

Local Control Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
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Plan Summary [2021-22]

General Information

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

The Cajon Valley Union School district is a wonderfully diverse district located just 15 miles east of downtown San Diego. The region is home to a wide variety of businesses that represent industries such as advanced manufacturing, human services, construction and utilities, health care, information, and communications technology, public administration, and even life sciences. Across a geography of 66.3 square miles, the district serves more than 15,000 students and their families through 16 elementary (PreK-5), 3 kindergarten through middle (PreK-8), 6 middle (6-8), and 1 new dependent public charter school, Bostonia Global Charter (9-12). Our schools offer unique brands that represent the needs and want of our families with some schools representing specialty learning in areas such as; Spanish language, outdoor immersion, STEM, and visual and performing arts. There's something for everyone in Cajon, but most importantly, our schools represent and honor our diverse community as we support the many cultures that make Cajon Valley unique. More than 50 languages are spoken across our schools, and while English will always be the primary language, Spanish, Farsi, Arabic, and others are part of our culture and bring richness to our teaching and learning community.

Students and families are the customers we serve and we are committed to ensuring all students are prepared for college, career, and life. Our vision reflects this commitment, which is to develop happy kids, living in healthy relationships, on a path to gainful employment. This vision aligns to our community mission and long-term goal of making Cajon Valley the best place to live, work, play, and raise a family. We understand that all learners and families come to us with unique needs and it is our role to serve everyone at the highest possible levels. Through the CVUSD learning model, students are provided 1:1 technology and a rigorous, relevant education that is not only personalized but incorporates each student's unique strengths, interests, and values. Our unique model embraces the understanding that 71% of CVUSD students are eligible for free and reduced lunch, learning to speak English, or in the foster youth system. We acknowledge and work to understand these challenges that many of our students and their families confront every day. This further informs the importance of providing modern resources to effectively prepare all our students for a successful future. As such, our objective in developing a personalized path to gainful employment is informed by feedback from our families, national and regional data, and the data that informs our district's progress. The strategies we create and measure are designed to close the opportunity gap for all students identified by the Local Control Funding

Formula (LCFF). Finally, this work cannot be done without our approximately 1200 employees, consisting of teachers, administrators, and classified personnel who serve our students, families, and community.

Reflections: Successes

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

Based on the Fall 2019 California Accountability Dashboard, we found many successes and evidence of progress towards our district goals. Based on the English Language Arts Performance Indicator, we found that our biggest increase in performance was with our Homeless student group increasing 22.3 points towards standard. We also found that our African American (+7.6 points), English Learners (+3.8 points), and our White student groups (+4.1) showed positive growth in proficiency of grade level English Language Arts standards. When analyzing the CAASPP by achievement level, 41.75% of all students met or exceeded standards for ELA. 21.93% of our Homeless student group met or exceeded standard. 28.13% of our African American student group met or exceeded standard. 10.5% of our English Learner student group met or exceeded standard. 47.42% of our White student group met or exceeded standard.

Based on the Fall 2019 California Accountability Dashboard, Math Performance Indicator, we found that our biggest increase in proficiency towards standards was within our African American student group with an increase of 4.8 points. We also found that our White student group increased 3.4 points. When analyzing the CAASPP by achievement level, 32.56% of all students met or exceeded standards for Math. 20.24% of our African American student group met or exceeded standard. 39.61% of our White student group met or exceeded standard.

Prior to school closures due to COVID19, we had determined a need for local assessment in ELA and Mathematics. In addition to a summative assessment, we found the need for a diagnostic assessment that would honor student growth as well as highlight student strengths and weaknesses. As we moved into the 20-21 school year, we needed data to be easily accessible to all staff members so as schedules changed or as new staff members were hired, everyone could access data to personalize learning to support students. Based on our Diagnostic #2, given in February 2021, 35% of students were at or above grade level in ELA and 27% of students were at or above grade level in Math. Please note this diagnostic assessment was given halfway through the school year and is not comparable to the summative assessment percentages above. Our goal for the 20-21 school year was to focus on growth measures to ensure all students were making “typical growth” (one year’s growth) despite the impact of the pandemic on learning environments.

As of Diagnostic #2, 53% of students were on track to make their “typical growth” goal in ELA. When the data is analyzed by student groups, there is a small variation in the % of students on track (for example 50% of English Learners are on track to make their typical growth), which demonstrates common success across all student groups but also common need. As of Diagnostic #2, 48% of students were on track to make their “typical growth” goal in Math. When the data is analyzed by student groups, there is a small variation in the % of students on track (for example 48% of English Learners are on track to make their typical growth), which follows the same pattern we are seeing in English language arts. We consider the ability to monitor student growth and the ability to have individualized reports for every K-8 student a success that we are excited to continue building upon in future years.

As part of our California Dashboard Local Indicators, we surveyed our teacher leaders across campuses on standards implementation and access to the instructional materials/professional learning needed to be successful in state standards. Based on this feedback, teachers reported that the biggest successes in the 20-21 school year were the implementation of priority standards, feeling supported in professional learning through facilitators and instructional coaches, and Middle School resources that were purchased to support digital instruction. In addition to our iReady diagnostic, we implemented a literacy acceleration program called Beable. This program delivers readings at each students' individual Lexile level based on course assignments, interests, and career goals. This high-interest program allows for student choice as well as targets students' individual literacy needs. Based on data collected in May 2021, the average Lexile growth across all sites was 42 Lexile. This positive growth after a few months of implementation is exciting and we are hopeful that this program will continue to engage students while also supporting literacy acceleration.

For the 20-21 school year, we developed priority standards guidance for all our core subject content as well as our Modern Curriculum. Based on teacher feedback, teachers appreciated the focus, clarity, and simplification of standards. They felt supported through resources, instructional coaches and facilitators, as well as the opportunity to learn about the most important concepts in their grade level. We are in the process of updating and revising these standards and will continue with this targeted focus. Our next steps are to support teachers with personalization of learning using proficiency scales and tracking student progress. We do not have a consistent platform to track student progress on standards and will be moving forward with implementing a learning management system (LMS) to support a differentiated learner-centered classroom as well as transparency of learning for all students.

We are committed to providing our community and our students with the learning environment that best supports their individual success. In order to continue this commitment, we will be offering "Camp Cajon" summer school to all students that are interested free of cost. The goal of this program is to reconnect, build relationships, and to accelerate learning for all Cajon Valley students.

In October 2019, we administered our Annual Student Gallup survey. Our goal for this administration was to increase school usage of the data for strategic planning and triangulation with parent and staff Gallup data by site administrators as well as for teachers to use the data for program evaluation. As a district, we outperformed the national averages in all four categories, engagement, hope, entrepreneurial aspiration, and career/financial literacy. Our highest performing question was "I have a best friend at school." For our 2020 administration, we are excited to see that Gallup has added: "Belonging" and "Social Emotional Learning" as new indicators.

Based on the Fall 2019 California Accountability Dashboard, Suspension Conditions and Climate Performance Indicator, we celebrate an overall decrease in suspensions for all students by 0.3%. Along with all students, Homeless (-2%), Two or More Races (-0.7%), Socioeconomically Disadvantaged (-0.6%), American Indian (-4.5%), Asian (-0.6%), and Hispanic (0.5%) student groups showed a decline in suspensions. Based on the Fall 2019 California Accountability Dashboard, Chronic Absenteeism Engagement Indicator, we found a decline for Homeless (-1.8%), Pacific Islander (-0.9%), and Filipino student groups (-6.6%).

Our commitment to 1:1 technology over many years, supported our need to pivot and create online learning experiences for all students due to school closures and as an option for distance learning for the 20-21 school year. Our Instructional Technology team created a centralized help ticket system to support all parents and students in getting access to technology as well as assisting families in access to reduced or free internet. Our FACE department has assisted over 250 families with free Wifi access through COx Communication. We are continuing to provide hotspots and support to our families to ensure equitable access to learning resources.

When reflecting on the 20-21 school year, our biggest success was the ability to offer on-campus school for all students for the entire school year. We dedicated our time to learning and developing processes to keep the school open while also committing to keeping students safe. Throughout school closures and the 20-21 school year, family and student connections have become the center of our focus. The liaisons held Welcome Meetings for over 345 new families virtually. They helped over 1,000 families through the enrollment process. In Spring of 2021, the FACE Department made over 2,000 Empathy Based phone calls to families who left our district but still live in San Diego County. We provided district staff with training on the power of an empathy-based phone call. Ultimately, the goal for each empathy-based phone call is to listen to the families' concerns, make them aware of their options, and then personally support them through the enrollment process. Based on the success of this program we will provide the same empathy training for all school offices as a way to increase their ability to lead with compassion.

We quickly designed and implemented effective safety measures, and contact tracing protocols in order to keep students, staff, and families safe during the COVID-19 pandemic. We created a public dashboard in order to be transparent with our community, increased opportunities to hear from parents and address their concerns, and were able to remain safely open at 100% of our school sites.

Comprehensive Guidance Counseling Centers at each school site are designed to meet the needs of each student based on the ASCA National Model for School Counselors. These areas include school guidance curriculum, individual student planning, small group support, and responsive services. Guidance Curriculum is defined as developmentally appropriate lessons designed to assist students in achieving the competencies and national standards related to school counseling. With a focus this year on using social-emotional priority standards and strategies to support student development. Individual Student Planning is defined as ongoing individual student academic review and support for our most at risk. Also, supporting students on positive behavior support plans and improving student dispositions. We have changed our approach to academic counseling as a stand-alone. We now incorporate the World of Work and Motivational Interviewing strategies and focus on a student's strengths, interests, and values to increase motivation around learning, growth mindset, and academic achievement. Small-Group Support is defined as an ongoing small group counseling support to help students with peer relationships, attendance, coping strategies, anger issues, impulse control, and other issues. Responsive Services is defined as meeting the immediate student needs. Those needs may require counseling, consultation, collaboration, and teaming. The counseling team who are all trained in crisis response has responded to 3 school site crises this year and supported students and staff through the critical event. This year we made sure that 100% of our students had knowledge of what mental health supports are available and access to a school counselor. To date, our school counselors have received approximately 9,600 Help Slips for T1 & T2 seeking specific counseling support. Counselors have provided PlayLists as a social-emotional tier one intervention, over 300 weekly small group supports as a tier 2 intervention, Individual and Educational Related Mental Health Services Counseling to our students on IEPs as a tier 3 intervention. Counselors have monitored students who are most vulnerable with approximately 250 student support contacts for our homeless and foster youth. Grief unfortunately has been an indicator of need and approximately 50 Grief Kits and supports have been provided to students and families who have suffered a loss.

In May 2020, during school closures, we also administered our Annual Parent Gallup survey. Our goal for this administration was to increase the # of respondents and to target all languages in order to have data that reflects our student population. Through the collaborative work between site administrators and our district Family and Community Engagement team, we increased the number of respondents by 50%. Our highest performing questions were, "Leadership always treats me with respect", "My school environment is welcoming", and "I feel proud

to be a parent at my child's school." We found with the increase of respondents our parent engagement maintained at 39% engagement. Compared to the national average of 20%, we are celebrating our success in parent and family engagement. In addition to our annual parent survey, we surveyed our community liaisons and asked them, "What are our success, needs, and areas of growth in family engagement?". Our top two areas of success based on this feedback were, "Providing families with information and resources to support student learning and development in the home" and "Creating welcoming environments for all families in the community".

In May 2020, during school closures, we decided to still administer our Annual Staff Gallup survey. To our surprise, we saw a significant increase in engagement and a decrease in actively disengaged staff members. The overall engagement GrandMean score improved by +0.21 from 2019, and this is considered a "positive meaningful change" based on Gallup's internal analysis. In 2019, our engagement ratio was 4 engaged staff members per one disengaged. In 2020, our engagement ratio increased from 4:1 to 10:1, meaning there are 10 engaged staff members per one disengaged staff member. Our highest performing questions were, "There is someone at work that encourages my development" and "My colleagues are committed to doing quality work".

Reflections: Identified Need

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

Based on the Fall 2019 California Accountability Dashboard, we identified areas of need in each indicator based on low performance and significant performance gaps. Based on the California Dashboard, English Language Arts Performance Indicator, we found our performance level for all students to be in 'Orange', as we maintained previous year's performance. On average, our students are performing 25.5 points below standard. When reviewing our student groups, we found a significant need in the ELA performance of our Students with Disabilities. On average, our Students with Disabilities are performing 111.8 points below standard. When analyzing the CAASPP by achievement level, 41.75% of all students met or exceeded standard for ELA. 10.32% of Students with Disabilities met or exceeded standard.

Based on the California Dashboard, Math Performance Indicator, we found our performance level for all students to be in 'Orange', as we maintained previous year's performance. On average, our students are performing 52.2 points below standard. When reviewing our student groups, we found a significant need in the Math performance of our Students with Disabilities. On average, our Students with Disabilities are performing 137.2 points below standard. In addition to Students with Disabilities, we also identified a need in Math performance for our Foster Youth (95.4 points below standard) and Homeless (95.8 points below standard) Student Groups. When analyzing the CAASPP by achievement level, 32.56% of all students met or exceeded standard for Math. 8.12% of Students with Disabilities met or exceeded standard. 19.3% of our Homeless student group met or exceeded standard.

As stated above, we could see the need for targeted academic intervention prior to the pandemic, but our common data sources were not giving our staff the information needed (easily and readily) to create targeted personalized learning. For the 2020-21 school, the implementation of the iReady diagnostics as well as the iReady Teacher Toolbox and Personalized Instruction will give staff the tools needed to target student needs in ELA and Math. In addition, we have implemented the Beable program to target literacy acceleration based on

student interest and career exploration. Of course supplemental online programs are only as strong as how they are implemented into the learning environment. We will continue our focus on our Modern Teacher initiative, with professional learning in small group management and learner centered classroom environments.

In addition to these adaptive programs, professional learning will be “on demand” so that all staff can access support and resources whenever needed, as opposed to waiting for training. We want to equip our staff with all the tools and materials they need in order to target student needs and also celebrate student strengths and growth. In addition to staff professional learning, we have identified the need for parent resources and learning. We were able to offer 25 different workshops each workshop was offered in four different languages. In total, we held 530 workshops throughout the 20-21 school year serving over 1,700 families. Specifically, the workshops support parents with academic programs as well as social and emotional, financial, enrollment, parent survey completion, and CVUSD employment opportunities. Our goal moving forward is to continue these virtual workshops in an effort to serve every family in our community as well as add additional eight week Parent University sessions including the Latino Literacy Project.

Based on our annual Gallup parent poll, although we outperformed the national norm for parent engagement by 19%, we still see a large area of growth within our “Indifferent” category. Gallup classified “indifferent” as individuals that are emotionally and rationally neutral. While not necessarily negative about the school, they lack the positive energy that is found with fully engaged parents. Since 48% of our parents fell into this category, our next steps are to increase our parent engagement work to include more parents. Based on feedback from our Community Liaison local survey, the three areas of need within our parent engagement program were “providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families”, “providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels, and “developing multiple opportunities for the LEA and school sites to engage in two-way communication between families and educators using language that is understandable and accessible to families.”

As we move into the 21-22 school year, we found a need for consistency across our organization for stakeholder engagement to truly meet our goal of “All students, staff, and families, feel safe, respected and empowered”. As a staff, we will be determining what our core values are for culture and climate in Cajon Valley. These non-negotiables will be the foundation for every interaction across our organization. Our community must work together to make Cajon Valley the best place to live, work, play, and raise a family.

Based on feedback, we will continue with our priority standards work from the 20-21 school year. Our next implementation goal is to ensure all staff members are teaching the priority standards (core and Modern curriculum) as well as to begin capturing student mastery of standards using proficiency scales. Our goal is to shift from “one size fits all” instruction, to truly personalizing curriculum based on student interest and need. Students will be able to accelerate and demonstrate mastery through evidence based on the priority standards. With this said, there is a need for staff members to have time for data collection, analysis, and planning learner centered instruction.

Through a local survey given in May 2021, we have determined that all students have access to a broad course of study. Within this survey, we have found the degree of access is what varies across sites, grade levels, and student groups. Our two groups with the most varied access were our English Learners and Students with disabilities. As we focus on supporting our English Learners and Students with Disabilities, we have found the continued need for focus on integration across all learning environments. Our goal is to focus on integrated ELD across all learning, including enrichment and electives. Learning units based on student interest and personalized needs will support

every student's individualized education plan. Staff will receive support by using a five day ELD lesson plan model as well as through GLAD training offered throughout the year. After school interventions for EL students will be offered based on student data using iReady and other academic resources helping EL students to excel. For Students with Disabilities, our goal is to focus on inclusive practices, and building effective continuums of support, to ensure each Cajon Valley school is able to meet the expected needs of all students in the community.

Based on the California Dashboard, Suspension Conditions and Climate Performance Indicator, we found our performance level for all students to be in "Yellow", as we decreased the number of suspensions from the previous year for all students and the majority of student groups. Although this was a celebration, there is still need to continue to decrease student groups in "Orange" (African American, English Learners, Filipino, Foster Youth, Pacific Islander, Students with Disabilities, White). Based on current data, suspension rates have decreased but we are still finding a disproportionate amount of English Learners and Students with Disabilities being suspended when compared to all suspensions. As we focus on supporting the diverse race, ethnicities, and language communities that make up our Cajon Valley community, we have a need for creating a consistent welcoming and restorative attendance and behavioral program. We have begun the work on developing consistent and predictable access to counselors and mental health clinicians across all sites. This year we have also focused on developing balanced and comprehensive counseling models districtwide. For the 20-21 school year, we developed priority standards for Social Emotional Learning. Over the next few years our goal is to ground lessons and activities in SEL priority standards and to begin to monitor student needs based on a SEL screener. Finally, we would like to extend our restorative work to include creating a restorative referral system that includes specific steps to welcome students back from suspension in order to reduce the number of students with multiple suspensions.

Based on the California Dashboard, Chronic Absenteeism Engagement Indicator, we found our performance level for all students to be in "Orange", as we increased the number of students that are chronically absent. When reviewing our student groups, we found significant need in our American Indian (25% chronically absent), African American (21.8% chronically absent), Students with Disabilities (22.7% chronically absent), and Foster Youth (32.1% chronically absent) student groups. Based on current data, chronic absenteeism rates have increased significantly due to the pandemic. Within this increase, we have found a disproportionate amount of English Learners and Students with Disabilities falling into the chronically absent category. Based on this data, each site developed an attendance and engagement team, offering tiered systems of support for families. The goal of the site teams was to reach out to any student absent three days or more in a school week, or students who failed to positively engage in at least 60% of their school assignments. Part of the outreach included offering counseling for students/families in need of additional support, identifying technology barriers and offering hot spots to families in need, and offering more academic support for students in need. Additionally, a District attendance and engagement team was formed to provide interventions for families in need of support that surpassed those that individual sites had the resources to provide.

In Fall 2019, we administered our annual Student Gallup Poll for all 5th - 8th grade students. We found that our student engagement dropped 6% from the prior year. Three questions within engagement with large declines were "My teachers make me feel my schoolwork is important.", "I have fun at school", and "The adults at my school care about me." Within the Hope category, the lowest performing indicator was "I have a mentor who encourages my development". We also identified a trend of engagement decreasing as students move up in grade level, with the most significant drop between 6th and 7th grade.

Every other year, Cajon Valley administers the California Healthy Kids Survey (CHKS) to students in 5th and 7th grade. This survey data is used to guide our work in providing a safe environment for all students as well as to inform the impact of our health curriculum and TUPE

grant initiatives. The two indicators of focus from this survey, are “I feel safe at school” and “My school is usually clean and tidy”. When analyzing our most recent CHKS data, we found a significant drop between 5th grade and 7th grade students. 75% of grade 5 students reported “I feel safe at school” compared to only 60% of grade 7 students. 70% of grade 5 students reported “My school is usually clean and tidy” compared to only 49% of grade 7 students.

Although there were many successes in our Annual Staff Gallup data, we still found two areas of need. We have identified Q1, “I know what is expected of me at work” and Q2, “I have the materials and equipment I need to do my work right” as two areas of focus. Through additional local surveys and stakeholder groups, we will continue to define what a “5” would look like in these areas, and provide expectations and the resources needed to meet those expectations.

As part of our California Dashboard Local Indicators, we surveyed our teacher leaders across campuses on standards implementation and access to standards based instructional materials/professional learning. Based on this feedback three areas of need emerged. First, teachers reported an inconsistent implementation of standards across grade levels and sites, and a need for focused planning around standards. Second, teachers reported a need for differentiation support and updated resources that support personalized learning for all content areas. Finally, we found a need to continue to elevate our distance learning program. Our goal is to specifically target this program centrally in order to provide research based best practices as well as the materials needed for this specific learning environment.

LCAP Highlights

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

CVUSD continues to improve its implementation of the modern curriculum, ensuring that all students have the skills and knowledge to prepare them for college, career, and life. Student opportunities are equitably structured through multi-systems of support. Staff members plan student offerings based on data and the needs for all, some, or few students.

Goal #1 Future-Ready Students

All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and value (34 Total Actions).

Professional Development for Staff (Certificated and Classified) through face-to-face support and anytime, online learning modules, as well as designated professional learning days (Goal 1, Actions 1&2).

World of Work & Beable Career Development and Literacy Programs (Goal 1, Action 6).

TEDx and Presentation Literacy Program (Goal 1, Action 5).

Social-Emotional Learning Curriculum, Standards, and Site-Based programs (Goal 2, Action 1).

Goal #2 - The Cajon Valley Culture

All students, families, and staff will feel safe, empowered, and respected (34 Total Actions).

Campus Safety Personnel - Prevent, Observe, Report (Goal 2, Actions 8, 12, & 33).

SEL Coordination- community building and individual skills instruction (Goal 2, Action 1).
Increased funding is allocated for these actions to improve student engagement and support at campuses with the highest need. These actions include increases in staffing for counselors, assistant principals, and front office support.
(Goal 2, Actions 18, 3-5, & 6-8).
Restorative Practices Training: Discipline; Attendance; School Climate and Culture (Goal 2, Actions 3-5).
Family and Community Engagement (FACE) program to increase staff and family involvement in ways to provide input on district progress and initiatives (Goal 2, Actions 22, 32, & 34).
Funding is sustained for site maintenance. (Goal 2, Actions 13-16).

Goal #3 Proficiency for All

All students will excel in reading, writing, listening, speaking, and Mathematics (6 Actions).
Funding allocated to sites for identified supports through academic intervention increased staffing, and site-based professional development (Goal 3, Action 5).
Maintain Technology Support and 1:1 devices for students (Goal 3, Actions 7, 10-14).
Reduce class size (Middle Schools, TK-3, Special Day Classrooms)- (Goal 3, Actions 1-4).
Provide Supplemental Academic and Diagnostic Programs (ELA & Mathematics)- (Goal 3, Action 6).

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.

Cajon Valley currently does not have any school identified for comprehensive support and improvement.

Support for Identified Schools

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

Cajon Valley currently does not have any school identified for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Cajon Valley currently does not have any school identified for comprehensive support and improvement.

Stakeholder Engagement

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

Listening to and understanding the views and feedback from stakeholders has helped to shape and improve service for both our internal and external customers. Family, classified, and certificated superintendent advisory groups were formed during the 2020/2021 school year to increase feedback frequency and gain a deeper understanding of the needs and priorities of each of our distinct stakeholder groups. This community engagement included over 500 participants including representatives from bargaining units and each of our 27 schools. Site and central administration also took part in these advisory meetings. The administrative staff provided a support role in these meetings with the goal of gaining a greater understanding of customer feedback and facilitating breakout rooms to increase stakeholder's voices. Online meetings created greater opportunities for stakeholder participation and will continue to be offered. Stakeholder groups met bimonthly to provide ongoing feedback regarding district learning plans, goals, and services. This frequent stakeholder feedback was invaluable in informing current program offerings and the formation of the draft 2020/2021 LCAP. In addition to these advisory sessions, feedback on the draft LCAP goals, actions, and services were provided by District English Language Advisory Committee (DELAC), districtwide LCAP Committee, and governing board.

Family Input Meetings:

9/28/2020: Parent Stakeholder Meeting
11/16/2020: Parent Stakeholder Meeting
12/7/2020: Parent Stakeholder Meeting
1/27/2021: Parent Stakeholder Meeting
3/4/2021: Parent Stakeholder Meeting
4/13/2021: Parent Stakeholder Meeting
5/19/2021: Parent Stakeholder Meeting

Classified Staff Input Meetings:

2/4/2021: Classified Stakeholder Meeting
3/8/2021: Classified Stakeholder Meeting
4/12/2021: Classified Stakeholder Meeting
5/18/2021: Classified Stakeholder Meeting. (LCAP specific focus related to engagement and actions and services)

Certificated Staff Input Meetings:

12/3/2020: Teacher Stakeholder Meeting
12/14/2020: Teacher Stakeholder Meeting
2/1/2021: Teacher Stakeholder Meeting
3/15/2021: Teacher Stakeholder Meeting

4/19/2021: Teacher Stakeholder Meeting. (LCAP specific focus related to engagement and actions and services)

Principal and Central Administrator Input Meetings:

4/12/21: Principals' Council Meeting

4/19/21: Principals' Council Meeting

4/26/21: Principals' Council Meeting

5/3/21: Principals' Council Meeting

Student Gallup Poll Survey- May 2021

SELPA Feedback June 15, 2021

Governing Board Presentation Goal 3 Draft May 11, 2021

District English Learner Advisory Committee (DELAC) LCAP Review Meeting: May 16, 2021

CVUSD LCAP Committee Meeting: May 21, 2021

Governing Board Presentation Goal 1 &2 Draft May 25, 2021

LCAP Governing Board Public Hearing: June 8, 2021

LCAP Adoption Board Meeting: June 22, 2021

A summary of the feedback provided by specific stakeholder groups.

After receiving input from certificated staff, classified staff, association leadership, and families, CVUSD analyzed all feedback to provide key findings related to the district's three goals as well districtwide engagement.

Goal 1:

Ongoing professional learning for paraprofessionals working with students including an understanding of student online programs and individualized data to support student learning.

Requests to build on known programs and resources, minimizing changes for staff during the 2021/2022 school year.

Goal 2:

Student wellness. addressing needs of the whole child

Access to Counseling supports for students and families.

Clear, focused district and site expectations

Minimizing change and provide stability of student schedules specifically related to changing health guidance

Ongoing Social-emotional support for staff.
Need for districtwide norms for standards of operation both in work processes and with interpersonal interactions.
Focus on positive interactions between all staff members and students
Clarity of student support within classrooms and front offices
Continuation of bimonthly advisory group meetings

Goal 3:

Student voice in learning

Address learning loss due to COVID-19.

A greater understanding of ELA and math diagnostics and use in providing personalization of learning

Understanding of student data, knowing how to differentiate instruction based on student needs

Continued use of priority standards

Focus on literacy and reading

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

To improve focus and results within the LCAP, the following adjustments were made to existing actions and services based on the analysis of stakeholder feedback.

Goal 1

Professional learning topics will have a greater focus on classroom implementation of World of Work and social-emotional learning as well as how to integrate these with other priority standards (Goal 1, Actions 1&2, 5&6).

Prioritized professional learning topics will be offered online, providing staff learning anywhere, anytime. Access to online professional learning will be offered to both certificated and classified staff (Goal 2, Action 20).

Goal 2

Administration and Campus Leads will (Goal 2, Actions 3-5,8-9,12, & 33).

Greater focus on the whole child, SEL, and Wellbeing- counselors (Goal 2, Actions 1, 3-5, & 18).

Advisory (check metric). (Goal 2, Action 20)

Equity-Culturally Responsive Environments: Knowing student experiences and how these contribute to any community. Know my name, face, and story. (Goal 2, Actions 3-5).

Goal 3

Professional learning will be offered to staff to develop a greater understanding of student academic data, its interpretation, and how to determine small group support. (Goal 1, Actions 1&2) (Goal 2, Action 20). (Goal 3, Action 19).

Greater Literacy focus (Goal 2, Action 25, 30, (Goal 3, Actions 5, 8, &18-23).

Documentation of student mastery within learning progressions. (Goal 3, Action 18&.19).

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Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 1 | All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values. |

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that student's have the relevant skills needed and attained in personalized a career pathway, based on their natural talents and interests. Data from the Student Gallup Survey revealed that only 46% of students in grades 5-8 feel hopeful about their future. In addition, only 56% of these student report being engaged in their learning. Gallup Parent Survey results also show the lowest performing indicator being, my child has opportunities to choose how he learns. By increasing personalized learning opportunities based on student's unique strengths, career development, social-emotional learning, student agency will increase, positively impacting student outcomes.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-----------------------------------|--|----------------|----------------|----------------|---|
| RIASEC Interest Survey Completion | As of May 2021, 72% of all Grade 3-8 students have completed the career interest survey. | | | | <p>21-22, 80% of students will complete the RIASEC Survey on Beable. (Grades 2-8)</p> <p>22-23, 85% of students will complete the RIASEC Survey on Beable. (Grades K-8)</p> <p>23-24, 90% of students will complete the RIASEC Survey on Beable. (Grades K-8)</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|---|
| Beable Course Completion | <p>As of May 2021, 93% of eligible student accounts were claimed in Beable.</p> <p>World of Work 1 Completion: 51% (Grades 3-8)</p> <p>World of Work 2 Completion: 36% (Grades 3-8)</p> | | | | <p>21-22, 80% of students will complete the Beable Course: World of Work 1 & 2 (Grades 2-8)</p> <p>22-23, 85% of students will complete the Beable Course: World of Work 1 & 2 (Grades K-8)</p> <p>23-24, 90% of students will complete the Beable Course: World of Work 1 & 2 (Grades K-8)</p> |
| Local Indicator: Access to a Broad Course of Study (Priority 7) | Through a local survey given in May 2021, we have determined that all students have access to a broad course of study. Within this survey, we have found the degree of access is what varies across sites, grade levels, and student groups. | | | | <p>21-22 Identify the barriers teachers face with implementing ELD with any content area using a local survey.</p> <p>22-23 Based on these barriers, offer PD on how to integrate ELD with any content,</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|--|
| | Our two groups with the most varied access were our English Learners and Students with disabilities. In order to ensure greater access to a broad course of study, our goal is to focus on creating integrated experiences across all learning environments (integrated ELD, integrated Modern Curriculum in SAI programs etc.). | | | | <p>including the modern curriculum. 25% of certificated staff members will complete integrated ELD professional learning through Alludo.</p> <p>23-24 Build integrated grade level units based on the priority standards and include ELD standards connections specifically within the modern curriculum. 50% of certificated staff members will complete integrated ELD professional learning through Alludo.</p> |
| Teacher Professional Learning Measure (Alludo) | <p>In the 20-21 school year, 49% of teachers completed Beable Training. Beable Training was only accessible to Grades 3-8 teachers.</p> <p>In the 20-21 school year, 7% of teachers</p> | | | | <p>21-22: 90% of certificated staff complete the Beable Academy “World of Work” course in Alludo.</p> <p>22-23: 93% of certificated staff complete the Beable</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|--|
| | attended professional learning in World of Work | | | | Academy “World of Work” course in Alludo. 23-24: 95% of certificated staff complete the Beable Academy “World of Work” course in Alludo. |
| Presentation Literacy/TedxKidsofEl Cajon | 19-20: 73% of sites had designated time for a site TEDEd Club. | | | | 21-22: 76% of sites will have designated time for a site TEDEd club. 22-23: 80% of sites will have designated time for a site TEDEd club. 23-24: 84% of sites will have designated time for a site TEDEd club. |
| Gallup Student Poll (GSP) “I have fun at school” “At this school, I get to do what I do best everyday” | Gallup Student Poll (GSP) Mean Score: “I have fun at school” - 3.6 “At this school, I get to do what I do best everyday” - 3.68 | | | | 21-22: Raise metrics by 0.02 “I have fun at school” - 3.62 “At this school, I get to do what I do best everyday” - 3.7 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|---|
| | | | | | <p>22-23: Raise metrics by 0.02 “I have fun at school” - 3.64 “At this school, I get to do what I do best everyday” - 3.72</p> <p>23-24: Raise metrics by 0.02 “I have fun at school” - 3.66 “At this school, I get to do what I do best everyday” - 3.74</p> |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------|--|--------------|--------------|
| 1 | Professional Learning Day | At the beginning of the school year, certificated site staff will collaborate and review student data in order to improve personalized instruction and learning outcomes for English Learners, low income students, and foster youth students. | \$723,695.00 | Yes |
| 2 | Professional Learning Day- January | Prior to the return from Winter Break, certificated site staff will collaborate and review student data in order to improve personalized instruction and learning outcomes for English Learners, low-income students, and foster youth students. | \$723,695.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| 3 | Computer Science Magnet Principal | The principal at Rios Elementary will provide an opportunity for students to enroll and engage in a school focused on building computer science skills essential for life and career. The intent of this branded school is to increase student access to a broad course of study and create early career connections for low-income students. | \$181,751.00 | Yes |
| 4 | Site Visual and Performing Arts Funding | Certificated site staff will provide instruction and learning opportunities related to the VAPA standards. These experiences will expand and support the development of school-wide Visual and Performing Arts programs. The purpose of the funding is to increase student opportunities to engage in the visual and performing arts and increase opportunities for unduplicated students to participate in a broad course of study. | \$125,000.00 | Yes |
| 5 | TEDx | Presentation Literacy certificated leads will provide students an opportunity to express ideas clearly, concisely, and confidently. Building successful communication skills to improve social relationships increasing academic outcomes and preparing students for the world of work. This action is principally directed towards unduplicated students and is effective in increasing or improving services for these students. | \$200,000.00 | Yes |
| 6 | World of Work | Classroom teachers and site counselors will provide student instruction and curriculum within a framework designed to provide students opportunities to find their career paths based on their strengths, interests, and values. These skills are intended to support improved academic and career outcomes for students represented in the unduplicated count. | \$400,000.00 | Yes |

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 2 | All students, staff, and families will feel safe, empowered, and respected. |

An explanation of why the LEA has developed this goal.

This goal was established to ensure a culture that is most conducive to student growth, success, and achievement. The 2019 California Dashboard shows overall chronic absenteeism as orange and the suspension indicator as yellow. Students with Disabilities and African American students are student groups with identified needs in both categories. The lowest-performing indicator related to student engagement in the Gallup Survey was: I have fun at school and In the last seven days, someone has told me I have done good work at school. In stakeholder feedback sessions, staff shared the need to improve how we verbalize and show respect to each other, students, and families. By attending districtwide patterns of behavior, we can improve student, staff, and family engagement.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|---|
| California Accountability Dashboard: Suspension Indicator | <p>18-19 Fall 2019 Dashboard Suspension Indicator:</p> <p>All Students Indicator Color: Yellow 3.4% suspended at least once Declined 0.3%</p> <p>All Student Groups by Performance Level</p> <p>Orange: African American 8.2% suspended at least once Declined 0.6%</p> | | | | <p>21-22: Reduce Suspension Rates 3.1% (or less) of All Students suspended at least once 6.5% (or less) of Students with Disabilities suspended at least once 7.7%(or less) of African American students suspended at least once Reduce Multiple Suspensions to 29%</p> <p>22-23: Reduce Suspension Rates</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|----------------|----------------|----------------|---|
| | <p>English Learners 3.3% suspended at least once Maintained 0.1%</p> <p>Filipino 2.4% suspended at least once Increased 2.4%</p> <p>Foster Youth 8.6% suspended at least once Declined 4.4%</p> <p>Pacific Islander 3.3% suspended at least once Maintained -0.2%</p> <p>Students with Disabilities 7% suspended at least once Declined 0.8%</p> <p>White 3.2% suspended at least once Maintained -0.1%</p> <p>Yellow: Homeless 5.4% suspended at least once</p> | | | | <p>2.8% (or less) of All Students suspended at least once 6% (or less) of Students with Disabilities suspended at least once 7.2% (or less) of African American students suspended at least once Reduce Multiple Suspension to 26%</p> <p>23-24: Reduce Suspension Rates 2.5% (or less) of All Students suspended at least once 5.5% (or less) of Students with Disabilities suspended at least once 6.7% (or less) of African American students suspended at least once Reduce Multiple Suspensions: 23%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|---|
| | <p>Declined 2%</p> <p>Two or More Races 3.6% suspended at least once Declined 0.7%</p> <p>Socioeconomically Disadvantaged 3.9% suspended at least once Declined 0.6%</p> <p>Green: American Indian 2.1% suspended at least once Declined 4.5%</p> <p>Asian 1.3% suspended at least once Declined 0.7%</p> <p>Hispanic 2.9% suspended at least once Declined 0.5%</p> | | | | |
| California Accountability Dashboard: Chronic Absenteeism Indicator | <p>18-19 Fall 2019 Chronic Absenteeism Suspension Indicator:</p> <p>All Students</p> | | | | <p>21-22: Reduce Chronic Absenteeism Rates 12.4% (or less) of All Students are chronically absent</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|----------------|----------------|----------------|--|
| | <p>Indicator Color: Orange 12.7% chronically absent Increased 1.4%</p> <p>All Student Groups by Performance Level</p> <p>Red: American Indian 25% chronically absent Maintained 0%</p> <p>African American 21.8% chronically absent Increased 1.5%</p> <p>Students with Disabilities 22.7% chronically absent Increased 0.7%</p> <p>Foster Youth 32.1% chronically absent Increased 1.5%</p> <p>Orange: Asian 8.8% chronically absent Increased 0.8%</p> | | | | <p>22.2% (or less) of Students with Disabilities are chronically absent 21.3% (or less) of African American students are chronically absent 31.6% (or less) of Foster Youth students are chronically absent 21.3% (or less) of American Indian students are chronically absent</p> <p>22-23: Reduce Chronic Absenteeism Rates 12.1% (or less) of All Students are chronically absent 21.7% (or less) of Students with Disabilities are chronically absent 20.8% (or less) of African American students are chronically absent 31.1%(or less) of Foster Youth students are chronically absent 20.8%(or less) of American Indian</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|----------------|----------------|----------------|--|
| | <p>English Learners 11.1% chronically absent Increased 1.1%</p> <p>Hispanic 16.5% chronically absent Increased 1.6%</p> <p>Homeless 51.4% chronically absent Declined 1.8%</p> <p>Socioeconomically Disadvantaged 15.1% chronically absent Increased 2%</p> <p>Two or More Races 12.9% chronically absent Increased 2.1%</p> <p>White 9% chronically absent Increased 1.2%</p> <p>Yellow: Pacific Islander 10.7% chronically absent Declined 0.9%</p> | | | | <p>students are chronically absent</p> <p>23-24: Reduce Chronic Absenteeism Rates 11.8% (or less) of All Students are chronically absent 21.2% (or less) of Students with Disabilities are chronically absent 20.3% (or less) of African American students are chronically absent 30.6% (or less) of Foster Youth students are chronically absent 20.3% (or less) of American Indian students are chronically absent</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|--|
| | Green: Filipino 3.7% chronically absent Declined 6.6% | | | | |
| Assistant Principal Program Effectiveness Metrics (Repeated Suspension, Student Gallup Poll "I feel safe at school") | <p>Percentage of students suspended, that were suspended multiple times: 18/19 - Of all students suspended, 32% were suspended more than once. (up to 7 times) 19/20 - Of all students suspended, 31% were suspended more than once. (up to 8 times)</p> <p>Student Gallup Poll (GSP) Metric: "I feel safe at school" Mean Score 2017: 4.17 2018: 4.06 2019: 3.98</p> | | | | <p>By 21-22, # of students with repeated suspensions will decrease to 29%. "I feel safe at school" Mean Score will increase from 3.98 to 4.01</p> <p>By 22-23, # of students with repeated suspensions will decrease to 26%. "I feel safe at school" Mean Score will increase from 4.01 to 4.03</p> <p>By 23-24, "I feel safe at school" Mean Score will increase from 4.03 to 4.05 98% of suspensions will be followed with a consistent welcome back intervention.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|---|
| | | | | | # of students with repeated suspensions will decrease to 23%. 100% of Assistant Principals will lead School Climate and Culture Leadership training to all staff. 100% of Middle Schools and K-8 sites will consistently implement a restorative referral system through our SiS. |
| Local Indicator: School Climate (Priority 6) Annual Student Gallup Poll (Grades 5-8) | <p>2019-2020 Fall Gallup Student Poll (Grades 5-8)</p> <p>56% of students are “Engaged” 27% of students are “Not Engaged” 17% of students are “Actively Disengaged”</p> <p>46% of students are “Hopeful” 32% of students are “Stuck” 22% of students are “Discouraged”</p> <p>For the 20-21 School Year, Gallup will be</p> | | | | <p>By 21-22, 58% of students are “Engaged” 29% of students are “Hopeful”</p> <p>By 22-23, 60% All Students Engaged 31% All Students Hopeful</p> <p>By 23-24, 61% All Students Engaged 33% All Students Hopeful</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------|--|----------------|----------------|----------------|--|
| | adding “Belonging” and “Social Emotional Learning” as two new indicators. Desired outcomes for these two areas will be completed after this data is collected. | | | | |
| Annual Parent Gallup Poll | <p>2019-2020 Spring Gallup Parent Poll</p> <p>39% of respondents are fully engaged. 48% of respondents are indifferent. 12% of respondents are actively disengaged.</p> <p>82% of respondents agreed with the statement, "My child's school always delivers on what it promises."</p> <p>86% of respondents agreed with the statement, "I feel proud to be a parent at my child's school."</p> <p>78% of respondents agreed with the</p> | | | | <p>By 21-22, 42% of respondents are fully engaged. 83% of respondents agreed with the statement, "My child's school always delivers on what it promises." 87% of respondents agreed with the statement, "I feel proud to be a parent at my child's school." 79% of respondents agreed with the statement, " This school is perfect for my child."</p> <p>By 22-23, 44% of respondents are fully engaged. 84% of respondents agreed with the statement, "My child's</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------------------------|--|----------------|----------------|----------------|---|
| | statement, " This school is perfect for my child." | | | | <p>school always delivers on what it promises." 88% of respondents agreed with the statement, "I feel proud to be a parent at my child's school." 80% of respondents agreed with the statement, " This school is perfect for my child."</p> <p>By 23-24, 46% of respondents are fully engaged. 85% of respondents agreed with the statement, "My child's school always delivers on what it promises." 89% of respondents agreed with the statement, "I feel proud to be a parent at my child's school." 81% of respondents agreed with the statement, " This school is perfect for my child."</p> |
| Annual Staff Gallup Poll | 2019-2020 Spring Gallup Staff Poll | | | | 21-22 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|----------------|----------------|----------------|---|
| | <p>57% of respondents are engaged. 37% of respondents are not engaged. 6% of respondents are actively disengaged.</p> <p>Q1. I know what's expected from me at work. Mean Score: 4.43</p> <p>Q2. I have the materials and equipment I need to do my work right. Mean Score: 4.08</p> <p>Q9. My colleagues are committed to doing quality work. Mean Score: 4.41</p> | | | | <p>58% of respondents are engaged. Q1. I know what's expected from me at work. Mean Score: 4.45 Q2. I have the materials and equipment I need to do my work right. Mean Score: 4.10 Q9. My colleagues are committed to doing quality work. Mean Score: 4.43</p> <p>22-23 59% of respondents are engaged. Q1. I know what's expected from me at work. Mean Score: Maintain 4.45 (or higher) Q2. I have the materials and equipment I need to do my work right. Mean Score: 4.12 Q9. My colleagues are committed to doing quality work. Mean Score: 4.45</p> <p>23-24</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|--|
| | | | | | <p>60% of respondents are engaged.</p> <p>Q1. I know what's expected from me at work. Mean Score: Maintain 4.45 (or higher)</p> <p>Q2. I have the materials and equipment I need to do my work right. Mean Score: 4.14</p> <p>Q9. My colleagues are committed to doing quality work. Mean Score: Maintain 4.45 (or higher)</p> |
| Teacher Professional Learning (Alludo) | In the 20-21 school year, 12% of teachers attended professional learning in Social Emotional Learning. | | | | <p>21-22: 80% of certificated staff complete professional learning that supports Goal 2.</p> <p>22-23: 85% of certificated staff complete professional learning that supports Goal 2.</p> <p>23-24: 90% of certificated staff complete professional learning that supports Goal 2.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|---|
| Local Indicator: Basic Services and Conditions (Safe, Clean and Functional School Facilities) (Priority 1) | Annual Williams Audit (FIT): 100% of sites audited had an overall score of “Good” or higher on the Facilities Inspection Tool (FIT). | | | | <p>21-22: 100% of sites audited will have an overall score of “Good” or higher on the Facilities Inspection Tool (FIT).</p> <p>22-23: 100% of sites audited will have an overall score of “Good” or higher on the Facilities Inspection Tool (FIT).</p> <p>23-24: 100% of sites audited will have an overall score of “Good” or higher on the Facilities Inspection Tool (FIT).</p> |
| Counseling Program Effectiveness Metrics (21-22: % of students with access to guidance lessons, % of students and families with access to counselor, % of counselors and mental health providers attending professional learning) (22-24: Trimester Student Pulse) | <p>Consistency across services</p> <p>All students have access to guidance lessons in the classroom (K-8)</p> <p>All students, staff, families know how to access the counselor. (K-8)</p> <p>Individual and small group interventions driven by data (student needs</p> | | | | <p>By 21-22: 100% of students will have access to 2 guidance lessons per trimester supporting the SEL priority standards in K-8 classrooms.</p> <p>100% of students, staff, and families have consistent and predictable access to a counseling provider through a consistent</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---------------------------|----------------|----------------|----------------|--|
| Checks, # of Counselor Parent Workshops, Social Emotional Learning Screener, Student Progress on Social Emotional IEP goals) | assessment, SEL screener) | | | | <p>referral system and a consistent website presence. (K-8) 100% of Counselors and Mental Health Clinicians will attend professional learning around creating Social Emotional Goals</p> <p>By 22-23: 70% of students will report they are able to use one or more skills delivered through classroom guidance lessons. (trimester pulse check) 100% of Counselors and Mental Health Clinicians will facilitate 3 parent connection workshops with their school community. Cajon Valley students will show 30% improvement in student identified proficiency on the SEL standards as measured by the SEL screener. 75% of students receiving individual counseling as a service on their IEP</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|---|
| | | | | | <p>will make progress towards or meet their Social Emotional IEP goals.</p> <p>By 23-24: 70% of students will report they are able to use one or more skills delivered through classroom guidance lessons. (trimester pulse check) Cajon Valley students will show 40% improvement in student identified proficiency on the SEL standards as measured by the SEL screener. 80% of students receiving individual counseling as a service on their IEP will make progress towards or meet their Social Emotional IEP goals.</p> |
| SEL Priority Standards Completion Rates | We will begin to monitor Social Emotional (SEL) Priority Standards completion during the | | | | <p>By 21-22: 80% of teachers self reported implementation of</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-----------------------------|---|----------------|----------------|----------------|---|
| | 21-22 school year. Teachers were introduced to the SEL priority standards during the 20-21 school year. | | | | <p>SEL priority standards.</p> <p>By 22-23: 75% of students will complete identified scope of SEL lessons that align to the SEL priority standards</p> <p>By 23-24: 80% of students will complete identified scope of SEL lessons that align to the SEL priority standards</p> |
| Safety and Security Metrics | <p>Based on local survey data of admin and office staff: 53.3% reported “I can use Raptor to track occupants in case of emergency.” 40% reported “I can use Raptor to locate the sign-in history or an individual.” 73.3% reported their Raptor System is working and used daily.</p> <p>All classrooms have had initial installation</p> | | | | <p>By 21-22: Raptor: 100% of sites will have VMS easily accessible and consistently used for all site visitors. Lockblok: 90% of classrooms have a Lockblok installed properly. Professional Learning: 80% of all staff will be trained on assigned Emergency protocol(s). Campus Safety Leads: 90% of Campus Safety Lead</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|----------------|----------------|----------------|--|
| | <p>of Lockbloks based on a yearly audit. Professional learning has been completed at all sites through staff meetings, but for the 21-22 school year, this professional learning will be built on Alludo, so all staff (including new staff) can access training on Emergency protocols. Campus Safety leads are currently being used in supervisory roles at all sites in various capacities.</p> | | | | <p>time will be spent in a non-supervisory role in order to move around campus to observe, prevent, report.</p> <p>22-23: Raptor: 100% of sites will correctly categorize site visitors in our VMS in order to increase data validity. Lockblok: 95% of classrooms have a Lockblok installed properly. Professional Learning: 85% of all staff will be trained on Emergency protocol. Campus Safety Leads: 95% of Campus Safety Lead time will be spent in a non-supervisory role in order to move around campus to observe, prevent, report.</p> <p>23-24: Raptor: 100% of sites will follow district expectations for documentation of</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|--|
| | | | | | <p>safety and security threats in VMS.</p> <p>Lockblok: 100% of classrooms have a Lockblok installed properly.</p> <p>Professional Learning: 90% of all staff will be trained on Emergency protocol.</p> <p>Campus Safety Leads: 100% of Campus Safety Lead time will be spent in a non-supervisory role in order to move around campus to observe, prevent, report.</p> |
| Local Indicator: Parent and Family Engagement (Priority 3) | <p>Building Partnerships for Student Outcomes: Overall Mean Score: 4.41</p> <p>Area of Need: Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families (Overall Mean Score 4.09)</p> | | | | <p>21-24: Maintain or Increase overall mean score for each category and the mean score for areas of need</p> <p>23- 24: Building Partnerships for Student Outcomes: 4.44 (Overall Mean Score)</p> <p>Providing professional learning and support to teachers and</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|----------------|----------------|----------------|--|
| | <p>Seeking Input for Decision-Making Overall Mean Score: 4.41 Area of Need: Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels(Overall Mean Score 4.27)</p> <p>Building Relationships between School Staff and Families Overall Mean Score: 4.50 Area of Need: Developing multiple opportunities for the LEA and school sites to engage in two-way communication between families and educators using language that is understandable and accessible to families (Overall Mean Score 4.36)</p> | | | | <p>principals to improve a school's capacity to partner with families (Overall Mean Score 4.3)</p> <p>Seeking Input for Decision-Making: 4.44 (Overall Mean Score) Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels(Overall Mean Score 4.3)</p> <p>Building Relationships between School Staff and Families: Maintain 4.5 or higher (Overall Mean Score) Developing multiple opportunities for the LEA and school sites to engage in two-way communication between families and educators using language that is</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|---|
| | | | | | understandable and accessible to families (Overall Mean Score 4.39) |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 1 | SEL Program Specialist with Behavior Analyst Certification | SEL Program Specialist will provide professional development and student resources to support student engagement and behavior in learning environments. This action is principally directed towards unduplicated students and is effective in increasing or improving access to instruction throughout the academic day. | \$147,098.00 | Yes |
| 2 | Insights to Behavior Online Training | Classified and certificated staff will take part in voluntary training to utilize assessments, intervention plans, tracking systems to support student behavior and increase a student's ability to attend to learning goals and increase academic outcomes of EL, low income, foster youth, and students experiencing homelessness. | \$45,000.00 | Yes |
| 3 | Additional Site Assistant Principal | Cajon Valley Middle School will receive additional funding for an assistant principal to support for students identified within the unduplicated count to improve student connectedness, engagement, attendance, and academic outcomes. | \$147,150.00 | Yes |
| 4 | Additional Site Assistant Principal | Montgomery Middle School will receive additional funding for an assistant principal to support for students identified within the unduplicated count to improve student connectedness, engagement, attendance, and academic outcomes. | \$131,105.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-----------|---|---|--------------|--------------|
| | | | | |
| 5 | Additional Site Assistant Principal | Johnson and Flying Hills Elementary will receive additional funding for an assistant principal to support for students identified within the unduplicated count to improve student connectedness, engagement, attendance, and academic outcomes. | \$219,554.00 | Yes |
| 6 | Office Assistant Staffing Increase | Site office assistants will develop trusting student and family relationships and provide a positive school climate, to increase attendance and engagement for students represented in the unduplicated count. | \$244,850.00 | Yes |
| 7 | Office Assistant Staffing Increase | Site office assistants will develop trusting student and family relationships and provide a positive school climate, to increase attendance and engagement for students represented in the unduplicated count. | \$17,737.00 | Yes |
| 8 | MS Campus Safety Assistant | Middle school Campus Safety Assistants will support and maintain a safe school climate for learning by building trusting relationships with unduplicated students to improve student connectedness with staff and site culture, positively affecting increased student engagement and outcomes. | \$50,698.00 | Yes |
| 9 | Raptor- Site Safety System | Front office staff will use a visitor management system to improve school safety for all students by reading a visitor's identification, comparing the information against a sex offender database, alerting campus administrators if a match is found. | \$15,400.00 | |
| 10 | Bus Zonar- Transportation Safety System | Transportation staff will use tracking software providing to monitor the security and maintenance of its fleet of buses, increasing the safety of all students who access district transportation. | \$18,624.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-----------|---|---|----------------|--------------|
| | | | | |
| 11 | StopFinder- Transportation Family Notification System | Transportation staff will use online software track daily bus routes and provide real time family engagement with student transportation services. | \$2,296.00 | No |
| 12 | District Security & Safety Coordinator | The Coordinator of Safety and Security will develop and support districtwide implementation of school safety, security, and emergency preparedness in order to provide a safe place for students to learn, grow and thrive. | \$240,000.00 | No |
| 13 | Improve/Maintain Facilities | Maintenance staff members will provide services to support the preservation of school facilities to positively influence student performance and learning by providing a safe and well kept physical learning environment. | \$2,000,000.00 | No |
| 14 | Custodial Services | Maintenance staff members will provide services to support the preservation of school facilities to positively influence student performance and learning by providing a safe and well kept physical learning environment. | \$268,721.00 | No |
| 15 | Grounds Services | Maintenance staff members will provide services to support the preservation of school facilities to positively influence student performance and learning by providing a safe and well kept physical learning environment. | \$165,567.00 | No |
| 16 | Custodial Services | Maintenance staff members will provide services to support the preservation of school facilities to positively influence student performance and learning by providing a safe and well kept physical learning environment. | \$156,902.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-----------|---------------------------------------|--|----------------|--------------|
| 17 | Psychologist | A district psychologist will provide student assessment of academic performance, mental health, and behavior. This data will provide guidance for teachers, parents, and peers to improve academic outcomes for all students. | \$1,171,268.00 | Yes |
| 18 | Counseling Services | Site counselors will maximize support opportunities for unduplicated students related to academic achievement, career development, and social-emotional support. These supports and services are intended to provide greater academic and social-emotional support for students represented in our unduplicated count. | \$2,392,692.00 | Yes |
| 19 | CPR Training | A district CPR Trainer will provide appropriate instruction so staff may be prepared to respond to medical emergencies on or off campus. | \$40,000.00 | No |
| 20 | Coordinator II- Professional Learning | A centralized professional learning coordinator will coordinate district-wide staff learning opportunities aligned to the CVUSD Vision and Learning Model: rigor, relevance, personalized, and social-emotional learning. This action is principally directed towards unduplicated students and is effective in increasing or improving services and academic outcomes for these students. | \$152,768.00 | Yes |
| 21 | District Translation Services | District translators will provide students and families with clear communication, bridging cultural divides within our community and creating stronger relationships with students and families. The service is intended to provide English Learners and their families greater understanding and access to their learning and schools to improve academic outcomes. | \$271,728.00 | Yes |
| 22 | Family and Community | The FACE Supervisor will coordinate family and community engagement related to the support of student learning. The | \$105,150.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-----------|---|--|--------------|--------------|
| | Engagement Supervisor | supervisor will create opportunities for family assistance, leadership, and forming partnerships with local organizations. When families and community members are involved in student learning, students improve their academic performance and gain advocates that promote their success. This service is intended to improve academic and social-emotional outcomes for EL and low-income students. | | |
| 23 | District Homeless and Foster Youth Liaison | The district Homeless and Foster Youth Liaison will coordinate district and community services necessary to support families experiencing homelessness as well as students in foster care to increase their opportunity for academic success. | \$11,571.00 | Yes |
| 24 | Gallup Student, Staff, and Parent Engagement Surveys | Students, staff, and families will take part in annual surveys to measure engagement with the goal of increasing students outcomes with the support of all stakeholders. | \$32,500.00 | Yes |
| 25 | Parent Literacy & University Classes: Provide babysitting (Title I) | District liaisons will provide English Learner classes for families to assist their children with academic goals. Providing resources such as session materials and babysitting services increases parent participation during university sessions. | \$259.60 | Yes |
| 26 | Parent Education Printing Costs (Title I) | District liaisons will provide English Learner classes for families to assist their children with academic goals. Providing resources such as session materials and babysitting services increases parent participation during university sessions. | \$0.00 | Yes |
| 27 | Homeless Student Supports (Title I) | The District Homeless Liaison will coordinate services and resources for students experiencing homelessness and experiencing unique barriers to academic success. By providing basic school supplies and services, students have greater opportunities for academic and social-emotional growth. Cajon Valley students experiencing homelessness | \$148,173.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-----------|---|--|--------------|--------------|
| | | receive: No cost EDP, Camp, Backpack & supplies, Chrome book insurance, transportation, clothing, and shoes gift cards | | |
| 28 | Transportation Foster Youth | The District Homeless Liaison will coordinate transportation options for students in foster care. This support is a key to ensuring school stability for children in out-of-home care, particularly in maintaining consistency within instructional support and developed student/staff relationships. | \$7,253.00 | Yes |
| 29 | El Cajon Collaborative: Family connections to community resources (Title I) | The District Homeless Liaison will coordinate the resources and services provided by our local network to improve the quality of life for local children and families. | \$25,000.00 | Yes |
| 30 | BTSA: Beginning year teacher supports | First and second year teachers will take part in our county sponsored teacher induction program to receive mentoring and additional support thereby increasing their effectiveness as professionals in Cajon Valley classrooms. This additional support is intended to improve the learning experience and outcomes for all students. | \$123,395.00 | Yes |
| 31 | Added Teacher Authorizations: Preschool & SPED (Title II) | CVUSD Teachers requiring additional teaching authorizations will be provided training to better equip them in meeting the specific academic and social emotional needs of their students. | | Yes |
| 32 | Family and Community Liaisons (Title I) | Family and Community Liaisons will provide opportunities for family and community involvement in student learning, including how to support students with their learning as well as behavior. When families and community members are involved in student learning, students improve their academic performance and gain advocates that promote their success. | \$283,023.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 33 | Middle School Campus Safety Leads (Title IV) | Middle School Campus Safety Leads will support schools in maintaining a safe and secure school campus for the protection of all students, staff, visitors and property. | \$194,402.00 | Yes |
| 34 | FACE (Cal New) | Family and Community Liaisons will provide opportunities for family and community involvement in student learning, including how to support students with their learning as well as behavior. When families and community members are involved in student learning, students improve their academic performance and gain advocates that promote their success. | \$600,948.00 | Yes |

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 3 | All students will excel in reading, writing, listening, speaking, and mathematics. |

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that all students have the necessary skills and knowledge to graduate from high school and succeed in college, career, and life. The 2019 California Dashboard shows a low districtwide performance in both ELA and mathematics. Both areas show "maintained" since 2018 and remain orange overall. Students with Disabilities are a highlighted group with needs in both academic areas. Stakeholder feedback revealed the need to address districtwide literacy concerns with an emphasis on student mastery of foundational reading skills. With a greater focus on priority standards, tracking of student mastery in learning progressions, and adaptive reading opportunities CVUSD students will improve academic outcomes in ELA and math.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|---|
| Local Indicator: Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials) (Priority 1) | Based on our Annual Williams Audit: There were no teacher misassignments including English Language Learners. There were no vacant teacher positions. There were no students without access to their own copy of standards-aligned instructional materials for use at school and at home. | | | | 21-24 There will be no teacher misassignments including English Language Learners. There will be no vacant teacher positions. There will be no students without access to their own copy of standards-aligned instructional materials for use at school and at home. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|--|
| Teacher Professional Learning | In the 20-21 school year, 56% of teachers completed iReady Training. | | | | 21-22: 70% of certificated staff complete Alludo “iReady” course. 22-23: 75% of certificated staff complete Alludo “iReady” course. 23-24: 80% of certificated staff complete Alludo “iReady” course. |
| iReady Diagnostic Growth (ELA) Typical Growth (One Year's Growth) Measure | <p>Based on Diagnostic #2 Data given in February 2021:</p> <p>52% of all students are expected to reach "one year's growth" by diagnostic #3.</p> <p>47% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3.</p> <p>51% of English learners are expected to reach "one year's growth" by diagnostic #3.</p> | | | | <p>21-22, 70% of students will reach "one year's growth" by the end of the year.</p> <p>21-23, 75% of students will reach "one year's growth" by the end of the year.</p> <p>23-24, 80% of students will reach "one year's growth" by the end of the year.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|----------------|----------------|----------------|-----------------------------|
| | <p>52% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3.</p> <p>50% of African American students are expected to reach "one year's growth" by diagnostic #3.</p> <p>60% of American Indian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>52% of Asian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>54% of White students are expected to reach "one year's growth" by diagnostic #3.</p> <p>49% of Hispanic students are expected to reach "one year's growth" by diagnostic #3.</p> | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------------|---|----------------|----------------|----------------|---|
| | <p>61% of Foster students are expected to reach "one year's growth" by diagnostic #3.</p> <p>60% of Homeless students are expected to reach "one year's growth" by diagnostic #3.</p> | | | | |
| iReady Diagnostic Results (ELA) | <p>Based on Diagnostic #2 Data given in February 2021, All Students: K-8 Tier 1 (on or above grade level): 35% Tier 2 (one grade level below): 31% Tier 3 (two of more grade levels below): 34%</p> <p>Students with Disabilities: Tier 1 (on or above grade level): 15% Tier 2 (one grade level below): 25% Tier 3 (two of more grade levels below): 61%</p> | | | | <p>All Students 21-22, Tier 1 (on or above grade level): 40% 22-23, Tier 1 (on or above grade level): 42% 24-25, Tier 1 (on or above grade level): 44%</p> <p>Students with Disabilities 21-22, Tier 1 (on or above grade level): 20% 22-23, Tier 1 (on or above grade level): 22% 24-25, Tier 1 (on or above grade level): 24%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|----------------|----------------|----------------|-----------------------------|
| | <p>English Learners: Tier 1 (on or above grade level): 15% Tier 2 (one grade level below): 31% Tier 3 (two of more grade levels below): 54%</p> <p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 27% Tier 2 (one grade level below): 33% Tier 3 (two of more grade levels below): 41%</p> <p>African American: Tier 1 (on or above grade level): 25% Tier 2 (one grade level below): 35% Tier 3 (two of more grade levels below): 41%</p> <p>American Indian: Tier 1 (on or above grade level): 49% Tier 2 (one grade level below): 25% Tier 3 (two of more grade levels below): 25%</p> | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|----------------|----------------|----------------|-----------------------------|
| | <p>Asian: Tier 1 (on or above grade level): 40% Tier 2 (one grade level below): 28% Tier 3 (two of more grade levels below): 32%</p> <p>White: Tier 1 (on or above grade level): 39% Tier 2 (one grade level below): 31% Tier 3 (two of more grade levels below): 30%</p> <p>Hispanic: Tier 1 (on or above grade level): 29% Tier 2 (one grade level below): 32% Tier 3 (two of more grade levels below): 39%</p> <p>Foster: Tier 1 (on or above grade level): 22% Tier 2 (one grade level below): 23% Tier 3 (two of more grade levels below): 32%</p> | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|---|
| | Homeless: Tier 1 (on or above grade level): 15% Tier 2 (one grade level below): 20% Tier 3 (two of more grade levels below): 38% | | | | |
| California Accountability Dashboard: CAASPP Assessments (ELA) | 18-19 Fall 2019 Dashboard English Language Arts Indicator: All Students Indicator Color: Orange 25.5 points below standard Maintained 1.9 points All Student Groups by Performance Level Red: Students with Disabilities 111.8 points below standard Maintained 0.9 points Orange: Asian | | | | 21-22: Increase all students by 5 points each year, Increase student groups by 10 points each year. - We will not have dashboard data for this year, so we will look at local assessment to determine growth. All Students 20.5 points below standard Increase 5 points Students with Disabilities 101.8 points below standard Increase 10 points 22-23: |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|----------------|----------------|----------------|--|
| | <p>13.3 points below standard Declined 10.2 points</p> <p>Hispanic 40.4 points below standard Maintained -0.8 points</p> <p>Homeless 68.8 points below standard Declined 11.4 points</p> <p>Pacific Islander 25.1 points below standard Declined 16.4 points</p> <p>Socioeconomically Disadvantaged 48.5 points below standard Maintained 1.9 points</p> <p>Yellow: African American 49.6 points below standard Increased 22.3 points</p> <p>English Learners 58.8 points below standard Increased 3.8 points</p> | | | | <p>All Students 15.5 points below standard Increase 5 points</p> <p>Students with Disabilities 91.8 points below standard Increase 10 points</p> <p>23-24: All Students 10.5 points below standard Increase 5 points</p> <p>Students with Disabilities 81.8 points below standard Increase 10 points</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------------|---|----------------|----------------|----------------|---|
| | <p>Foster Youth 58.8 points below standard Increased 22.3 points</p> <p>White: 14.1 points below standard Increased 4.1 points Green</p> <p>Filipino 35.2 points above standard Maintained 2 points</p> <p>Two or More Races 4.9 points below standard Increased 4.8 points</p> | | | | |
| CAASPP Achievement Levels (ELA) | <p>18-19 CAASPP ELA Achievement Levels: 41.75% of all students met or exceeded standard. 10.32% of all Students with Disabilities met or exceeded standard 10.5% of all English Language Learners met or exceeded standard</p> | | | | <p>21-22: Increase students at met or exceeded standard by 2% each year. 43.75% of all students met or exceeded standard. 12.32% of all Students with Disabilities met or exceeded standard 12.5% of all English Language Learners met or exceeded standard</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|---|
| | | | | | <p>22-23: 45.75% of all students met or exceeded standard. 14.32% of all Students with Disabilities met or exceeded standard 14.5% of all English Language Learners met or exceeded standard</p> <p>23-24: 47.75% of all students met or exceeded standard. 16.32% of all Students with Disabilities met or exceeded standard 16.5% of all English Language Learners met or exceeded standard</p> |
| iReady Diagnostic Growth (Math) Typical Growth (One Year's Growth) Measure | <p>Based on Diagnostic #2 Data given in February 2021:</p> <p>48% of all students are expected to reach "one year's growth" by diagnostic #3.</p> <p>46% of all students with disabilities are</p> | | | | <p>21-22, 70% of students will reach "one year's growth" by the end of the year.</p> <p>21-23, 75% of students will reach "one year's growth" by the end of the year.</p> <p>23-24, 80% of students will reach</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|----------------|----------------|----------------|---|
| | <p>expected to reach "one year's growth" by diagnostic #3.</p> <p>48% of English learners are expected to reach "one year's growth" by diagnostic #3.</p> <p>49% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3.</p> <p>43% of African American students are expected to reach "one year's growth" by diagnostic #3.</p> <p>43% of American Indian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>51% of Asian students are expected to reach "one year's growth" by diagnostic #3.</p> | | | | "one year's growth" by the end of the year. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|----------------------------------|--|----------------|----------------|----------------|---|
| | <p>50% of White students are expected to reach "one year's growth" by diagnostic #3.</p> <p>48% of Hispanic students are expected to reach "one year's growth" by diagnostic #3.</p> <p>58% of Foster students are expected to reach "one year's growth" by diagnostic #3.</p> <p>53% of Homeless students are expected to reach "one year's growth" by diagnostic #3.</p> | | | | |
| iReady Diagnostic Results (Math) | <p>Based on Diagnostic #2 Data given in February 2021,</p> <p>All Students: Tier 1 (on or above grade level): 27% Tier 2 (one grade level below): 41% Tier 3 (two or more grade levels below): 32%</p> | | | | <p>All Students: 21-22, Tier 1 (on or above grade level): 32% 22-23, Tier 1 (on or above grade level): 34% 24-25, Tier 1 (on or above grade level): 36%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|----------------|----------------|----------------|---|
| | <p>Students with Disabilities: Tier 1 (on or above grade level): 11% Tier 2 (one grade level below): 30% Tier 3 (two or more grade levels below): 60%</p> <p>English Learners: Tier 1 (on or above grade level): 12% Tier 2 (one grade level below): 39% Tier 3 (two or more grade levels below): 49%</p> <p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 20% Tier 2 (one grade level below): 42% Tier 3 (two or more grade levels below): 38%</p> <p>African American: Tier 1 (on or above grade level): 16% Tier 2 (one grade level below): 42%</p> | | | | <p>Students with Disabilities: 21-22, Tier 1 (on or above grade level): 16% 22-23, Tier 1 (on or above grade level): 18% 24-25, Tier 1 (on or above grade level): 20%</p> <p>Foster Youth: 21-22, Tier 1 (on or above grade level): 20% 22-23, Tier 1 (on or above grade level): 22% 24-25, Tier 1 (on or above grade level): 24%</p> <p>Homeless: 21-22, Tier 1 (on or above grade level): 13% 22-23, Tier 1 (on or above grade level): 15% 23-24, Tier 1 (on or above grade level): 17%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|----------------|----------------|----------------|-----------------------------|
| | <p>Tier 3 (two of more grade levels below): 43%</p> <p>American Indian: Tier 1 (on or above grade level): 34% Tier 2 (one grade level below): 44% Tier 3 (two of more grade levels below): 22%</p> <p>Asian: Tier 1 (on or above grade level): 33% Tier 2 (one grade level below): 38% Tier 3 (two of more grade levels below): 28%</p> <p>White: Tier 1 (on or above grade level): 32% Tier 2 (one grade level below): 41% Tier 3 (two of more grade levels below): 27%</p> <p>Hispanic: Tier 1 (on or above grade level): 20% Tier 2 (one grade level below): 42%</p> | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|--|
| | <p>Tier 3 (two of more grade levels below): 38%</p> <p>Foster:</p> <p>Tier 1 (on or above grade level): 15%</p> <p>Tier 2 (one grade level below): 33%</p> <p>Tier 3 (two of more grade levels below): 31%</p> <p>Homeless:</p> <p>Tier 1 (on or above grade level): 8%</p> <p>Tier 2 (one grade level below): 28%</p> <p>Tier 3 (two of more grade levels below): 35%</p> | | | | |
| California Accountability Dashboard: CAASPP Assessments (Math) | <p>18-19 Fall 2019 Dashboard Math Indicator:</p> <p>All Students Indicator Color: Orange</p> <p>52.2 points below standard</p> <p>Maintained 0.8 points</p> <p>All Student Groups by Performance Level</p> | | | | <p>21-22: Increase all students by 3 points each year, Increase student groups by 5 points each year.</p> <p>All Students: 49.2 points below standard</p> <p>Increase 3 points</p> <p>Students with Disabilities</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|----------------|----------------|----------------|---|
| | <p>Red: Students with Disabilities 137.2 points below standard Maintained 0.9 points</p> <p>Foster Youth 95.4 points below standard Declined 4.5 points</p> <p>Homeless 95.8 points below standard Declined 5.4 points</p> <p>Orange: English Learners 79.8 points below standard Maintained 1.3 Points</p> <p>Hispanic 71.3 points below standard Maintained -1.7 points</p> <p>Two or More Races 30.3 points below standard Maintained 2 points</p> <p>Pacific Islander</p> | | | | <p>132.2 points below standard Increase 5 points</p> <p>Foster Youth 90.4 points below standard Increase 5 points</p> <p>Homeless 90.8 points below standard Increase 5 points</p> <p>22-23: All Students: 46.2 points below standard Increase 3 points</p> <p>Students with Disabilities 137.2 points below standard Increase 5 points</p> <p>Foster Youth 85.4 points below standard Increase 5 points</p> <p>Homeless 85.8 points below standard Increase 5 points</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|----------------|----------------|----------------|--|
| | <p>51.5 points below standard Declined 15.4 points</p> <p>Socioeconomically Disadvantaged 74.5 points below standard Maintained 0.3 points</p> <p>Yellow: African American 92.7 points below standard Increased 4.8 points</p> <p>Asian 20.6 points below standard Declined 3.3 points</p> <p>White: 37.2 points below standard Increased 3.4 points</p> <p>Green Filipino: 0.1 points above standard Declined 5.3 points</p> | | | | <p>24-25: All Students: 41.2 points below standard Increase 3 points</p> <p>Students with Disabilities 132.2 points below standard Increase 5 points</p> <p>Foster Youth 80.4 points below standard Increase 5 points</p> <p>Homeless 80.8 points below standard Increase 5 points</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|----------------------------------|---|----------------|----------------|----------------|---|
| CAASPP Performance Levels (Math) | <p>18-19 CAASPP Math Achievement Levels:</p> <p>32.56% of all students met or exceeded standard.</p> <p>8.12% of all Students with Disabilities met or exceeded standard</p> <p>11.58% of all English Language Learners met or exceeded standard</p> <p>19.3% of all Homeless students met or exceeded standard</p> | | | | <p>21-22 Increase students at met or exceeded standard by 2% each year.</p> <p>34.56% of all students met or exceeded standard.</p> <p>10.12% of all Students with Disabilities met or exceeded standard</p> <p>13.58% of all English Language Learners met or exceeded standard</p> <p>21.3% of all Homeless students met or exceeded standard</p> <p>22-23</p> <p>36.56% of all students met or exceeded standard.</p> <p>12.12% of all Students with Disabilities met or exceeded standard</p> <p>15.58% of all English Language Learners met or exceeded standard</p> <p>23.3% of all Homeless students met or exceeded standard</p> <p>23-24</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|--|
| | | | | | <p>38.56% of all students met or exceeded standard.</p> <p>14.12% of all Students with Disabilities met or exceeded standard</p> <p>17.58% of all English Language Learners met or exceeded standard</p> <p>25.3% of all Homeless students met or exceeded standard</p> |
| Local Indicators: Implementation of State Academic Standards (Priority 2) | <p>Professional Learning for Teaching Academic Standards: Overall Mean Score: 3.17</p> <p>Standards Aligned Instructional Materials: Overall Mean Score: 3.13</p> <p>Identifying Areas of Need in Instruction: Overall Mean Score: 2.76</p> <p>Implementing Academic Standards: Overall Mean Score: 3.30</p> | | | | <p>21-24 Increase Overall Mean Score in each area by 0.2</p> <p>23-24: Professional Learning for Teaching Academic Standards: Overall Mean Score: 3.17</p> <p>Professional Learning for Teaching Academic Standards: Overall Mean Score: 3.97</p> <p>Standards Aligned Instructional Materials: Overall Mean Score: 3.93</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|--|
| | Admin Support in Implementing Standards: Overall Mean Score: 2.99 | | | | Identifying Areas of Need in Instruction: Overall Mean Score: 3.56 Implementing Academic Standards: Overall Mean Score: 4.1 Admin Support in Implementing Standards: Overall Mean Score: 3.79 |
| California Accountability Dashboard: English Learner Progress Indicator | 48.5% making progress towards English language proficiency Performance Level: Medium | | | | 21-22 53% making progress towards English language proficiency 22-23 57% making progress towards English language proficiency 23-24 61% making progress towards English language proficiency |
| DataQuest: English Learner Data | 19-20 | | | | 21-22: |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|--|
| (# and % of English Learners Reclassified, # of Long Term English Learners (LTEL), % of English Learners that are LTELs | <p>English Learner Enrollment: 5,776 Total (Ever EL) Enrollment: 7,481 41% EL 0-3 Years 19% EL 4-5 Years 13.7% EL 6+ Years 26.3% RFEP</p> <p>20-21 496 LTELs (8.5% of all English Learners) 399 (6.9% of all English Learners)</p> | | | | <p>Decrease LTEL # by 2% Increase reclassification rates by 2%</p> <p>22-23: Decrease LTEL # by 2% Increase reclassification rates by 2%</p> <p>23-24: Decrease LTEL # by 2% Increase reclassification rates by 2%</p> |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------|---|--------------|--------------|
| 1 | Reduce MS Class Size | Additional middle school certificated staffing will be provided to reduce class sizes allowing for more individualized attention and teacher interaction to close the achievement gap for EL and low income students. Teachers have more flexibility to use different instructional approaches. Fewer students are less distracting to each other than a large group of children. | \$646,727.00 | Yes |
| 2 | Reduce SDC Class Size | Additional Special Day Class teachers will be provided too increase student support and improve academic outcomes. | \$834,100.00 | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|----------------|--------------|
| 3 | Reduce SDC Class Size | Additional Special Day Class teachers will be provided to improve academic outcomes for students who would benefit from additional instructional support. | \$1,287,851.00 | No |
| 4 | Reduce TK-3 Class Size | Additional TK-3 certificated staff will be provided to increase to support and improve academic outcomes for EL and low income students. | \$7,153,144.00 | Yes |
| 5 | Site Supplemental Concentration Funding | Site principals will receive site Site-specific professional learning and intervention funds based on priority CCSS and CVUSD Modern Curriculum (WOW, SEL, Financial Empowerment, Presentation Literacy) primarily focused on increasing college and career preparation for EL, low income, foster youth, and students experiencing homelessness. Site-based allocations aligned to Goals 1-3 are internally monitored to ensure appropriate expenditures. | \$2,214,033.00 | Yes |
| 6 | Supplemental Curriculum | Personalized student resources to augment core curriculum including ELA and mathematics diagnostics. Supplemental learning resources are intended to close achievement gaps for EL, low-income, foster youth, and students experiencing homelessness. These resources are principally directed to improving academic access for unduplicated count students. | \$750,000.00 | Yes |
| 7 | IT Bench Technician | An IT Bench technician will provide greater student access to 1:1 devices by supporting year round maintenance and repair. | \$97,440.00 | No |
| 8 | EL & FACE Director | The English Learner and FACE Director will Coordinate bilingual programs/curricula including the development, implementation, and monitoring of student growth data to improve academic outcomes for language learners. | \$107,515.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-----------|-------------------------------|--|--------------|--------------|
| 9 | Library Software/Librarian | Library Media Technicians will utilize online software to check out and track reading and other instructional materials for student access. | \$30,000.00 | No |
| 10 | Computer Service Technician | A Computer Service Technician will provide repair and updates for devices ensuring student access throughout the calendar year. | \$579,833.00 | Yes |
| 11 | Electronics Technician | A Electronics Technician will maintain and repair districtwide electronic devices, including security and emergency alarm systems. | \$122,420.00 | No |
| 12 | Technology Replacement | The Chief Technology Officer will provide funding for the cyclical replacement of classroom technology to support students in achieving academic goals. The replacement plan Includes replacement of computers, laptops, and printers. | \$150,000.00 | Yes |
| 13 | Chief Technology Officer | The Chief Technology Officer will provide support and coordinate districtwide-wide instructional technology program for students including Help Desk, On-site Support, Network Services, Database application design, and Software support and training to improve student access to devices and instructional programs. | \$313,670.00 | Yes |
| 14 | Software/Database Specialist | A Software/Database Specialist will provide a variety of services for Cajon Valley teachers, students, staff including, Help Desk, On-site Support, Network Services, Database application design, and Software support and training. | \$107,651.00 | Yes |
| 15 | Professional Learning Cohorts | Classroom certificated staff will work in groups to learn and provide personalized learning opportunities for students represented within the unduplicated count. Professional learning for this group will center on competency-based learning to individualize student learning | \$100,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|----------------|--------------|
| | | experience and increase opportunities for unduplicated count students to demonstrate mastery of standards. | | |
| 16 | Weekly Staff Collaboration Time | Site staff will collaborate to personalized instructional practices and improve student learning through data analysis and implementation of traditional and modern curriculums. This action/service is principally directed towards unduplicated students and is effective in increasing or improving academic services for these students. | \$2,990,636.00 | Yes |
| 17 | Primary Reading Assessment Software- ESGI | Certificated primary teachers will implement foundational reading assessments and instructional resources Grades TK-2 aligned to CCSS and designed to increase reading readiness for low income and English Learners in primary grades. | \$24,464.00 | Yes |
| 18 | Learning Management System-Empower | Certificated staff will provide student learning plans using a technology platform allowing for personalization and the communication of objectives, timelines, progress tracking, and digital learning tools to support the academic growth of students primarily represented in the unduplicated count. The use of a learning management system allows for increased differentiation of instruction based on a student's current skill level. The systems allow for learning acceleration through self-paced plans and flexible ways for students to demonstrate mastery within a learning progression. | \$130,000.00 | Yes |
| 19 | Coordinator II- Data and Assessment | Coordinator II- Data and Assessment will provide a districtwide system for site staff and administrators to review student data, assessment, and analysis to support instructional decisions and improve student academic and social-emotional outcomes. The actions are intended to support students represented in the unduplicated count. | \$171,474.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|----------------|--------------|
| 20 | English Language Development Assistants (Title III) | Classroom paraprofessionals will provide additional opportunities for small group language development support to increase English proficiency for language learners. Long Term English Learners are targeted for this additional support. | \$121,224.00 | Yes |
| 21 | English Language Acquisition Tutoring (Title III) | Certificated and classified staff will provide additional instruction outside of the school day to support English Learner students advancement within the English Language Development (ELD) standards. | | Yes |
| 22 | GLAD Training ((Title III) | Certificated Staff will take part in professional development to improve the delivery of academic content and language using an integrated, balanced literacy approach. These instructional strategies were developed specifically for English Language learners and provide high-level thinking, academic language, and cross-cultural skills to support language development. | \$64,200.00 | Yes |
| 23 | Instruction and tutoring outside the school day and calendar. (ELO) | Certificated and classified staff will provide engaging summer learning and enrichment to positively impact both academic and social-emotional student development and growth. Afterschool tutoring will also be provided by certificated and classified staff for students represented in the unduplicated count during the 2021/2022 school year. | \$1,476,869.00 | Yes |

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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 |
|--|--|
| 22.37% | \$28,220,714 |

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.

For the 2021/2022 school year, CVUSD will budget \$28,220,714 in supplemental and concentration funds for continued support and increased services for the targeted unduplicated student groups. The funds represent a concerted effort to continue and realign current expenditures as supplemental and concentration-funded programs. These funded programs are supported by a number of evidence-based practices that ensure staff is appropriately serving targeted students and improving academic and career-ready outcomes.

Professional Learning Day (Goal 1, Action 1 & 2)

Certificated staff will collaborate and review student data to improve personalized instruction and student achievement through the implementation using the CVUSD modern curriculum. Collaboration will allow staff to draw support from each other and increase instructional effectiveness and academic outcomes for students represented in the unduplicated count.

Computer Science Magnet Principal (Goal 1, Action 3)

The principal at Rios Elementary will provide an opportunity for students represented in the unduplicated count to enroll and engage in a school focused on building computer science skills essential for life and career. The intent of this branded school is to increase student access to a broad course of study and create early-career connections for low-income students.

Site Visual and Performing Arts Funding (Goal 1, Action 4)

Certificated site staff will provide instruction and learning opportunities related to the VAPA standards. These experiences will expand and support student mastery within the visual and Performing Arts standards. The purpose of the funding is to increase student opportunities to engage in the visual and performing arts and increase opportunities for unduplicated students to participate in a broad course of study.

TEDx (Goal 1, Action 5)

Presentation Literacy certificated leads will provide students an opportunity to express ideas clearly, concisely, and confidently. Building successful communication skills to improve social relationships, increasing academic outcomes and preparing students for the world of work. This action is principally directed towards unduplicated students and is effective in increasing or improving services for these students.

World of Work (Goal 1, Action 6)

Classroom teachers and site counselors will provide student instruction and curriculum within a framework designed to provide students opportunities to find their career paths based on their strengths, interests, and values. These skills are intended to support improved academic and career outcomes for students represented in the unduplicated count.

SEL Program Specialist with Behavior Analyst Certification (Goal 2, Action 1)

SEL Program Specialist will provide professional development and student resources to support student engagement and behavior in learning environments. This action is principally directed towards unduplicated students and is effective in increasing or improving access to instruction throughout the academic day.

Insights to Behavior Online Training (Goal 2, Action 2)

Classified and certificated staff will take part in voluntary training to utilize assessments, intervention plans, tracking systems to support student behavior and increase a student's ability to attend to learning goals and increase academic outcomes of EL, low income, foster youth, and students experiencing homelessness.

Office Assistant Staffing Increase (Goal 2, Action 6 & 7)

Site office assistants will develop trusting student and family relationships and provide a positive school climate, to increase attendance and engagement for students represented in the unduplicated count.

MS Campus Safety Assistant (Goal 2, Action 8)

Middle school Campus Safety Assistants will support maintain a safe school climate for learning by building trusting relationships with unduplicated students to improve student connectedness with staff and site culture, positively affecting increased student engagement and outcomes.

Counseling Services (Goal 2, Action 18)

Site counselors will maximize support opportunities for unduplicated students related to academic achievement, career development, and social-emotional support. These supports and services are intended to provide greater academic and social-emotional support for students represented in our unduplicated count.

Professional Learning (Goal 2, Action 20)

A centralized professional learning coordinator will coordinate district-wide staff learning opportunities aligned to the CVUSD Vision and Learning Model: rigor, relevance, personalized, and social-emotional learning. This action is principally directed towards unduplicated students and is effective in increasing or improving services and academic outcomes for these students.

Reduce Middle School Class Size (Goal 3, Action 1)

Middle School principals will receive additional staffing ratios to reduce class sizes and allow teachers an opportunity to provide greater individualized student attention and interaction to close the achievement gap for EL, Foster Youth, and low-income students. Smaller class sizes provide greater opportunities for differentiated instruction and reduce distractions, leading to improved academic and behavioral student outcomes.

Reduce Transitional Kindergarten (TK)- Grade 3 Class Size (Goal 3, Action 4)

Elementary principals will receive additional staffing allocations in grades TK-3 to reduce class sizes and allow teachers an opportunity to provide greater individualized student attention and interaction to close the achievement gap for EL, Foster Youth, and low-income students. Smaller class sizes provide greater opportunities for differentiated instruction and reduce distractions, leading to improved academic and behavioral student outcomes.

Site Supplemental Concentration Funding (Goal 3, Action 5)

Site principals will receive site Site-specific professional learning and intervention funds based on priority CCSS and CVUSD Modern Curriculum (WOW, SEL, Financial Empowerment, Presentation Literacy) primarily focused on increasing college and career preparation for EL, low income, foster youth, and students experiencing homelessness. Site-based allocations aligned to Goals 1-3 are internally monitored to ensure appropriate expenditures.

Supplemental Curriculum (Goal 3, Action 6)

Personalized student resources to augment core curriculum including ELA and mathematics diagnostics. Supplemental learning resources are intended to close achievement gaps for EL, low-income, foster youth, and students experiencing homelessness. These resources are principally directed to improving academic access for unduplicated count students.

Chief Technology Officer (CTO) (Goal 3, Action 10,12-14)

CTO to support and coordinate districtwide-wide instructional technology program for students including Help Desk, On-site Support, Network Services, Database application design, and Software support and training to improve student access to devices and instructional programs. These services are primarily directed towards unduplicated students and are effective in increasing access to online learning opportunities both at home and school. Consistent access to personal devices supports improved academic outcomes.

Professional Learning Cohorts (Goal 3, Action 15)

Classroom certificated staff will work in groups to learn and provide personalized learning opportunities for students represented within the unduplicated count. Professional learning for this group will center on competency-based learning to individualize student learning experience and increase opportunities for unduplicated count students to demonstrate mastery of standards.

Weekly Staff Collaboration Time (Goal 3, Action 16)

Site staff will collaborate to personalized instructional practices and improve student learning through data analysis and implementation of traditional and modern curriculums.

This action/service is principally directed towards unduplicated students and is effective in increasing or improving academic services for these students.

Primary Reading Assessment Software - Educational Software for Guiding Instruction (ESGI) (Goal 3, Action 17)

Certificated staff in Grades TK-2 will provide foundational reading assessments and instructional resources for transitional kindergarten (TK) through grade 2 that are aligned to common core state standards (CCSS), and that are designed to increase reading readiness for low-income and English learners in primary grades. These assessments allow staff to personalize instruction and student learning opportunities to increase success in English language arts.

Learning Management System - Empower Learning (Goal 3, Action 18)

Certificated staff will provide student learning plans using a technology platform allowing for personalization and the communication of objectives, timelines, progress tracking, and digital learning tools to support the academic growth of students primarily represented in the unduplicated count. The use of a learning management system allows for increased differentiation of instruction based on a student's current skill level. The systems allow for learning acceleration through self-paced plans and flexible ways for students to demonstrate mastery within a learning progression.

The increased and improved actions and services listed above are supported by the following research:

Linda Darling-Hammond, Lisa Flook, Channa Cook-Harvey, Brigid Barron & David Osher (2020) Implications for educational practice of the science of learning and development, *Applied Developmental Science*, 24:2, 97-140, DOI: 10.1080/10888691.2018.1537791

Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). Retrieved from: www.dualcapacity.org

Rounds, J., & Su, R. (2014). The nature and power of interests. *Current Directions in Psychological Science*, 23(2), 98–103. doi:10.1177/0963721414522812

Su, R., & Nye, C. D. (2017). Interests and person-environment fit: A new perspective on workforce readiness and success. In J. Burrus, K. D. Mattern, B. Naemi, & R. D.

Roberts (Eds.), *Building better students: Preparation for the workforce*. New York: Oxford University Press.

Holland, J. L. (1997). *Making vocational choices: A theory of vocational personalities and work environments* (3rd ed.). Odessa, FL: Psychological Assessment Resources.

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

Identified actions and services provided for unduplicated students will increase by 22.37% as compared to the services provided for all students in the 2021/2022 LCAP year. CVUSD will improve or increase services through a focus on data-driven systems that focus on unduplicated student outcomes. Actions and services such as access to career development, social-emotional learning, presentation literacy, 1:1 devices, academic diagnostics and software, professional learning, staffing, extend opportunities and supports beyond above the base services for 2021-2022.

Total Expenditures Table

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|-----------------|-------------------|--------------|---------------|-----------------|
| \$28,213,478.00 | \$1,476,869.00 | \$600,948.00 | \$966,929.60 | \$31,258,224.60 |

| Totals: | Total Personnel | Total Non-personnel |
|---------|-----------------|---------------------|
| Totals: | \$25,408,032.60 | \$5,850,192.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|---|--------------|-------------------|-------------|---------------|--------------|
| 1 | 1 | English Learners Foster Youth Low Income | Professional Learning Day | \$723,695.00 | | | | \$723,695.00 |
| 1 | 2 | English Learners Foster Youth Low Income | Professional Learning Day- January | \$723,695.00 | | | | \$723,695.00 |
| 1 | 3 | English Learners Foster Youth | Computer Science Magnet Principal | \$181,751.00 | | | | \$181,751.00 |
| 1 | 4 | English Learners Foster Youth Low Income | Site Visual and Performing Arts Funding | \$125,000.00 | | | | \$125,000.00 |
| 1 | 5 | English Learners Foster Youth Low Income | TEDx | \$200,000.00 | | | | \$200,000.00 |
| 1 | 6 | English Learners Foster Youth Low Income | World of Work | \$400,000.00 | | | | \$400,000.00 |
| 2 | 1 | English Learners Foster Youth Low Income | SEL Program Specialist with Behavior Analyst Certification | \$147,098.00 | | | | \$147,098.00 |
| 2 | 2 | English Learners Foster Youth Low Income | Insights to Behavior Online Training | \$45,000.00 | | | | \$45,000.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|---|----------------|-------------------|-------------|---------------|----------------|
| 2 | 3 | English Learners Foster Youth Low Income | Additional Site Assistant Principal | \$147,150.00 | | | | \$147,150.00 |
| 2 | 4 | English Learners Foster Youth Low Income | Additional Site Assistant Principal | \$131,105.00 | | | | \$131,105.00 |
| 2 | 5 | English Learners Foster Youth Low Income | Additional Site Assistant Principal | \$219,554.00 | | | | \$219,554.00 |
| 2 | 6 | English Learners Foster Youth Low Income | Office Assistant Staffing Increase | \$244,850.00 | | | | \$244,850.00 |
| 2 | 7 | English Learners Foster Youth Low Income | Office Assistant Staffing Increase | \$17,737.00 | | | | \$17,737.00 |
| 2 | 8 | English Learners Foster Youth Low Income | MS Campus Safety Assistant | \$50,698.00 | | | | \$50,698.00 |
| 2 | 9 | | Raptor- Site Safety System | \$15,400.00 | | | | \$15,400.00 |
| 2 | 10 | All | Bus Zonar- Transportation Safety System | \$18,624.00 | | | | \$18,624.00 |
| 2 | 11 | All | StopFinder- Transportation Family Notification System | \$2,296.00 | | | | \$2,296.00 |
| 2 | 12 | All | District Security & Safety Coordinator | \$240,000.00 | | | | \$240,000.00 |
| 2 | 13 | All | Improve/Maintain Facilities | \$2,000,000.00 | | | | \$2,000,000.00 |
| 2 | 14 | All | Custodial Services | \$268,721.00 | | | | \$268,721.00 |
| 2 | 15 | All | Grounds Services | \$165,567.00 | | | | \$165,567.00 |
| 2 | 16 | All | Custodial Services | \$156,902.00 | | | | \$156,902.00 |
| 2 | 17 | English Learners Foster Youth Low Income | Psychologist | \$1,171,268.00 | | | | \$1,171,268.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|---|----------------|-------------------|-------------|---------------|----------------|
| 2 | 18 | English Learners Foster Youth Low Income | Counseling Services | \$2,392,692.00 | | | | \$2,392,692.00 |
| 2 | 19 | All | CPR Training | \$40,000.00 | | | | \$40,000.00 |
| 2 | 20 | English Learners Foster Youth | Coordinator II- Professional Learning | \$152,768.00 | | | | \$152,768.00 |
| 2 | 21 | English Learners Foster Youth Low Income | District Translation Services | \$271,728.00 | | | | \$271,728.00 |
| 2 | 22 | English Learners Foster Youth Low Income | Family and Community Engagement Supervisor | \$105,150.00 | | | | \$105,150.00 |
| 2 | 23 | English Learners Foster Youth Low Income | District Homeless and Foster Youth Liaison | \$11,571.00 | | | | \$11,571.00 |
| 2 | 24 | English Learners Foster Youth Low Income | Gallup Student, Staff, and Parent Engagement Surveys | \$32,500.00 | | | | \$32,500.00 |
| 2 | 25 | English Learners Foster Youth Low Income | Parent Literacy & University Classes: Provide babysitting (Title I) | | | | \$259.60 | \$259.60 |
| 2 | 26 | English Learners Foster Youth Low Income | Parent Education Printing Costs (Title I) | | | | | \$0.00 |
| 2 | 27 | English Learners Foster Youth Low Income | Homeless Student Supports (Title I) | | | | \$148,173.00 | \$148,173.00 |
| 2 | 28 | English Learners Foster Youth Low Income | Transportation Foster Youth | | | | \$7,253.00 | \$7,253.00 |
| 2 | 29 | Low Income | El Cajon Collaborative: Family connections to community resources (Title I) | | | | \$25,000.00 | \$25,000.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|---|----------------|-------------------|--------------|---------------|----------------|
| 2 | 30 | English Learners Foster Youth Low Income | BTSA: Beginning year teacher supports | | | | \$123,395.00 | \$123,395.00 |
| 2 | 31 | English Learners Foster Youth Low Income | Added Teacher Authorizations: Preschool & SPED (Title II) | | | | | |
| 2 | 32 | English Learners Foster Youth Low Income | Family and Community Liaisons (Title I) | | | | \$283,023.00 | \$283,023.00 |
| 2 | 33 | English Learners Foster Youth Low Income | Middle School Campus Safety Leads (Title IV) | | | | \$194,402.00 | \$194,402.00 |
| 2 | 34 | English Learners Foster Youth Low Income | FACE (Cal New) | | | \$600,948.00 | | \$600,948.00 |
| 3 | 1 | English Learners Foster Youth Low Income | Reduce MS Class Size | \$646,727.00 | | | | \$646,727.00 |
| 3 | 2 | | Reduce SDC Class Size | \$834,100.00 | | | | \$834,100.00 |
| 3 | 3 | Students with Disabilities | Reduce SDC Class Size | \$1,287,851.00 | | | | \$1,287,851.00 |
| 3 | 4 | English Learners Foster Youth Low Income | Reduce TK-3 Class Size | \$7,153,144.00 | | | | \$7,153,144.00 |
| 3 | 5 | English Learners Foster Youth Low Income | Site Supplemental Concentration Funding | \$2,214,033.00 | | | | \$2,214,033.00 |
| 3 | 6 | English Learners Foster Youth Low Income | Supplemental Curriculum | \$750,000.00 | | | | \$750,000.00 |
| 3 | 7 | All | IT Bench Technician | \$97,440.00 | | | | \$97,440.00 |
| 3 | 8 | English Learners Foster Youth Low Income | EL & FACE Director | \$107,515.00 | | | | \$107,515.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|--|----------------|-------------------|-------------|---------------|----------------|
| 3 | 9 | All | Library Software/Librarian | \$30,000.00 | | | | \$30,000.00 |
| 3 | 10 | English Learners Foster Youth Low Income | Computer Service Technician | \$579,833.00 | | | | \$579,833.00 |
| 3 | 11 | All | Electronics Technician | \$122,420.00 | | | | \$122,420.00 |
| 3 | 12 | English Learners Foster Youth Low Income | Technology Replacement | \$150,000.00 | | | | \$150,000.00 |
| 3 | 13 | English Learners Foster Youth Low Income | Chief Technology Officer | \$313,670.00 | | | | \$313,670.00 |
| 3 | 14 | English Learners Foster Youth Low Income | Software/Database Specialist | \$107,651.00 | | | | \$107,651.00 |
| 3 | 15 | English Learners Foster Youth Low Income | Professional Learning Cohorts | \$100,000.00 | | | | \$100,000.00 |
| 3 | 16 | English Learners Foster Youth Low Income | Weekly Staff Collaboration Time | \$2,990,636.00 | | | | \$2,990,636.00 |
| 3 | 17 | English Learners Foster Youth Low Income | Primary Reading Assessment Software- ESGI | \$24,464.00 | | | | \$24,464.00 |
| 3 | 18 | English Learners Foster Youth Low Income | Learning Management System- Empower | \$130,000.00 | | | | \$130,000.00 |
| 3 | 19 | English Learners Foster Youth Low Income | Coordinator II- Data and Assessment | \$171,474.00 | | | | \$171,474.00 |
| 3 | 20 | English Learners | English Language Development Assistants (Title III) | | | | \$121,224.00 | \$121,224.00 |
| 3 | 21 | English Learners | English Language Acquisition Tutoring (Title III) | | | | | |
| 3 | 22 | English Learners | GLAD Training ((Title III) | | | | \$64,200.00 | \$64,200.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|---|------------|-------------------|-------------|---------------|----------------|
| 3 | 23 | English Learners Foster Youth Low Income | Instruction and tutoring outside the school day and calendar. (ELO) | | \$1,476,869.00 | | | \$1,476,869.00 |

Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|--------------------------|------------------|-----------------|
| Total: | \$22,934,157.00 | \$25,978,903.60 |
| LEA-wide Total: | \$22,530,094.00 | \$25,380,438.60 |
| Limited Total: | \$0.00 | \$0.00 |
| Schoolwide Total: | \$404,063.00 | \$598,465.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|--|------------|--|--------------------------------------|--------------|--------------|
| 1 | 1 | Professional Learning Day | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$723,695.00 | \$723,695.00 |
| 1 | 2 | Professional Learning Day- January | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$723,695.00 | \$723,695.00 |
| 1 | 3 | Computer Science Magnet Principal | Schoolwide | English Learners Foster Youth | Specific Schools: Rios Elementary | \$181,751.00 | \$181,751.00 |
| 1 | 4 | Site Visual and Performing Arts Funding | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$125,000.00 | \$125,000.00 |
| 1 | 5 | TEDx | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$200,000.00 | \$200,000.00 |
| 1 | 6 | World of Work | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$400,000.00 | \$400,000.00 |
| 2 | 1 | SEL Program Specialist with Behavior Analyst Certification | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$147,098.00 | \$147,098.00 |
| 2 | 2 | Insights to Behavior Online Training | LEA-wide | English Learners | All Schools | \$45,000.00 | \$45,000.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|--|------------|--|--|----------------|----------------|
| | | | | Foster Youth Low Income | | | |
| 2 | 3 | Additional Site Assistant Principal | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Cajon Valley and Montgomery Middle Schools | \$147,150.00 | \$147,150.00 |
| 2 | 4 | Additional Site Assistant Principal | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Naranca Elementary | \$131,105.00 | \$131,105.00 |
| 2 | 5 | Additional Site Assistant Principal | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Flying Hills School of Arts | \$219,554.00 | \$219,554.00 |
| 2 | 6 | Office Assistant Staffing Increase | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$244,850.00 | \$244,850.00 |
| 2 | 7 | Office Assistant Staffing Increase | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$17,737.00 | \$17,737.00 |
| 2 | 8 | MS Campus Safety Assistant | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Cajon Valley Middle School, Emerald Middle School, Greenfield Middle School, Hillsdale Middle School, Los Coches Creek Middle School, Montgomery Middle School | \$50,698.00 | \$50,698.00 |
| 2 | 17 | Psychologist | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,171,268.00 | \$1,171,268.00 |
| 2 | 18 | Counseling Services | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$2,392,692.00 | \$2,392,692.00 |
| 2 | 20 | Coordinator II- Professional Learning | LEA-wide | English Learners | All Schools | \$152,768.00 | \$152,768.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|---|----------|--|-------------|--------------|--------------|
| | | | | Foster Youth | | | |
| 2 | 21 | District Translation Services | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$271,728.00 | \$271,728.00 |
| 2 | 22 | Family and Community Engagement Supervisor | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$105,150.00 | \$105,150.00 |
| 2 | 23 | District Homeless and Foster Youth Liaison | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$11,571.00 | \$11,571.00 |
| 2 | 24 | Gallup Student, Staff, and Parent Engagement Surveys | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$32,500.00 | \$32,500.00 |
| 2 | 25 | Parent Literacy & University Classes: Provide babysitting (Title I) | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$259.60 |
| 2 | 26 | Parent Education Printing Costs (Title I) | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$0.00 |
| 2 | 27 | Homeless Student Supports (Title I) | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$148,173.00 |
| 2 | 28 | Transportation Foster Youth | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$7,253.00 |
| 2 | 29 | El Cajon Collaborative: Family connections to community resources (Title I) | LEA-wide | Low Income | All Schools | | \$25,000.00 |
| 2 | 30 | BTSA: Beginning year teacher supports | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$123,395.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|---|------------|--|--|----------------|----------------|
| 2 | 31 | Added Teacher Authorizations: Preschool & SPED (Title II) | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 2 | 32 | Family and Community Liaisons (Title I) | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$283,023.00 |
| 2 | 33 | Middle School Campus Safety Leads (Title IV) | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Cajon Valley Middle School, Emerald Middle School, Greenfield Middle School, Hillsdale Middle School, Los Coches Creek Middle School, Montgomery Middle School. | | \$194,402.00 |
| 2 | 34 | FACE (Cal New) | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$600,948.00 |
| 3 | 1 | Reduce MS Class Size | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$646,727.00 | \$646,727.00 |
| 3 | 4 | Reduce TK-3 Class Size | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Anza; Avocado; Blossom Valley; Chase; Crest; Flying Hills; Fuerte; Jamacha; Johnson; Lexington; Madison; Magnolia; Meridian; Naranca; Rancho San Diego; Rios; Vista Grande; W.D. Hall TK-3 | \$7,153,144.00 | \$7,153,144.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|---|------------|--|--|----------------|----------------|
| 3 | 5 | Site Supplemental Concentration Funding | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$2,214,033.00 | \$2,214,033.00 |
| 3 | 6 | Supplemental Curriculum | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$750,000.00 | \$750,000.00 |
| 3 | 8 | EL & FACE Director | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$107,515.00 | \$107,515.00 |
| 3 | 10 | Computer Service Technician | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$579,833.00 | \$579,833.00 |
| 3 | 12 | Technology Replacement | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$150,000.00 | \$150,000.00 |
| 3 | 13 | Chief Technology Officer | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$313,670.00 | \$313,670.00 |
| 3 | 14 | Software/Database Specialist | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$107,651.00 | \$107,651.00 |
| 3 | 15 | Professional Learning Cohorts | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$100,000.00 | \$100,000.00 |
| 3 | 16 | Weekly Staff Collaboration Time | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$2,990,636.00 | \$2,990,636.00 |
| 3 | 17 | Primary Reading Assessment Software- ESGI | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Anza; Avocado; Blossom Valley; CV Home School; Chase; Crest; Flying Hills; Fuerte; Jamacha; Johnson; Lexington; Madison; | \$24,464.00 | \$24,464.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|---|----------|--|---|--------------|----------------|
| | | | | | Magnolia; Meridian; Naranca; Rancho San Diego; Rios; Vista Grande; W.D. Hall TK-3 | | |
| 3 | 18 | Learning Management System-Empower | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$130,000.00 | \$130,000.00 |
| 3 | 19 | Coordinator II- Data and Assessment | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$171,474.00 | \$171,474.00 |
| 3 | 20 | English Language Development Assistants (Title III) | LEA-wide | English Learners | All Schools | | \$121,224.00 |
| 3 | 21 | English Language Acquisition Tutoring (Title III) | LEA-wide | English Learners | All Schools | | |
| 3 | 22 | GLAD Training ((Title III) | LEA-wide | English Learners | All Schools | | \$64,200.00 |
| 3 | 23 | Instruction and tutoring outside the school day and calendar. (ELO) | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$1,476,869.00 |

Annual Update Table Year 1 [2021-22]

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

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures | Total Estimated Actual Expenditures |
|--------------------|----------------------|----------------------------|--|--|-------------------------------------|
| | | | | | |
| | | | Totals: | Planned Expenditure Total | Estimated Actual Total |
| | | | Totals: | | |

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

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

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective 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 2021–22 . | Enter information in this box when completing the LCAP for 2021–22 . | Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then. | Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then. | Enter information in this box when completing the LCAP for 2021–22 . |

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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 charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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.