits for no show and disengaged students. Due to the increasing need in technology and support for parents and students, the FEC staff partnered with the HOPE Center to train their staff on technology to better assist parents and students who expressed specific technology needs. By providing this training to staff, it allowed the District to address barriers to parent or student engagement.

The no show process was developed to provide a specific, proactive approach for tiered reengagement strategies for students who were absent from distance learning. Office staff verified current contact information for each student throughout the school year. Families would receive an automated courtesy phone call in their primary language when their student was absent. In Tier one, the teacher then initiated contact with student and families through telephone calls or emails and discusses any concerns if contact was made; these communications were maintained in a contact log. If a student was absent three consecutive days, the teacher notified their administrator. Clear positive attendance expectations are communicated to the families. PBIS for remote learning and positive attendance/engagement are also acknowledged.

For tier two, after three school days or 60 percent of the instructional days in a school week of no contact or no work submitted, administrative staff would ensure that all available measures to contact student and family was exhausted; if contact was not made, the administration would request a home visit. School site intervention meetings were then held, where family engagement and referral options were provided.

For tier three, home visit requests were processed within 48 hours of receipt. Home visit results were then posted within 48 hours of the visit. The home visit team continued to attempt to make contact before proceeding to tier four. For tier four, SART/SARB reengagement processes would go into effect.

Success in school was dependent upon daily on-time school attendance. A student missing more than 30 minutes of instruction without an excuse three times during the school year would receive notification from school administration. Moreover, six to nine similar absences would trigger a School Attendance Review Team and or School Attendance Review Board meeting, including, but not limited to, site and District staff as well as county and community agencies to provide parental support for student success.

Additionally, site EL Coordinators were responsible for making ongoing contact with teachers to ensure that their EL students were connecting to class and instructors were to address any barriers they may discover. The site administrative team, along with the teacher, identified and communicated any absences. Follow up with student and families were held and intervention plans were created.

Designated ELD became embedded into the daily schedule along with small group instruction for additional support in ELA and Math for those students most at risk including the EL students. Live interactive instruction was emphasized to provide EL students the opportunity

to practice the language skills being taught and make progress toward their English language proficiency. To provide guidance to teachers on implementing best practices on teaching EL students in distance learning, District instructional coaches assisted with ELA/ELD lesson planning and held teacher collaborative meetings that discussed strengths and weakness of the curriculum. The meetings allowed educators to understand and address support where needed.

To assist site administrators with academic progress monitoring of EL students, workshops are being offered in building understanding of Integrated ELD and addressing EL student needs while in distance learning. Daily instructional schedules also included time set aside to address Tier one social-emotional needs using the Second Step curriculum program. Behavior Intervention counselors provided small group intervention for students identified as needing more support. Resources, referrals, and support to address the needs of the most at-risk students was a collaborative effort between school site staff, Family Engagement Center, HOPE Center, Student Support, Nutrition, and Health Services.

## **Analysis of School Nutrition**

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

To date, the Nutrition Services Department has successfully and safely served over 900,000 free curbside grab-and-go meals to students living within the District's service area. A total of 24 sites were opened throughout the school district to help serve approximately 9,000 curbside meals daily. Nutrition Services was also able to serve meals successfully and safely to small in-person cohorts at multiple sites. The department continued to analyze menus and balance nutrients while keeping popular entrees and student favorites on a monthly cycle menu.

Monthly cycles of menu items eliminated meal redundancy and avoids menu fatigue. The department continued to offer fresh fruits and vegetables daily with every meal, and all meals also continue to be served in prepackaged containers to ensure the health and safety of students. Special accommodations were made for parents who could not pick up meals by scheduling weekly pickups.

Some challenges staff encountered during meal service were mostly related to vendor issues; staff were able to quickly produce solutions. Securing packaging supplies and certain food items were often not available due to many school districts requesting and using similar products. Weather also played a key role on the availability of certain fresh fruits and vegetables. Item shortages caused a shift in packaging and last-minute menu changes, though many of these logistics issues were remedied quickly.



## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
High School Intervention Counselors (K-12)	Maintain High School K-12 intervention counselors to support Multi-Tiered Systems of Support for Behavior (MTSS-B) to mitigate learning loss, ensure attendance, engagement at school, and monitor of physical and emotional well-being of students (FY, EL, LI).	\$491,847.00	\$485,323.00	Y
Multi-Tiered Systems of Support-Behavior (MTSS-B)	Support the implementation and maintenance of Multi-Tiered Systems of Support for Behavior (MTSS-B) to ensure attendance, engagement at school, and monitor of physical and emotional well-being through the data driven decision model PBIS/MTSS-B (FY, EL, LI): <ul style="list-style-type: none"> <li>• Provide materials and measurement tools for PBIS/MTSS-B.</li> <li>• Maintain K-12 intervention counselors.</li> </ul>	\$1,748,054.00	\$1,657,382.00	Y
Buena Vista Infant Toddler Center	Continue to augment teaching staff beyond Buena Vista's base school allocation to improve student connectedness with school, which includes the instructional aide to support the infant/toddler program at BV for students to complete their coursework (FY, EL, LI)	\$1,026,375.00	\$1,020,695.00	Y
McKinney Vento Grant Program	Provide case management and clinical support for students (FY, EL, LI) and families and training for staff to promote continuity of learning and prevent learning loss.	\$239,522.00	\$239,522.00	Y
Mental Health Services (Licensed Therapists)	Provide mental health services (MTSS-B) to Don Lugo HS, Buena Vista, CVLA, and maintain Behavior Intervention Counselors for Educationally Related Mental Health Services (ERMHS) for students with disabilities to develop coping strategies and positive behaviors and supports for our students dealing with depression and not receiving outside counseling to enhance student engagement.	\$1,349,984.00	\$1,349,984.00	N

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School-Based Health Services	Maintain school nurses and health technicians to support and monitor students who have health related issues to reduce chronic absenteeism and to promote student (FY, EL, LI) connectedness and continuity of learning,	\$3,292,954.00	\$3,001,886.00	Y
Suicide Prevention Training	Provide suicide prevention training to secondary school staff and community and at-risk screenings to assess the emotional well-being.	\$10,000.00	\$0	N
Attendance	Monitor students with chronic absenteeism and work with families to ensure their attendance improves and to prevent learning loss.	\$0	\$0	Y
"Other Means of Correction"	Continue professional development to school site administrators on "Other Means of Correction" for suspension and expulsion.	\$0	\$0	N
Community Day School	Support Community Day School (CVLA) for students behaviorally at risk to promote continuity of learning and prevent learning loss.	\$619,030.00	\$603,047.00	Y
Student Support Services	Support Student Support Services Department with policies, procedures, and criteria for appropriate program placement (FY) for students to meet academic and behavioral needs.	\$922,830.00	\$897,037.00	Y
Boys Republic High School	Maintain Boys Republic School for FY court appointed students in grades 9-12 to promote continuity of learning.	\$2,400,976.00	\$2,387,328.00	Y
Supplemental Education for K-12	Provide additional time and supplemental education for all students who need additional academic supports (e.g., credit recovery, summer school, after school) and to support learning loss.	\$401,826.00	\$670,781.00	N

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Quality Survey	Administer an annual school quality survey to measure student, parent and family connectedness and engagement with their school and to assess report of feeling safe and connected to their school.	\$40,000.00	\$29,700.00	N
Family Engagement Center	Parent, School Community Specialist, and personnel to provide trainings to school personnel and parents/guardians to build school to home partnerships, promote school connectedness, and prevent learning loss. School sites will offer training or workshops for parents/guardians that are linked to student learning and/or social emotional development and growth	\$200,000.00	\$198,700.00	Y
School Governance	Promote family participation through school governance: school sites to hold at least four (4) School Site Council (SSC), English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC) meetings every year to collaborate with parents and students for site decision making as a required stakeholder group.	\$0	\$0	Y
Bilingual Translation Services	Utilize bilingual translation and interpretation to ensure understanding of District communications and provide classified bilingual clerks for schools whose non-English designated language is greater than 14% to ensure an increase in parent communication and school engagement with regards to school programs, policies, and practices while supporting students' and parents' connectedness to school.	\$30,000.00	\$498,736.00	Y
Parent Information Forum	Conduct parent/guardian forums for schools/community to provide information regarding social trends for school age students while building a home/school community connection.	\$5,000.00	\$0	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
CVUSD Health Center	Manage the Health Center, which provides direct medical care including immunizations for at risk students (FY, EL, LI) to increase access to health care services and ensures regular school attendance to prevent learning loss.	\$300,000.00	\$302,244.00	Y
Foster Youth Counselor and Clerk	Maintain Foster Youth Counselor and clerk to provide student and family support and provide tools/training for Foster Youth Intake and support staff.	\$215,789.00	\$215,789.00	Y
HOPE Resource Center	Provide additional supports (i.e. school supplies, hygiene items, clothing, etc.) to disadvantaged students (FY, EL, LI) and families through the HOPE Resource Center at DAL, Dickson, Walnut, Dickey, CHS, AEC and satellites at Chino High, Newman, Ramona, Marshall; Tykes: TYKES (Early Literacy) program for parents/families with children who are younger than age five; provide case management assessment of family functioning, training for optimal development of all children; and prevent learning loss.	\$784,995.00	\$720,159.00	Y
Chino Human Services	Individual counseling services provided by Chino Human Services to support students' social emotional development for K-12 students to develop coping strategies and positive behaviors and supports for students dealing with depression and not receiving outside counseling to promote continuity of learning and enhance student engagement.	\$85,000.00	\$85,000.00	Y

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.

There were a few substantive differences between the planned actions and budgeted expenditures. The contracted suicide awareness speaker for parent forums was rescheduled to present in the 2021-22 school year. In-house staff supported suicide awareness training. Supplemental education expenditures increased due to requests made by students/families for credit recovery classes. The amount for bilingual translation services accounted only for translation services for the district and not the bilingual clerks at the sites.

## 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.

Staff were able to learn from the experience of in-person and distance learning programs in 2020-21. These lessons have informed the development of goals and actions in planning documents. The District has studied data collected (e.g., survey data, stakeholder engagement, assessment data), in conjunction to priorities for the development of goals and actions in the 2021-24 LCAP.

Results from the District Annual Survey shows that the community values a safe and learning environment. As such, the District has developed a variety of safety precautions. The COVID-19 reopening plan was developed with health and safety in mind. COVID Learning Rounds were also held to ensure safety and receive feedback to assist school sites in reopening schools. Distance Learning continued to be offered to families who selected Distance Learning in July 2020. Reopening meetings included resources such as health and safety videos and CDC recommended safety protocols. The COVID-19 Reopening Plan may be accessed through this link:

<https://www.chino.k12.ca.us/Page/47191>

COVID-19 testing and vaccinations were made available to all staff to mitigate concerns with returning to in-person instruction.

Technology continues to be a valuable tool for both in-person and distance learning. As such, the District will continue to fund technology through LCAP and provide on-going professional development training for continued training in instructional technology. Teacher support is crucial for building teacher capacity and maintaining teacher efficacy. In addition, student materials and teacher resources are necessary for successful implementation of new and ongoing curriculum standards.

Student and family engagement is key to learning. Accessible two-way communication mechanisms and clear and regular communication in the home language were utilized to maintain continued student attendance and deter absenteeism. Furthermore, bilingual translation and bilingual liaison services continue to be a necessary resource. During the pandemic, the Family Engagement Center was a learning hub for families to access information and methods to support their students while in distance learning.

Academic support continues to be a priority in distance learning and in-person instruction, especially for the District's unduplicated student groups. The Multi-Tiered System of Supports (MTSS-A) ensured utilization of materials aligned to grade level expectations such as Common Core materials and student courses. Instructional coaches supported teacher professional development. In addition, technology devices and instructional technology were instrumental along with continued support for college and career areas which included CTE, ROP, AVID, Career Centers, AP Fees. Counselors served roles in supporting unduplicated student groups with academic monitoring, social-emotional learning (SEL). In addition, the Access and Equity Coordinators supported sites in ensuring compliance related to the needs of unduplicated student groups. They were essential in conducting family outreach.

To better monitor and support student mental health, the District focused on prioritizing essential social-emotional wellness and engagement opportunities and resources, especially those related to unduplicated student groups. With the McKinney-Vento program in mind, staff utilized stakeholder input in providing resources and services such as drive through resource pick-ups and clinics as well as tutoring for homeless and foster youth students. In the Multi-Tiered System of Support for Behavioral Health and Wellness Model (MTSS-

B), social-emotional learning continued to be an important component. During this time, Mental health counselors played a crucial role along with the HOPE Resource Center, Family Engagement Center, and school-based services. The Chino Human Services served as a partner in the these wellness initiatives.

Based on the overall analysis, the District recommends the 2021-24 LCAP to adopt the following three goals:

1. All students are provided a high-quality teaching and learning environment.
2. Students, parents, families, and staff are connected and engaged to their school to ensure student success.
3. All students are prepared for college and career beyond graduation.

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

To measure the effectiveness of services and supports provided to address learning loss, CVUSD continues to institute the SMART (specific, measurable, actionable, realistic, timely) goal cycle and monitored SMART goals developed along with the results of the Essential Standards Assessment (ESA) and District benchmarks. All CVUSD schools have determined “checkpoints” and staff are committed to using the data from those checkpoints with their site professional learning communities (PLCs) to help determine responses based on results. The ESAs and District benchmarks provide baselines for measuring effectiveness of service and supports provided to address learning loss. Staff compared and analyzed data through PLC on a regular basis. The District will continue to work towards the dual obligation to provide English learners a program designed to overcome language barriers while making progress towards grade-level academic achievement. The ELD Coaches assist teachers with implementation of the ELD standards, instructional strategies, EL progress review, and provide professional development to support English Learners for Integrated and Designated ELD at the elementary, junior high schools, and high schools to prevent learning loss. In addition, case management allows for the development of personalized plans to address learning loss for foster youth, homeless and low-income students and their families. Case managers and foster youth liaison conduct individual intakes and provide advocacy to ensure students are connected to tutoring and technology support while addressing barriers to learning like transportation, food insecurity, mental health/healthcare, and basic needs. HOPE also assists to promote educational and home stability through community connections, e.g., school supply giveaways, rental/utility assistance, and mentorship. The SMART goals will help in measuring the effectiveness of services or supports provided to address learning loss.

The District will take steps to address Pupil Learning Loss through the following actions in the 2021-24 LCAP:

**STEP 1**

Gather and determine students’ performance levels on essential standards prior to physical school closure (formative/summative assessment data, individual student data/work, standards-based report card, etc.) and compare to current data.

**STEP 2**

Using the PLC process, analyze the data and determine whether students made progress on learning targets and/or essential standards, and determine whether students regressed on any of the essential standards.

**STEP 3**

Address any learning loss due to COVID-19 closures and/or distance learning by creating a plan for applicable students, while tailoring instruction to target gaps and continue with grade level teaching focusing on learning targets and/or essential standards.

**STEP 4**

For SWD and students with unique needs and update present levels, staff will collect data and document progress on IEP goals to

create a plan for individual students to target learning engagement.

Case management allows for the development of personalized plans to address learning loss for homeless and low-income students and their families. Case managers conduct individual intakes and provide advocacy to ensure students are connected to tutoring and technology support while addressing racial and socioeconomic disparities and/or barriers to learning like transportation, food insecurity, mental health/healthcare, and basic needs. HOPE also assists to promote educational and home stability through community connections, e.g., school supply giveaways, rental/utility assistance, and mentorship.

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.

Actions/services that were identified as contributing towards meeting the increased or improved services requirement was provided in-person and/or remotely. There were no substantive differences.

## **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.

The analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 LCP have informed the development of the 2021-22 through 2023-24 LCAP. A comparison of previous years' responses to the most recent data collected shows overall district growth in ELA and Math, indicating that the actions that have been implemented will be maintained.

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

After an analysis of local assessments, stakeholder surveys, and school site data chats, stakeholder feedback and local data indicated that there continues to be room for improvement regarding quality of instruction as well as the learning environment. It became evident that a safe and high-quality learning environment continues to be essential for student success. High quality universal technology along with instructional technology is essential to support the instructional program and close the achievement gap. By providing teachers instructional tools, staff can elevate/boost student engagement and success. Through strategic and targeted support, the achievement gap in ELA and Math for unduplicated students is narrowed. This includes fully credentialed teachers, Induction support for new teachers, professional development, ICs, and Common Core materials focusing on essential standards. Additionally, providing supplemental programs, such as music, can provide interdisciplinary learning and enrichment opportunities, and assist in the development of a well-rounded education for unduplicated students. Along with these items, well-maintained facilities promote a safe and healthy environment which can influence students to perform academically at the highest levels.



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

In analyzing local assessments, stakeholder surveys, and school site data chats, it became more evident in 2020-2021 that student and family engagement was an important component in learning. Research shows engaged students are more likely to achieve academically and attend class regularly. Staff, students, and the community participated in the District's Annual Survey to report satisfaction levels regarding academic support, student support, school leadership, family involvement, communication, safety and behavior, and remote learning. The data available informs the LCAP. Unduplicated student groups have been impacted as they experienced unique barriers. For this group of students, it is recommended that the District continues to coordinate services through Student Support Services (SSS), maintain Foster Youth (FY) counselor, keep the Chino Valley Learning Academy (CVLA); support the Family Engagement Center and the HOPE Center; provide the mental health services and programs; offer bilingual translation services; hold community forums and maintain Multi- Tiered System of Support-Behavior.

Goal 3: Students are prepared for college and career beyond graduation.

In analyzing local assessments, stakeholder surveys, and school site data chats, it became more prevalent in 2020-21, that students need to be prepared for their future. Administration of the Essential Standards Assessment indicate a performance gap on grade level standards for unduplicated student groups, and the district will continue to provide intervention support, tutoring services for foster youth and homeless populations. The California College Guidance Initiative (CCGI) will continue to inform students and parents A-G information for post-secondary education. Other programs such as college nights, Advanced Via Individual Determination (AVID) for first-generation college students, career centers, dual enrollment, subsidized Advanced Placement (AP) fees, professional development and support for English learner students will continue.



## 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](mailto: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.

## Annual Measurable Outcomes

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.

## Actions/Services

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.

### **Analysis of In-Person Instructional Offerings**

- 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.

## **Analysis of the Distance Learning Program**

- 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:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - 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.

## **Analysis of Pupil Learning Loss**

- 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.
  - 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

# Local Control and Accountability Plan

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

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

## Plan Summary 2021-22

### General Information

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

Chino Valley Unified School District (CVUSD) offers premier educational opportunities for approximately 27,511 students, from Transitional Kindergarten through 12th grade. Nestled in the region known as the Four Corners, on the boundaries of Los Angeles, Orange, and Riverside Counties, and located within San Bernardino County, the District services the communities of Chino, Chino Hills, and parts of South Ontario. There are 22 elementary schools, two (2) K-8 schools, five (5) junior high schools, four (4) comprehensive high schools, one (1) community day school, one (1) continuation high school, and one (1) adult school.

The District has an LCFF unduplicated count of 48% students that are comprised of 10.2% English Learners, 0.7% Foster Youth, and 48.6% who are classified as low income. The racial/ethnic diversity of the school community reflect the following: African American 3.5%, American Indian 0.1%, Asian 17.4%, Filipino 4.8%, Hispanic or Latino 56.1%, Two or More Races 2.4%, Pacific Islander 0.3%, White 14.9%, Not Reported 0.5%.

CVUSD is home to 19 California Distinguished Schools, some that have been designated Distinguished multiple times. It is also home to a California Gold Ribbon School, National Blue Ribbon School, Title I Academic Achieving Schools, California Honor Roll Schools, California Positive Behavioral Interventions and Supports (PBIS) Coalition Medal Award Winning Schools, California Department of Education Service Learning Leaders School, and a Schools to Watch. The Golden Bell Award for outstanding programs has been awarded to a District school and career academy. As one of 547 school districts in the U.S. and Canada, CVUSD has been honored by the College Board with placement on the 5th Annual Advanced Placement (AP) District Honor Roll for increasing access to AP course work while simultaneously maintaining or increasing the percentage of students earning scores of 3 or higher on the AP exams. Our student test scores traditionally remain at the top of schools throughout the County of San Bernardino and the state. In addition to its stellar academic programs, CVUSD is set apart by its thriving performing arts and athletic programs as well as state and nationally recognized marching bands, color guards, robotics, and Odyssey of the Mind creative challenge teams. District students were also awarded a Seal of Biliteracy by the State in recognition of attaining proficiency in two or more languages.

CVUSD has been designated as a Model School Attendance Review Board (SARB) District four times by the State Superintendent of Public Instruction for its attendance improvement and decreasing dropout rates. The SARB process is available for students who are experiencing issues beyond the norm and provides resources for families to overcome barriers that may be contributing to students' truancy. The District is responsive to the needs of our students and families through a wide variety of programs. Before and after school care is available for students

at several school sites. HOPE Family Resource Centers assist students and their families with food and clothing, counseling, housing information, tutoring referrals and more. In addition, a Health Clinic and its satellite center offer physical exams, illness care, assistance with MediCal approval, and immunizations, including the flu shot. Furthermore, parenting forums provided by the District and law enforcement partners inform parents about school trends and how to keep their children safe.

With a diversity of student needs, resources in the plan are allocated to support the achievement of all students with additional actions and services provided to English learner (EL), low income (LI), and foster youth (FY) students. For the community, recent challenges stemmed from the COVID-19 crisis and the uncertainty of the situation. The challenges were related to impacts on home environment, food, and childcare as well as financial hardship and health concerns. The District took steps to support the community, including partnerships with the Family Engagement Center (FEC), the HOPE Center, and the Health Clinic. District staff was also able to respond to the issues related to food insecurity, health and wellness, and increased technology needs. With Nutrition Services, the team reassessed their meal preparation and serving and currently conduct meal service through safe local distribution. The Health Clinic aided students and families through tele-health, linked patients to medical services, and conducted drive-through immunization.

## Reflections: Successes

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

Based on a review of performance on the state indicators and local performance indicators included in the California Dashboard, progress toward LCAP goals has been made via local self-assessment tools and stakeholder input. The District continues to make progress with continued investment in implementing a Multi-Tiered Systems of Support for Academic (MTSS-A) and Behavior (MTSS-B).

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

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

African American -1.7% to -1.3%; yellow to green

Hispanic -1.0 to 0.1%; maintained green

Pacific Islanders 3.8% to -6.6%; orange to blue

Two or More Race -2.2% to -0.4%; maintained in blue

Foster Youth 1.7% to -8.1%; red to yellow

Low Income -1.1 to -0.3%; maintained green

Regarding chronic absenteeism, three student groups revealed improvement

including: African American 4.7% to -0.9%; red to yellow

Pacific Islanders 11.1% to -11%; orange to blue

English Learners -0.3% to -0.7%; yellow to green

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

Filipino -3% to +3.9%; maintained blue

White -3.1 to +1.2%; yellow to green

Homeless 2.5% to 3.5%; maintained green

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

The English Language Arts (ELA) Academic Indicator: The District shows maintenance in English Language Arts (ELA) with the Local Education Agency (LEA)'s performance color remaining in green. In the area of ELA, there were six student groups who showed increases in ELA.

African Americans increased by 7.9 points; orange to yellow

Hispanics increased by 4.1 points; orange to yellow

English Learners increased by 4.5 points; orange to yellow

Homeless population increased by 3.3 points; orange to yellow

Low-Income population increased by 5 points; orange to yellow

Students with Disabilities population increased by 10.4 points; red to orange

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

African Americans increased by 14.9 points; orange to yellow

Filipinos increased by 7 points; maintained blue

Hispanics increased by 4.5 points; orange to yellow

English Learners increased by 7.8 points; maintained yellow

Foster Youth increased by 12.8 points; orange to yellow

Low Income population increased by 6.7 points; orange to yellow

Students with Disabilities population by 13.4 points; red to orange

The District continues to focus on professional development in the areas of English language arts and mathematics and first best instruction to include collaboration and engagement strategies to support growth for all students. There was an emphasis on professional learning communities which employed collaborative team actions, developing team norms, writing a SMART goal with routinely monitoring progress towards monitoring it, deconstructing the 10 to 12 essential standards into learning targets. The Professional Learning Community questions focus on:



1. What do we want all students to learn?
2. How do we know if the students are learning the concepts?
3. What will we do if the students are not learning the concepts?
4. What will we do if the students show progress in learning conceptions?

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

## Reflections: Identified Need

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

Following the review of Chino Valley Unified School District's (CVUSD) local data, staff looked at performance areas and next steps. Specific areas reviewed included Essential Standards in English Language Arts and Mathematics 2020, California Department of Education (CDE) DataQuest 2020, and the California Dashboard 2019 results. The following areas were noted to be the areas of greatest need in comparison to the California Dashboard 2019 results and DataQuest 2020.

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

Additionally, the review revealed some student groups received a red or orange color on the CA Dashboard 2019:

College and Career Indicators revealed Foster Youth (FY) declined -3.1 and SWD declined -2%, both scoring Red. The English Learners (EL) category was maintained; the African American category declined -4.2% and both scored Orange.

The Graduation Rate in 2019 for Foster Youth declined -12.9 points and scored a performance color of Red; Students with Disabilities declined -2.2 and scored a performance color of Orange; the African American group declined -1.1, and Two or More Races declined -1.5 and all three student groups scored a performance color of Orange. The Cohort Outcome Graduation Data 2020 from 2019 on Dataquest showed a slight decline in Low Income by 1.9%, EL 5.2%, and FY by 0.9%.

The English Language Arts (ELA) Indicators revealed Foster Youth declined -20.9% and Students with Disabilities (SWD) increased +10.4 and both scored Orange.

Math Indicators revealed the Homeless category maintained 0.3%, while SWD increased +13.4, and both scored Orange.

The Essential Standards Assessment 2020 (Local Data) showed a percentage of students in each group who did NOT Meet or Exceed Standard and a gap exists with the District's unduplicated population:

**ELA**

District: 42%

EL: 85.6%

SWD: 76.6 %

Homeless: 59.5 %

FY: 68%

**Math**

District: 54.4%

EL: 76.3%

SWD: 81.6 %

Homeless: 66 %

FY: 76.1%

The District is self-reflective and utilizes data to identify areas of greatest needs. The District is focused on assisting school sites to address performance gaps and providing necessary support resources.

Moving forward, the following steps will be taken to improve attendance district-wide:

1. Communicate attendance expectations to the school community
2. Provide prevention and early interventions for absenteeism behavior
3. Continue to create a more positive school culture
4. Offer Saturday School and Short-Term Independent Study

The District plans to have a clear focus on the students and other applicable student groups in the following three areas:

1. Expectations for Learning: Staff will ensure access to core instruction and interventions, while deepening and extending the inquiry model at alternative education schools. Staff will also focus on collaboration across content areas with general education, special education, and alternative education teachers.
2. Student Engagement with Learning: Staff will utilize collaboration strategies to engage students, including Social-Emotional Learning opportunities to support meaningful and relevant teaching and learning.
3. Professional Learning Communities: Staff will include alternative education and special education teachers in the Professional Learning Community (PLC) process. Staff will focus on grade level standards to ensure a rigorous curriculum and English Language Arts (ELA) and Mathematics to increase student achievement.

# LCAP Highlights

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

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

Goal 1: All students are provided a high-quality teaching and learning environment: 15 actions.

Goal 2: Students, parents, families, and staff are connected and engaged to their school to ensure student success: 28 actions.

Goal 3: All students are prepared for college and career beyond graduation: 15 actions.

Reflective of stakeholder feedback, key features are investment in technology and instructional technology [Goal 1, Action 15], professional development [Goal 1, Action 7; monitor students with chronic absenteeism [Goal 2, Action 21]; maintain CA College Guidance Initiative [Goal 3, Action 4]; and AVID for support for students to encourage college and career readiness and success [Goal 3, Action 7].

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

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

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

Chino Valley Unified School District (CVUSD) has three schools identified for Comprehensive Support and Improvement (CSI):

1. Boys Republic High School
2. Buena Vista High School
3. Chino Valley Learning Academy.

## Support for Identified Schools

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

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

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

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

The process the District used to support the schools in identifying and selecting evidenced-based interventions to match the identified needs began with each identified CSI school leadership team meeting with District department leaders to analyze their data from the California Dashboard for the red indicators that qualified them for CSI identification and used this data coupled with local data to create SMART goals. As part of the process, an analysis of the data gathered from these assessment reviews and evaluations by each site administration and school site councils provided a means to determine the root causes of the scores and identify the next steps to be taken to address specific areas of needed improvement. Revisions are currently being made for the 2021-22 school year that meet CSI / ATSI (Additional Targeted Support and Improvement) requirements. CVUSD will continue to collaborate and guide sites with a focus on strengthening and building teacher capacity in the identified areas by developing of an action-driven inquiry cycle, allocating an increase in resources to target site-specific trainings, and providing research and evidence based professional development to support lesson development with rigor and relevance in all content areas.

The district identified resource inequities for the CSI schools by engaging in a process to analyze the data from the California Dashboard and to discuss how the student groups that fell into the "red" category on the Dashboard for the schools. The identified practices that address resource inequities included an analysis of the CSI school's needs assessment through a continuous improvement cycle. The district then analyzed the LEA and site level budgets. Through the LCAP process, the district was able to review a variety of data to identify, diagnose, and address sources of inequity to inform improvement decisions. These inequities are addressed in the LCAP in Goal 2: Action 4, 5, and 15.

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

## Monitoring and Evaluating Effectiveness

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

The process for monitoring and evaluating the CSI plan and evaluating the effectiveness of selected evidence-based interventions to improve student outcomes include utilizing a progress monitoring tool three times a year to review metrics such as:

- Local assessment data in ELA and math
- Attendance
- Credit completion rates increase of 5%
- Decrease of 5% on suspension rates associated with drug/alcohol use
- SW-PBIS Tiered Fidelity Inventory (TFI) and District Annual Survey
- Site walk-throughs as part of the continuous review
- Graduation rate increase of at least 5%
- Teacher assignments relative to student socioeconomic status (SES)
- California Dashboard Data will also be utilized when available

Effectiveness of the evidence-based interventions are evaluated during the progress monitoring periods by administration, staff, and SSC/ELAC to determine whether the interventions are to be continued, revised, or replaced. The District builds school and stakeholder capacity for continuous improvement through the PLC process, staff professional development, student conferences, surveys, school community meetings (e.g. parent/guardian forums, workshops), and Family Engagement Center outreach.

## Stakeholder Engagement

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

Chino Valley Unified School District strategically planned stakeholder engagement meetings for the purposes of informing the District’s LCAP. Scheduled LCAP Advisory Committee meetings, District English Language Advisory Committee meetings, LCAP School Site meetings, and LCAP student meetings were held to discuss the District’s LCAP. During these meetings stakeholders provided input and input was gathered and analyzed. Stakeholder engagement was held, and feedback was considered before finalizing the LCAP. The overall stakeholder engagement process included efforts to reach students, families, educators, school administrators, other school personnel, along with stakeholders with limited internet access and/or those who spoke languages other than English. Community voice matters and, as such, the District engaged with stakeholders in the 2020-21 school year through a variety of methods. Those methods included in-person meetings, remote and virtual meetings, Board presentations, and livestreaming of Board meetings. Additionally, the District administered surveys,

responded to telephone calls, sent, and responded to electronic emails, mailed letters to applicable groups, and transmitted messages via the District's communication system.

Stakeholder consultation included the Local Bargaining Units and SELPA administrator. Additional stakeholder engagement meetings were held with the District English Language Advisory Committee, the District's Local Control and Accountability Plan Committee, which included the special education local plan area administrator, the Superintendent's Student Advisory Committee, Associated Chino Teachers Union, the California School Employees Association-Chapter 102, Administrators, the Foster Youth Liaison, and with participating attendees at the Family Engagement Center. Other meetings included School Site Parent Engagement Meeting. Translations were provided when requested or needed. District-wide surveys were also sent to students, staff, and families.

Remaining stakeholder engagement meetings such as ELAC, School Site Council and DELAC continue to be held virtually, by phone for those without an internet connection, or via email to seek input and support parents through this process and identify student and parent needs.

The Superintendent held a LCAP virtual meeting with LCAP/DELAC stakeholder groups, administrators, and other school personnel representatives. The group was able to ask questions and the Superintendent's responses to stakeholder questions were provided in writing and posted to the District website.

An analysis of the trends and input that emerged from all stakeholder feedback indicated the need to upgrade and replace technology, provide professional development and services/programs to support instruction and student engagement, attendance and college and career planning.

The 2020-2021 stakeholder meetings took place on the following dates:

DELAC and LCAP Advisory Committee Groups:

September 29, 2020

December 15, 2020

February 9, 2021

February 23, 2021

March 16, 2021

April 13, 2021

April 27, 2021

May 25, 2021

Students:

February 9, 2021

Parent/Families and Community Members:

School sites held LCAP engagements sessions for parents/families and community members. Elementary School • Date / Time

Borba • January 27, 2021 / 3:15 PM

Butterfield Ranch • January 21, 2021 / 3:30 PM

Cattle • January 26, 2021 / 3:30 PM

Chaparral • January 28, 2021 / 9:00 AM & 5:00 PM

Cortez • January 15, 2021 / 3:00 PM

Country Springs • January 12, 2021 / 8:30 AM & 7:00 PM

Dickey • January 12, 2021 / 5:30 PM

Dickson • January 26, 2021 / 2:30 PM

Eagle Canyon • January 14, 2021 / 6:00 PM

Glenmeade • January 22, 2021 / 9:00 AM

Hidden Trails • January 27, 2021 / 6:00 PM

Liberty • January 25, 2021 / 3:30 PM

Litel • January 22, 2021 / 9:00 AM

Marshall • February 1, 2021 / 3:30 PM

Newman • January 15, 2021 / 3:00 PM

Oak Ridge • January 28, 2021 / 7:00 PM

Rhodes • January 27, 2021 / 5:30 PM

Rolling Ridge • January 27, 2021 / 3:30 PM

Walnut • January 28, 2021 / 3:00 PM

Wickman • January 14, 2021 / 2:30 PM

K•8 School

Briggs • January 20, 2021 / 1:00 PM

Cal Aero Preserve • January 27, 2021 / 6:00 PM

Junior High School

Canyon Hills • January 28, 2021 / 3:00 PM

Magnolia • January 26, 2021 / 3:00 PM

Ramona • January 29, 2021 / 5:00 PM

Townsend • January 19, 2021 / 6:00 PM

Woodcrest • January 14, 2021 / 2:00 PM

High School

Ayala • January 20, 2021 / 2:30 PM

Chino • March 25, 2021 / 2:30 PM

Chino Hills • January 20, 2021 / 5:00 PM

Don Lugo • January 19, 2021 / 2:30 PM

Buena Vista – January 20, 2021 / 10:00 AM and 5:00 PM

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

School Board Meetings and Presentations:

- March 4, 2021 • Annual Update: Goal 1 - Basic Services (State Priority 1, 2, & 7)
- May 6, 2021 • Annual Update: Goal 2 and Goal 3 – District Annual Survey: School Connectedness & Safety (State Priority 3, 5, & 6)
- June 3, 2021 • LCAP Public Hearing
- June 17, 2021 • LCAP Adoption

District Staff:

- The Superintendent's Cabinet held weekly meetings to discuss the development and the progress of LCAP goals were reviewed
- Discussion on the progress and the input on the LCAP development with the Division of Curriculum, Instruction, Innovation, and Support was agendized from October through June 2021
- Administration meetings to include school site (principals and assistant principals) and District administrators were agendized from October 2020 through February 2021 to discuss the progress of the LCAP development
- Administration input gathered from school and district administrators on the LCAP development were held in January and February.



Associations (ACT and CSEA)

CSEA (classified unit members)

January 19, 2021

February 2, 2021

ACT (certificated unit members)

February 17-26, 2021

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

#### Surveys

Two (2) surveys were administered with more than 18,402 comments received from stakeholders. The electronic survey results are listed below by constituency group:

- Parents: 6,217
- Staff: 1,057
- Students: 5,036 in grades 6 to 11

Survey results from school level input sessions:

- Parents: 208
- Administrators: 72
- A.C.T./CSEA: 179
- Students: 19
- LCAP/DELAC Advisory Committee: 141

## A summary of the feedback provided by specific stakeholder groups.

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

### Students

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

1. Ensure clean and safe environment by maintaining school facilities so they are in good repair
2. Maintain appropriately credentialed teachers by assigning them to teach students according to their subject-matter competence/authorization

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

1. Professional development to support teacher engagement with students
2. Support the implementation and maintenance of Multi-Tiered Systems of Support for Behavior (MTSS-B)
3. School Activities (e.g. sports, clubs, field trips, etc.)

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

1. Continue to provide all career related services, courses, and activities (CTE pathways, Career Day, Career Centers, etc.)
2. College Counseling ("a-g promotion)
3. Practical knowledge/life skills

### Parents

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

1. Ensure clean and safe environment by maintaining school facilities so they are in good repair
2. Maintain appropriately credentialed teachers by assigning them to teach students according to their subject-matter competence/authorization
3. Allow students to have updated materials to support learning content aligned with the State Standards
4. Upgrade and replace computers and acquire technology tools to support the instructional program

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

1. School Activities (e.g. sports, clubs, field trips, etc.)
2. Professional development to support teacher engagement with students
3. Parent/guardian forums for schools/community to provide information regarding social trends for school age students.
4. Maintain positive Environment

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

1. Continue to provide all career related services, courses, and activities (CTE pathways, Career Day, Career Centers, etc.)
2. Maintain California College Guidance Initiative (CCGI) to give students and parents access to “a-g” information and application process for post-secondary institutions
3. Practical knowledge/life skills

### LCAP Advisory Committee

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

1. Provide professional development and support for teachers/administrators to provide high-quality instruction
- 2a. Maintain Instructional Coaches to support staff development and build teacher capacity
- 2b. Provide intensive support for students with disabilities who are behaviorally at risk
- 2c. Upgrade and replace computers and acquire technology tools to support the instructional program

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

1. School Activities (e.g. sports, clubs, field trips, etc.)
2. Professional development to support teacher engagement with students
3. Continue to promote family engagement to promote parent involvement
4. Parent/guardian forums for schools/community to provide information regarding social trends for school age students.

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

1. College Counseling
2. Continue to provide all career related services, courses, and activities (CTE pathways, Career Day, Career Centers, etc.)

### A.C.T.

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

1. Upgrade and replace computers and acquire technology tools to support the instructional program
2. Maintain District elementary music program
3. Provide professional development and support for teachers/administrators to support strong instruction
4. Refine current instructional materials to ensure standards alignment

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

1. Maintain school nurses and health technicians to support and monitor students who have health related issues

2. Individual counseling services provided by Chino Human services to support students' social emotional development for K-12 students
3. Monitor students with chronic absenteeism and work with families to ensure their attendance improves
4. Provide supplemental education for students who need additional academic supports [e.g. credit recovery, summer school, after school]

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

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

CSEA

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

- 1a. Continue to build Career Technical Education at each high school
- 1b. Upgrade and replace computers and acquire technology tools to support the instructional program

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

1. Monitor students with chronic absenteeism and work with families to ensure their attendance improves

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

- 1a. AVID support for students to encourage college and career readiness and success
- 1b. Continue to provide Career Centers at all high schools

Administration

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

1. Provide professional development and support to teachers/ administrators to support strong instruction
2. Upgrade and replace computers and acquire technology tools to support the instructional program
- 3a. Maintain teacher support for beginning teachers throughout the district sponsored CVUSD Induction Program
- 3b. Provide intensive support for students with disabilities who are behaviorally at risk

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

1. Maintain school nurses and health technicians to support and monitor students who have health related issues
- 2a. Support the implementation and maintenance of Multi-Tiered Systems of Support for Behavior (MTSS-B)
- 2b. Monitor students with chronic absenteeism and work with families to ensure their attendance improves
- 2c. Individual counseling services provided by Chino Human services to support students' social emotional development for K-12 students

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

1. Provide intervention support designed to improve academics and meet academic goals(MTSS-A)
2. AVID support for students to encourage college and career readiness and success
- 3a. Maintain California College Guidance Initiative (CCGI) to give students and parents access to “a-g” information and application process for post-secondary institutions
- 3b. Provide offer professional development for Integrated and Designated ELD to the elementary, junior high schools, and high schools

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

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

LCAP Goal 1, Action 4: Common Core Materials to update and supplement common core aligned instructional materials: Budget \$10,250,000.00

LCAP Goal 1, Action 13: Budget \$5,000,000.00 to upgrade and replace computers and acquire technology tools to support the instructional program.

LCAP Goal 1, Action 15: Budget \$30,000 to enhance student engagement for instructional technology.

LCAP Goal 2, Action 11: Budget \$1,500,000.00 to maintain and increase service time for health technicians.

## Goals and Actions

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

An explanation of why the LEA has developed this goal.

The District, along with stakeholder groups, looked at a variety of data/information to develop this goal. This goal focuses on recruiting and retaining highly qualified credentialed teachers despite a growing shortage of teachers. As such, core instructional materials have been deemed prerequisites for learning. Common core state standards and newly acquired textbooks require support for teachers through targeted professional development coaching. Stakeholder input has suggested an emphasis on a broad course of study for students and the need to expand the District’s infrastructure along with updated technology tools. In addition, stakeholders have emphasized the need to continue to maintain and upgrade facilities.

In addition to surveys given to the District’s students, staff, and parents, staff also looked at the State Reflection Tool for Implementation of SBE Adopted Standards. The District’s Annual Survey 2021 revealed that District schools have high learning standards. In terms of high learning standards, 84% parents agree or strongly agree; 91% staff agree or strongly agree; 83% students agree or strongly agree that the District is committed to building teacher capacity.

This goal was created to deliver high quality instruction in a safe, learning environment. These actions and metrics grouped together will build teacher capacity and ensure students are well equipped with capabilities needed to become productive citizens, hold sustainable careers/employment, and enhance individual well-being in a safe environment. This will be measured by an increase in positive responses on the District’s Annual Survey.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. School Accountability Report Card (SARC) for teaching Misassignments [Priority 1 Rate of Teacher Misassignment]	100% of teachers are assigned to teach according to their subject-matter competence/authorization	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% of teachers are assigned to teach according to their subject-matter competence/authorization
2. Williams Report/Sufficiency Report of Instructional Materials [Priority 1 Student Access to Standards Aligned Instructional Materials]	100% of students have access to standards aligned curriculum as reported on the Williams Report and Sufficiency of Instructional Materials Report	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% of students have access to standards aligned curriculum as reported on the Williams Report and Sufficiency of Instructional Materials Report
3. State Reflection Tool for Implementation of State Adopted Standards [State Priority 2 Implementation of State Standards]  Programs and services will enable English Learners to access the CCSS and the ELD standards for purposes of gaining academic content	A summary of the District's progress on the implementation of State Academic Standards are reported using the State's Reflection Tool: 2019 Dashboard Data-Met  Reflection Tool Rating Scale: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Show growth and improvement annually on the State Reflection Tool for Implementation of State Adopted Standards  <b>Professional Development</b> ELA=5 Mathematics=5 History/Social Science=4 ELD=4 NGSS=4  <b>Instructional Materials</b> ELA=5 Mathematics=5 History/Social Science=3 ELD=4

knowledge and English language proficiency.	5- Full Implementation and Sustainability  <b>Professional Development</b> ELA=4 Mathematics=4 History/Social Science=3 ELD=4 NGSS=3 <b>Instructional Materials</b> ELA=3 Mathematics=4 History/Social Science=2 ELD=4 NGSS=2 <b>Policy &amp; Program Support</b> ELA=4 Mathematics=4 History/Social Science=3 ELD=5 NGSS=3 <b>Implementation of Standards</b> CTE=4 PE=3 World Language=3 Health Ed=3 VAPA=3				NGSS=3  <b>Policy &amp; Program Support</b> ELA=5 Mathematics=5 History/Social Science=3 ELD=5 NGSS=3  <b>Implementation of Standards</b> CTE=4 PE= 4 World Language =4 Health Ed=4 VAPA=4
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4. California School Dashboard CAASPP Result 3-8, and 11 or Essential Standards Assessment (ESA) Local Data [State Priority 4 Pupil Achievement]	<p>To support staff needs so that they can meet, share expertise, and work collaboratively to improve teaching skills and the academic performance of students</p> <p>2019 Dashboard Data (ELA &amp; Math) District Green</p> <ul style="list-style-type: none"> <li>• SWD: orange/orange</li> <li>• Foster Youth: orange/yellow</li> <li>• Homeless: yellow/orange</li> <li>• LI: yellow/yellow</li> <li>• EL: yellow/yellow</li> </ul> <p>2020 ESA Local Data: %of students in each group who do NOT Meet or Exceed Standard on local Essential Standards Assessments</p> <p>Local Data: % of students in each group who do <b>NOT</b> Meet or Exceed Standards on local Essential Standards Assessments (ESAs) 2020</p> <p><b>ELA</b> District: 42% EL: 85.6% SWD: 76.6% Homeless: 59.5% FY: 68%</p>				<p>Maintain or increase performance color in ELA/Mathematics for the District on the CAASPP or decrease percentage of students who DO not meet or exceed standards in ELA/Mathematics for the District on ESA Local Data</p> <p>2023-24 Dashboard Data (ELA &amp; Math) District Green</p> <ul style="list-style-type: none"> <li>• SWD: yellow/yellow</li> <li>• Foster Youth: yellow/green</li> <li>• Homeless: green/yellow</li> <li>• LI: green/green</li> <li>• EL: green/green</li> </ul> <p>2023-24 ESA Local Data: %of students in each group who do NOT Meet or Exceed Standard on local Essential Standards Assessments</p> <p>Local Data: % of students in each group who do <b>NOT</b> Meet or Exceed Standards on local Essential Standards Assessments (ESAs) 2023-24</p> <p><b>ELA</b> District: 37% EL: 80.6% SWD: 71.6% Homeless: 54.5%</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<b><u>Math</u></b> District: 54.4% EL: 76.3% SWD: 81.6% Homeless: 66% FY: 76.1%				FY: 63% <b><u>Math</u></b> District: 49.4% EL: 71.3% SWD: 76.6% Homeless: 61% FY: 71.1%
5. Program Participation in Broad Course of Study [State Priority 7 & 8] Student Access and Enrollment in All Required Areas of Study and Pupil Outcomes including Programs and Services Developed to Unduplicated Pupils and Students with Exceptional Needs	1. Gate identification in 2 <sup>nd</sup> Grade through Universal Screening: 2019-20: 15.21% 2. 100% Participate in District Elementary Music Program Grades 2-4; 100% opportunity to participate in elective music for Grades 5-6 3. 2019-20 CTE Pathway Completion CVUSD: 76% Ayala HS: 68% Chino HS: 82% CHHS: 68% DAL HS: 72% 4. Student Access and enrollment in required areas of study				1. At least 10% of 2 <sup>nd</sup> grade students identified for GATE services. 2. 100% participation in elementary music in grades 2-4; 100% opportunity to participate in elective music for Grades 5-6 3. Increase % completing “Concentrator” course at each high school 4. 100% access and enrollment in required areas of study
6. Technology Inventory	100% of our teachers, and students have access to upgraded technology, both via infrastructure and hardware as measured by the district technology inventory.				100% of our teachers and students will have access to technology that is 4 years or newer

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7. 100% Facilities with Good or Higher Rating (FIT) [State priority 1 Facilities in Good Repair]	100% of facilities have a good or higher rating with minimal deficiencies as reported through the FIT report.				100% of facilities have a good or higher rating with minimal deficiencies as reported through the FIT report
8. Instructional Technology Survey Results	<p>We recognize that with our unduplicated student groups, different instructional tools (visuals, tools to connect, etc.) may be needed to ensure their engagement and ultimately their academic success.</p> <p>Rating Scale Baseline: 0 Tools Identified</p>				Rating scale completed to identify instructional technology tools to build student engagement

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruitment Fairs	The Division of Human Resources will attend recruitment fairs to hire appropriately credentialed teachers for the District to fill teacher vacancies created by teacher attrition, relocation, and retirement.	\$5,000.00	No
2	Library and Media Support	The Division of Human Resources will maintain high school teacher librarian(s) and provide library support with media technicians at the elementary and secondary school sites principally directed to Foster Youth, English Learners, and Low-Income student groups (hereafter referred to as unduplicated student groups) to increase accessibility to instructional resources during school hours.	\$1,369,641.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	New Teacher Induction	The Division of Human Resources will oversee the Coordinator of Teacher Support for beginning teachers through the District sponsored CVUSD Induction Program to improve teacher retention and improve quality teacher instruction principally to improve outcomes for unduplicated student groups.	\$500,000.00	Yes
4	Common Core Materials	The Departments of Elementary and Secondary Curriculum will provide updated and supplemental Common Core materials and assessments (e.g., Science, Math) as determined by the adoption cycle and/or District need.	\$10,550,000.00	No
5	Common Core Materials	The Department of Special Education will provide supplemental Common Core materials and assessments aligned to state standards on an ongoing basis to improve quality of instruction and support to students with disabilities.	\$15,000.00	No
6	Instructional Coaches	The Division of Curriculum, Instruction, Innovation, and Support (CIIS) will maintain Instructional Coaches to support staff development and build teacher capacity to improve outcomes in ELA and math for the unduplicated student groups.	\$2,452,338.00	Yes
7	Professional Development	The Division of CIIS will provide professional development and support for teachers and/or administrators to support staff's pedagogical needs to increase student achievement (e.g. Professional Learning Community (PLC), Co-Plan/Co-Teach/ Universal Design for Learning, English Language Development, Leadership Development, Multi-Tiered Systems of Supports-Behavior (MTSS-B), AVID, common core materials, and site based professional development).	\$700,000.00	No
8	Student Courses	The Departments of Elementary and Secondary Curriculum will provide trainings to administrators and/or counselors to review master schedules and school site administration will ensure student access and enrollment in required areas of study.	\$0	No

9	GATE	The Department of Elementary Curriculum will support Gifted and Talented Education (GATE) differentiation/enrichment opportunities to meet the unique needs for unduplicated student groups. GATE screening will continue to occur, which includes 2 <sup>nd</sup> grade universal GATE screening to increase identification for unduplicated student groups.	\$150,000.00	Yes
10	Music	The Department of Access and Equity will oversee the District elementary music programs and enhance music operations at schools to increase enrichment opportunities for unduplicated student groups.	\$1,429,884.00	Yes
11	Career Pathways and Options	The Department of Secondary Curriculum will support sites in increasing the overall percentage of unduplicated student groups participating in and completing at least one of the sixteen CTE Pathways in the district. Towards this end, CTE teachers will be provided professional learning. Systemwide, schools will reach out via counseling departments and career centers to make sure unduplicated student groups are aware of programs and that the recruitment and maintenance into CTE programs is strategic and supported by data.	\$3,085,933.00	Yes
12	Preschool Inclusion Program	The Department of Special Education will maintain on an ongoing basis preschool inclusion programs (PREP) according to student needs as determined by the Special Education State Performance Indicator Report for students with disabilities and to promote success in language, pre-academics and social development for both typically developing students to students with special needs.	\$993,918.00	No
13	Technology	The Department of Technology will upgrade and replace computers and acquire technology tools to support instructional programs for all students.	\$5,000,000.00	No
14	Facilities	The Department of Maintenance and Operations and school sites will maintain school facilities, so they are in good repair and safe for students and staff (Deferred Maintenance).	\$2,500,000.00	No
15	Instructional Technology	The Department of Assessment and Instructional Technology as well as the Department of Technology will pilot instructional technology tools to improve and enhance engagement [via the Techsploration Committee] in order to increase performance for unduplicated student groups.	\$30,000.00	Yes

# Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

## Goal

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

An explanation of why the LEA has developed this goal.

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

After reviewing the data regarding school connectedness such as chronic absenteeism and suspension rate, the District, along with stakeholder groups, concluded that the current actions implemented need to continue for strong academic success. Analysis of the District Annual Survey indicated that 76% of students felt safe at school and 75% of students indicated they felt that they belonged at their school.

Engagement was crucial to student well-being, including providing a sense of empathy, consideration, and support for social-emotional learning. A school community is essential to a strong school environment, and it is important to inform families so that they can support student success.

The actions and metrics grouped together will ensure connectedness with the school community resulting in positive academic outcomes, including strong achievement and academic persistence. Utilizing actions targeted to address these needs, we will increase the percentage of students who feel safe and connected to school.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. CA Healthy Kids Survey for students’ report of feeling safe and connected to their school (school climate) [State Priority 6-Other Local measure for School Climate]	<p>To assess students’ healthy habits and respond with appropriate intervention programs for the Tobacco Use Prevention Education (TUPE grant)</p> <p><b>CHKS metric</b>            Percentage of students who have never tried vaping.            Grade 7- 95% have never used a vaping product            Grade 9- 86%            Grade 11- 74%            NonTraditional- 49%</p>	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<p>Increase or maintain percentage of student responses and reduce unhealthy and negative student health behaviors from assessment based on the TUPE Grant</p> <p><b>CHKS metric</b>            Percentage of students who have never tried vaping.            Grade 7- 98% have never used a vaping product            Grade 9- 92%            Grade 11-85%            NonTraditional- 60%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2. Graduation Rate [State Priority 5 Graduation Rate]	Graduation Rate: District 91.5% EL: 71.4% LI: 87.5% FY: 40.5% H: 84.6% (Dataquest 19-20)	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Graduation Rate that are greater than or equal to District 96.5% EL: 76.4% LI: 92.5% FY: 50.5 % H: 84.6% (Dataquest 19-20)
3. Year End Attendance [State Priority 5 - School Attendance]	Year End District Attendance Rate 2020: 95.82% 2019: 96.06%  State 2020: N/A 2019: 94.53%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Year End District Attendance Rate that are greater than or equal to:  2023: 97% and desired district percentage above state average
4. Chronic Absenteeism Rate [State Priority 5 Chronic Absenteeism Rate]	2020 Chronic Absenteeism [CALPADS] District: 6.2%  2019 Chronic Absenteeism [Dashboard]  State: 10.1%  District: orange 6.7% SWD: orange 10.7% Foster Youth: orange 13% Homeless: orange 11% LI: orange 9.6% EL: green 6.3%				2023 Chronic Absenteeism rate that is less than or equal to: [CALPADS] District: 5.2% and below the state average  District: green 5% SWD: green 5% Foster Youth: green 5.2% Homeless: green 5% LI: green 5% EL: green 5%  Page 103 of 164

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5. Suspension Rates & Expulsion Report (California School Dashboard, CDE, Dataquest) [State Priority 6-School Climate]	2020 Suspension Rate: 1.6%  2020 Expulsion Rate: .08%				2020 Suspension Rate: .5%  2020 Expulsion Rate: .07%
6. CDE Dataquest Attendance & Drop Out Report for High School [State Priority 5 Middle School and High School Dropout Rate]	2020 Year End Attendance: 95.82%  2020 Dropout Rate: [CALPADS] CVUSD: Middle: 0.13% High School: 5.68%				District year end attendance percentage above state average 2025 Year End Attendance: 97%  Decrease Middle School and High School Dropout Rate  2023 Dropout Rate: [CALPADS] CVUSD: Middle: 0.05% High School: 4.5%
7. School Quality Survey for Parent and Family Connectedness and Engagement with their School, Seeking Input in School/District Decision Making through School Site Council/ELAC/DELAC, and the state adopted self-reflection tool.  [State Priority 3-Efforts to Seek Parent Input and Promotion of Parental Participation]	2020-2021 District Annual Survey Results: Participation rate: Parent 6,217 Staff 1,057 Student 5,036  Families are informed about school sponsored activities: 74%  Families are encouraged to attend school-				2023 District Annual Survey Results: Participation rate: Parent 7,500 Staff 2,000 Student 5,200  Families are informed about school sponsored activities: 80%  Families are encouraged to attend school- sponsored



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent/Family engagement and school governance will be used to gather feedback to improve programs/services and promote parent participation for our unduplicated student population and individuals with exceptional needs.	<p>sponsored activities: 84%</p> <p>The school encourages families to volunteer: 66%</p> <p>This school respects and values input provided by families: 71%</p> <p>This school provides information about programs and services for eligible students such as GATE, SpEd, EL: 60%</p> <p>70% of the schools are seeking input in School/District Decision Making through these meetings:</p> <ul style="list-style-type: none"> <li>a. 4 SSC</li> <li>b. 4 ELAC</li> <li>c. 4 DELAC</li> </ul>				<p>activities: 90%</p> <p>The school encourages families to volunteer: 75%</p> <p>This school respects and values input provided by families: 80%</p> <p>This school provides information about programs and services for eligible students such as GATE, SpEd, EL: 75%</p> <p>100% of the schools will seek input in School/District Decision Making through these meetings:</p> <ul style="list-style-type: none"> <li>a. 4 SSC</li> <li>b. 4 ELAC</li> <li>4 DELAC</li> </ul>

# Actions

Action #	Title	Description	Total Funds	Contributing
1	California Healthy Kids Survey	The Department of Health Services administers the California Healthy Kids Survey (CHKS) every other year resuming in the 2021-22 school year to grades 5, 7, 9, and 11 to assess students' health habits and respond with appropriate intervention programs for the Tobacco Use Prevention Education.	\$7,076.00	No
2	High School Intervention Counselors (K-12)	The District will maintain high school K-12 intervention counselors to support Multi-Tiered Systems of Support for Behavior (MTSS-B), ensure engagement, and monitor social-emotional well-being of unduplicated students.	\$514,704.00	Yes
3a	Multi-Tiered Systems of Support-Behavior (MTSS-B)	The Department of Health Services supports the implementation and maintenance of the Multi-Tiered Systems of Support for Behavior (MTSS-B) to increase meeting individualized behavior/social-emotional goals in Tier 2 services, provide materials and measurement tools for PBIS/MTSS-B principally directed for unduplicated student groups.	\$1,605,553.00	Yes
3b	Multi-Tiered Systems of Support-Behavior (MTSS-B)	The Department of Health Services supports the implementation and maintenance of the Multi-Tiered Systems of Support for Behavior (MTSS-B) to increase meeting individualized behavior/social-emotional goals in Tier 2, and maintain services of K-12 intervention counselors for K-8 unduplicated student groups.	\$161,000.00	Yes
4	Buena Vista Infant Toddler Center	The Division of Human Resources will continue to augment teaching staff beyond Buena Vista's (BV) base school allocation to improve student connectedness with school principally directed for unduplicated students, which includes the instructional aide to support the infant/toddler program at BV.	\$1,036,575.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Boys Republic High School	The District will provide an educational program and maintain Boys Republic School for Foster Youth court appointed students in grades (9-12) which allows students the opportunity to change their lives by becoming productive and contributing members of the community through educational achievement.	\$2,543,226.00	Yes
6	Supplemental Education for K-12	The Departments of Secondary Curriculum and Alternative Education will provide supplemental education for students who need additional academic supports [e.g., credit recovery, summer school, after school] in order to meet graduation requirements.	\$406,334.00	No
7	Suicide Prevention Training	The Department of Special Education will provide suicide prevention training on a yearly basis to secondary school staff and community to heighten awareness of risk factors in youth suicide.	\$10,000.00	No
8	McKinney-Vento Grant Program	The Department of Health Services will provide case management and clinical support for unduplicated students and families and training for staff to reduce barriers and improve attendance and family engagement.	\$199,473.00	Yes
9	Mental Health Services (Licensed Therapists)	The Departments of Health Services and Special Education offer mental health services through licensed therapists to Medi-Cal eligible students and students with disabilities to improve individual student mental wellness and to provide educationally related mental health service (ERMHS) on an on-going basis.	\$1,178,264.00	No
10	Saturday School	The Department of Alternative Education will provide Saturday Day School opportunities for students to receive academic support as they recover attendance in order to compensate for missed instructional minutes.	\$34,514.00	No
11	School Based Health Services	The Division of Human Resources and the Department of Health Services will maintain school nurses and health technicians principally directed for unduplicated student groups to support and monitor health-related issues and reduce chronic absenteeism.	\$4,197,957.0	Yes

Action #	Title	Description	Total Funds	Contributing
12	CVUSD Health Center	The Department of Health Services will oversee the CVUSD Health Center that provides direct medical care, including immunizations principally directed for unduplicated student groups, to increase access to health care services and ensure regular school attendance.	\$300,000.00	Yes
13	HOPE Resource Center	The Department of Health Services will oversee the HOPE Resource Center that provides additional supports (i.e. school supplies, hygiene items, clothing, Tykes Nurturing Parent Program, case management, etc.) for unduplicated student groups, to reduce barriers and increase student-school engagement.	\$753,757.00	Yes
14	Transportation	The Department of Transportation will continue to subsidize home to school transportation costs principally directed for eligible unduplicated students in order to facilitate increased student attendance rates.	\$1,710,141.00	Yes
15	Community Day School	The Department of Alternative Education will maintain the Community Day School (CVLA) for principally directed for the unduplicated student groups, behaviorally at promise to improve student attendance rate.	\$650,147.00	Yes
16	Foster Youth Counselor and Clerk	The Department of Student Support Services will oversee a Foster Youth Counselor and clerk to provide student and family support, as well as tools/training for Foster Youth Intake to improve academics and attendance rates for foster youth.	\$234,280.00	Yes
17	Chino Human Services	The Department of Health Services will provide individual counseling services through Chino Human Services to support students' social emotional development principally directed for K-12 unduplicated student groups, to improve student connectedness.	\$85,000.00	Yes
18	"Other Means of Correction"	The Department of Student Support Services will provide yearly professional development to school site administrators on "Other Means of Correction" to mitigate suspension and expulsion rates for students.	\$0	No
19	Safe Schools Ambassadors Program	The Department of Risk Management will maintain an anti-bullying prevention program (e.g., Safe Schools Ambassadors Program) in order to reduce occurrences of bullying on CVUSD campuses for students.	\$174,000.00	No

Action #	Title	Description	Total Funds	Contributing
20	Intensive Student Support	The District will maintain Behavior Intervention Specialists and Behavior Aides for intensive behavior training principally directed to provide support for unduplicated student groups, requiring intensive behavioral support to improve student engagement.	\$1,159,727.00	Yes
21a	Student Support Services	The Department of Student Support Services will coordinate services and appropriate program placement principally directed for unduplicated student groups, to address academic and behavioral needs, and school sites will monitor students with chronic absenteeism and work with families to ensure continuity of student enrollment.	\$400,551.00	Yes
21b	Student Support Services	The Department of Student Support Services will work with school sites to monitor unduplicated student groups with chronic absenteeism and work with their families to ensure continuity of enrollment.	\$575,278.00	Yes
22	School Quality Survey	The Department of Access and Equity will administer an annual school quality survey to measure student, parent and family connectedness and engagement with their school.	\$40,000.00	No
23	Family Engagement	The Department of Access and Equity will maintain the Coordinator of Parent and Family Engagement and personnel for the Family Engagement Center, to provide trainings to parents and staff during the school year principally directed to support achievement for unduplicated student groups, through increasing partnerships between Home and School.	\$200,000.00	Yes
24	School Governance	The Department of Access and Equity will promote family participation through school governance by school sites holding at least four (4) meetings each for the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the District English Learner Advisory Committee (DELAC) every year to provide site support in outreach/translation for parent participation in the required school governance meetings.	\$0	No

Action #	Title	Description	Total Funds	Contributing
25	Bilingual Translation Services	The Division of Human Resources and Access and Equity will utilize bilingual translation services to ensure the understanding of District communications and provide classified bilingual clerks for schools whose non-English designated language is greater than 14% to ensure an increase in parent communication and school engagement with regards to school programs, policies, and practices for English Learners and their families.	\$535,621.00	Yes
26	Parent/Guardian Information Forum	The Department of Communications will host parent/guardian forums for schools and the community principally directed for unduplicated student groups to provide information regarding social trends of school age students.	\$5,000.00	Yes

## Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

# Goal

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

An explanation of why the LEA has developed this goal.

The District, along with stakeholder groups, looked at a variety of data/information to create this goal. An analysis of the District's local benchmark assessments indicates an achievement gap in English Language Arts and math in the performance of unduplicated populations. Achievement gaps need to be systematically addressed through a multi-tiered system of support framework in academics and behavior to allow all students to demonstrate improved learning outcomes. This is evident in broader learning experiences that will allow underrepresented students increased access to success in college and career pathways. In addition to surveys given to students, staff, and parents, the District reviewed the graduation rate and the College/Career Readiness indicator. The District Annual Survey found that 68% of students agree or strongly agree that students received the support they need for academic and career planning.

After reviewing all the necessary data and stakeholder input, this goal was developed to ensure students graduate from high school and are prepared to enter and succeed in postsecondary opportunities—whether college or career—without need for remediation. For students, college acceptance and attendance affect their future careers and livelihoods; they are looking for the support needed to prepare for future classes at the college/university level and, furthermore, tools for life readiness.

The following actions and services provide a well-ordered, multi-tiered system of support and will measure progress towards our goal using the metrics identified below.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. California School Dashboard CAASPP Results for Grades 3-8 & 11 or Essential Standards Assessment (ESA) Local Data [State Priority 4	2019 Dashboard: ELA/Math: LEA: Green/Green Asian: Green/Blue African American: Yellow/Yellow English Learners: Yellow/Yellow Filipino: Blue/Blue	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Maintain or increase performance color in ELA/Mathematics for the District on the CAASPP or decrease percentage of students who DO not meet or exceed standards in ELA/Mathematics for the District on ESA Local Data

	<p>Foster Youth: Orange/Yellow</p> <p>Hispanic: Yellow/Yellow</p> <p>Homeless: Yellow/Orange</p> <p>Socio-Economically Disadvantaged: Yellow/Yellow</p> <p>Two or More Races: Green/Green</p> <p>Students with Disabilities: Orange/Orange</p> <p>White: Green/Green</p> <p>Local Data: % of students in each group who do <b><u>NOT</u></b> Meet or Exceed Standards on local Essential Standards Assessments (ESAs) 2020</p> <p><b><u>ELA</u></b> District: 42% EL: 85.6% SWD: 76.6% Homeless: 59.5% FY: 68%</p> <p><b><u>Math</u></b> District: 54.4% EL: 76.3% SWD: 81.6% Homeless: 66% FY: 76.1%</p>				<p>2023 Dashboard: ELA/Math: LEA: Green</p> <p>Asian: Blue</p> <p>African American: Green</p> <p>English Learners: Green</p> <p>Filipino: Blue</p> <p>Foster Youth: Yellow</p> <p>Hispanic: Green</p> <p>Homeless: Green</p> <p>Socio-Economically Disadvantaged: Green</p> <p>Two or More Races: Green</p> <p>Students with Disabilities: Green</p> <p>White: Green</p> <p>Local Data: % of students in each group who do <b><u>NOT</u></b> Meet or Exceed Standards on local Essential Standards Assessments (ESAs) 2023</p> <p><b><u>ELA</u></b> District: 30% EL: 73% SWD: 56%</p>
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					Homeless: 47% FY: 64% <b><u>Math</u></b> District: 48% EL: 64% SWD: 70% Homeless: 54% FY: 62%
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<p>2. College and Career Indicator % Prepared [State Priority 4 &amp; 8: Pupil Achievements/Pupil Outcomes] AP, CAASPP, Dual Enrollment/College Credit Courses, CTE Completion, State Seal of Biliteracy, A-G, J-ROTC Military Science, IB</p>	<p>2019-20 % Prepared:</p> <p>LEA: 47.5%</p> <p>Asian: 24.9%</p> <p>African American: 3.5%</p> <p>English Learners: 4.2%</p> <p>Filipino: 6.8%</p> <p>Foster Youth: 0.2%</p> <p>Hispanic: 41.9%</p> <p>Homeless: 8.0%</p> <p>Socio-Economically Disadvantaged: 48.5%</p> <p>Two or More Races: 2.1%</p> <p>Students with Disabilities: 2.4%</p> <p>White: 18.9%</p> <p>A-G Requirements Met:</p> <p>LEA: 89.4%</p> <p>EL: 46/154 = 29.9%</p> <p>FY: 2/74 = 2.7%</p> <p>SED: 545/1363 = 40.0%</p>		[Insert outcome here]	[Insert outcome here]	<p>Increase District percentage of students prepared from baseline</p> <p>2023 % Prepared:</p> <p>LEA: 52%</p> <p>Asian: 29%</p> <p>African American: 9%</p> <p>English Learners: 9%</p> <p>Filipino: 11%</p> <p>Foster Youth: 5%</p> <p>Hispanic: 47%</p> <p>Homeless: 13%</p> <p>Socio-Economically Disadvantaged: 53%</p> <p>Two or More Races: 7%</p> <p>Students with Disabilities: 7%</p> <p>White: 24%</p> <p>A-G Requirements Met:</p> <p>LEA: 95%</p> <p>EL: 35%</p> <p>FY: 5%</p> <p>SED: 50.0%</p>
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3. AP District Summary Report by Student Demographics for % of Students scoring a 3+ on AP exams [State Priority 4 Pupil Achievement]. Share that pass AP exams with a 3 or higher.	2019-20 % Prepared via AP: LEA: 44.3% English Learners: 41.3% Foster Youth: 0% Low-Income: 39.4%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Increase District percentage of students prepared from baseline  2023 % Prepared: LEA: 52% English Learners: 50% Foster Youth: 5% Low-Income: 45%
4. English Language Proficiency Assessments for CA (ELPAC) and English Learner Reclassification Rate; [State Priority 4 - Pupil Achievement]	English Language Proficiency Indicator 2019 (ELPI) Dashboard: 58.1% Making Progress (High)  2020 Reclassification District Rate: 23.6% State Rate: 13.8%  2020 LTEL Rate: 5.1%				Increase percentage of the students making progress on ELPI; District reclassification above state percentage rate; decrease LTEL rate English Language Proficiency Indicator 2019 (ELPI) Dashboard: 60% Making Progress (High)  Reclassification District Rate: 30% Above the state percentage. LTEL Rate: 4%

# Actions

Action #	Title	Description	Total Funds	Contributing
1a	Multi-Tiered Systems of Support: Academics (MTSS-A)	The Department of Elementary and Secondary Curriculum will provide specific interventions and support through instructional materials at the designated Title I junior high schools to close the achievement gap for the unduplicated student population designed to improve student outcomes.	\$100,000.00	Yes
1b	Multi-Tiered Systems of Support: Academics (MTSS-A)	The Department of Elementary and Secondary Curriculum will provide support to intervention teachers at elementary schools, intervention counselors at the junior high schools, and include intervention classes at the designated Title I junior high schools to close the achievement gap for the unduplicated student population designed to improve student outcomes.	\$3,925,438.00	Yes
2	After School Tutoring	The Department of Student Support Services and Health Services will provide academic tutoring services for foster youth and homeless students to increase academic achievement and reduce the gap in math and ELA.	\$100,000.00	Yes
3	Alternative Education Counselor	The Department of Alternative Education will maintain a counselor to create and monitor academic plans principally directed for unduplicated students to ensure academic success in an alternative educational program.	\$155,662.00	Yes
4	College Entrance and Readiness	The Departments of Secondary Curriculum and Assessment and Instructional Technology will maintain the California College Guidance Initiative (CCGI) to increase and give students/parents, especially those in unduplicated groups, access to “a-g” information and the application process for post-secondary institutions to increase college matriculation rates.	\$0	No
5	College Awareness	The Department of Secondary Curriculum will support Jr. High and High School College Nights specifically those in unduplicated student groups, to increase college awareness and provide opportunities for them to participate in college tours.	\$31,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	A-G Promotion	The Department of Secondary Curriculum will provide secondary administrators and counselors training in tools to monitor CSU/UC eligibility, continued alignment of current new a-g courses with UC/CSU criteria, and a-g progress monitoring, and monitor on-track a-g progress bi-annually using the UC Eligibility Report and CSU Eligibility Report in AERIES SIS.	\$0	No
7	AVID	The Departments of Elementary and Secondary Curriculum will provide the AVID program principally directed for unduplicated student support who are first time college goers to encourage and increase college and career readiness and success.	\$380,000.00	Yes
8	Career Centers	The Department of Secondary Curriculum will support Career Centers at all high schools to improve and provide equitable access and information to college and career courses and opportunities principally directed for unduplicated student groups.	\$221,805.00	Yes
9	College Credit	The Department of Alternative Education will offer college credit courses (dual enrollment) at all high schools to increase equitable access and information to college and career courses and opportunities principally directed for unduplicated student groups.	\$5,000.00	Yes
10	HS Transcript Audits	The Department of Secondary Curriculum will oversee high school counselors who perform transcript audits at the end of each semester and provide additional monitoring of students not "on track status" in order for students to graduate in 4 years.	\$0	No
11	Advanced Placement	The Departments of Secondary Curriculum and Assessment and Instructional Technology will subsidize advanced placement fees principally directed for unduplicated student groups and expand Advanced Placement course offerings to increase the percentage of students who are College and Career Indicator (CCI) "prepared".	\$236,000.00	Yes
12	Professional Development to Support English Learners	The Department of Access & Equity will provide professional development to administrators, teachers and instructional support staff to improve and ensure all English Learners attain English Language proficiency and are provided language acquisition support across content areas.	\$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
13	Access & Equity Coordinator	The Department of Access and Equity will maintain a coordinator to assist with analyzing and monitoring English Learner (EL) progress in academics and English Language proficiency, and ensure that ELs have access to a broad course of study as determined by assessments and appropriate program placement (e.g. ELD standards, full curriculum, rigorous coursework, quality standards-based instruction).	\$164,083.00	Yes
14	English Learner Support and Language Acquisition	The Department of Access and Equity will oversee site administration in monitoring and reviewing master schedules to ensure ELs are provided access to the full curriculum through Structured English Immersion, along with the provision of EL supports and services through daily Designated and Integrated ELD.	\$0	No

## Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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
9.82%	\$23,589,191.00

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.

The percentage that we are using to increase and improve services is 9.82% and an increased apportionment based on the enrollment of foster youth, English learners, and low-income students totals \$23,589,191. Our actions are principally directed and effective because the needs of the foster youth, English Learners, and low-income students were considered first.

The following are principally directed actions and services determined to be effective to support the needs of low income, foster youth, and English learner pupils (unduplicated count) to provide increased/improved actions and services that would result in improved academic outcomes, while providing a high-quality learning environment that increases student engagement. Additionally, supplemental funds will also be used to target specific actions and services for the unduplicated populations only. Generally, students who are not within the unduplicated population do not require these actions and services. Thus, these actions and services would not commonly be provided to students who are not within the unduplicated population. Within each action and service below is an explanation for how the increased or improved service is principally directed toward helping unduplicated student populations achieve at greater levels to meet the goals of the district. Based on the data, the district decided to maintain our principally directed actions and services that are listed below from the previous LCAP. In addition, these actions and services are making a positive impact on the unduplicated student groups. Based on the previous data, it has been determined that this is the most effective use of funds to help mitigate this barrier. Based on the unexpected conversion to Distance Learning, the district also recognized different instructional tools (e.g. visuals, tools to connect, etc.) are needed to support student engagement. Due to the worldwide pandemic resulting in changes in instructional delivery methods and unprecedented contributing factors to student performance, including the pause in state testing, local data and stakeholder input was used to determine growth for the following actions have been carried over from the 2017-2020 LCAP in order to continue to strive to close the achievement gap for our unduplicated student groups. The district needs more time to allow the action to move toward full implementation and sustainability.

## **PRINCIPALLY DIRECTED ACTIONS AND SERVICES**

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

#### **Action 2: Library and Media Support –**

Needs, Conditions, Circumstances: When comparing the unduplicated student groups to the LEA's performance data/colors for "all students" in math and ELA, there is a clear gap. The overall student population is scoring green in both ELA and Math. After assessing the needs, conditions, and circumstances of our low-income students(yellow), foster youth (ELA: orange/Math: Yellow), and English Learners (yellow), the district determined that our unduplicated students need more supports to increase access, as well as student engagement. This action will help to support increases in our ELA and Math scores, as unduplicated student groups have limited access to instructional materials and resources outside of the school day at a greater rate than the general school population.

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

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

Continuance: The action in previous plans has proven to be the most effective use of the funds as evidenced by increases in student achievement on CAASPP assessments. When looking at the percentage of students who did not meet expectations on CAASPP the district has improved scores by 3.14% since 2015 in ELA and improved math scores by 3.48%. For our EL student groups, the district saw a 6.29% improvement in ELA and 5.2% improvement in math.

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

#### **Action 3: New Teacher Induction –**

Needs, Conditions, Circumstances: When comparing unduplicated student groups to the LEA's performance data/colors for "all students" in math and ELA, there is a clear gap. The overall student population is scoring green in both ELA and Math. After assessing the needs, conditions, and circumstances of our low-income students(yellow), foster youth (ELA: orange/Math: Yellow), and English Learners (yellow), the district determined that our unduplicated students need more supports to increase access, as well as student engagement. This action will help to support increases in our ELA and Math scores. A new teacher induction will help teacher



analyze their teaching practices to support unduplicated students and create an action plan with the help of a mentor. This is invaluable to the success of the students in a new teacher's classroom.

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

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

**Continuance:** The action in previous plans has proven to be effective, as evidenced by increases in student achievement on CAASPP assessments. When looking at the percentage of students who did not meet expectations on CAASPP the district has improved scores by 3.14% since 2015 in ELA and improved math scores by 3.48%. For our EL student groups, the district saw a 6.29% improvement in ELA and 5.2% improvement in math.

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

## **Action 6: Instructional Coaches –**

**Needs, Conditions, Circumstances:** Our ESA data shows that 42% of students across the district are not meeting ELA standards. Our unduplicated student groups are not meeting the standard at the following percentage rates: EL: 85.6%, Low-Income: 59.5%, FY: 68%. And in math 54.4% of our students are not meeting standards. Our student group data is as follows: EL: 76.3%, Low-Income 66%; FY: 76.1%. Achievement gap exists in ELA and Math for unduplicated students based on ESA data. Instructional coaches will support staff development and build teacher capacity to improve and support the identified unique needs of the unduplicated student groups.

Action(s): Instructional coaches from various departments will deliver professional development according to site and individual teacher need to ensure that all unduplicated students benefit from this action [National Reading Technical Assistance Center, 2010]

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

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

Expected Outcome(s): This action is being provided on an LEA-wide basis, and the district expects that all students who are not proficient on state and local assessments will benefit. However, because of the significantly lower academic scores of our unduplicated students, the district expects to show at least a 2% increase in the percent of unduplicated students scoring meet/exceeds standards on ESAs and/or CAASPP assessments. This action will be measured by using ESA as a metric in order to determine if the percentages of our unduplicated student groups will increase in proficiency.

## **Action 9: GATE –**

Needs, Conditions, Circumstances: Unduplicated students have limited access to enrichment opportunities and an achievement gap exists in ELA and Math based on state and local assessment data. Our ESA data shows that 42% of students across the district are not meeting ELA standards. Our unduplicated student groups are not meeting the standard at the following percentage rates: EL: 85.6%, Low-Income: 59.5%, FY: 68%. And in math 54.4% of our students are not meeting standards. Our student group data is as follows: EL: 76.3%, Low-Income 66%; FY: 76.1%. This action is being provided on an LEA-wide basis because the district finds that the previous referral process did not capture students in a universal manner, therefore excluding many unduplicated students.

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

Continuance: The action in previous plans has proven to be effective as it has led to an increase in our unduplicated counts with the GATE identification process. CVUSD made progress in implementing most actions and services despite the challenges of the pandemic. For 2020-21, 42% of the students scored in the “not meeting or exceeding standards” on the ELA - ESA. The unduplicated student groups had a higher percentage of students not meeting the standards: EL 85.6%, Low-Income 59.5%, and Foster Youth 68%. In comparison to 2018 CAASPP ELA data, 58.14% of CVUSD students scored proficient. The District is aware some students may have experienced learning loss due to the pandemic. Although the District is moving towards full implementation on many of our goals, the District also needs more time to focus on improving data and moving towards sustainable programs.

Action(s): Continue universal GATE screening in second grade to ensure that all unduplicated students benefit from this action; Maintain enrichment opportunities for GATE identified students through differentiated assignments and/or projects and activities to ensure that all unduplicated students benefit from this action.

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

## **Action 10: Music –**

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of our low-income students, the district data showed that our local assessment indicates that less than 50% of the students in grades 2-6 are scoring exceeding or met on the ESA in Math, and our unduplicated students are showing even less. Our unduplicated student groups are not meeting the standard at the following percentage rates:: EL: 76.3%, Low-Income 66%; FY: 76.1%. Based on the need to increase math scores, we know from research that a focus on music can help with a boost in this area as defined by research below.

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

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

Continuance: The action in previous plans has proven to be effective, as evidenced by increases in student achievement on our local assessments. For 2020-21, 54.4% of the students scored in the “not meeting or exceeding standards” on the Math - ESA. The unduplicated student groups had a higher percentage of students not meeting the standards: EL 76.3%, Low-Income 66%, and Foster Youth 76.1%. In comparison to 2018 CAASPP Math data, 46.49% of CVUSD students scored proficient. The District is aware some students may have experienced learning loss due to the pandemic. Although the District is moving towards full implementation on many of our goals, the District also needs more time to focus on improving data and moving towards sustainable programs.

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

### **Action 11: Career Pathways and Options –**

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

Action(s): In order to address this condition of our English Learners and Foster Youth, the district will develop high-interest and rigorous courses and implement new CTE Pathways programs with instructional supplies, materials, and high-quality staff for all CTE courses to ensure that all unduplicated students participating in CTE will benefit. Across the LEA, counseling departments and career centers will ensure that unduplicated students are aware of the 16 CTE pathways.

Research: According to a case study by Advance CTE reports (2021), fostering strong relationships that break silos between learning and work and align skill building opportunities across secondary, postsecondary, adult and professional levels is critical to building high-quality career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is well-researched practice that meets the criteria for “evidence-based” as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups.

Continuance: The action in previous plans has proven to be effective, as evidenced by increases in graduation rates. When looking at the percentage of students who met graduation requirements over time, the district has found that grad rates have increased by 1% overall. Our foster youth population continues to need support but has increased by 4%. More time is needed to see positive trends for our English learners and low-income students.

Expected Outcome(s): The district will increase the number of students participating in and completing CTE Pathways (16) in both district CTE programs in 13 industry sectors in partnership with Baldy View ROP by providing FTEs to build, maintain, and strengthen the delivery of high-quality Career Technical Education (CTE) programs at each high school program to ensure that all unduplicated elementary students benefit from this action. This action is designed to address some of the major causes of the low percentages of our English learners and foster youth scoring prepared on the CCI. The district anticipates that the percentage of students graduating ‘prepared’ by way of CTE completion will increase from the base of 1.1%. This action will be measured by using graduation rate as a metric in order to determine if the percentages of our unduplicated student groups will meet graduation requirements.

## **Action 15: Instructional Technology –**

Needs, Conditions, Circumstances: When comparing unduplicated student groups to the LEA's performance colors for "all students" in math and ELA, there is a clear gap. The overall student population is scoring green in both ELA and Math. After assessing the needs, conditions, and circumstances of our low-income students, the district determined that student achievement in our unduplicated populations show large gaps indicating these students may need additional ways in which to be engaged with curriculum/content.

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

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

Continuance: This is a new action.

Expected Outcome(s): This action is being provided as a pilot on an LEA-wide basis, and the district expects that our unduplicated student's math and ELA's scores will increase at a higher rate than the general population. The pilot program will determine which technology tools to purchase for district implementation based on the results of the effectiveness survey given at the end of the pilot period and by evaluating effectiveness on the academic scores of the unduplicated students. This action will be measured by using CAASPP as a metric in order to determine if the percentages of our unduplicated student groups will increase in proficiency and therefore improved performance data/colors on the California Dashboard.

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

### **Action 2: High School Intervention Counselors (K-12) –**

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of our unduplicated students, the data determined that our English learners (71.4%), foster youth (40.5%), and low income students (87.5%) all have a lower graduation rates than the district average of 91.5%.

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

Research: In the research by Williams-White and Kelly (2011), the authors review the problem of school dropout from the school

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

Continuance: The action in previous plans has proven to be effective, as evidenced by increases in graduation rates. When looking at the percentage of students who met graduation requirements over time, the district has found that grad rates have increased by 1% overall. Our foster youth population continues to need support but has increased by 4%. More time is needed to see positive trends for our English learners and low-income students

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

### **Action 3ab: Multi-Tiered Systems of Support-Behavior (MTSS-B) –**

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of our unduplicated students, the district found that there was an increase of counseling referrals from school staff and parents for our unduplicated students in comparison to the general population. MTSS-B Counselors will support K-12 school sites in implementation of Tier 2 services in support of school reopening and will ensure that unduplicated students will benefit from this action. The district had 459 more referrals in 2019-20 compared to 2020-21.

Action(s): In order to address the number of unduplicated students, the district is launching a district-wide MTSS campaign to support implementation through the use of K-12 Intervention Counselors (13 FTE) and software to track interventions to ensure that all unduplicated students benefit from this action. After reviewing data, Intervention Counselors will also address individualized social emotional and/or behavioral support based on individual student needs.

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

Continuance: The action in previous plans has proven to be effective, as evidenced by the number of referrals for mental health or behavior supports. When looking at the number of students who require mental and behavior support, the number of referrals is increasing. More time is needed to see positive trends for our unduplicated students.

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

metric in order to determine if there is a need to continue to offer this action.

### **Action 11: School Based Health Services –**

**Needs, Conditions, Circumstances:** After assessing the needs, conditions, and circumstances of our unduplicated students, the district data showed that the chronically absent rate of our low-income students (9.6%) and Foster Youth (13%) is higher than the overall district rate of 6.7%. Low-income students and foster youth can benefit from additional school-based health services to decrease absentee rates.

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

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

**Continuance:** The action in previous plans has proven to be the most effective use of the funds as evidenced by decreases in the chronic absenteeism rate. The district has been able to improve its chronic absenteeism rate by .5% since 2018. The district needs more time to fully implement actions considering the interruptions of good attendance practices due to the pandemic.

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

### **Action 12: CVUSD Health Center –**

**Needs, Conditions, Circumstances:** After assessing the needs, conditions, and circumstances of our unduplicated students, the district data showed that the chronically absent rate of our low-income students (9.6%) and Foster Youth (13%) is higher than the overall district rate of 6.7%. Low-income students and foster youth can benefit from additional school-based health services to decrease absentee rates.

**Action(s):** In order to address this condition of absenteeism for our low-income students and foster youth, the district will develop, implement, and maintain a health services program that is designed to address some of the major causes of absenteeism, which is related to direct medical care and immunization support. This action will provide additional support for families to access health care resources as well as a districtwide

educational campaign to focus on regular school attendance and decrease absenteeism. [World Health Report]

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

Continuance: The action in previous plans has proven to be the most effective use of the funds as evidenced by decreases in the chronic absenteeism rate. The district has been able to improve its chronic absenteeism rate by .5% since 2018. The district needs more time to fully implement actions considering the interruptions of good attendance practices due to the pandemic.

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

### **Action 13: HOPE Resource Center –**

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of our unduplicated students, the district determined that the chronically absent rate of our low- income students (9.6%) and Foster Youth (13%) is higher than the overall district rate of 6.7%. Low-income students and foster youth can benefit from additional school-based health services to decrease absentee rates. Unduplicated students are impacted by socio-economic barriers that impact school attendance as evidenced by the unduplicated student Chronic Absenteeism rate (Dashboard); The data from the AAPI tells us that Unduplicated parents of preschoolers are impacted by limited knowledge of childhood developmental milestones, interventions strategies, and community resources.

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

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

Continuance: The action in previous plans has proven to be the most effective use of the funds as evidenced by decreases in the chronic absenteeism rate. The district has been able to improve its chronic absenteeism rate by .5% since 2018. The district needs more time to



fully implement actions considering the interruptions of good attendance practices due to the pandemic.

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

#### **Action 14: Transportation –**

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of our English learners and low-income students, the district determined that these unduplicated groups have limited access to transportation in CVUSD due to the cost of riding the bus. Likewise, the district knows the chronically absent rate of our low-income students (9.6%) in comparison to the overall district rate of 6.7%

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

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

Continuance: The action in previous plans has proven to be the most effective use of the funds as evidenced by decreases in the chronic absenteeism rate. The district has been able to improve its chronic absenteeism rate by .5% since 2018. The district needs more time to fully implement actions considering the interruptions of good attendance practices due to the pandemic.

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

#### **Action 17: City of Chino Human Services –**

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of our unduplicated students, the district found that there was an increase of counseling referrals from school staff and parents for our unduplicated students in comparison to the general population. The district had 459 more referrals in 2019-20 compared to 2020-21. After reviewing the specific counseling referrals from school

staff and parents, a need was determined to address student mental health (e.g., coping strategies, positive behaviors and supports) for those unduplicated students who are not receiving counseling in order to enhance student engagement and to promote student attendance. The district also knows that 70% of the students feel emotionally safe in the classroom.

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

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

**Continuance:** The action in previous plans has proven to be effective, as evidenced by the number of referrals for mental health or behavior supports. When looking at the number of students who require mental and behavior supports, the number of referrals is increasing. More time is needed to see positive trends for our unduplicated students.

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

## **Action 20: Intensive Student Support –**

**Needs, Conditions, Circumstance:** After assessing the needs, conditions, and circumstances of our unduplicated students, the district data provided that the suspension rate of our foster students is red on the California Dashboard and therefore they are being suspended at a higher rate for in comparisons to all students, who are green on the California Dashboard.

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

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

outcomes for our unduplicated student groups

**Continuance:** The action in previous plans has proven to be the most effective use of the funds as evidenced by decreases in the suspension rate. The district has been able to improve its suspension rate by .6% since 2017. The district needs more time to fully implement positive behavior interventions and other means of correction due interruptions of in-person instruction due to the pandemic.

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

### **Action 21ab: Student Support Services –**

**Needs, Conditions, Circumstances:** After assessing the needs, conditions, and circumstances of our unduplicated students, the district data showed that the chronically absent rate of our low-income students (9.6%) and Foster Youth (13%) is higher than the overall district rate of 6.7%. Low-income students and foster youth can benefit from additional school based health services to decrease absentee rates.

**Action(s):** In order to address this condition of absenteeism for our low-income students and foster youth, the district will develop, implement, and maintain a student support services program that is designed to address some of the major causes of absenteeism, which is related to coordinating services for appropriate program placement in order to meet academic and behavioral needs (e.g. SART, SARB, student awards/recognition, Community Resources, Community Awareness). This action will provide additional supports for families to access student support resources across the LEA, as well as a districtwide educational campaign to focus on regular school attendance and decrease absenteeism to ensure that all unduplicated students will benefit from this action.

causes of absenteeism.

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

**Continuance:** The action in previous plans has proven to be the most effective use of the funds as evidenced by decreases in the chronic absenteeism rate. The district has been able to improve its chronic absenteeism rate by .5% since 2018. The district needs more time to fully implement actions considering the interruptions of good attendance practices due to the pandemic.

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

### **Action 23: Family Engagement –**

Needs, Conditions, Circumstances: When comparing all unduplicated student groups to the LEA's performance colors for "all students" in math and ELA, there is a clear gap. The overall student population is scoring green in both ELA and Math. After assessing the needs, conditions, and circumstances of our low-income students, the district determined that our unduplicated students need more supports to increase student engagement and family connectedness. This action will help to support will help to increase our ELA and Math scores.

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

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

Continuance: The action in previous plans has proven to be effective, as evidenced by increases in student achievement on CAASPP assessments. When looking at the percentage of students who did not meet expectations on CAASPP the district has improved scores by 3.14% since 2015 in ELA and improved math scores by 3.48%. For our EL student groups, the district saw a 6.29% improvement in ELA and 5.2% improvement in math.

Expected Outcome(s): This action is being provided on an LEA-wide basis and the district expects that all students with academic challenges will benefit. However, because of the significantly lower scores of our unduplicated students, the district expects that the academic proficiency rate for our unduplicated students will increase significantly more than the average academic proficiency rate of all other students. In turn the district expects, this will also increase percentage of parents who Strongly Agree and Agree on District Annual Survey for Connectedness. This action will be measured by using CAASPP as a metric in order to determine if the percentages of our unduplicated student groups will increase in proficiency and therefore improved performance data/colors on the California Dashboard.

### **Action 26: Parent/Guardian Information Forums**

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of our unduplicated students, the district data provided that on our School Quality Survey, the district had 74% of our families say that they are informed about school sponsored activities. The district wants to increase the participation and knowledge about parent engagement activities across the LEA and ensure that all unduplicated students and their families are able to attend these Information Forums. The district is aware that more English speaking families access the engagement activities, and want to ensure that parents of our English Learners feel informed and welcomed. There is a need to provide information regarding social trends that have negatively impacted school-age students.

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

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

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

**Expected Outcome(s):** This action is being provided on an LEA-wide basis and the district expects that all unduplicated families will feel welcome to attend. The district plans to hold a minimum of two parent information forums in the 2021-22 school year and would expect that when asked if they are informed about school activities in the on the next School Quality Survey, this number will increase beyond 74%.

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

#### **Action 1ab - Multi-Tiered Systems of Support: Academics (MTSS-A) –**

**Needs, Conditions, Circumstances:** A performance gap on measures of grade-level essential standards exists for unduplicated student groups. After assessing the needs, conditions, and circumstances of our low-income students, the district determined that our local assessment indicates that less than 50% of the students in grades 2-6 are scoring exceeding or met on the ESA in Math, and our unduplicated students are showing even less. Our student group data is as follows: EL: 76.3%, Low-Income 66%; FY: 76.1%.

**Action(s):** Tier 3 Intervention Support will be provided:

Intervention teachers

Intervention sections on master schedule at JHS and HS

Research-based Intervention materials [Gilpin, 2015]

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

**Continuance:** The action in previous plans has proven to be effective, as evidenced by increases in student achievement on our local assessments. CVUSD made progress in implementing most actions and services identified in LCAP Goal 1 despite the challenges of

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

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

### **Action 3: Alternative Education Counselor –**

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of our low-income students, the district data showed that only 47.5% of our students are graduating ‘prepared’ according to the CCI. When looking at our unduplicated students the district found that our English Learners and Foster Youth are far below the general population. (LI: 48.5%, EL: 4.2%, FY: 0.2%). The district has found that our Low-income students’ percentage (48.5%) is slightly higher than the general population and want to maintain this trajectory. Likewise, when looking at unduplicated students who met A-G Requirements, the district sees the following data for the student groups, EL 29.9% Foster Youth 2.7% Low Income 40%, in comparison to LEA-wide at 89.4%. The Unduplicated student population must maintain an academic plan in alternative programs to support academic success.

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

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

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

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

- Increase percentage of unduplicated student groups meeting ‘a-g’ above the growth rate of the overall growth of the district.
- Increase percentage of students applying for post-secondary academic options (CCC, 4-year, and Career Colleges)

## **Action 5: College Awareness –**

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of our low-income students, the district data showed that only 47.5% of our students are graduating ‘prepared’ according to the CCI. When looking at our unduplicated students the district found that our English Learners and Foster Youth are far below the general population. (LI: 48.5%, EL: 4.2%, FY: 0.2%). The district has found that our Low-income students' percentage (48.5%) is slightly higher than the general population and want to maintain this trajectory. Likewise, when looking at unduplicated students who met A-G Requirements, the district sees the following data for the student groups, EL 29.9% Foster Youth 2.7% Low Income 40%, in comparison to LEA-wide at 89.4%.

Action(s): In order to address this condition of our unduplicated students, the district will develop an LEA-wide college awareness campaign that includes activities such as hosting College nights at HS and JHS and provide opportunities for HS students to visit college campuses, this will ensure that all of our unduplicated are included in these activities.

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

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

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

- Increase percentage of unduplicated student groups meeting ‘a-g’ above the growth rate of the overall growth of the district.
- Increase percentage of students applying for post-secondary academic options (CCC, 4-year, and Career Colleges)

## **Action 7: AVID –**

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

Action(s): Unduplicated students must be provided equitable access and information to college and career courses and opportunities. As the

district knows from research, students who would be first generation college goers are less likely to access resources preparing them for post-secondary success. In order to address this condition of our unduplicated students, the district will develop an LEA-wide college awareness campaign. These actions at specific schools are designed to capture our unduplicated students. This action will provide and ensure implementation of AVID teaching strategies at all schools with AVID program designation and will ensure that unduplicated student benefit through the AVID school wide strategies as well as the recruitment and application process to participate in the AVID electives.

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

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

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

- Maintain percentage of 100% of eligible first-generation college goers.
- Increase percentage of AVID students eligible for colleges/universities who are first time college goers.
- Maintain or increase greater than or equal to .66% of Unduplicated student groups participating in AVID

## **Action 8: Career Centers –**

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

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



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

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

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

### **Action 9: College Credit –**

**Needs, Conditions, Circumstances:** After assessing the needs, conditions, and circumstances of our unduplicated students, the district data showed that our EL and Foster student groups (EL 4.2%, Foster.2%) score lower on the CCI than the general population (47.5%) and must be provided equitable access and information to college and career courses and opportunities.

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

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

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

**Expected Outcome(s):** Even though these activities are being provided school-wide, the district expects that all students will

participate in college and career opportunities. However, because of the significantly lower rate of EL and Foster students who are prepared on the CCI, the district expects that their rate will increase significantly more than the average rate of all other students. The district plans to promote dual enrollment participation of Unduplicated student groups at all high schools to increase the percentage on the CCI greater than the district growth.

### **Action 11: Advanced Placement –**

**Needs, Conditions, Circumstances:** After assessing the needs, conditions, and circumstances of our unduplicated students, the district determined that our EL, Foster, and Low-Income student groups (EL 41.3%, Foster 0%, Low-Income 39.4%) score lower on the CCI via AP as “prepared” than the general population (44.3%) and must be provided equitable access and information to college and career courses and opportunities. The district is also aware that the cost of Advanced Placement tests can be prohibitive for students’ families.

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

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

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

**Expected Outcome(s):** Even though these activities are being provided school-wide, the district expects that all students will participate in college and career opportunities. However, because of the significantly lower rate of EL and Foster students who are prepared on the CCI, the district expects that their rate will increase significantly more than the average rate of all other students and continue to support the progress of our low-income students. the district plans to measure progress by analyzing:

- The percentage of LI students taking AP tests will correlate District-wide with all students taking AP tests
- Increase percentage of CCI “ready” students who are LI
- Increase percentage of LI “prepared” status on the CCI greater than the district’s growth

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

Chino Valley Unified School District provides a high-quality education for all students. However, the unduplicated student groups face unique barriers. As a district with less than 55% unduplicated, it is required to describe not only how the actions are principally directed and effective but to also describe how the actions are the most effective use of the funds, including providing the basis for that determination and any alternatives considered, supporting research, experience, or educational theory. Based on a review of collective data, actions and services identified in the LCAP are specifically targeting the unduplicated student groups. These actions and services are being increased or improved by providing strategic support in the areas of academics, basic needs, and language/communication. California Education Code requires increased or improved services for unduplicated students in proportion to increased supplemental funding. The minimum proportionality in Chino Valley is 9.82%. The LEA-wide and schoolwide actions described above, coupled with the limited actions described here, allow the district to meet or exceed its percentage to increase or improve services of 9.82% quantitatively. The programs and services outlined in this plan are being increased or improved significantly over the required percentage. The key actions listed in the previous section supported the unduplicated students through LEA-wide services that were both effective and principally directed to support improved outcomes for our unduplicated student groups. Key actions listed below are targeted, principally directed, and specifically designed to increase and improve services to English Learners, Low-Income, and Foster Youth students by supporting access to high quality core instruction, specialized support services, parent engagement programs, and rich educational experiences across content areas:

## **TARGETED ACTIONS AND SERVICES**

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

### **Action 4: Buena Vista and Infant Toddler Center –**

**Needs, Conditions, Circumstances:** After assessing the needs, conditions, and circumstances of our unduplicated students, the district determined that students attending Buena Vista need additional support to attend school and graduate. On the California Dashboard, Buena Vista moved from a yellow indicator to a green indicator overall, but their low-income students remain in the red. It was determined that some students with children drop out of school or have low attendance due to lack of childcare services. To remove barriers of teen parenthood and ensure school attendance and graduation, FTE is allocated to reduce student-teacher ratio and to support engagement.

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

**Research:** According to the research by Public Citizens for Children and Youth (2014), has done several research initiative designed to deepen our understanding of the issues that lead to students who drop out of schools and offer evidence based solutions to these issues. One key finding in their research is that parenting students using unreliable relative neighbor care often have more difficulty

maintaining full participation in school than those who use center-based care. Offering the support of an infant and toddler program meets the criteria for “evidence-based” as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups.

Continuance: The action in previous plans has proven to be effective, as evidenced by increases in graduation rates. When looking at the percentage of students who met graduation requirements over time, the district has found that grad rates have increased by 1% overall. Our foster youth population continues to need support but has increased by 4%. More time is needed to see positive trends for our English learners and low-income students.

Outcome: Because there is a significantly lower rate of low-income students who are completing high school graduation requirements, the district expects that their rate will increase significantly more than the average rate of all other students and continue to support the progress of our low-income students. The district plans to measure progress by analyzing graduation rates. It is a site expectation to have 75% of seniors who will graduate, and this should improve the color on the California Dashboard for the Low-Income students to yellow or higher. This action will be measured by using graduation rate as a metric in order to determine if the percentages of our unduplicated student groups will meet graduation requirements.

#### **Action 5: Boys Republic School and Buena Vista Continuation School**

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of our unduplicated students, the district determined that students attending Boys Republic have an overall graduation rate of 56.3% (red) on the California Dashboard, and specifically the Foster Youth and Low-income students also score in the red. The students attending this school are wards of the State and 88% of them are Foster Youth. The district data provided that students attending Buena Vista need additional support to attend school and graduate. On the California Dashboard, they moved from a yellow indicator to a green indicator overall, but their low-income students remain in the red.

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

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

Continuance: The action in previous plans has proven to be effective, as evidenced by increases in graduation rates. When looking at the percentage of students who met graduation requirements over time, the district has found that grad rates have increased by 1% overall. Our foster youth population continues to need support but has increased by 4%. More time is needed to see positive trends for our English learners and low-income students

Expected Outcome(s): Because there is a significantly low graduation rate of Foster Youth students who are completing high school graduation requirements, the district expects that their rate will increase through the services in the action and plan to measure progress by analyzing graduation rates. It is a site expectation to increase the graduation rate of seniors to 70%, this should improve the color on the California Dashboard for the Foster Youth to orange. This action will be measured by using graduation rate as a metric in order to determine if the percentages of our unduplicated student groups will meet graduation requirements.

#### **Action 8: McKinney Vento Grant Program –**

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of our unduplicated students, the district data showed that the chronically absent rate of our low-income students (9.6%) and Foster Youth (13%) is higher than the overall district rate of 6.7%. Low-income students include the student group that qualifies for McKinney Vento/Homeless services; therefore, the student group can benefit from additional school-based health services to decrease absentee rates. Unduplicated students are impacted by socio-economic barriers that impact school attendance as evidenced by the unduplicated student Chronic Absenteeism rate (Dashboard)

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

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

Continuance: The action in previous plans has proven to be the most effective use of the funds as evidenced by decreases in the chronic absenteeism rate. The district has been able to improve its chronic absenteeism rate by .5% since 2018. The district needs more time to fully implement actions considering the interruptions of good attendance practices due to the pandemic.

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

#### **Action 15: Community Day School –**

Needs, Conditions, Circumstances: At Chino Valley Learning Academy (CVLA), students who are expelled from the secondary schools, are able to receive an alternative program to better meet their needs behaviorally and academically. There is a high population of low-

income students at this school (88.9%) In order to address this condition of high suspension rates for our low-income students, the district will develop and implement an intensive student support program that is designed to address some of the major causes of suspensions, including lack of behavior intervention plans with our high-needs students and a smaller-group environment. With this small group environment, there can be a focus on improving attendance, suspension rates (red), and graduation rates of our low-income students.

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

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

Continuance: The action in previous plans has proven to be effective, as evidenced by decreases in the suspension rate. The district has been able to improve its suspension rate by .6% since 2017. The district needs more time to fully implement positive behavior interventions and other means of correction due to interruptions of in-person instruction due to the pandemic.

Expected Outcome: This action is being provided to our Low-Income expelled population. However, because of the significantly higher absent and suspension rate of low-income, the district expects that the chronic absenteeism and suspension rate for our low-income/homeless will decrease every year significantly more than the average absentee rate of all other students. The district expects that our graduation rates will improve for our low-income students as well. This action will be measured by using the suspension indicator from the California Dashboard to monitor our suspension rates for our unduplicated students.

#### **Action 16: Foster Youth Counselor and Clerk –**

Needs, Conditions, Circumstances: After assessing the needs, conditions, and circumstances of our unduplicated students, the district data showed that the chronically absent rate of our low- income students (9.6%) and Foster Youth (13%) is higher than the overall district rate of 6.7%. Low-income students and foster youth can benefit from additional school based health services to decrease absentee rates.

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

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

Research/Alternatives: According to Jordon (2020) and Attendance Works research states that it is essential to take a trauma-informed, positive approach to working with students and families to find out and address barriers to attendance. By providing attendance interventions to support the student and their families, this research meets the criteria for “evidence-based” as outlined by the Every

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

Continuance: The action in previous plans has proven to be effective, as evidenced by decreases in the chronic absenteeism rate. The district has been able to improve its chronic absenteeism rate by .5% since 2018. The district needs more time to fully implement actions considering the interruptions of good attendance practices due to the pandemic.

Expected Outcome(s): Decrease chronic absenteeism by 0.2% every year and maintain or increase Attendance Rate to meet the District's average of 97.5%

### **Action 25: Bilingual Translation Services –**

Needs, Conditions, Circumstances: In CVUSD, there are 13 schools that have a percentage of EL population higher than 10.2% which is the district average. The district had 6,217 parents participate in the annual survey, who were primarily English speaking. The district wants to increase our translation services, written and orally, to remove barrier of language while communicating information regarding school programs, student progress, policies, and practices. This action will target the families of the English Learners, by offering them more supports to connect them to district parent engagement efforts.

Action(s): In order to address the needs of our English Learners and their families, the district will provide sites who meet the 14% or higher of languages other than English, with a classified bilingual clerk. The Division of Human Resources and Access and Equity will utilize bilingual translation services to ensure the understanding of District communications and provide classified bilingual clerks for schools whose non-English designated language is greater than 14%. This will increase parent communication and school engagement with regards to school programs, policies, and practices, specifically for families of unduplicated student groups.

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

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

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

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

#### **Action 2: After School Tutoring –**

Needs, Conditions, Circumstances: When comparing the unduplicated student groups to the LEA's performance colors for "all students" in math and ELA, there is a clear gap. The overall student population is scoring green in both ELA and Math. After assessing the needs, conditions, and circumstances of our low-income students and foster youth, the district data showed that our unduplicated students need more supports to increase student engagement. This action will help to support our ELA and Math scores.

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

Research/Alternatives: When looking at John Hattie's research on Visible Learning, there is a .48 effect size for Intelligent tutoring systems and .53 effect size for peer tutoring strategies. The research will shape the tutoring programs offered to help increase CAASPP scores.

Continuance: The action in previous plans has proven to be effective, as evidenced by increases in student achievement on CAASPP assessments. When looking at the percentage of students who did not meet expectations on CAASPP the district has improved scores by 3.14% since 2015 in ELA and improved math scores by 3.48%. For our EL student groups, the district saw a 6.29% improvement in ELA and 5.2% improvement in math.

Expected Outcome(s): As a result of this action, the district will have low-income and foster youth who participate in tutoring and they will see and increase their ELA and Math scores; therefore, a reduction in the performance gap of FY and Low Income in (ELA/math). This action will be measured by using CAASPP as a metric in order to determine if the percentages of our unduplicated student groups will increase in proficiency and therefore improved performance data/colors on the California Dashboard.

#### **Action 13: Access & Equity Coordinator –**

Needs, Conditions, Circumstances: When comparing the unduplicated student groups to the LEA's performance colors for "all students" in math and ELA, there is a clear gap. The overall student population is scoring green in both ELA and Math. After assessing the needs, conditions, and circumstances of our low-income students(yellow), foster youth (ELA: orange/Math: Yellow), and English Learners (yellow), the district determined that our unduplicated students need more supports to increase student engagement. This action will help to support our ELA and Math scores. The district has an LTEL rate of 5.1% and would like to decrease it. The reclassification rate of 23.6% is outperforming the state average and the district would like to maintain and increase that.

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

Continuance: The action in previous plans has proven to be effective, as evidenced by increases in student achievement on CAASPP



assessments. When looking at the percentage of students who did not meet expectations on CAASPP the district has improved scores by 3.14% since 2015 in ELA and improved math scores by 3.48%. For EL student groups, the district saw a 6.29% improvement in ELA and 5.2% improvement in math.

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

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

- **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

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 35,402,839	\$ 13,514,640	\$ 687,087	\$ 3,364,314	52,968,880	\$ 27,224,238	\$ 25,557,421

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Recruitment Fairs	All	\$ 5,000	\$ -			\$ 5,000
1	2	Library and Media Support	English Learner, Fo	\$ 1,318,420	\$ -	\$ -	\$ 51,221	\$ 1,369,641
1	3	New Teacher Induction	English Learner, Fo	\$ 500,000	\$ -	\$ -	\$ -	\$ 500,000
1	4	Common Core Materials	All	\$ 3,950,000	\$ 6,600,000	\$ -	\$ -	\$ 10,550,000
1	5	Common Core Materials	Students with Disab	\$ 15,000				\$ 15,000
1	6	Instructional Coaches	English Learner, Fo	\$ 2,452,338				\$ 2,452,338
1	7	Professional Development	All			\$ 150,000	\$ 550,000	\$ 700,000
1	8	Student Courses	All					\$ -
1	9	GATE	English Learner, Fo	\$ 150,000				\$ 150,000
1	10	Music	English Learner, Fo	\$ 1,429,884				\$ 1,429,884
1	11	Career Pathways and Options	English Learner, Fo	\$ 2,935,933			\$ 150,000	\$ 3,085,933
1	12	Preschool Inclusion Program	English Learner, Fo	\$ 496,959	\$ 496,959			\$ 993,918
1	13	Technology	All		\$ 3,000,000		\$ 2,000,000	\$ 5,000,000
1	14	Facilities	All	\$ 2,500,000				\$ 2,500,000
1	15	Instructional Technology	English Learner, Fo	\$ 30,000				\$ 30,000
2	1	California Healthy Kids Survey	All		\$ 7,076			\$ 7,076
2	2	Multi-Tiered Systems of Support-Behavior (MTSS-B)	English Learner, Fo	\$ 514,704				\$ 514,704
2	3b	Multi-Tiered Systems of Support-Behavior (MTSS-B)	English Learner, Fo	\$ 1,605,553				\$ 1,605,553
2	3a	Multi-Tiered Systems of Support-Behavior (MTSS-B)	English Learner, Fo	\$ 161,000				\$ 161,000
2	4	Buena Vista Infant Toddler Center	English Learner, Fo	\$ 913,545	\$ 123,030			\$ 1,036,575
2	5	Boys Republic High School	Foster Youth	\$ 2,054,500	\$ 318,726		\$ 170,000	\$ 2,543,226
2	6	Supplemental Education for K-12	All	\$ 406,334				\$ 406,334
2	7	Suicide Prevention Training	All	\$ 10,000				\$ 10,000
2	8	McKinney-Vento Grant Program	English Learner, Fo	\$ 68,177			\$ 131,296	\$ 199,473
2	9	Mental Health Services (Licensed Therapists)	English Learner, Fo		\$ 636,964	\$ 501,300	\$ 40,000	\$ 1,178,264
2	10	Saturday School	All	\$ 34,514				\$ 34,514
2	11	School Based Health Services	English Learner, Fo	\$ 3,946,262	\$ 128,111	\$ 35,787	\$ 87,797	\$ 4,197,957
2	12	CVUSD Health Center	English Learner, Fo	\$ 300,000				\$ 300,000
2	13	HOPE Resource Center	English Learner, Fo	\$ 550,000	\$ 203,757			\$ 753,757
2	14	Transportation	English Learner, Fo	\$ 1,710,141				\$ 1,710,141
2	15	Community Day School	English Learner, Fo	\$ 650,147				\$ 650,147
2	16	Foster Youth Counselor and Clerk	Foster Youth	\$ 234,280				\$ 234,280
2	17	Chino Human Services	English Learner, Fo	\$ 85,000				\$ 85,000
2	18	"Other Means of Correction"	All					\$ -
2	19	Safe School Ambassadors Program	K-8 All	\$ 174,000				\$ 174,000
2	20	Intensive Student Support	English Learner, Fo	\$ 617,847	\$ 541,880			\$ 1,159,727
2	21a	Student Support Services	English Learner, Fo	\$ 400,551				\$ 400,551
2	21b	Student Support Services	English Learner, Fo	\$ 575,278	\$ -	\$ -	\$ -	\$ 575,278
2	22	School Quality Survey	All	\$ 40,000				\$ 40,000
2	23	Student Support Services	English Learner, Fo	\$ 200,000	\$ -	\$ -	\$ -	\$ 200,000

2	24	Student Support Services	English Learner, Fo		\$ -	\$ -	\$ -	\$ -
2	25	Bilingual Translations Services	English Learners	\$ 535,621	\$ -	\$ -	\$ -	\$ 535,621
2	26	Parent/Guardian Information Forum	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
3	1a	Multi-Tiered Systems of Support: Academics (MTSS-A)	English Learner, Fo	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000
3	1b	Multi-Tiered Systems of Support: Academics (MTSS-A)	English Learner, Fo	\$ 2,467,301	\$ 1,458,137	\$ -	\$ -	\$ 3,925,438
3	2	After School Tutoring	Foster Youth, Low-	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000
3	3	Alternative Education Center	English Learner, Fo	\$ 155,662	\$ -	\$ -	\$ -	\$ 155,662
3	4	College Entrance and Readiness	All		\$ -	\$ -	\$ -	\$ -
3	5	College Awareness	English Learner, Fo	\$ 31,000	\$ -	\$ -	\$ -	\$ 31,000
3	6	A-G Promotion	All		\$ -	\$ -	\$ -	\$ -
3	7	AVID	English Learner, Fo	\$ 380,000	\$ -	\$ -	\$ -	\$ 380,000
3	8	Career Centers	English Learner, Fo	\$ 221,805	\$ -	\$ -	\$ -	\$ 221,805
3	9	College Credit	English Learner, Fo	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
3	10	HS Transcript Audits	All		\$ -	\$ -	\$ -	\$ -
3	11	Advanced Placement	English Learner, Fo	\$ 202,000	\$ -	\$ -	\$ 34,000	\$ 236,000
3	12	Professional Development to Support English Learners	English Learners		\$ -	\$ -	\$ 150,000	\$ 150,000
3	13	Acess & Equity Coordinator	English Learners	\$ 164,083	\$ -	\$ -	\$ -	\$ 164,083
3	14	English Learner Support	English Learners		\$ -	\$ -	\$ -	\$ -

## Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ 26,456,936	\$ 29,767,648
<b>LEA-wide Total:</b>	\$ 22,494,466	\$ 25,185,156
<b>Limited Total:</b>	\$ 3,156,661	\$ 3,776,683
<b>Schoolwide Total:</b>	\$ 805,809	\$ 805,809

\$ 52,913,872

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Library and Media Support	LEA-wide	English Learner, Foster Youth, Low-Income	All	\$ 1,318,420	\$ 1,369,641
1	3	New Teacher Induction	LEA-wide	English Learner, Foster Youth, Low-Income	All	\$ 500,000	\$ 500,000
1	6	Instructional Coaches	LEA-wide	English Learner, Foster Youth, Low-Income	All	\$ 2,452,338	\$ 2,452,338
1	9	GATE	LEA-wide	English Learner, Foster Youth, Low-Income	All	\$ 150,000	\$ 150,000
1	10	Music	LEA-wide	English Learner, Foster Youth, Low-Income	All	\$ 1,429,884	\$ 1,429,884
1	11	Career Pathways and Options	LEA-wide	English Learner, Foster Youth, Low-Income	High School	\$ 2,935,933	\$ 3,085,933
1	15	Instructional Technology	LEA-wide	English Learner, Foster Youth, Low-Income	All	\$ 30,000	\$ 30,000
2	2	Multi-Tiered Systems of Support-Behavior (MTSS-B)	LEA-wide	English Learner, Foster Youth, Low-Income	All	\$ 514,704	\$ 514,704
2	3b	Multi-Tiered Systems of Support-Behavior (MTSS-B)	LEA-wide	English Learner, Foster Youth, Low-Income	K-8	\$ 1,605,553	\$ 1,605,553
2	3a	Multi-Tiered Systems of Support-Behavior (MTSS-B)	LEA-wide	English Learner, Foster Youth, Low-Income	K-8	\$ 161,000	\$ 161,000
2	4	Buena Vista Infant Toddler Center	Limited	English Learner, Foster Youth, Low-Income	Buena Vista HS	\$ 913,545	\$ 1,036,575
2	5	Boys Republic High School	Limited	Foster Youth	Boys Republic	\$ 2,054,500	\$ 2,543,226
2	8	McKinney-Vento Grant Program	Limited	English Learner, Foster Youth, Low-Income	Elementary Schools	\$ 68,177	\$ 199,473
2	11	School Based Health Services	LEA-wide	English Learner, Foster Youth, Low-Income	All	\$ 3,946,262	\$ 4,197,957
2	12	CVUSD Health Center	LEA-wide	English Learner, Foster Youth, Low-Income	Elementary Schools	\$ 300,000	\$ 300,000
2	13	HOPE Resource Center	LEA-wide	English Learner, Foster Youth, Low-Income	All	\$ 550,000	\$ 753,757
2	14	Transportation	LEA-wide	English Learner, Foster Youth, Low-Income	All	\$ 1,710,141.00	\$ 1,710,141
2	15	Community Day School	Schoolwide	English Learner, Foster Youth, Low-Income	All	\$ 650,147.00	\$ 650,147
2	16	Foster Youth Counselor and Clerk	Limited	Foster Youth	High School	\$ 234,280.00	\$ 234,280
2	17	Chino Human Services	LEA-wide	English Learner, Foster Youth, Low-Income	All	\$ 85,000.00	\$ 85,000
2	20	Intensive Student Support	LEA-wide	English Learner, Foster Youth, Low-Income		\$ 617,847.00	\$ 1,159,727
2	21b	Student Support Services	LEA-wide	English Learner, Foster Youth, Low-Income	English Learner, Foster Youth, Low-Income	\$ 575,278.00	\$ 575,278
2	23	Family Engagement	LEA-wide	English Learner, Foster Youth, Low-Income	English Learner, Foster Youth, Low-Income	\$ 200,000.00	\$ 200,000
2	25	Bilingual Translations Services	Limited	English Learners	English Learners	\$ 535,621.00	\$ 535,621
2	26	Parent/Guardian Information Forum	LEA-wide	English Learner, Foster Youth, Low-Income	English Learner, Foster Youth, Low-Income	\$ 5,000.00	\$ 5,000
3	1a	Multi-Tiered Systems of Support: Academics (MTSS-A)	LEA-wide	English Learner, Foster Youth, Low-Income	English Learner, Foster Youth, Low-Income	\$ 100,000.00	\$ 100,000
3	1b	Multi-Tiered Systems of Support: Academics (MTSS-A)	LEA-wide	English Learner, Foster Youth, Low-Income	English Learner, Foster Youth, Low-Income	\$ 2,467,301.00	\$ 3,925,438
3	2	After School Tutoring	Limited	Foster Youth, Low-Income	Foster Youth, Low-Income	\$ 100,000.00	\$ 100,000
3	3	Alternative Education Center	Schoolwide	English Learner, Foster Youth, Low-Income	English Learner, Foster Youth, Low-Income	\$ 155,662.00	\$ 155,662
3	5	College Awareness	LEA-wide	English Learner, Foster Youth, Low-Income	English Learner, Foster Youth, Low-Income	\$ 31,000.00	\$ 31,000



# 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](mailto: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.

## 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.
- 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:

- **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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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 group 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 group 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, the district determined 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, the district 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))

This action is being provided on an LEA-wide basis and the district expects 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, the district expects 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:
  - **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.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **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.