



2023-24 LCAP Goals and Services

GOAL

1

Guarantee all students are eligible and ready for college and career upon graduation.

1.1	Certificated Assignments The Personnel Department will continue to hire fully credentialed teachers and appropriately assign them to their respective teaching assignments. The Personnel and Educational Services Departments will train site administrators on teacher credentialing, teacher assignments, and master schedule to ensure that teachers are appropriately assigned. The Personnel and Educational Services Departments will monitor master schedules and assignments throughout the year to ensure teaching staff placement and certificated management to provide subject matter expertise for all students. (Base)	\$84,658,181.00	All Students
1.2	Strategic Guidance Program All sites will continue implementing guidance programs for Covina-Valley students, including yearly monitoring of outcomes for all students K-12. Students in K-12 will receive comprehensive counseling services. Students in grades 9-12 create 4-year plans. Counselors will scaffold support to students in need and align appropriate resources for families. All students will make progress towards college and career goals. (Base)	\$2,192,809.00	All Students
1.3	College and Career Pathways The District will employ CTE teachers who will implement and refine College and Career Pathways, including but not limited to Computer Science, Animation and Gaming, Hospitality, Business, Culinary, Arts, Media Entertainment, Agriculture, Medical Careers, and Engineering for all students in grades 6-12. Students will enroll in multi-year pathways to prepare for transition and success in life beyond the 12th-grade year. (Repeated Expenditure 1.1)	\$0.00	All Students 6-12 (Secondary)
1.4	College and Career Readiness In grades 9-12, the counseling and administrative teams will implement a comprehensive K-12 college and career readiness platform for EL, Foster Youth, and Low-Income students that enables self-discovery, career exploration, academic planning, and college preparation to increase student completion of A-G course requirements and career pathways. Unduplicated students will meet with counselors to utilize the platform and plan for their future.	\$31,000.00	English Learners Foster Youth Low Income

	(4411)		
1.5	<p>AVID - Advancement Via Individual Determination All teachers will prepare Low-Income students for college using AVID strategies. Elementary AVID schools will implement school site programs, and secondary schools will implement core AVID elective classes and expand AVID strategies school-wide. Low-Income students will learn WICOR strategies to increase their organizational skills for higher education and college entry access. Students will learn AVID practices and proven methodologies to improve student achievement. Students will also receive AVID tutoring to support their academic studies within the school day to increase student achievement.</p> <p>(4401)</p>	\$1,211,221.00	Low Income
1.6	<p>Student Participation for Low-Income Students The Pre-Advanced Placement program will be taught by ELA, math, and science teachers to increase Low-Income students' participation and completion of all coursework and programs necessary for success in college and careers. Program access and materials will be provided to all Low-Income students in grades 9 and 10 to prepare students for Advanced Placement courses. Student progress will be monitored through increased parent education and counselor meetings to identify necessary interventions.</p> <p>(4404)</p>	\$60,000.00	Low Income
1.7	<p>College Readiness Exams The District will prepare students for college entry examinations by administering the PSAT 8/9, PSAT, and SAT free of charge within the school day for students in grades 8-12 and offer AP/IB waivers in grades 9-12 to Low-Income, English Learners, and Foster Youth.</p> <p>(4406)</p>	\$200,000.00	English Learners Foster Youth Low Income
1.8	<p>College and Career Counseling for Foster Youth/English Language Learners/Low-Income Students Counselors will provide a comprehensive counseling program for Foster Youth, English Learners, and Low-Income students at the secondary levels. Counselors will assist students with meeting A-G and graduation coursework, securing fee waivers, financial aid, etc. Increased counseling services, including four-year college and career planning, instructional support, and social-emotional support, will ensure student success.</p> <p>The program will support graduation status and college and career readiness beyond high school.</p> <p>(4407)</p>	\$542,281.00	English Learners Foster Youth Low Income

1.9	College Readiness Supports through EL Leadership Site administration and lead EL teachers will expand leadership opportunities and voice for English Learners through English Language Learners Leading programs that help educate parents and students regarding taking an active role in learning about school programs and college and careers. Enrichment activities such as a student EL leadership team will be implemented to support students in working with teachers to identify and meet the needs of EL students. (4408)	\$5,000.00	English Learners
1.10	College Preparation and Curriculum The secondary department teams will identify, purchase, and implement new ELA/AP/IB instructional materials and supplements for Low-Income students aligned to the revised AP, IB, and EAP/SBAC assessments to increase coursework achievement and high-stakes testing. (4411)	\$19,999.00	Low Income
1.11	College Readiness Staffing The District will increase course offerings and sections in CTE courses to prepare students for college and a career by targeting our English Learners, Foster Youth, and Socioeconomically Disadvantaged students at middle and high schools. The District will continue to offer the new courses implemented in prior years. The District will increase course offerings, including Computer Science courses (Advanced Placement) and increased CTE courses such as Administration of Justice, Education, Electrician, Welding, and Agriculture that meet the A-G requirements for unduplicated students. Courses will be in addition to the base curriculum at school sites. (4412)	\$2,165,682.00	English Learners Foster Youth Low Income
1.12	21st Century Educational Leadership Site leadership will create 21st Century learning opportunities focused on Creativity, Collaboration, Critical Thinking, and Communication at all grade levels for unduplicated students by increasing professional development, providing related instructional materials, and administering assessments aligned to the 4Cs. (4413)	\$50,000.00	English Learners Foster Youth Low Income
1.13	College and Community Partnership High School counselors will develop, implement, and expand College and Community partnerships to prepare English Learners, Low-Income and Foster Youth students for college and careers. Summer REACH opportunities will be provided for unduplicated students, including participating in a business summer camp at the University of LaVerne. Counselors will recruit students based on interest in the business sector, focusing on unduplicated students. (4414)	\$5,000.00	English Learners Foster Youth Low Income

1.14	Assessment and Progress Monitoring of Unduplicated Students Site Instructional Leadership Teams will create a comprehensive assessment and data analysis system to close the achievement gap for Low-Income, Foster Youth, and English Learners. This includes clearly identifying long-term English Learners and identifying targets for reclassification. The assessment cycles will determine the appropriate interventions in the classroom. (4415)	\$5,000.00	English Learners Foster Youth Low Income
1.15	Professional Learning Communities Unduplicated students will receive targeted instruction based on individualized needs through the Professional Learning Community (PLC) process. The site administration and PLC leaders will implement effective PLC and Achievement Teams to focus instruction and use data analysis to ensure unduplicated students perform at or above standards. They will identify research-based strategies to support unduplicated students who need additional support, close the achievement gap, enrich learning, and continuously improve instructional practices for unduplicated students. Stipends positions for PLC leads, Engagement, and Enrichment. (4416)	\$1,024,337.00	English Learners Foster Youth Low Income
1.16	Non-certificated Classified Support Staffing Non-certificated classified staffing will be employed by the District to guarantee all students are eligible and ready for college and career upon graduation, implement innovative, research-based programs and practices to ensure the highest level of achievement for all students, and create a program of engagement that fosters innovative, positive environments within and outside the classroom to connect students to school and learning. The support staff will directly work with all students and families. (Base)	\$9,735,336.00	All Students

GOAL

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Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.

2.1	Transitional Kindergarten (Repeated Expenditure 2.6) The District will continue the implementation of Transitional Kindergarten at all elementary schools to provide early intervention for students. Elementary site Transitional Kindergarten teachers will provide instruction and enrichment to students that fall within the Transitional Kindergarten window to support English Learners with early language acquisition and provide an instructional foundation for Low-Income and Foster Youth to increase the success of all three populations in their transition to school.	\$0.00	English Learners Foster Youth Low Income
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	(Repeated Expenditure 2.6)		
2.2	<p>Goalbook Pathways Administrators and teachers will implement Universal Design for Learning through Goalbook Pathways, a web-based program that provides teachers with standards-aligned resources to support students at all levels. The program provides teachers with assessments at multiple levels of rigor, differentiated activities, graphic organizers, and engaging real-world mini-projects to increase student achievement in mathematics and language arts. Teachers will use Goalbook strategies to enhance and engage all students in daily instruction.</p> <p>(General)</p>	\$68,276.00	All Students
2.3	<p>English Learner Support Services The District will support English Learners by implementing C-VUSD's comprehensive Title III plan staffed by a credentialed Teacher on Special Assignment. The teacher will work with colleagues to increase English Learner proficiency, A-G coursework completion and deepen the implementation of the ELA/ELD standards and frameworks by providing professional development, participating in learning walks, implementing the newly developed OPTEL (Observational Protocol for Teachers of English Learners), increasing parent education and communication, and developing a comprehensive Response to Intervention (RTI) program (with interventions before and during the school day as well as during the summer) for EL students at all levels.</p> <p>(General)</p>	\$91,102.00	English Learners
2.4	<p>21st Century Technology Integration-Staff</p> <p>The District will increase teachers' use of college and career technology programs, such as APEX, Illuminate DnA, i-Ready, Coding, and ALEKS, by providing laptops for teachers providing professional development on technology integration unduplicated students. Technology integration will enhance the access to content and supports for EL, Foster Youth, and Low-Income students through teacher support and instruction. Teachers' skills and knowledge will be utilized to support student 1:1 device success and increase access to content.</p> <p>(2201)</p>	\$300,000.00	English Learners Foster Youth Low Income
2.5	<p>Technology and Assessment Training The District will provide dedicated personnel to conduct training on the use of technology to accelerate learning for unduplicated students. Technology platforms will increase access and engagement for unduplicated students through the strategic use of engaging programs. Teachers will be trained to become Google Certified Educators, Coding, and Microsoft Educator Specialist. These skills will support instruction and increase access to content for unduplicated students.</p>	\$143,342.00	English Learners Foster Youth Low Income

	(2203)		
2.6	Reading Aides and Reading Instruction Support Teachers will increase small group reading instruction and intervention for transitional kindergarten, kindergarten, and first-grade students with the use of transitional kindergarten instructional aides, professional development (for teachers and aides TK-3), and increase kindergarten readiness for Low-Income and English Learner students by offering intervention (Transitional Kindergarten) and intervention materials to ensure that students are reading at grade level in first and third grade. (2204)	\$1,914,486.00	English Learners Low Income
2.7	Writing Competency and Support 6-12 The District will increase the percentage of EL students successfully meeting or exceeding standards on the SBAC by providing EL students with writing and literacy structures to reduce gaps in their understanding. English teachers will instruct EL students on literacy and writing arguments to support claims in analyzing substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (2205)	\$24,382.00	English Learners
2.8	21st Century Technology Integration- Students Instructional Technology Actions: The district will maintain Low-Income students' access to and use of classroom technology devices (e.g., Chromebooks) for instructional purposes. The District will provide professional development on the effective use of instructional technology to all teachers of low-income students. Services: Low-Income students will receive instruction, including integrating current instructional technology devices to support their grade level proficiency. Low-income students will receive effective instruction, including integrating technology designed to support their grade level proficiency in content standards. (2206)	\$2,617,207.00	Low Income
2.9	Differentiated Instructional Strategies and Grouping (Repeated Expenditure 2.26) The District will offer differentiated instructional strategies and grouping targeted to improve unduplicated students' transition to 21st Century Learning. Unduplicated students will receive targeted 1:1 instruction and smaller grouping to improve reading achievement at grade level. Additional certificated staff will be employed to create smaller groupings to provide unduplicated students with increased instructional support during the school day. Teachers will provide additional student support, including but not limited to small group instruction and intervention. (Repeated Expenditure 2.26)	\$0.00	English Learners Foster Youth Low Income

2.10	Innovative Software The District will implement innovative software programs to accelerate learning for EL, Foster Youth, and Low-Income students, including but not limited to ALEKS, Renaissance Learning, i-Ready, Rosetta Stone, and APEX. Teachers will facilitate the programs, and teachers will monitor progress. Programs offer extended support and interventions for EL, Foster Youth, and Low-Income students. (2208)	\$1,070,120.00	English Learners Foster Youth Low Income
2.11	Critical Thinking and Creative Analysis The District will increase the critical thinking and creative analysis skills of English Learner students by expanding and enhancing programs such as Thinking Maps (graphic organizers linked to 8 specific brain processes) as a pathway to proficiency in all content areas. Teachers will be trained in the practices and utilize the strategies in class to support the acquisition of content and language. (2209)	\$37,382.00	English Learners
2.12	21st Century Transition Using the Achievement Team protocol, teachers will participate in professional development and planning sessions for achievement cycles that monitor the progress of EL, Foster Youth, and Low-Income students. Students will receive targeted instruction based on needs determined from disaggregated data. Achievement cycles will be used to increase performance for unduplicated students. (2210)	\$551,114.00	English Learners Foster Youth Low Income
2.13	Professional Development Release Day The District will implement a district-wide professional development day for all teachers and counselors aligned with the LCAP goals. Targeted strategies will be developed for unduplicated students based on the strategic planning of best practices to address the specific site-determined needs of unduplicated students. Unduplicated students will receive instruction, interventions, and enrichment specifically designed to support their instructional needs as a result of this day. (2211)	\$400,000.00	English Learners Foster Youth Low Income
2.14	Professional Development for Support Staff (Classified) The District Educational Services Team will provide professional development to classified staff to support Low-Income, English Learners and Foster Youth. Professional development will include reading strategies, the Common Core State Standards, Thinking Maps, Google, AVID, Restorative Practices, Positive Behavior Support Intervention, and other programs to increase student engagement and achievement. (2212)	\$25,000.00	English Learners Foster Youth Low Income

2.15	Professional Learning Community Support The District will increase student engagement by implementing a comprehensive program using certificated staff to provide dedicated time for PLC team meetings at the elementary level. Providing PLC teams with dedicated time will support the learning of all unduplicated students using data to inform day-to-day instruction to increase student achievement. Unduplicated students will receive targeted interventions and enrichment based on data disaggregation. PLC teams will analyze data to determine if Low-Income, EL, and Foster Youth students are meeting standards, need intervention or acceleration, determine and plan appropriate intervention or acceleration, and implement and reassess learning to ensure students are continuously meeting or exceeding standards. (2213)	\$705,869.00	English Learners Foster Youth Low Income
2.16	Intervention and Acceleration Software (Repeated Expenditure 2.10) The District will provide the appropriate software to support unduplicated students (as noted in the expenditure table) and provide 24-hour access to standards-aligned intervention and acceleration opportunities. The software will be accessed through student devices to increase student achievement across all subject areas. (Repeated Expenditure 2.10)	\$0.00	English Learners Foster Youth Low Income
2.17	Targeted Math Interventions and Supports Using targeted training through the University of California, Irvine Math Project, teachers will develop standards-driven math lessons, CAASPP aligned assessments, and other instructional strategies to increase student achievement in mathematics for Foster Youth and Low-Income students. (2217)	\$112,953.00	Foster Youth Low Income
2.18	Summer Professional Development The Educational Services team will provide summer professional development for teachers on instruction and curriculum to increase achievement for EL, Foster Youth, and Low-Income students. Programs such as AP, IB, AVID, and UCI, will be offered. Expenditures will cover teacher salaries, supplies, and outside trainers. Resources are provided as part of the Educator Effectiveness Grant Grant Plan.	\$584,088.00	English Learners, Foster Youth, and Low-Income students
2.19	New Teachers Materials (Repeated Expenditure Goal 3.3) Site principals will provide new teachers support, mentoring, professional development, and materials and supplies to increase classroom engagement for unduplicated students.	\$0.00	Unduplicated Students
2.20	Tier III Intervention The Educational Services team will develop and implement a comprehensive Response to Intervention program to close the achievement gap. The RTI program will be implemented and monitored at each site for Low-Income and Foster Youth targeting Tier	\$75,000.00	Foster Youth

	<p>1 (teachers use an assessment and monitoring system to inform instruction, identify "at-risk" students, and provide targeted interventions for achievement and access), Tier II (immediate remediation with credit recovery or parallel class to support low-income and Foster Youth success in core subjects) and Tier III (intensive daily intervention core replacement such as math and English language arts courses for students significantly below grade level).</p> <p>(2225)</p>		Low Income
2.21	<p>Extended hours, school tutoring, intervention Teaching staff will provide after-school tutoring and homework support to Low-Income, Foster Youth, and English Learner students to increase academic achievement in core and elective courses.</p> <p>(2226/Title I)</p>	\$284,500.00	English Learners Foster Youth Low Income
2.22	<p>Dual Language The District will provide elementary Dual Language staff, materials, and professional development to support the expansion of Dual Language programs for English learners. Dual Language instruction will increase access to fluency in multiple languages.</p> <p>(2228)</p>	\$2,800,262.00	English Learners
2.23	<p>English Language Development Teacher On Special Assignment (TOSA) The District will provide additional support for English Learners by implementing the Universal Design for Learning program. EL support specialists will provide additional coaching, training, parent education, and individual support and assessment services. Services to be provided by the EL team and school site.</p> <p>(2229/Title III)</p>	\$205,635.00	English Learners
2.24	<p>Next Generation Science Standards Transition and Support Teachers will design and implement an NGSS transition plan that engages English Learner students and explores connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, Engineering Design, and the core program. English Learners will receive academic vocabulary and enrichment activities to increase language acquisition.</p> <p>(2239)</p>	\$121,000.00	English Learners
2.25	<p>Coding and Computer Science Integration All school sites will implement innovative and engaging college and career pathways in computer science. Unduplicated students will be instructed in coding methodologies to increase their engagement in schools and computer science pathways.</p> <p>(2240)</p>	\$50,000.00	English Learners Foster Youth Low Income

2.26	<p>Increased Instructional Minutes A standardized bell schedule has been created, guaranteeing all Low-Income, English Learners and Foster Youth have the same opportunity to learn at each site in the District and increase instructional minutes across the LEA above the minimum requirement by, on average, 1800 minutes. Increased minutes create an extra period in the day for grades 6-12. EL Students will receive additional elective and college prep courses in addition to their ELD period. Low-Income students will receive an extra college or career prep or intervention course. Additional minutes will guarantee site professional development modified days at every school. School sites will designate professional learning time for vertical and horizontal collaboration to disaggregate data for Low-Income and EL students to provide targeted interventions.</p> <p>(2250)</p>	\$5,310,739.00	<p>English Learners Foster Youth Low Income</p>
2.27	<p>Summer School Enrichment The District will provide access to additional summer school and enrichment offerings LEA-wide to increase intervention and enrichment opportunities for all unduplicated students across the district to improve grade-level performance.</p> <p>Resources for summer 2024 will be provided as part of the ESSER.</p>	\$751,279.00	<p>All Students</p>
2.28	<p>Focused Schools Instructional Leadership Using the Focused Schools framework to implement evidence-based strategies, teachers will conduct classroom walks to see successful strategies that meet the needs of unduplicated students. Students will receive tailored instruction based on the strategies observed. Supplies or materials needed to conduct specific instructional strategies will be provided to students.</p> <p>(2223)</p>	\$15,000.00	<p>English Learners Foster Youth Low Income</p>
2.29	<p>Covina-Valley Learning Options Academy - Additional Teachers and Counselor The District will improve and increase services for unduplicated students in Covina-Valley Learning Options Academy (C-VLOA) by providing additional teachers and a counselor to give unduplicated students instructional support through a virtual environment to meet diverse student needs. This online learning program provides an alternative setting for students with unique educational needs.</p> <p>(2251)</p>	\$860,759.00	<p>English Learners Foster Youth Low Income</p>
2.30	<p>Covina-Valley Learning Options Academy - Other Certificated and Classified Staff, PD, and Materials</p> <p>(Repeated Expenditure 1.1 and 1.16)</p> <p>The District will employ certificated staff (Repeated Expenditure 1.1) and support staff (Repeated Expenditure 1.16) for the Covina-Valley Learning Options Academy (C-VLOA) and provide professional development, materials, and supplies to increase</p>	\$0.00	<p>All Students</p>

	engagement for virtual students. This online learning program provides an alternative setting for students with unique educational needs. (Base) (Repeated Expenditure 1.1 and 1.16)		
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GOAL

3

Create a school wide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school and learning.

3.1	Fully Credentialed Teachers Personnel will meet individually with all teachers who are not fully credentialed or appropriately assigned and create individual plans for each teacher to ensure they are fully credentialed and appropriately assigned. Teacher subject area expertise is essential in student success and acquisition of knowledge. (General)	\$132,439.00	All Students
3.2	Stem Declining Enrollment The District will stem declining enrollment through a comprehensive communication and marketing plan. The plan will target the surrounding community to attract and retain students to the Covina-Valley School District. (General)	\$392,105.00	All Students
3.3	High Quality Learning Environments - Materials The District leadership team will guarantee high-quality, effective learning environments, including staff, supplies, and services for all Covina-Valley employees and students to ensure their success across the LEA. (General)	\$68,190,717.00	All Students
3.4	High Quality Learning Environments - Facilities The District will guarantee high-quality, effective learning environments, including facilities. Facilities will be kept in good repair and provide a safe space for all employees and students. (General)	\$23,382,423.00	All Students
3.5	Mental Health Support The Student Services department will create positive climates at all campuses for all Foster Youth by providing mental health staff and fostering positive relationships through restorative practices. Staff will be trained to utilize restorative practice techniques when	\$200,000.00	Foster Youth

	<p>working with students to increase their school engagement and promote positive behavior.</p> <p>(3304)</p>		
3.6	<p>Saturday School and Extended School Day Interventions and Activities The District will continue to provide Saturday enrichment, educational opportunities, and extended day interventions to increase attendance and student engagement for Foster Youth, EL, and Low-Income students. Activities will provide extended academic support for unduplicated students resulting in increased achievement.</p> <p>(3306)</p>	\$150,000.00	<p>English Learners Foster Youth Low Income</p>
3.7	<p>Social Emotional and Behavior Support The District will provide additional social, emotional, and behavioral support for all unduplicated students in grades 6 - 12. The District will employ additional staff to meet with unduplicated students and guide them through the social and emotional challenges they face, ensuring their success at school.</p> <p>(3307)</p>	\$190,108.00	<p>English Learners Foster Youth Low Income</p>
3.8	<p>Increased Engagement in School The Student Services department will continue implementing our comprehensive attendance program and model SARB program to increase attendance and reduce suspensions/expulsions for Foster Youth and Low-Income students. Foster Youth and Low-Income students will receive attendance celebrations for increasing their attendance within the school year.</p> <p>(3308)</p>	\$8,500.00	<p>Foster Youth Low Income</p>
3.9	<p>Parent Education and Academies The District leadership team will provide parent education regarding academic programs, social media, safe use of technology, and support platforms. Low-Income students will receive a 1:1 device. Parent academies will help parents engage and monitor their students on these devices.</p> <p>(3309)</p>	\$123,186.00	<p>Low Income</p>
3.10	<p>Science Technology Engineering and Math The Educational Services team will implement Science, Technology, Engineering, and Math (STEM) courses for Foster Youth and Low-Income students that do not traditionally have access to these programs. Foster Youth and Low-Income students will receive STEM training to increase their access to future STEM careers. STEM will increase engagement in school and promote increased attendance and involvement of Foster Youth and low-income students.</p> <p>(3310)</p>	\$10,000.00	<p>Foster Youth Low Income</p>

3.11	College and Career Preparation - World Languages The District and secondary sites will prepare students for college and careers in a global society by providing them with the opportunity to acquire a second language. School sites will offer second language course offerings at all schools, grades 6-12. (Base)	\$2,172,193.00	All Students
3.12	Innovation Resources The district will identify and purchase materials to support EL, Foster Youth, and Low-Income K-12 students. Students will use resources to meet their academic needs. The district and school sites will provide new professional development in ELA/ELD, MTSS, Pre-AP, and collaboration release days (e.g., conferences, district, and site in services, collaboration sessions) for all instructional staff to support unduplicated students. Students will receive instruction and support from highly trained teachers, administrators, and classified instructional staff. Low-Income, EL, and Foster Youth students will receive extended day enrichment opportunities at their school sites. Each school will provide extended day enrichment opportunities for identified unduplicated students before or after school. (3313)	\$1,221,244.00	English Learners Foster Youth Low Income
3.13	International Baccalaureate The District will implement the International Baccalaureate (IB) diploma program to provide Low-Income students with the most rigorous educational opportunities. Low-Income students will receive increased rigor in coursework and a platform to attain college credit through IB examinations. Students will gain increased access and acceptance to prestigious colleges. (3314)	\$170,050.00	Low Income
3.14	Extra and Co-Curricular Engagement Activities The District will provide EL, Foster Youth, and Low-Income students with various extra and co-curricular engagement activities, including athletics, field trips, coding, foreign language, science, and art. These activities will increase engagement and participation in school. (3315)	\$220,000.00	English Learners Foster Youth Low Income
3.15	Arts Education and Enrichment The Educational Services Team will expand and maintain Visual and Performing Arts programs K-12, including elementary music for Low-Income students. The District will employ traveling teachers to conduct district-wide music and performing arts program to increase art exposure to Low-Income students in the district. (3316)	\$990,053.00	Low Income

3.16	<p>Career Technology Pathways The Educational Services department will develop, implement and expand career technical education pathways to provide English Learners, Low-Income, and Foster Youth students with access and the opportunity to participate in CTE pathways. Pathways will include Computer Science, Fine Arts and Media, Sports, Health, Occupation, Hospitality, Culinary, Business, and Fabrication. Pathways will increase trade-specific skills for unduplicated students resulting in increased opportunities for employment upon graduation. Courses are offered in addition to the traditional core instructional day.</p> <p>(3318)</p>	\$999,288.00	<p>English Learners Foster Youth Low Income</p>
3.17	<p>Partnerships and Expansion for CTE The Educational Services leadership team will support partnerships with CTE programs such as community-based businesses to expand CTE pathway courses for unduplicated students, increase CTE course access for EL, Foster Youth, and Low-Income students, and provide internships and work experience. Partnerships will increase the opportunity for students to be hired in a career of their choice upon graduation. Partnerships, internships, and work experience opportunities are in addition to the traditional core instructional day. Students will receive increased access to career opportunities.</p> <p>(3322)</p>	\$30,000.00	<p>English Learners Foster Youth Low Income</p>
3.18	<p>Mental Health and Well Being The Students Services department will provide dedicated mental health staffing to create a school-wide program of engagement for all unduplicated students that fosters innovative, positive environments within and outside of the classroom to connect students to school and learning. The District will employ District social workers and elementary counselors to assist unduplicated students LEA-wide.</p> <p>(3324) (California Community Schools Partnership Program: Implementation Grant)</p>	\$1,697,862.00	<p>English Learners Foster Youth Low Income</p>