

LCFF Budget Overview for Parents

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

CDS Code: 19-64436-6012447

School Year: 2023-24

LEA contact information:

Jonathan Blackmore, Ed.D.

Assistant Superintendent of Educational Services

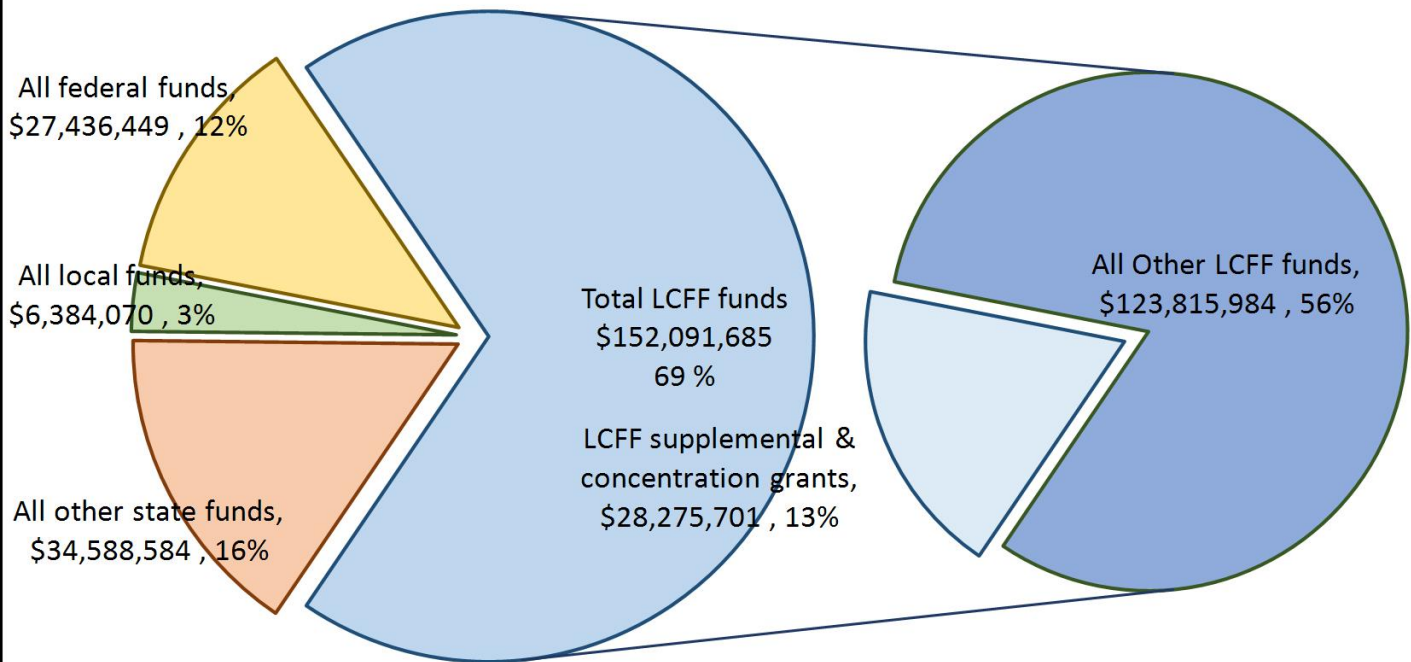
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source



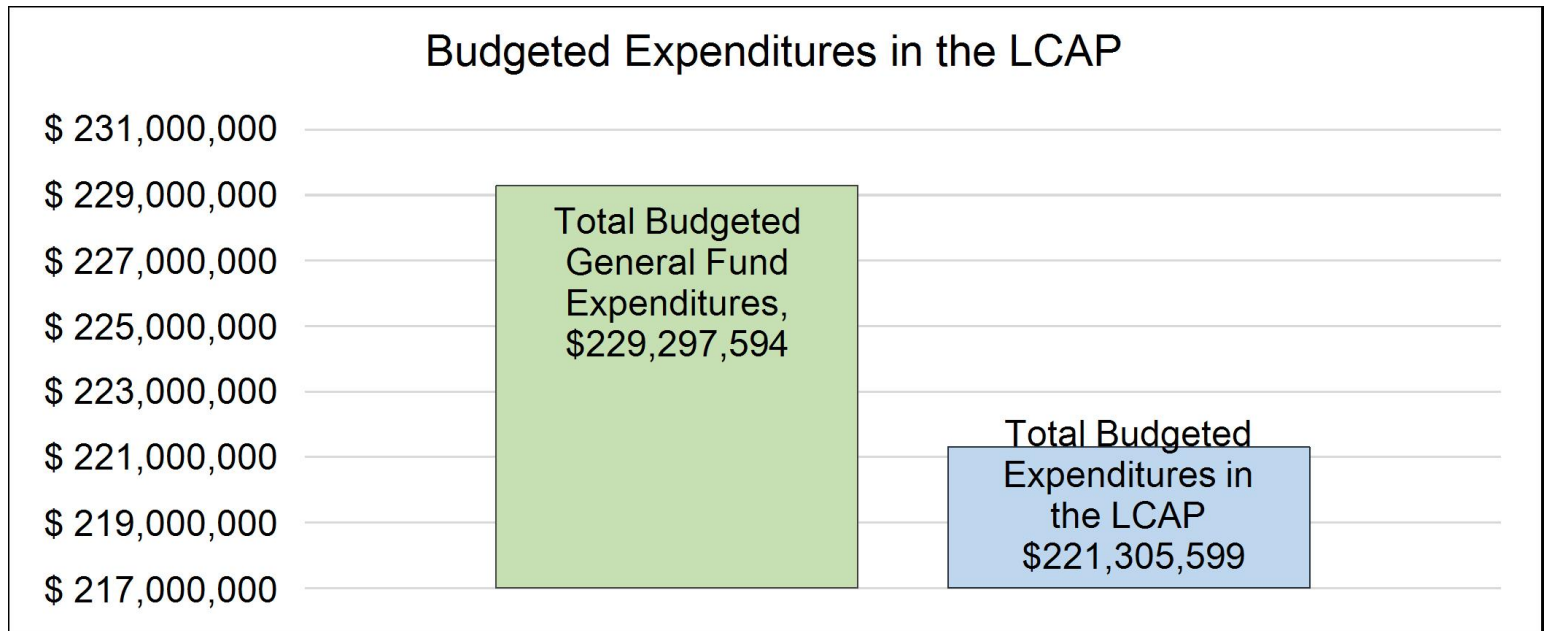
This chart shows the total general purpose revenue Covina-Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Covina-Valley Unified School District is \$220,500,788.00, of which \$152,091,685.00 is Local Control Funding Formula (LCFF),

\$34,588,584.00 is other state funds, \$6,384,070.00 is local funds, and \$27,436,449.00 is federal funds. Of the \$152,091,685.00 in LCFF Funds, \$28,275,701.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Covina-Valley Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Covina-Valley Unified School District plans to spend \$229,297,594.00 for the 2023-24 school year. Of that amount, \$221,305,599.00 is tied to actions/services in the LCAP and \$7,991,995.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

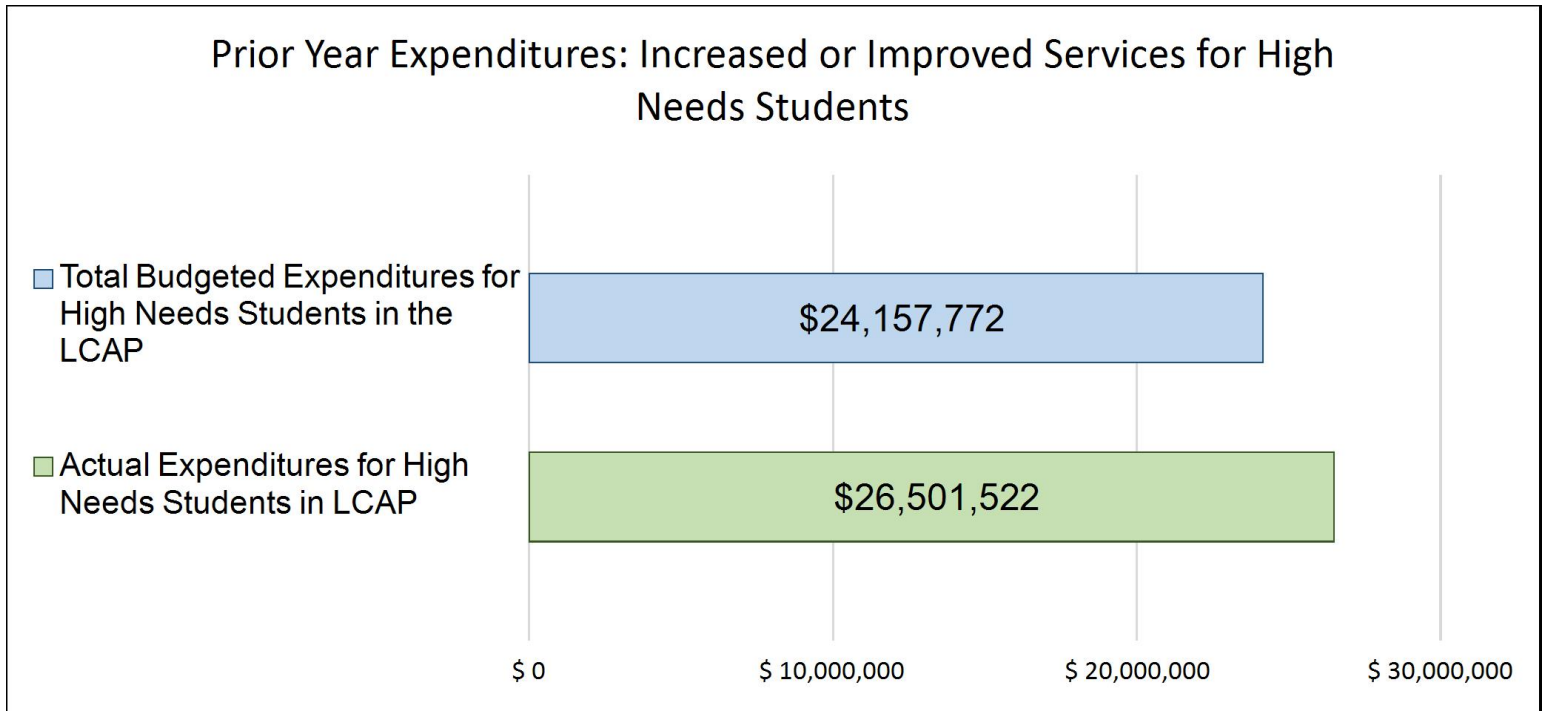
Covina-Valley Unified School District is the Administrative Unit for the SELPA, the District records all expenditures for the SELPA, tuition paid for students attending other district Special Education programs or county programs and payments made for long term debt for HVAC replacement units and Qualified Zone Academy Bonds (QZAB).

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Covina-Valley Unified School District is projecting it will receive \$28,275,701.00 based on the enrollment of foster youth, English learner, and low-income students. Covina-Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Covina-Valley Unified School District plans to spend \$28,954,561.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Covina-Valley Unified School District's LCAP budgeted \$24,157,772.00 for planned actions to increase or improve services for high needs students. Covina-Valley Unified School District actually spent \$26,501,522.00 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$(2,343,750) had the following impact on Covina-Valley Unified School District's ability to increase or improve services for high needs students:

In 2022-23, Covina-Valley Unified School District's LCAP budgeted \$24,157,772.00 for planned actions to increase or improve services for high needs students. Covina-Valley Unified School District actually spent 26,501,522.00 for actions to increase or improve services for high needs students in 2022-23.

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
Covina-Valley Unified School District	Jonathan Blackmore, Ed.D. Assistant Superintendent of Educational Services	jblackmore@c-vusd.org 626-974-7000

Plan Summary [2023-24]

General Information

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

The Covina-Valley Unified School District is located in the San Gabriel Valley, approximately 20 miles east of Los Angeles, California, and serves the communities of Covina, West Covina, Azusa, Glendora, San Dimas, and Irwindale. The school district serves approximately 11,130 students in transitional kindergarten through grade twelve. The current TK-12 student population is as follows: Hispanic (79.5%); Asian (7.5%); White (5.7%); Filipino (2.8%); African American (2.4%); and Other (2.1%). During the 2022-23 school year, special populations included: English Language Learners (10.24%), with 13.2% Reclassified Fluent English Proficient; Socioeconomically Disadvantaged students (69.30%) and Foster Youth (0.70%). Instructional programs are offered at nine elementary schools (TK-5), three middle schools (6-8), three comprehensive high schools (9-12), one alternative education high school, and one online learning academy. In addition, the Covina Children's Center serves preschool children and special education students ages 3-5. Adult education is offered through the Tri-Community Adult Education Program, and high school students may be concurrently enrolled in Adult Education courses for career technical and academic courses. The District has received wide acclaim for its innovative educational programs in various areas, such as its Computer Science programs and elementary dual-language programs. District and school-level distinctions include League of Innovative School Districts, California Distinguished Schools, California Gold Ribbon Schools, California Schools of Character, Advancement Via Individual Determination (AVID) National Demonstration School, Schools to Watch, and Title I Achievement schools. To maintain or increase enrollment and overall student achievement, the District has focused on increasing social-emotional learning and mental health services, fostering innovative programs and practices, increasing ELA and Math intervention, improving college eligibility and readiness, and improving facilities. All of which are reflected in the Local Control Accountability Plan goals.

Reflections: Successes

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

Throughout the past year, the Covina-Valley Unified School District has achieved several significant successes in implementing its Local Control and Accountability Plan. These successes include:

Excellent graduation rates and graduates meeting UC/CSU requirements: Graduation rates are another key indicator of our District's success. Continued implementation and expansion of innovative programs such as Career Technical Education (CTE) and Dual Language Immersion Programs, IB, Pre-AP, AP, and AVID, support students in completing high school successfully. Additionally, courses to increase college and career readiness for C-VUSD students have resulted in excellent graduates meeting UC/CSU requirements.

Increased social-emotional learning and mental health support services: Social-emotional learning (SEL) and mental health are critical components of a student's overall well-being and academic success. C-VUSD has implemented programs and initiatives to increase SEL and mental health support services for all students. The District has increased access to counseling services and social workers, created mental health awareness campaigns, and provided professional development opportunities for teachers to integrate SEL into their lessons. Additionally, the District opened a community Health and Wellness Center, promoting the overall health and well-being of students, staff, and families. The Health and Wellness Center is a hub for the District's social workers and the entire Health and Student Services Department, including a team of registered and licensed vocational nurses. Students and families can visit the Center and meet with one of the District's social workers, who can help them access resources such as gas cards, housing vouchers, transportation vouchers, and more. Students and families can also visit the Family Resource Room to receive a variety of necessities such as clothes, food, school supplies, and more.

Career Technical Education (CTE) Programs: CTE programs provide students with the knowledge and skills necessary to succeed in high-demand careers. The District offers 19 individual pathways with courses in agriculture, arts, media, and entertainment, building and construction trades, business and finance, education, child development and family services, engineering and architecture, health sciences and medical technology, information and communication technologies, manufacturing and public development, and public services. In addition, the District continues to have partnerships with local businesses or industry leaders that have helped to enhance the quality and relevance of the District's CTE programs. As a result, C-VUSD's CTE pathways positively impact student engagement, retention, and post-secondary success.

Continued access to technology: The District has worked to provide students with greater access to technology, including computers, tablets, and other devices. This has allowed for more personalized and engaging learning experiences and has helped to close the digital divide among students from different socioeconomic backgrounds. As a result, technology integration, innovative academic software, and one-to-one device implementation in TK-12 are thriving throughout the District, supporting 21st Century Skills.

Strengthened support for at-risk students: The District has implemented new programs and services to support at-risk students by providing academic and behavioral support based on their individual needs. This has resulted in greater support for these students. Programs and initiatives have been implemented to support at-risk students, such as restorative practices, tutoring programs, research-based interventions, and credit recovery options.

Teacher professional development: The District has invested in professional development opportunities for teachers, which has resulted in improved classroom instruction. Professional development on curriculum, programs, and student progress aims to ensure teachers are prepared to provide high-quality first instruction while adapting to meet the needs of their diverse student populations. In addition, teachers have been able to collaborate and learn from each other through implementing Professional Learning Communities and have gained new skills and strategies to support student learning.

Parent engagement: The District has made a concerted effort to engage parents and families in the education process, resulting in greater participation in parent-teacher conferences, school events, and other activities. The District has also launched new initiatives to promote parent involvement, such as family nights and parent education workshops.

Appropriately assigned teachers: Appropriately assigned teachers are crucial for ensuring students receive high-quality instruction in all subject areas. Assignment monitoring of teacher credentials and increased communication with teachers regarding their qualifications have been implemented to ensure appropriate teacher assignments.

Well-maintained facilities and innovative modernization: Providing students with a safe, clean, modern learning environment is crucial for promoting academic success and well-being. C-VUSD continues to maintain and modernize facilities with upgrades to technology infrastructure, installation of energy-efficient systems, and roofing projects.

Based on a review of performance on the state indicators and local performance indicators included on the California Dashboard, progress toward LCAP goals, local self-assessment tools, and educational partners' input, Covina-Valley is exceptionally proud of the following improvements and achievements:

According to DataQuest, C-VUSD's 2021-22 Four-Year Adjusted Cohort Graduation Rate (95.6%) is 5.2% higher than the Statewide Graduation Rate (90.4%). The graduation rate for English Learners (72.5%), Foster Youth (76.5%), Homeless Youth (96.8%), Students with Disabilities (84.9%), and Socioeconomically Disadvantaged students (95.2%) are all above the LA County rate.

C-VUSD has successfully increased the percentage of high school seniors who meet all the (a-g) requirements for admission to a University of California or California State University school (65.5%), 14.4% above the Statewide rate. The a-g rate for English Learners (40.4%), Foster Youth (46.2%), Homeless Youth (45.6%), Students with Disabilities (27.7%), and Socioeconomically Disadvantaged students (61.3%) are all above the LA County and Statewide rate.

According to the 2022 California School Dashboard, 52.2% of Covina-Valley's English Learners are making progress toward English language proficiency which is 1.9% above the state.

Covina-Valley also met conditions and climate standards, as evidenced on the 2022 Dashboard. C-VUSD had a low status (2.4%) on the suspension rate indicator, 0.7% below the State rate. In addition, local indicators for measuring the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean, and functional school facilities we also met. The

District has met the standard for parent and family engagement, and local climate survey data shows that 85.42% of students feel welcomed and respected when coming to school.

The actions and services outlined in Covina-Valley's 2023-24 LCAP will continue to build on the above successes and increase access to college and career coursework, enrichment activities, intervention strategies, and consistent support systems for all students. The achievements described above directly result from the goals, actions, and services that the District provides its students.

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.

A review of the Dashboard and local data has identified specific areas where the District needs to improve. These areas include low academic performance in certain subject areas, addressing performance gaps and academic engagement among certain student groups on Dashboard indicators, and other factors hindering student success. Indicators where overall performance was in the lowest performance categories for which Covina-Valley received a "Not Met" rating in any state indicator or for which performance for any student group was two or more performance levels below the "all-student" performance.

Chronic absenteeism is a major identified need for all Covina-Valley students, as it can significantly impact students' academic success, students' health, and overall well-being. Chronic absenteeism is defined as missing 10% or more of the school year, which equates to 18 days of school for most students. On the most recent California Dashboard, C-VUSD's chronic absenteeism status level is very high at 24%.

One step to reduce chronic absenteeism for all students is to address the root causes of absenteeism. There are many reasons why students may miss school, including illness, transportation issues, family obligations, and disengagement from school. By identifying the root causes of absenteeism and addressing them directly, C-VUSD schools will create a more supportive and engaging environment that encourages students to attend school regularly. Another key strategy for reducing chronic absenteeism is implementing targeted interventions for at-risk students. This includes mentoring programs, academic support services, counseling, and other resources that help students overcome the barriers to attendance. C-VUSD will also involve families in an effort to reduce absenteeism. This includes outreach that helps families understand the importance of attendance and provide support for addressing the root causes of absenteeism. Finally, the District will use data to track attendance patterns and identify areas for improvement. By regularly analyzing attendance data, the District and individual schools will identify trends and patterns that may indicate a need for targeted interventions or other strategies to improve attendance.

Another identified need is to reduce suspension rates for foster youth. Foster youth are a vulnerable population that face a range of challenges, including trauma, instability, and frequent changes in living situations. These challenges can make it difficult for foster youth to succeed academically and can also increase their risk of disciplinary action, including suspensions. While C-VUSD's "all-student" group suspension rate of 2.4% is at the low-status level, foster youth have an 8.3% suspension rate, placing them at the very-high status level.

To reduce suspension rates for foster youth, the Covina-Valley Unified School District will provide targeted support and interventions for

foster youth who are at risk of suspension. This will include counseling, mentorship, academic support, and other resources that help foster youth overcome their challenges. The District will also work to improve communication and collaboration between schools and the District Social Workers. This can help ensure that schools are aware of foster youth's unique needs and challenges and can provide appropriate support and accommodations. The District will also work to create a more positive and supportive school culture that promotes equity and social justice. This will include restorative practices, peer mediation programs, and other initiatives that promote positive relationships and conflict resolution skills. By providing targeted support and interventions, improving communication and collaboration, providing professional development and training, and creating a more positive and supportive school culture, the District will help to ensure that foster youth have the opportunity to succeed academically and thrive in school.

A third identified need is to increase graduation rates for English learners and foster youth. By increasing graduation rates for these populations, the District will promote equity and help ensure that all students have the opportunity to succeed. While "all-students" have a high-status level or 94.9% on the graduation rate Dashboard indicator, English learners and foster youth are at the low-status level with a 71.4% and 70% graduation rate, respectively.

One crucial step the District will take to increase graduation rates for English learners and foster youth is to provide targeted support and interventions. The District will help these students overcome their challenges and achieve academic success by providing targeted support and interventions. Targeted support and interventions for English learners will include language support services and training for teachers and staff. For foster youth, targeted support and interventions will consist of counseling, mentorship, academic support, and other resources that help foster youth overcome the challenges they face. Another essential step the District will take to increase graduation rates for English learners and foster youth is to provide access to rigorous and engaging coursework. This will include Advanced Placement (AP) courses, dual enrollment programs, and other opportunities that challenge and inspire students. By creating a more positive and supportive school culture, the District can ensure that all students have the opportunity to succeed academically and graduate.

One last identified need, determined with input from educational partners, is to increase English Language Arts and Mathematics performance for all C-VUSD students. Based on the 2022 student assessment results and California Dashboard measures, academic achievement continues to be an area of focus. Improving academic achievement in these core subject areas is critical for ensuring students have the knowledge and skills they need to succeed in college, career, and life.

To increase academic achievement in ELA and math, the District will take several steps. First, the District will provide targeted support and interventions for struggling students in these subject areas. This will include extra tutoring, small-group instruction, and other research-based interventions to help students overcome academic challenges. Second, the District will implement evidence-based instructional strategies and programs proven to improve academic achievement in ELA and math, including strategies such as differentiated instruction, project-based learning, and technology-based instruction. Third, the District will provide professional development and training for teachers and staff on effective instructional practices in ELA and math. This helps ensure that teachers have the skills and knowledge to provide high-quality instruction and support for all students. Lastly, the District will leverage data to inform instruction and monitor student progress in ELA and math. Including using formative assessments to identify student needs and adjust instruction accordingly and using data analysis tools to monitor student progress and make data-driven decisions about instructional strategies and interventions.

To address the areas of greatest need, Covina-Valley Unified will do the following:

- Increase counseling and social-emotional support services throughout the District.
- Expand the restorative practices program and multi-tiered system of support.
- Increase training of "Other Means of Correction" while focusing on school culture to increase positive behavior interventions for all students.
- Increase training on behavioral interventions district-wide
- Continue the work of the district-wide Instructional Leadership Teams to address achievement for all students.
- Partner with research-based professional training and support professionals for elementary and secondary teachers in math and English language arts (ELA) instruction.
- Offer additional electives and intervention at the secondary schools combined with the continued implementation of a seven-period day.
- Continuing to implement Goalbook Pathways, a combination of researched-based strategies, model exemplars, and training to design multiple pathways for all students to succeed.
- Implementing training for general and special education teachers in Universal Design for Learning (UDL) strategies which are instructional methods and tools teachers use to ensure that all students have an equal opportunity to learn.
- Continue implementing the co-teach model for students with disabilities, ensuring students with disabilities have access to grade-level content and standards in the least restrictive environment.
- Continue to monitor progress toward standards proficiency for students with disabilities using Aeries Analytics, DnA Assessments, i-Ready, ALEKS math, and other data measures.

LCAP Highlights

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

Integral feedback was provided from educational partners throughout the year and resulted in the continued focused commitment to the ongoing implementation of Covina-Valley Unified School District's LCAP goals:

1. Guarantee all students are eligible and ready for college and career upon graduation.
2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
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.

Goal 1 highlights include:

- Qualified teachers and support personnel in every classroom
- Counseling services
- Career Technological Education

- Increased course offerings and opportunities for students
- A-G college requirement preparation
- SAT/PSAT - College readiness testing
- Advancement Via Individual Determination (AVID)
- Pre-Advanced Placement, Advanced Placement (AP), and International Baccalaureate (IB) Programs
- Professional Learning Communities

Goal 1 of the LCAP is to ensure that all students are eligible and prepared for college and careers upon graduation. To reach this goal, C-VUSD provides opportunities for students to build and develop skills and knowledge for their futures. The District is committed to improving student achievement and preparing students for college and career success. Strategies to achieve this goal include providing rigorous academic programs, offering career and technical education opportunities, and supporting student transitions between grade levels.

Qualified teachers and support personnel in every classroom are essential to ensuring that students are eligible and prepared for college and careers upon graduation. Teachers who are highly trained and knowledgeable in their subject areas provide students with the rigorous coursework, critical thinking skills, and real-world experiences needed to succeed in higher education and the workforce. In addition to qualified teachers, counseling services are crucial in supporting students' needs and college and career readiness. School counselors guide and support students in areas such as academic planning, college admissions, and career exploration. Counselors provide academic support to students by offering individualized guidance and support in course selection, scheduling, and academic planning. This helps ensure that students take the courses they need to meet college and career requirements and are on track to graduate.

Career Technological Education (CTE) programs offer students hands-on experiences in various career fields and equip them with industry-specific skills that can lead to well-paying jobs upon graduation. CTE provides career-specific skills, industry certifications, hands-on experience, and career exploration opportunities. By participating in CTE programs, students gain the skills and knowledge they need to succeed in their chosen profession and be better prepared for the challenges of college and the workforce. Covina-Valley offers 19 complete career pathways.

Increasing course offerings and opportunities for students through a seven-period day, including A-G college requirement preparation, help guarantee that all students are eligible and ready for college and career upon graduation. In addition, by providing students with a broader range of courses and opportunities for exploration, schools help students develop the skills and knowledge to meet the requirements for admission to California State Universities and the University of California schools.

College readiness testing, such as SAT/PSAT, provides students with feedback on their academic strengths and weaknesses and an understanding of the skills needed to succeed in college-level coursework.

AVID and AP/IB programs help guarantee students are eligible and ready for college and careers upon graduation by providing rigorous coursework, college preparation resources, support and guidance, and promoting equity and access. The Advancement Via Individual Determination (AVID) program supports students in developing the necessary academic skills to succeed in rigorous coursework. AVID focuses on academic rigor, organizational skills, and critical thinking. Pre-Advanced Placement, Advanced Placement (AP), and International

Baccalaureate (IB) programs offer students the opportunity to take college-level courses while still in high school, earning college credits and demonstrating their readiness for higher education.

Finally, professional learning communities provide teachers and staff opportunities to collaborate, share best practices, and learn from one another. This collaboration ensures that all students receive high-quality instruction and support.

Goal 2 highlights include:

- Transitional Kindergarten
- English Language Development Teacher on Special Assignment and support team for English learners
- 1:1 technology and academic software
- Professional Development
- Targeted interventions and supports
- Dual Language Program and second language development
- Next Generation Science Standards support
- Increased instructional minutes
- Covina-Valley Learning Options Academy

Implementation of innovative, research-based programs and practices to ensure the highest level of achievement for all students is Covina-Valley's LCAP Goal #2. By implementing these programs and practices, C-VUSD seeks to provide an environment that fosters academic success and prepares all students for their future endeavors. The District is committed to ensuring that every student has the opportunity to achieve their highest potential and reach their goals.

Transitional Kindergarten is a crucial program that helps young learners develop essential social-emotional and academic skills to prepare them for success in Kindergarten and beyond. C-VUSD's Transitional Kindergarten program provides a nurturing and supportive learning environment for students and helps to close the achievement gap.

C-VUSD recognizes the importance of supporting English learners. Its English Language Development Teacher on Special Assignment and support team provide targeted instruction and resources to ensure all English learners can access and succeed in the general education curriculum. This support helps to close the achievement gap and prepare English learners for college and career opportunities.

The District's 1:1 technology program provides every student with a device, ensuring access to online programs and resources. With academic software such as i-Ready and ALEKS, students have access to high-quality, research-based programs that supplement classroom instruction and provide targeted support for struggling learners.

Covina-Valley is committed to professional development and ensures that teachers and staff are equipped with the latest research and instructional strategies to meet the diverse needs of all learners. Professional development opportunities, including dedicated Professional Learning Community time and common bell schedules, promote ongoing learning and growth for educators.

Targeted interventions and supports provide additional support for struggling learners, including tutoring and small group instruction. By identifying and addressing individual student needs, C-VUSD can ensure that all learners have the support they need to succeed academically and reach their goals.

The Dual Language Program promotes second language development by teaching students in both English and Spanish or Mandarin. These programs help students develop language proficiency and cultural competence, preparing them for success in a global society. The Dual Language program will continue to expand to the next grade level for Spanish and Mandarin each year.

The District's commitment to the Next Generation Science Standards ensures that students have access to high-quality science instruction. By engaging in hands-on, inquiry-based learning, students develop critical thinking and problem-solving skills that will serve them well in all areas of life.

Covina-Valley has taken a proactive approach to increase the instructional minutes offered to all students, recognizing the crucial role that additional instructional time plays in supporting academic achievement. This commitment to increased instructional minutes ensures that students have ample time to engage in meaningful learning activities and develop a deep understanding of core academic concepts, promoting educational opportunities for all students.

The Covina-Valley Learning Options Academy is an educational program that offers an alternative learning option for students who require an alternative approach to traditional classroom settings.

Goal 3 highlights include:

- Positive climates
- Extended interventions and enrichment
- Social-emotional wellness and mental health support
- Parent education
- Career Technology Education pathways and STEM expansion
- Engagement programs - Renaissance, Where Everyone Belongs (WEB), the arts, extra and co-curricular activities

Covina-Valley's third LCAP goal is to 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. This goal is achieved through a variety of initiatives.

C-VUSD strives to create a supportive and inclusive learning community that enables all students to thrive academically, socially, and emotionally by creating positive climates, promoting student engagement, and supporting their social-emotional wellness. The District strives for positive learning environments that promote inclusion, respect, and empathy for all students. This is achieved through implementing positive behavior interventions and supports (PBIS) and restorative practices that help students develop a sense of community and belonging.

C-VUSD offers a variety of engagement programs to provide students with opportunities to explore their interests and passions outside of the

classroom. This includes programs such as Renaissance, which recognizes student achievement and celebrates their successes, and Where Everyone Belongs (WEB), which promotes student leadership and peer mentorship. Additionally, the District offers a range of arts, sports, and co-curricular activities that enable students to develop their skills and interests in a supportive and inclusive environment. There is a continued emphasis on social and emotional counseling in grades TK-12, and positions have been added to provide additional student support.

The District prioritizes its students' social-emotional wellness, recognizing its crucial role in their overall academic success. Therefore, the District provides mental health support services, counseling, and social-emotional learning programs to help students develop healthy coping strategies and manage stress and anxiety. As part of its efforts to support its students' social-emotional wellness and mental health, Covina-Valley has expanded its team to include social workers, elementary counselors, and LVNs. The District has also created a health and wellness center providing additional resources and support for students and families. This includes counseling services, mental health resources, and health education programs to help families in the community develop healthy habits and improve their overall well-being.

Parents and families play a critical role in supporting student success. The District provides parent education programs and workshops, including parent-teacher conferences, to help families become more engaged in their children's learning and development.

C-VUSD offers Career Technology Education (CTE) pathways and STEM programs to help students develop essential skills and knowledge for future career success. These programs provide hands-on learning experiences, industry partnerships, and career exploration and development opportunities.

Stipend positions continue to create before/after school and Saturday enrichment activities, including robotics, Visual and Performing Arts (VAPA), Science Olympiad, Spanish language, Mandarin language, and coding. In addition, Covina-Valley offers extended interventions and enrichment programs to provide students with additional academic support and enrichment opportunities. This includes after-school programs, tutoring, and summer school to help students develop essential academic skills and knowledge.

Covina Valley's three LCAP goals were built with the consideration of unduplicated students and the support these students will need to succeed. Collectively, the LCAP goals embody a holistic approach to providing a world-class education to our C-VUSD students in every classroom, every day.

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.

None of the schools in Covina-Valley Unified School District meet the criteria for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The process for engaging educational partners involves several steps. First, the District identifies and reaches out to a diverse range of partners, including parents, community organizations, staff, and students. These partners are asked to participate in advisory groups, participate in surveys, and provide feedback on the District's goals and proposed actions. Next, the District reviews the feedback provided by educational partners and uses it to refine and improve the proposed goals and actions in the LCAP. This feedback is also used to identify new strategies or initiatives that can better support student success. Finally, the District considers the input from educational partners as part of the overall review process for the LCAP. This includes ensuring that the goals and actions in the plan are aligned with state and federal requirements, and that they are feasible and supported by available resources. Overall, engaging educational partners is a critical part of the LCAP process, as it helps ensure that the plan reflects the needs and priorities of the broader community, and that it will be effective in supporting student learning and success.

Covina-Valley consulted with the advisory groups listed below on the stated dates to review and plan the LCAP/Annual Review and Analysis. All educational partner meetings and activities provided insight and direction for the LCAP goals, actions, and services. All feedback was collected, analyzed, shared, and considered before finalizing the LCAP. The timeline below lists the engagement sessions during the 2022-2023 school year.

Board of Education Updates:

- October 10, 2022 -- LCAP Data Presentation
- January 9, 2023 -- LCAP Data Presentation
- February 6, 2023 -- LCAP Overview, and Midyear Data Presentation
- May 1, 2023 -- LCAP Board Study Session
- June 12, 2023 -- LCAP Public Hearing
- June 26, 2023 -- LCAP Board Approval

LCAP Parent Advisory Committee Meetings:

- October 12, 2022 -- LCAP Overview
- November 16, 2022 -- LCAP Goal 1 Input and Feedback
- January 18, 2023 -- LCAP Goal 2 Input and Feedback
- February 8, 2023 -- LCAP Goal 3 Input and Feedback

District Advisory Committee (DAC)/District English Learner Advisory Committee (DELAC) Meetings:

- November 2, 2022 -- LCAP Overview
- January 25, 2023 -- LCAP Goal 1-3 Input and Feedback
- March 8, 2023 -- LCAP Actions & Services and Updates, and Adjustments
- May 17, 2023 -- LCAP Plan Draft Presentation

Community Town Hall Meetings:

- March 15, 2023 -- LCAP Goals, Actions, and Services Input and Feedback (Virtual)
- March 21, 2023 -- LCAP Goals, Actions, and Services Input and Feedback (Covina High Feeder Track)
- March 23, 2023 -- LCAP Goals, Actions, and Services Input and Feedback (Northview High Feeder Track)
- March 28, 2023 -- LCAP Goals, Actions, and Services Input and Feedback (South Hills High Feeder Track)

Association Consultation Meetings

- March 3, 2022 -- CVASP
- March 6, 2023 -- CSEA
- March 9, 2023 -- CUEA

SELPA Consultation Meeting

- March 7, 2023

Principals Meetings:

At monthly Principal Meetings, LCAP metrics were reviewed and analyzed. Site principals met regularly with the Educational Services Team and the Business Services team to review budget expenditures related to LCAP actions and services.

Teacher Staff Meetings:

At monthly Teacher/Staff Meetings, LCAP metrics were reviewed and analyzed.

Student Advisory Interviews:

Student Advisory interviews were conducted with middle and high school students on the following dates:

- January 30, 2023 -- Northview High School
- February 1, 2023 -- Covina High School
- February 2, 2023 -- South Hills High School
- February 6, 2023 -- Fairvalley High School
- February 16, 2023 -- Las Palmas Middle School
- March 2, 2023 -- Traweek Middle School
- March 3, 2023 -- Sierra Vista Middle School
- March 3, 2023 -- Superintendent's Advisory Council

LCAP Surveys:

Surveys were sent to the following educational partners:

- Parents and Community
- Students in Grades 6-12
- All Staff (certificated and classified)

Engagement meetings with our educational partners took place in person.

The SELPA Consultation feedback confirmed that the Covina-Valley LCAP plan aligns with the District's plan for special education students. The plans adequately address the needs of Special Education students. The plan presented during the consultation aligns with the Goals and Services of the SELPA. None of the actions related to Special education students are listed as Increasing or Improving services. The District is the host school district for the SELPA and has a close relationship with its staff. As the SELPA continues to develop its local plan, C-VUSD will work closely to ensure that its LCAP continues to set goals, including actions and services, and increase achievement for students in Special Education.

The LCAP plan was presented and approved by the District Advisory Committee (DAC)/District English Learner Advisory Committee (DELAC) on May 17, 2023.

The advisory committees provided positive feedback on the work done within the presented plan and the Superintendent responded in writing to all comments from the DAC/DELAC. Before the public hearing, our educational partners, including the community, were notified that the plan draft was available for review. Educational partners, including the community, were provided with opportunities and instructions on providing written comments regarding specific actions and expenditures in the LCAP.

On June 12, 2023, a public hearing was held to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP annual update. The public hearing was advertised in writing and online in English and Spanish. School sites advertised the public hearing to their families, and the District advertised district-wide. DAC/DELAC members were personally invited to attend the hearing. The LCAP plan was adopted at the regular Board Meeting that followed the public hearing. This meeting was held on June 26, 2023. Local indicator results were reported to the Board of Education on June 26, 2023, at the same meeting at which the LCAP was adopted. The 2023-2024 budget was also adopted at the June 26, 2023 Board Meeting.

A summary of the feedback provided by specific educational partners.

Educational Partners Specific Feedback:

During the presentations made to the Board of Education, the LCAP Advisory Committee, DAC/DELAC, Community Town Halls, and the leadership team on the initial implementation of the LCAP plan, survey results, progress on identified metrics, and implementation results were shared. Data included but was not limited to Smarter Balanced Summative Assessments results, suspension/expulsion rates, graduation data, Advanced Placement (participation and passage) rates, International Baccalaureate (participation and passing) rates, and University of California A-G Subject Requirement data and College Career Index measures, EL data, and beginning-of-the-year assessment data. In addition, results were presented for all student groups and disaggregated by significant student groups (Socioeconomically Disadvantaged, English Learners, Foster Youth, and Students with Disabilities).

Community and Parent input continued to identify the following areas of priority:

- Increasing ELA and mathematics proficiency

- Continue to provide and increase access to college and career counseling for students
- Continue to provide technology and access to online platforms
- Continue to provide and expand enrichment opportunities, including field trips, Saturday school, clubs, character education, ASB, and sports
- Increase STEM (Science, Technology, Engineering, and Mathematics) education
- Increase extended opportunities to increase student achievement, including tutoring, homework help, extended library hours, and summer school
- Continue to increase social-emotional & counseling supports
- Increase parent education opportunities, including motivating your child, college financial aid, college requirements, mental health awareness, and strategies to build positive self-esteem
- Continue programs in place such as CTE, AVID, and Advanced Programs
- Increase coding opportunities at the elementary level

Student input and areas of priority included the following:

- Continue to provide and increase access to college and career counseling for students
- Continue to increase mental health support services
- Continue to offer enrichment opportunities for all students
- Continued programs that support students such as AVID, CTE, Pre-AP, AP, and IB
- Continue to provide 1:1 technology and academic software for student support
- Continue to provide college readiness exams free for students
- Increase access to information about CTE courses and pathways
- Increase the variety of electives and language offerings at the secondary level
- Increase information and support for applying and interviewing for a job
- Increase information and support for choosing and applying to college or a technical school
- Increase information and support about financial aid for college

Teachers and other staff personnel groups, including association leadership, provided the following input for areas of priority:

- Additional site staff support
- Additional mental health support services for students
- Continue to increase extended opportunities to increase academic achievement
- Continue to provide elementary P.E. and music weekly
- Continue to provide enrichment opportunities for students
- Focus areas for professional development: behavioral supports/interventions, mental health interventions, school safety, job-specific training, and differentiated instruction

The SELPA consultation feedback confirmed that the Covina-Valley LCAP plan aligns with the District's plan for special education students. The plans adequately address the needs of Students with Disabilities. The plan presented during the consultation aligns with the goals and services of the SELPA. No actions related to special education students are listed as Increasing or Improving services. The District is the

host school district for the SELPA and has a close relationship with its staff. As the SELPA continues to develop its local plan, C-VUSD will work closely to ensure that its LCAP continues to set goals, including actions and services, and increase achievement for students in Special Education.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The feedback and input provided by educational partners were clear and reliable, influencing the actions and services outlined in the District's LCAP. The three overarching LCAP goals reflect the District's unwavering dedication to the success of each student every day. Covina-Valley's LCAP goals are actualized through various strategies, actions, and services, directly affecting students and promoting positive student outcomes. Educational partners played a significant role in shaping the following actions and services for each goal in the Local Control and Accountability Plan (LCAP):

Goal 1:

- Expanding and increasing college and career opportunities for students
- Offering academic programs, including AVID, Pre-AP, AP, and IB
- Offering Career Technical Education pathways
- Offering college readiness exams such as PSAT/SAT, AP, and IB, including study materials and curriculum
- Providing comprehensive counseling support
- Implementing Professional Learning Communities focused on increasing English language arts and mathematics achievement

Goal 2:

- Providing innovative technology resources, software programs and platforms, and professional development and support for teachers and students
- Providing 1:1 student devices
- Implementing additional interventions and supports
- Providing tutoring and enrichment opportunities during and after school
- Continuing summer enrichment opportunities
- Providing professional development
- Implementing and expanding Next Generation Science Standards support, coding & computer science integration

Goal 3:

- Increasing social-emotional support and mental health services
- Providing professional development for staff regarding behavioral supports/interventions, mental health interventions, school safety, job-specific training, and differentiated instruction
- Increasing parent education opportunities, including motivating your child, college financial aid, college requirements, mental health awareness, and strategies to build positive self-esteem
- Continuing to expand the Dual Language Immersion program and world language offerings

- Creating partnerships for Career Technology Education and enhancing pathways
- Providing enrichment opportunities, including VAPA

Educational partners expressed approval of the metrics used and advocated for their continued use.

The actions and services described above are integrated into their respective goals to ensure student achievement and readiness for college and careers. In addition, by incorporating feedback from educational partners, Covina-Valley's LCAP is responsive to the needs and priorities of its educational partners and is more effective in supporting student learning and success.

Goals and Actions

Goal

Goal #	Description
1	Guarantee all students are eligible and ready for college and career upon graduation.

An explanation of why the LEA has developed this goal.

The graduation rate for English learners and Foster Youth has been identified as a state indicator that needs significant improvement based on a review of the Dashboard and local data. The overall performance for English learners and Foster Youth student groups was two or more performance levels below the "all-student" performance on the Graduation state indicator. Both these student groups are at the low-status level.

Goal 1 was developed with the principal outcome of preparing all students for college and their careers. In addition, the goal aims to ensure that students who graduate from the District are well equipped to transition to either a two or four-year college or university, vocational education, or be prepared to start a career based on their training in Covina-Valley.

Additional support for the development of this goal, as determined with input from all educational partners in Covina-Valley Unified, includes:

- Expanding Career Technical Education pathways
- Provide academic enrichment opportunities outside the school day
- Increase parental awareness of the existing opportunities that Covina-Valley Unified provides
- Increase information and support for students about choosing and applying for college or technical school and about financial aid for college

Metrics used to determine Covina-Valley's progress for Goal 1 include performance on statewide testing, graduation rates, A-G rates, US/CSU Early Advanced Placement, CTE pathway completion, College Career Index, Advanced Placement pass rates, and English Learner progress.

Data shows that unduplicated students perform behind their peers, and the actions and services in Goal 1 are primarily directed toward unduplicated populations.

C-VUSD will expand the mediums through which it disseminates information to raise awareness of resources and opportunities to increase student achievement, elevate college readiness, and provide enrichment. After analyzing the 2022 CAASPP performance results, the 2022 College and Career Indicators, and 2022 local assessment data, it's been determined that C-VUSD will provide additional assistance to Foster Youth, Students with Disabilities, African American, English Learners, Hispanic, Homeless Youth, and Socioeconomically

Disadvantaged student groups.

- Goal 1 addresses State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
- Goal 1 addresses Local Priorities: Standard: 2. Expect all students to complete the course of study and experiences necessary for success in post-secondary education. 3. Guarantee learning environments that deliberately cultivate 21st Century skills such as creativity, collaboration, critical thinking, and communication through irresistible engagement in learning that results in expertise, perseverance, and discipline.
- Goal 1 addresses Overarching Priorities: 3. Create a 4-year college-going culture

The following actions and services are carried over because of the previous LCAP cycle's success and the need for continued implementation for results. In 2022, Covina-Valley surpassed the state and County totals for graduation rate, graduates meeting UC/CSU requirements, graduates earning a Seal of Biliteracy, and graduates earning a Golden State Seal Merit Diploma. These metrics show the success of the programs in Covina-Valley and our commitment to serving all students with a focus on unduplicated students. Through the LCAP process, C-VUSD implements a robust course of study, student support mechanisms, and a full slate of Career Technical Education courses that directly impact the success of goal 1. Counseling services for unduplicated students, support programs such as AVID, Pre-AP, AP, and IB, schoolwide PSAT/SAT, and structures for teacher professional learning communities were instrumental in metric data for Goal 1. These actions and services open many doors for unduplicated students who attend our District. These services provide an opportunity many would have forfeited due to financial and other concerns.

Areas of success include schoolwide expansion of the Advancement Via Individual Determination (AVID) program at existing school sites. AVID achieves this by providing research-proven strategies, additional tutoring, and explicitly teaching success skills such as note-taking, organization, and time management. Through its comprehensive approach, AVID continues to enhance the college readiness of students who may not have had access to these resources otherwise. AVID's methodologies have been implemented at elementary, middle, and high schools across the District, focusing on low-income, Foster Youth, and English learners, positively impacting graduation and A-G rates.

Covina-Valley continues to expand and enhance career readiness for students through 19 CTE pathways. Capstone or concentrator courses within these pathways provide students with specialized, hands-on training and real-world experience in their chosen field. By refining these courses, students are better equipped to succeed in their careers and make meaningful contributions to their communities. Through CTE, students can explore their interests, develop critical skills, and pursue meaningful career paths.

Actions and Services under Goal 1 also fund additional counseling and intervention for unduplicated students. Funded stipends support Professional Learning Communities that meet to identify gaps in student learning using data gathered from common formative assessments. Students receive increased services with the addition of counseling services at the high school campuses. Teachers receive additional training in standards comprehension and purchase materials to bolster intervention programs. The District also continues to increase A-G rates through site course offerings and articulation agreements with Mt. San Antonio College. In addition, dual enrollment classes are offered at each high school for students to earn college credit while attending high school.

The District administered the PSAT 8/9 to all 8th and 9th graders, the PSAT to all 10th and 11th-grade students, and the SAT to all 12th graders free of charge within the school day during the 2022-23 school year. English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless students participated in the administration.

Comprehensive counseling services are provided at the secondary level to Foster Youth, English Learners, and Socioeconomically Disadvantaged students, including academic intervention and support, graduation planning, college and career planning, financial aid planning, social-emotional support, intervention, tutoring, and academic referrals. As a result, Covina-Valley had a 76.5% graduation rate for Foster Youth, 96.8% for Homeless, 72.5% for English Learners, and 95.7% for Socioeconomically Disadvantaged students in 2022. In addition, C-VUSD's 2022 graduation rates were above the county averages for all unduplicated student groups.

Specialized curriculum prep is carried out to support unduplicated students with coursework and testing achievement. Teachers participate in release days and extra hours to build appropriately scaffolded exams and benchmarks to meet the needs of all student populations and create equity. Professional development was also increased by implementing 21st Century learning focusing on Creativity, Collaboration, Critical Thinking, and Communication.

Course offerings have been increased from 2019 to 2023 to prepare students for college and careers that target our English Learners, Foster Youth, Homeless, and Socioeconomically Disadvantaged students at middle and high schools. In addition, the District continues to offer new courses implemented in previous years and increased course offerings, such as computer science (including Advanced Placement), math courses incorporating financial literacy, and expanded CTE courses such as Administration of Justice and Biology and Sustainable Agriculture that meet the A-G requirements. As a result, C-VUSD's A-G rates are above the county and state rates for all students across the board, and unduplicated students also exceeded the county and state rates.

The District utilizes a comprehensive assessment and data analysis process to monitor closing the achievement gap for low-income, Foster Youth, Homeless, and English Learners, including clearly identifying long-term English Learners' data profiles with identified targets for reclassification. This assists with support systems for students to meet their full potential and academically achieve. The success of these measures can be seen in graduation, CCI, A-G rates, and the reclassification of English Learners.

Covina-Valley implements effective Professional Learning Communities (PLC) to focus instruction, use data analysis to ensure all students perform at or above standard, and identify research-based strategies to support unduplicated students who need additional support. Stipend positions are provided for PLC leads, AVID Coordinators, Tech Mentors, Assessment, Engagement and Enrichment, Honor Society, IB, etc., to assist leading teams in developing and leading our comprehensive PLCs.

Positive outcomes have been recorded as a result of actions and services primarily focused on meeting the needs of unduplicated student populations. The District's LCAP plan includes these strategies in the following section.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services	<p>Teacher mis-assignments: 0 Fully Credentialed Teachers: 100% Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0</p> <p>(School Accountability Report Cards and Quarterly Williams Reports 2021)</p>	<p>Teacher mis-assignments: 0 Fully Credentialed Teachers: 100% Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0</p> <p>(School Accountability Report Cards and Quarterly Williams Reports 2022)</p>	<p>Teaching Assignment Monitoring Outcomes: 4.4% (Out-of-Field) 0.5% (Ineffective) Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0</p> <p>(DataQuest, 2020-21, School Accountability Report Cards and Quarterly Williams Reports 2022-2023)</p>		<p>Teaching Assignment Monitoring Outcomes: No more than 4% Out-of-Field & Ineffective Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0</p> <p>(DataQuest, School Accountability Report Cards and Quarterly Williams Reports 2024)</p>
SBAC ELA Achievement	<p>All Students: 54% Socioeconomically Disadvantaged: 46% Hispanic/Latino: 50% Students with Disabilities: 15% English Learners 7%</p> <p>(Data Dashboard 2019)</p> <p>i-Ready K-8: 49.9% Illuminate 11: 48%</p> <p>(Local Database 2020)</p>	<p>All Students 54% Socioeconomically Disadvantaged: 46% Hispanic/Latino: 50% Students with Disabilities: 15% English Learners 7%</p> <p>(Data Dashboard 2019--No Dashboard 2020 or 2021)</p> <p>i-Ready K-8: 49% Illuminate 11: 10%</p> <p>(Local Database 2021)</p>	<p>All Students: 49.87% Socioeconomically Disadvantaged: 43.81% Hispanic/Latino: 47.14% Students with Disabilities: 15% English Learners 10.84%</p> <p>(Data Dashboard 2022)</p> <p>i-Ready K-8: 51% Illuminate 11: -- (not given in 2022 because</p>		<p>All Students: 65% Socioeconomically Disadvantaged: 55% Hispanic/Latino: 60% Students with Disabilities: 25% English Learners 15%</p> <p>(Data Dashboard 2023-2024)</p> <p>i-Ready K-8 - 65% Illuminate 11 - 65%</p> <p>(Local Database 2024)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			of the return of CAASPP) (Local Database 2022)		
SBAC Math Achievement	<p>All Students: 38% Socioeconomically Disadvantaged: 34% Hispanic/Latino: 33% Students with Disabilities: 12% English learners 8%</p> <p>(Data Dashboard 2019)</p> <p>i-Ready K-8 - 40% Illuminate 11 - 31%</p> <p>(Local Database 2020)</p>	<p>All Students: 38% Socioeconomically Disadvantaged: 34% Hispanic/Latino: 33% Students with Disabilities: 12% English learners 8%</p> <p>(Data Dashboard 2019--No Dashboard 2020 or 2021)</p> <p>i-Ready K-8: 30% Illuminate 11: 10%</p> <p>(Local Database 2021)</p>	<p>All Students: 30.13% Socioeconomically Disadvantaged: 24.92% Hispanic/Latino: 25.88% Students with Disabilities: 9.58% English Learners 12.10%</p> <p>(Data Dashboard 2022)</p> <p>i-Ready K-8: 43% Illuminate 11: -- (not given in 2022 because of the return of CAASPP)</p> <p>(Local Database 2022)</p>		<p>All students: 50% Socioeconomically Disadvantaged: 45% Hispanic/Latino: 45% Students with Disabilities: 25% English Learners 15%</p> <p>(Data Dashboard 2023-2024)</p> <p>i-Ready K-8 - 50% Illuminate 11 - 50%</p> <p>(Local Database 2024)</p>
English Learner Proficiency	English Learner Progress towards English Proficiency: 44.3%	English Learner Progress towards English Proficiency: 44.3%	English Learner Progress towards English Proficiency: 52.2%		English learner Progress towards English Proficiency 49%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Data Dashboard 2019)	(Data Dashboard 2019-No Dashboard 2020 or 2021)	(Data Dashboard 2022)		(Data Dashboard 2023-24)
Parent Involvement & Family Engagement - Participation Metric	<p>My school effectively prepares my child for the next grade level: 67.28%</p> <p>Parent Participation in Back to School Night: 69.67%</p> <p>Participation in Parent Conferences: 64.35%</p> <p>Participation in PTA meetings & events: 50.11%</p> <p>(Local Qualtrics Survey 2020-2021)</p>	<p>My school effectively prepares my child for the next grade level: 74%</p> <p>Parent Participation in Back to School Night: 67%</p> <p>Participation in Parent Conferences: 67%</p> <p>Participation in PTA meetings & events: 43%</p> <p>(Local Qualtrics Survey 2021-2022)</p>	<p>My school effectively prepares my child for the next grade level: 74.14%</p> <p>Parent Participation in Back to School Night: 69.51%</p> <p>Participation in Parent Conferences: 53.24%</p> <p>Participation in PTA meetings & events: 29.31%</p> <p>(Local Qualtrics Survey 2022-2023)</p>		<p>My school effectively prepares my child for the next grade level: 90%</p> <p>Parent Participation in Back to School Night: 75%</p> <p>Parent Participation in Parent Conferences: 75%</p> <p>Participation in PTA meetings & events: 60%</p> <p>(Local Qualtrics Survey 2024)</p>
UC/CSU A-G Subject Requirement Course Completion	<p>All Students: 67.7%</p> <p>English Learners: 42.4%</p> <p>Foster Youth: 47.4%</p> <p>Homeless Youth: 46.6%</p> <p>Students with Disabilities: 29.6%</p>	<p>All Students: 66.1%</p> <p>English Learners: 55.3%</p> <p>Foster Youth: 27.3%</p> <p>Homeless Youth: 61%</p> <p>Students with Disabilities: 26.9%</p> <p>Socioeconomically Disadvantaged: 63%</p>	<p>All Students: 65.5%</p> <p>English Learners: 40.5%</p> <p>Foster Youth: 46.2%</p> <p>Homeless Youth: 45.6%</p> <p>Students with Disabilities: 27.7%</p>		<p>All Students: 75%</p> <p>English Learners: 50%</p> <p>Foster Youth 53%</p> <p>Homeless Youth: 52%</p> <p>Students with Disabilities: 35%</p> <p>Socioeconomically Disadvantaged: 72%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged: 65.9% (DataQuest CDE 2020)	(DataQuest CDE 2021)	Socioeconomically Disadvantaged: 61.3% (DataQuest CDE 2022)		(DataQuest CDE 2023-2024)
Graduation Rates	All Students: 97.4% English Learners: 90.8% Foster Youth: 100% Homeless Youth: Students with Disabilities: 87.8% Socioeconomically Disadvantaged: 97.4% (DataQuest CDE 2020)	All Students: 96.2% English Learners: 90.5% Foster Youth: 84.6% Homeless Youth: 90.5% Students with Disabilities: 90.8% Socioeconomically Disadvantaged: 95.7% (DataQuest CDE 2021)	All Students: 95.6% English Learners: 72.5% Foster Youth: 76.5% Homeless Youth: 96.8% Students with Disabilities: 84.9% Socioeconomically Disadvantaged: 95.2% (DataQuest CDE 2022)		All Students: 98.5% English Learners: 94% Foster Youth: 96% Homeless Youth: Students with Disabilities: 92% Socioeconomically Disadvantaged: 98.5% (DataQuest CDE 2023-2024)
Career Technical Education (CTE) Pathway Completion	All Students: 16.9% English Learners: 10.5% Socioeconomically Disadvantaged: 18.1% Students with Disabilities: 16.7% Foster Youth: 12.5% Homeless: 22%	All Students: 24.6% English Learners: 4.7% Socioeconomically Disadvantaged: 25.5% Students with Disabilities: 17.0% Foster Youth: 18.2% Homeless: 20.2%	All Students: 26.5% English Learners: 14.3% Socioeconomically Disadvantaged: 25.3% Students with Disabilities: 16.9% Foster Youth: 10.0% Homeless: 28.3%		All: 27% English Learners: 20% Socioeconomically Disadvantaged: 26% Students with Disabilities: 26% Foster Youth: 22% Homeless: 32% (CCI Data Dashboard 2024)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(CCI Data Dashboard 2020)	(CCI Data Dashboard 2021)	(CCI Data Dashboard 2021)		
English Learner Reclassification Rate	Reclassification Rate: 21.9% (DataQuest CDE 2020)	Reclassification Rate: 6.4% (DataQuest CDE 2021)	Reclassification Rate: 6.4% (DataQuest CDE 2021--2022 Data not yet released)		Reclassification Rate 22% (DataQuest CDE 2023-2024)
Advanced Placement Passing Rate (Score of 3 or Higher)	All Students: 48% (CollegeBoard Database 2020)	All Students: 33% (CollegeBoard Database 2021)	All Students: 39% (CollegeBoard Database 2021)		All Students: 60% (CollegeBoard Database 2023-2024)
UC/CSU English Language Arts Readiness (EAP Exempt and Conditionally Exempt)	All Students: 53% Socioeconomically Disadvantaged: 46% Hispanic/Latino: 50% Students with Disabilities: 15% English Learners 7% (Data Dashboard 2019 and Local Metrics Combined 2019)	All Students: 53% Socioeconomically Disadvantaged: 46% Hispanic/Latino: 50% Students with Disabilities: 15% English Learners 7% (Data Dashboard 2019 and Local Metrics Combined 2019-No Data Dashboard in 2020 or 2021)	All Students: 49.87% Socioeconomically Disadvantaged: 43.81% Hispanic/Latino: 47.14% Students with Disabilities: 15% English Learners 10.84% (Data Dashboard 2022)		All Students: 67% Socioeconomically Disadvantaged: 60% Hispanic/Latino: 60% Students with Disabilities: 25% English Learners 15% (Data Dashboard 2023-24 and Local Metrics Combined 2023-24)
UC/CSU Mathematics College Readiness (EAP Exempt and	All Students: 37% Socioeconomically Disadvantaged: 34% Hispanic/Latino: 33%	All Students: 37% Socioeconomically Disadvantaged: 34% Hispanic/Latino: 33%	All Students: 30.13% Socioeconomically Disadvantaged: 24.92%		All students 50% Socioeconomically Disadvantaged: 50% Hispanic/Latino: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Conditionally Exempt)	Students with Disabilities: 12% English Learners 8% (Data Dashboard 2019 and Local Metrics Combined 2019)	Students with Disabilities: 12% English Learners 8% (Data Dashboard 2019 and Local Metrics Combined 2019-No Data Dashboard in 2020 or 2021)	Hispanic/Latino: 25.88% Students with Disabilities: 9.58% English Learners 12.10%		Students with Disabilities: 25% English Learners 20% (Data Dashboard 2023-24 and Local Metrics Combined 2023-24)
CTE/A-G Crossover Completion	Students Completing A-G and CTE All Students: 15.7% Socioeconomically Disadvantaged: 16% English Learners: 5% Foster Youth: 10.5% (CALPADS Reports 3.15 and 15.2, 2020)	Students Completing A-G and CTE All Students: 18.8% Socioeconomically Disadvantaged: 19.0% English Learners: 4.7% Foster Youth: 18.2% (CALPADS Reports 3.15 and 15.2, 2021)	Students Completing A-G and CTE All Students: 20.1% Socioeconomically Disadvantaged: 18.1% English Learners: 5.4% Foster Youth: 10.0% (CALPADS Reports 3.15 and 15.2, 2021)		Students Completing A-G and CTE All Students: 30% Socioeconomically Disadvantaged: 28% English Learners: 20% Foster Youth: 25% (CALPADS Reports 3.15 and 15.2, 2024)
FAFSA Application Local Indicator	Senior Completion: 78% (812 students) (California Student Aid Commission-CSAC 2020)	Senior Completion: 66% (724 students) (California Student Aid Commission-CSAC 2021)	Senior Completion: 80% (857 students) (California Student Aid Commission-CSAC 2022)		Senior Completion: 85% (California Student Aid Commission-CSAC 2024)
CAST Achievement	All Students: 29.08% Socioeconomically Disadvantaged: 26%	All Students: 29.08% Socioeconomically Disadvantaged: 26%	All Students: 23.75%		All Students: 40% Socioeconomically Disadvantaged: 36%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic/Latino: 25.68% Students with Disabilities: 5.96% English Learners: 3.23% (DataQuest CDE, 2019-no CAST data for 2020)	Hispanic/Latino: 25.68% Students with Disabilities: 5.96% English Learners: 3.23% (DataQuest CDE, 2019-no CAST data for 2021)	Socioeconomically Disadvantaged: 20.09% Hispanic/Latino: 20.31% Students with Disabilities: 6.60% English Learners: 1.13% (DataQuest CDE, 2022)		Hispanic/Latino: 35.68% Students with Disabilities: 15.96% English Learners: 13.23% (DataQuest CDE 2023-24)

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Assignments	<p>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.</p> <p>(Base)</p>	\$84,658,181.00	No
1.2	Strategic Guidance Program	All sites will continue implementing guidance programs for Covina-Valley students, including yearly monitoring of outcomes for all	\$2,192,809.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>(Base)</p>		
1.3	College and Career Pathways	<p>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.</p> <p>(Repeated Expenditure 1.1)</p>	\$0.00	No
1.4	College and Career Readiness	<p>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.</p> <p>(4411)</p>	\$31,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	AVID - Advancement Via Individual Determination	<p>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	Yes
1.6	Student Participation for Low-Income Students	<p>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	Yes
1.7	College Readiness Exams	<p>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	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	College and Career Counseling for Foster Youth/English Language Learners/Low-Income Students	<p>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	Yes
1.9	College Readiness Supports through EL Leadership	<p>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.</p> <p>(4408)</p>	\$5,000.00	Yes
1.10	College Preparation and Curriculum	<p>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.</p> <p>(4411)</p>	\$19,999.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	College Readiness Staffing	<p>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.</p> <p>(4412)</p>	\$2,165,682.00	Yes
1.12	21st Century Educational Leadership	<p>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.</p> <p>(4413)</p>	\$50,000.00	Yes
1.13	College and Community Partnership	<p>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.</p> <p>(4414)</p>	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Assessment and Progress Monitoring of Unduplicated Students	<p>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.</p> <p>(4415)</p>	\$5,000.00	Yes
1.15	Professional Learning Communities	<p>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.</p> <p>(4416)</p>	\$1,024,337.00	Yes
1.16	Non-certificated Classified Support Staffing	<p>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</p>	\$9,735,336.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>school and learning. The support staff will directly work with all students and families.</p> <p>(Base)</p>		

Goal Analysis [2022-23]

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.

The substantive difference between planned actions and actual implementation of Goal 1 actions is that Action 9 was not implemented during the 2022-23 school year. The Covina-Valley Unified School District planned to expand leadership opportunities and voice for English Learners by registering EL student leaders from each high school to attend a student leadership conference. However, this action was not implemented as intended due to the lack of availability of such a conference in the area. All other actions and services for Goal 1, which is to guarantee all students are eligible and ready for college and career upon graduation, were implemented as intended. Only Action 9 was not carried out according to the plan.

Areas of success include continued implementation and expansion of Goal 1 programs such as Career Technical Education, IB, Pre-AP, AP, and AVID. Schoolwide expansion of the AVID program at existing school sites continued to help our unduplicated students achieve college readiness by providing research-proven strategies, additional tutoring, and explicitly teaching success skills. CTE provides students with the knowledge and skills necessary to succeed in high-demand careers. The District offered 19 individual pathways with courses during the 2022-23 school year. These programs have been fully implemented to support students in completing high school successfully and prepare students for college and careers upon graduation. Additionally, courses to increase college and career readiness for C-VUSD students have resulted in excellent graduates meeting UC/CSU requirements.

Additionally, all secondary schools continued to have a seven-period day in 2022-23 that allowed students to take additional courses to meet their college and career goals. It also allowed EL students the opportunity to have an additional elective class in addition to English Language Development. These additional minutes also provided modified days, allowing staff professional development and collaboration opportunities to support unduplicated students better.

The District has implemented additional support for at-risk students by providing academic and behavioral support based on their individual needs. This has resulted in greater support for unduplicated students. Restorative practices, after-school tutoring or homework help, research-based interventions, and credit recovery options were implemented during the 2022-23 school year with positive results.

Covina-Valley provided TK-12 students with various opportunities to develop skills and knowledge for their future through the annual college and career fairs. These events enabled students to explore college and career opportunities, meet prospective employers, and practice professional behavior.

The District's administration of the PSAT 8/9 to all 8th and 9th graders, the PSAT to all 10th and 11th-grade students, and the SAT to all 12th graders free of charge during the school day in 2022-23 was a notable success. Unduplicated students were able to participate in these accessible college readiness exams and benefit from them.

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

Actions and services for Goal 1, to guarantee all students are eligible and ready for college and career upon graduation, were expended as intended, except for those explained below. The material differences at or above 15% between budgeted and estimated actual expenditures are explained below.

Material differences in Action 1 (Certificated Assignments), Action 2 (Strategic Guidance Program), Action 5 (AVID), Action 6 (Pre-Advanced Placement Program), and Action 8 (College and Career Counseling) were due to under-budgeted salary projections. Covina-Valley negotiated a raise during the 2022-23 school year, which wasn't accounted for in the 2022-23 LCAP budget. In addition, three additional new counselors were hired, impacting the material difference between budgeted and estimated actual expenditures for Action 2 (Strategic Guidance Program).

Material differences between budgeted and estimated actual expenditures in Action 4 (College and Career Readiness Platform), Action 7 (College Readiness Exams), Action 10 (College Preparation and Curriculum), Action 12 (21st Century Educational Leadership), Action 13 (College and Community Partnership), and Action 14 (Assessment and Progress Monitoring), resulted from over-budgeting contracts and materials costs.

Despite the material differences described above, the services in Actions 1, 2, 4, 6, 7, 8, 12, 13, and 14 were implemented entirely based on identified needs.

Another material difference between budgeted and estimated expenditures was college readiness supports through EL Leadership (Action 9). C-VUSD planned to expand leadership opportunities and voice for English Learners by registering EL student leaders from each high school to attend a student leadership conference. Unfortunately, Covina-Valley could not find a qualifying forum and therefore did not expend any of this action's budget during the 2022-23 school year.

Budgeted expenditures have been updated accordingly for the 2023-24 LCAP. All unspent funds will be carried over to expand and enhance actions in the 2023-24 LCAP.

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

Covina-Valley has implemented a full course of study to ensure all students have access to a well-rounded education meeting state standards. Students have access to various courses in different subject areas, providing them with a comprehensive understanding of these subject areas, which helps develop critical thinking, problem-solving, and communication skills essential for success in college and career. In addition, student support systems help students overcome academic, social, and emotional challenges that may hinder their progress toward achieving their goals. On the 2022-23 LCAP survey, 85.08% strongly agree/agree their school prepares them for their future, including college and/or a career.

One of the key strategies identified in goal one is the implementation of programs and services aimed at increasing college eligibility, such as the Advancement Via Individual Determination (AVID) program. The AVID program is a college readiness program to support traditionally underrepresented students in higher education. C-VUSD is committed to increasing college and career readiness with the continued implementation of AVID at all three high schools, all three middle schools, and three elementary schools. Through the AVID program and other college readiness initiatives, Covina-Valley has been working towards its goal that all students are eligible and ready for college and career success upon graduation. This is reflected in the District's high graduation rates and rate of graduates meeting UC/CSU requirements which exceed county and state averages.

Providing all students free access to college readiness exams such as the PSAT 8/9, PSAT, and SAT can positively impact their college and career readiness. By removing financial barriers to taking these exams, more students can have access to valuable tools to measure their academic progress and prepare for college admissions. Administering these exams free of charge during the fall and spring also impacts student achievement. By taking these exams, students can identify areas where they need to improve and develop a plan to address their weaknesses. Additionally, by receiving their scores, students can set goals for themselves and work towards improving their academic performance. Furthermore, providing access to these exams can increase the likelihood of college enrollment and graduation for disadvantaged students. Research has shown that students who take the PSAT and SAT are more likely to attend college, and students who score higher on these exams are more likely to earn a degree. The table below shows that the District is helping to level the playing field for disadvantaged students by providing them with greater opportunities for success in the future.

The Pre-Advanced Placement program is taught by ELA, math, and science teachers at all three comprehensive high schools to enhance involvement and completion of all required coursework and programs for college and career success. Pre-AP courses expose students in grades 9 and 10 to a wide range of topics and help students develop a broad base of knowledge, which is essential for success in college and career. In addition, pre-AP courses prepare students for the rigor and high expectations of college and beyond by providing a solid foundation in critical thinking, problem-solving, and analytical skills. On the 2022-23 LCAP survey, 89.75% of students agree that their school provides strong academic instruction, and 91% of parents are very satisfied/satisfied with their student's academic preparation. Covina-Valley Unified students can immerse themselves in 24 Advanced Placement classes that cover a variety of subjects. These college-level courses prepare students for the rigor of college coursework and, in some cases, even allow them to earn college credit.

Covina-Valley has made significant strides in strengthening career readiness by offering 19 Career Technical Education pathways in the 2022-23 academic year. The table below shows that the District also increased high school CTE sections to 97. CTE's sequence of courses

and pathways are designed to prepare students for a specific career or industry. These pathways provide students with the knowledge, skills, and experiences needed to succeed in the workforce. The District's CTE pathways cover a range of industries, including healthcare, engineering, culinary arts, and business, and provide students with various options to explore their interests and passions. By offering more CTE courses, the District equips students with the skills and knowledge they need to succeed in their future careers.

Effective counseling services are critical in supporting student access to AVID, IB, Pre-AP, and AP programs. By providing information and guidance on the application process, academic support, and social-emotional support, counselors help students succeed academically and achieve their goals. So that students have access to the support they need to reach their full potential, goal one funds counseling services for unduplicated students at each of C-VUSD's high schools. As shown in the table below, Covina-Valley has seen an increase in completed Free Application for Federal Student Aid (FAFSA) forms to apply for federal student aid, such as federal grants and work-study funds. In addition, the District has expanded course offerings and continuing articulation agreements with Mt. San Antonio College. It has also secured dual enrollment classes at each high school, another way for students to earn college credit while attending traditional high school. Overall, effective counseling services, expanded course offerings, articulation agreements with local colleges and universities, and dual enrollment classes have helped Covina-Valley School District achieve high A-G and graduation rates. These initiatives demonstrate the District's commitment to supporting student success and ensuring students have access to the resources and opportunities needed to achieve their full potential. When asked on the 2022-23 LCAP student survey what their plans are after graduation, 63.09% plan on attending a four-year college or university, 16.37% plan on attending a community college, 13.57% want to start a career, 3.73% want to join the military, and 3.26% are interested in attending a trade or vocational school.

Covina-Valley supports Professional Learning Communities (PLCs) that use data from common formative assessments to identify gaps in student learning and plan lessons and interventions to address identified achievement gaps. By collaborating in this way, teachers can share best practices and learn from one another, improving student outcomes. Additionally, Site ILTs work to provide ongoing professional development opportunities for teachers throughout the school year. This can include training on standards alignment and providing materials to support intervention. By building appropriately scaffolded lessons and assessments, teachers can better meet the needs of special populations and create more equitable learning opportunities for all students. By focusing on creating 21st-century learning opportunities that prioritize creativity, collaboration, critical thinking, and communication, Covina-Valley helps to prepare its students for success in the modern workforce.

Graduates Meeting UC/CSU Requirements	English Learners	Foster Youth	Homeless Youth	Students with Disabilities	Socioeconomically Disadvantaged
C-VUSD Baseline	42.40%	47.40%	46.60%	29.60%	65.90%
C-VUSD 2021-22 Actual Outcome	40.50%	46.20%	45.60%	27.70%	61.30%

Graduation Rates	English Learners	Foster Youth	Homeless Youth	Students with Disabilities	Socioeconomically Disadvantaged
C-VUSD Baseline	90.80%	100.00%	99.20%	87.80%	97.40%
C-VUSD 2021-22 Actual Outcome	72.50%	76.50%	96.80%	84.90%	95.20%

College Readiness Exams: Number of Test Takers	PSAT 9	PSAT 10	PSAT 11	SAT 12
C-VUSD 2020-21	0	0	237	227
C-VUSD 2022-23	784	882	946	898

Career Technical Education Pathways & Sections	Pathways Offered	Class Sections Offered
C-VUSD 2020-21	18	78
C-VUSD 2022-23	19	97

Career Technical Education (CTE) Pathway Completion	English Learners	Foster Youth	Homeless Youth	Students with Disabilities	Socioeconomically Disadvantaged
C-VUSD Baseline	10.50%	12.50%	22.00%	16.70%	18.10%
C-VUSD 2021-22 Actual Outcome	14.30%	10.00%	28.30%	16.90%	25.30%

FAFSA Forms Completed	Grade 12
C-VUSD 2021-22	724
C-VUSD 2022-23	857

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.

Updates have been made to the explanation and description of why Goal 1 was developed using updated data and the input, feedback, and consultation process. Based on LCAP survey results and feedback, our educational partners continue to see extreme importance in college and career counseling support, Pre-AP/ AP, IB, AVID, and CTE. The existing actions in Goal 1 represent and address the identified needs of the District by our educational partners.

One change has been made to the Basic Services desired outcome in Goal 1. The 2023-24 desired outcome for Basic Services wording has been updated to match the recently created DataQuest Report for Teaching Assignment Monitoring Outcomes. Based on the Teaching Assignment Monitoring Outcomes report, the desired outcome for 2023–24 has been updated to read "No more than 4% Out-of-Field & Ineffective."

The descriptions for both Action 7 (College Readiness Exams) and 13 (College and Community Partnership) have been revised to include each unduplicated student population (English Learners, Low-Income, and Foster Youth).

Covina-Valley made no other changes to the remaining actions and services.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Based on the 2022 student assessment results and California Dashboard measures, academic achievement remains an area of focus. Improving academic achievement in English Language Arts and Mathematics is critical for ensuring students have the knowledge and skills they need to succeed in college, career, and life. Half of Covina-Valley's student groups scored in the low-status level in ELA and mathematics based on the 2022 Dashboard. Foster Youth and Students with Disabilities scored at the very low-performance level.

Goal 2 was developed with one principal outcome, increasing student achievement.

Additional support for the development of this goal, as determined with input from all educational partners in Covina-Valley Unified, includes:

- Continuing to provide 1:1 technology and innovative academic software to support student learning
- Increasing extended opportunities to increase academic achievement for students (intervention, tutoring, homework help, and summer school)
- Continuing to provide elementary music and P.E. programs
- Expanding the Dual Language program
- Increasing coding opportunities at the elementary level

Metrics used to determine Covina-Valley's progress for Goal 2 include Smarter Balanced Assessment Consortium (SBAC) test performance, progress toward English language acquisition and reclassification, and parent input. The metrics are appropriate as Goal 2 focuses on providing the proper support to all students while focusing on academic achievement, English language support, and parent involvement for unduplicated students. This goal mainly targets unduplicated learners through actions and services to close these students' achievement gaps and meet their needs.

Data shows that Foster Youth and Students with Disabilities achieve at lower rates than all other student groups. Additionally, English learners achieve at lower rates than their English-only counterparts. These findings support the need for programs to support the highest level of achievement, including providing unduplicated students and students with disabilities with ongoing support, such as Dual Language, English Language Development, and academic interventions.

Goal 2 addresses State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
Goal 2 addresses the following Local Priorities: Gold Standard 1. Provide students with the academic competencies and habits of mind to

persevere and flourish in a technologically complex and globally connected world. 2. Expect all students to complete the course of study and experiences necessary for success in post-secondary education. 3. Guarantee learning environments that deliberately cultivate 21st Century skills such as creativity, collaboration, critical thinking, and communication through irresistible engagement in learning that results in expertise, perseverance, and discipline.

The District has successfully implemented actions and services for Goal 2, which focuses on programs and practices to support unduplicated students. The "wide" actions and services listed below in the actions table are carried over because of the success found in the last LCAP cycle and the need for continued implementation.

C-VUSD offers access to enrichment through a Transitional Kindergarten program designed to help students make a smooth transition from home or preschool to kindergarten. The program focuses on developing social-emotional, physical, and cognitive skills through developmentally appropriate activities.

C-VUSD maintains contractual class ratios to provide added support to its students. Maintaining class size ratios allow teachers to give students more individualized attention, better address their learning needs, and provide a more personalized learning experience. This approach aligns with Goal 2.

Continued access to technology supports academic achievement for all students. Goal 2 provides access to technology, devices, academic software, and online platforms. In addition, it focuses on increasing and improving teacher and student capacity through targeted professional development. Teachers and students must have the tools necessary to achieve their full potential. Innovative software programs to accelerate learning for all students, specifically EL, low-income, and Foster Youth, were secured and implemented, including ALEKS, Renaissance Learning, i-Ready, and Rosetta Stone. These software and learning platforms provided support, enrichment, and an intervention system for students. Students' progress on coursework and internal exams was noted.

In order to equip teachers and staff with the necessary tools for effective instruction, professional development programs like Yale RULER, Thinking Maps, i-Ready, UCI math initiative, Lindamood-Bell, Path to Proficiency, Restorative Practices, Equal Opportunity Schools, and NGSS training were utilized. Additionally, effective support was provided for new teachers. Covina-Valley calendars a Districtwide Professional Development day as well as ongoing PD throughout the year to support District programs. The success of these programs and methods is supported both qualitatively by teacher feedback and education partner input.

Elementary schools are enhancing student engagement by maintaining a comprehensive TK-5 Physical Education program led by qualified physical education teachers. The implementation of this program allows for dedicated time for Professional Learning Community (PLC) meetings at the elementary level. Negotiated bell schedules that include built-in PLC time have been put in place for elementary, middle, and high schools. By creating PLCs with allocated time, teachers can concentrate on the learning needs of all students and utilize data to inform daily instruction. This allows teachers to have dedicated time to collaborate with their colleagues and focus on the learning needs of their students. This approach promotes the analysis of data to determine if low-income students, English learners, Foster Youth, and Reclassified Fluent English Proficient students meet standards or require intervention or acceleration. Appropriate interventions and accelerations are determined by the PLC teams based on their data analysis.

The actions and services in Goal 2 impact unduplicated students in meeting their academic goals and should continue into the current LCAP cycle. C-VUSD is taking a proactive approach to providing its students with the best possible education. These innovative and research-based programs and practices help ensure that all students in the District have the opportunity to achieve their highest potential. Additionally, by focusing on providing added student support, the District is aligning itself with its LCAP goal of ensuring the highest level of achievement for all its students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA	<p>All Students 54% Socioeconomically Disadvantaged: 46% Hispanic/Latino: 50% Students with Disabilities: 15% English Learners 7%</p> <p>(Data Dashboard 2019)</p> <p>i-Ready K-8 - 43% Illuminate 11 - 48%</p> <p>(Local Database 2020)</p>	<p>All Students 54% Socioeconomically Disadvantaged: 46% Hispanic/Latino: 50% Students with Disabilities: 15% English Learners 7%</p> <p>(Data Dashboard 2019--No Dashboard 2020 or 2021)</p> <p>i-Ready K-8: 33% Illuminate 11: 10%</p> <p>(Local Database 2021)</p>	<p>All Students: 49.87% Socioeconomically Disadvantaged: 43.81% Hispanic/Latino: 47.14% Students with Disabilities: 15% English Learners 10.84%</p> <p>(Data Dashboard 2022)</p> <p>i-Ready K-8: 51% Illuminate 11: -- (not given in 2022 because of the return of CAASPP)</p> <p>(Local Database 2022)</p>		<p>All Students 55.2% Socioeconomically Disadvantaged: 48.5% Hispanic/Latino: 52.6% Students with Disabilities: 17.8% English Learners: 9.2%</p> <p>(Data Dashboard 2023-2024)</p> <p>i-Ready K-8: 53% Illuminate 11: 65%</p> <p>(Local Database 2023)</p>
SBAC Math	All Students: 38%	All Students: 38%	All Students: 30.13%		All students 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically Disadvantaged: 34% Hispanic/Latino: 33% Students with Disabilities: 12% English Learners 8%</p> <p>(Data Dashboard 2019)</p> <p>i-Ready K-8: 37% Illuminate 11: 31%</p> <p>(Local Database 2020)</p>	<p>Socioeconomically Disadvantaged: 34% Hispanic/Latino: 33% Students with Disabilities: 12% English learners 8%</p> <p>(Data Dashboard 2019--No Dashboard 2020 or 2021)</p> <p>i-Ready K-8: 25% Illuminate 11: 10%</p> <p>(Local Database 2021)</p>	<p>Socioeconomically Disadvantaged: 24.92% Hispanic/Latino: 25.88% Students with Disabilities: 9.58% English Learners 12.10%</p> <p>(Data Dashboard 2022)</p> <p>i-Ready K-8: 43% Illuminate 11: -- (not given in 2022 because of the return of CAASPP)</p> <p>(Local Database 2022)</p>		<p>Socio-economically Disadvantaged: 45% Hispanic/Latino: 45% Students with Disabilities: 25% English learners 15%</p> <p>(Data Dashboard 2023-2024)</p> <p>i-Ready K-8 - 47% Illuminate 9-12 - 41%</p> <p>(Local Database 2023)</p>
English Learner Proficiency	<p>English Learner Progress towards English Proficiency: 44.3%</p> <p>(DataQuest CDE 2020)</p>	<p>English Learner Progress towards English Proficiency: 44.3%</p> <p>(Data Dashboard 2019-No Dashboard 2020 or 2021)</p>	<p>English Learner Progress towards English Proficiency: 52.2%</p> <p>(Data Dashboard 2022)</p>		<p>English learner Progress towards English Proficiency 49%</p> <p>(Data Dashboard 2023)</p>
Parent Involvement & Family Engagement Participation Metric	My school effectively prepares my child for	My school effectively prepares my child for	My school effectively prepares my child for		My school effectively prepares my child for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>the next grade level: 67.28%</p> <p>Parent Participation in Back to School Night: 69.67%</p> <p>Participation in Parent Conferences: 64.35%</p> <p>Participation in PTA meetings & events: 50.11%</p> <p>(Local Qualtrics Survey 2020-2021)</p>	<p>the next grade level: 74%</p> <p>Parent Participation in Back to School Night: 67%</p> <p>Participation in Parent Conferences: 67%</p> <p>Participation in PTA meetings & events: 43%</p> <p>(Local Qualtrics Survey 2021-2022)</p>	<p>the next grade level: 74.14%</p> <p>Parent Participation in Back to School Night: 69.51%</p> <p>Participation in Parent Conferences: 53.24%</p> <p>Participation in PTA meetings & events: 29.31%</p> <p>(Local Qualtrics Survey 2022-2023)</p>		<p>the next grade level: 90%</p> <p>Parent Participation in Back to School Night: 75%</p> <p>Parent Participation in Parent Conferences: 75%</p> <p>Participation in PTA meetings & events: 60%</p> <p>(Local Qualtrics Survey 2024)</p>
English Learner Reclassification Rates	<p>Reclassification Rate: 21.9%</p> <p>(DataQuest CDE 2020)</p>	<p>Reclassification Rate: 6.4%</p> <p>(DataQuest CDE 2021)</p>	<p>Reclassification Rate: 6.4%</p> <p>(DataQuest CDE 2021--2022 Data not yet released)</p>		<p>Reclassification Rate 22%</p> <p>(DataQuest CDE 2023)</p>
EL Access to ELA CCSS and ELD/ELA Standards	<p>All Students K-8: 100% 9-12: 100%</p> <p>(Local Metric Curriculum Adoption 2020)</p>	<p>All Students K-8: 100% 9-12: 100%</p> <p>(Local Metric Curriculum Adoption 2021)</p>	<p>All Students K-8: 100% 9-12: 100%</p> <p>(Local Metric Curriculum Adoption 2022)</p>		<p>All students K-8 100% 9-12 100%</p> <p>(Local Metric Curriculum Adoption 2023)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of Common Core State Standards	All Students (K-12): 100% (Local Metric Curriculum 2020)	All Students (K-12): 100% (Local Metric Curriculum 2021)	All Students (K-12): 100% (Local Metric Curriculum 2022)		All Students K-12 100% (Local Metric Curriculum 2023)
Access to Broad Course of Study	CTE Course Participation (9-12): 1,820 students (42.5%) (CALPADS 2020)	CTE Course Participation (9-12): 1,833 students (42%) (CALPADS 2021)	CTE Course Participation (9-12): students (60.7%) (CALPADS 2022)		CTE Course participation 9-12 55% (CALPADS 2023)
CAST Achievement	All Students: 29.08% Socioeconomically Disadvantaged: 26% Hispanic/Latino: 25.68% Students with Disabilities: 5.96% English Learners: 3.23% (DataQuest CDE, 2019-no CAST data for 2020)	All Students: 29.08% Socioeconomically Disadvantaged: 26% Hispanic/Latino: 25.68% Students with Disabilities: 5.96% English Learners: 3.23% (DataQuest CDE, 2019-no CAST data for 2021)	All Students: 23.75% Socioeconomically Disadvantaged: 20.09% Hispanic/Latino: 20.31% Students with Disabilities: 6.60% English Learners: 1.13% (DataQuest CDE, 2022)		All Students: 40% Socioeconomically Disadvantaged: 36% Hispanic/Latino: 35.68% Students with Disabilities: 15.96% English Learners: 13.23% (DataQuest CDE 2023)

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Transitional Kindergarten	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	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
	(Repeated Expenditure 2.6)	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. (Repeated Expenditure 2.6)		
2.2	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. (General)	\$68,276.00	No
2.3	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 OPTTEL (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.	\$91,102.00	No

Action #	Title	Description	Total Funds	Contributing
		(General)		
2.4	21st Century Technology Integration-Staff	<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	Yes
2.5	Technology and Assessment Training	<p>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> <p>(2203)</p>	\$143,342.00	Yes
2.6	Reading Aides and Reading Instruction Support	<p>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</p>	\$1,914,486.00	Yes

Action #	Title	Description	Total Funds	Contributing
		by offering intervention (Transitional Kindergarten) and intervention materials to ensure that students are reading at grade level in first and third grade. (2204)		
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	Yes
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	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Differentiated Instructional Strategies and Grouping (Repeated Expenditure 2.26)	<p>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.</p> <p>(Repeated Expenditure 2.26)</p>	\$0.00	Yes
2.10	Innovative Software	<p>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.</p> <p>(2208)</p>	\$1,070,120.00	Yes
2.11	Critical Thinking and Creative Analysis	<p>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.</p> <p>(2209)</p>	\$37,382.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.12	21st Century Transition	<p>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.</p> <p>(2210)</p>	\$551,114.00	Yes
2.13	Professional Development Release Day	<p>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.</p> <p>(2211)</p>	\$400,000.00	Yes
2.14	Professional Development for Support Staff (Classified)	<p>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.</p> <p>(2212)</p>	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.15	Professional Learning Community Support	<p>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.</p> <p>(2213)</p>	\$705,869.00	Yes
2.16	Intervention and Acceleration Software (Repeated Expenditure 2.10)	<p>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.</p> <p>(Repeated Expenditure 2.10)</p>	\$0.00	Yes
2.17	Targeted Math Interventions and Supports	<p>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.</p> <p>(2217)</p>	\$112,953.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.18	Summer Professional Development	<p>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.</p> <p>Resources are provided as part of the Educator Effectiveness Grant Grant Plan.</p>	\$584,088.00	No
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	No
2.20	Tier III Intervention	<p>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 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>	\$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.21	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. (2226/Title I)	\$284,500.00	Yes
2.22	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. (2228)	\$2,800,262.00	Yes
2.23	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. (2229/Title III)	\$205,635.00	Yes
2.24	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. (2239)	\$121,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.25	Coding and Computer Science Integration	<p>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	Yes
2.26	Increased Instructional Minutes	<p>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	Yes
2.27	Summer School Enrichment	<p>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	No

Action #	Title	Description	Total Funds	Contributing
2.28	Focused Schools Instructional Leadership	<p>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	Yes
2.29	Covina-Valley Learning Options Academy - Additional Teachers and Counselor	<p>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	Yes
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 engagement for virtual students. This online learning program provides an alternative setting for students with unique educational needs.</p> <p>(Base) (Repeated Expenditure 1.1 and 1.16)</p>	\$0.00	No

Goal Analysis [2022-23]

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.

The previous year's implementation of Goal 2 was largely successful, with most actions and services being carried out as planned. However, while Covina-Valley continued implementing coding and computer science integration, Action 25 wasn't fully implemented as planned due to the District prioritizing core academic instruction and intervention, especially at the elementary level. As a result, no additional materials, resources, or contracts were added for coding and computer science integration in the 2022-23 school year.

The District has achieved several successes in implementing Goal 2, which is aimed at enhancing students' academic experience by implementing innovative research-based programs and practices. Among these successes is the continued implementation and expansion of Spanish and Mandarin Dual Language Immersion programs. The additional staffing, supplemental resources, and professional development provided for the Dual Language Immersion programs have been instrumental in the success of these programs.

Each year, the District has provided summer school opportunities to students, allowing them to continue learning during the summer months. These courses help students improve their academic skills, catch up on missed credits, and prepare for the upcoming school year. The program also provides a safe and supportive environment for students, allowing them to develop social-emotional skills.

The elementary Physical Education program has also been a success, providing qualified and credentialed teachers to instruct students in physical education while allowing classroom teachers to collaborate. The elementary PE program aims to promote physical fitness, healthy lifestyle choices, and social-emotional learning for students. Additionally, they learn the importance of teamwork, communication, and sportsmanship.

Aside from technology, academic software, materials, and supplies to support C-VUSD research-based programs and practices, a part of Goal 2 is dedicated to portions of salaries within specialty programs. The success of these programs depends on having highly skilled professionals who can provide targeted support to meet the unique needs of each student.

To ensure the success of its educational programs, C-VUSD provides a district-wide Professional Development Day and ongoing professional development opportunities throughout the year. These opportunities are designed to enhance district staff members' knowledge, skills, and abilities, including teachers, administrators, and support staff. Professional development is an essential component of achieving the objectives of Goal 2, as it ensures that staff members are equipped with the latest research-based practices, technologies, and instructional strategies to improve student outcomes.

Overall, while there were minimal differences in planned actions and actual implementation, Goal 2 was successfully carried out in the previous year, with several successes and ongoing efforts to improve student achievement and access to education.

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

Actions and services for Goal 2, to implement innovative, research-based programs and practices to ensure the highest level of achievement for all students, were expended as intended, except for those explained below. These actions had a material difference at or above 15% between budgeted and estimated actual expenditures.

A significant focus in C-VUSD in 2022-23 was to increase academic achievement and provide additional interventions and supports to students to close achievement gaps. As a result, the following actions were over-expended, which created a material difference between budgeted and estimated actual expenditures.

Action 3 (English Learner Support Services) was under-budgeted due to salary projections. Covina-Valley negotiated a raise during the 2022-23 school year, which wasn't accounted for in the 2022-23 LCAP budget.

New 1:1 teacher devices were needed after the pandemic to facilitate technology integration and enhance access to content and support for unduplicated students (Action 4: 21st Century Technology Integration-Staff). C-VUSD under-budgeted for this need. However, this expenditure improved services to students.

Action 6 (Reading Aides and Reading Instruction Support) includes certificated and classified salaries for Transitional Kindergarten, which was under-budgeted due to salary projections. Covina-Valley negotiated a raise during the 2022-23 school year, which wasn't accounted for in the 2022-23 LCAP budget.

Action 8 (21st Century Technology Integration- Students) was over-budgeted based on the estimated need and costs for student device repair and new student devices. While this action was fully implemented based on need, there was a material difference in budgeted and estimated actuals.

Action 12 (21st Century Transition) provided professional development and planning sessions to monitor students' progress. In this post-pandemic year, students received targeted instruction based on needs determined from disaggregated data. Material differences between budgeted and estimated actual expenditures resulted from under-budgeting contracts, materials costs, and extra-hourly salary costs.

Action 15 (Professional Learning Community Support) includes stipend positions for PLC leads, Engagement, and Enrichment that were under-budgeted due to salary projections. Covina-Valley negotiated a raise during the 2022-23 school year, which wasn't accounted for in the 2022-23 LCAP budget.

Material differences between budgeted and estimated actual expenditures in Action 18 (Summer Professional Development) resulted from over-budgeting contracts and other related costs.

After the pandemic, the need for additional academic support for students was crucial. Therefore, Covina-Valley increased after-school tutoring and homework support hours as an effective way to help its students catch up and succeed in their core courses. This resulted in

increased services under Action 21 (Extended hours, school tutoring, intervention) and a material difference between budgeted expenditures and estimated actual expenditures.

With Action 24 (Next Generation Science Standards Transition and Support), the District purchased additional materials and resources and provided Next Generation Science Standards (NGSS) professional development for all elementary school teachers to support the implementation of NGSS TK-5.

Additional intervention and enrichment were needed after the pandemic to support students. C-VUSD under-budgeted for this need in Action 27 (Summer School Enrichment). However, these expenditures improved services to students.

Action 28 (Focused Schools Instructional Leadership) provided teachers with supplies or materials needed to conduct specific instructional strategies for tailored instruction based on the best practices observed during instructional walks. This action was under-budgeted based on the post-pandemic need.

Material differences between budgeted and estimated actual expenditures in Action 14 (Professional Development for Support Staff-Classified) and Action 17 (Targeted Math Interventions and Supports) resulted from over-budgeting contracts and materials costs.

Despite the material differences described above, the services in these actions were implemented entirely based on identified needs.

Action 11 (Critical Thinking and Creative Analysis) was marked as a contributing action in the 2022-23 LCAP; however, it was funded entirely using grant funds, causing a material difference between last year's planned expenditures and estimated actuals.

Action 18 (Summer Professional Development) was marked as a non-contributing action and states resources are provided as part of the Educator Effectiveness Grant Grant Plan in the 2022-23 LCAP; however, some professional development was expended

Action 25 wasn't fully implemented as planned and budgeted due to the District prioritizing core academic instruction and intervention, especially at the elementary level. As a result, no additional materials, resources, or contracts were added for coding and computer science integration in the 2022-23 school year.

Covina-Valley Learning Options Academy experienced a decrease in enrollment during the 2022-23 school year, resulting in a material difference in Action 30 (Covina-Valley Learning Options Academy - Other Certificated and Classified Staff, PD, and Materials).

2023-24 LCAP budgets for these actions have been modified accordingly. The District will carry over all unspent 2022-23 LCFF funds to expand and enhance actions in the 2023-24 LCAP.

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

Covina-Valley has implemented innovative, research-backed programs and practices to ensure optimal student achievement. This has been accomplished through comprehensive professional development opportunities, successful program implementation, and the use of technology to support teaching and learning. As a result, on the LCAP survey, 97% of students strongly agree/agree they have the books, materials, and technology needed to do their best in school.

Districtwide professional development is essential for the achievement of Goal 2. The District has determined that its 2022-23 professional development effectively supported student learning and achievement using various measures, such as student achievement data, teacher feedback, and observation data. In order to continuously improve their skills and stay up-to-date with the latest trends in education, Covina-Valley Unified's staff members were provided with opportunities for professional development not just during the school year but also during the summer months. Furthermore, new teachers in C-VUSD receive extra training before the school year begins to ensure they are well-equipped to provide their students with quality education. This training includes an in-depth understanding of the District's curriculum, instructional programs and practices, and the use of the latest district technology. On the LCAP survey, 81.78% of staff agreed that they receive sufficient professional development/training to effectively perform the duties of their job assignment.

Covina-Valley's PD calendar included the following:

- Lindamood-Bell: Aimed to improve reading and comprehension skills by teaching students how to visualize information.
- UCI Math: Aimed to enhance the teaching skills of math educators in a variety of areas, including conceptual understanding, problem-solving, and communication.
- Thinking Maps: Teaches educators how to use eight different types of Thinking Maps that represent different types of thinking processes, such as defining, comparing and contrasting, sequencing, and classifying. Educators learn to integrate these visual tools into their lesson plans to help students better understand complex information and promote higher-order thinking.
- Path to Proficiency: To help educators support language learners in developing proficiency in a new language. It emphasizes the importance of a communicative approach to language instruction, where students are encouraged to use the language in meaningful ways to develop their skills.
- NGSS: Provides educators with a deep understanding of the NGSS framework and its three dimensions: scientific and engineering practices, crosscutting concepts, and disciplinary core ideas. Educators learn how to integrate these three dimensions into their instruction and how to use the NGSS standards to develop inquiry-based lesson plans that promote student engagement and achievement.
- Restorative Practices: Designed to help educators create positive learning environments by building and maintaining healthy relationships among students and between students and educators.
- Yale RULER: Focuses on four key components: emotional intelligence, social intelligence, stress management, and mindfulness. Educators learn to incorporate these components into their instruction and create a supportive learning environment where students feel safe and valued.
- AVID Summer Institute: Designed to help educators learn how to implement the AVID program in their schools and classrooms. Educators learn how to provide academic support through tutorials, develop students' college and career readiness skills, and support student's social and emotional growth.
- AP Summer Institutes: Designed to help educators teach AP courses effectively and prepare students for success on AP exams.
- CTE PD: Provides educators with the knowledge and skills to align their CTE programs with industry standards.

C-VUSD remains committed to providing 1:1 devices for students and teachers to enable access to innovative software programs that enhance student learning. Technology/Academic Software ranked in the top five Covina-Valley initiatives students considers a high priority. This approach has allowed the District to increase access to research-based online learning interventions and enrichment programs, including ALEKS, APEX, IReady, Rosetta Stone, and Accelerated Reader, among others. As a result, these programs have addressed achievement gaps for unduplicated students, leading to post-pandemic growth on local assessments, as indicated in the data presented below. On the LCAP survey, 89.5% of staff agree they have adequate technology and resources to do their job effectively.

Overall, the effectiveness of Tier III Interventions, extended library hours, and after-school tutoring in C-VUSD demonstrate the District's commitment to providing targeted and effective support to all unduplicated students. These interventions have successfully improved student outcomes, as shown in the table below. Based on parent LCAP survey results, 79.38% agree that teachers provide necessary academic support to students who are struggling, and 79.49% of parents agree their student(s) can get extra help when needed before or after-school (intervention, tutoring, homework help, etc.). The District will continue to prioritize and invest in these interventions to ensure all students have access to the resources and support needed to succeed.

C-VUSD's Dual Language implementation continues to expand by one grade level each year. Dual language Spanish and Mandarin programs have effectively promoted academic achievement and bilingualism among students. These programs provide a unique opportunity for students to learn and communicate in two languages, allowing them to develop strong language skills and cultural competence. Research has shown that students in dual language programs outperform their peers in monolingual programs on academic achievement, cognitive flexibility, and cultural awareness measures. The table below indicates that C-VUSD students in dual language programs outperform their peers. To support the success of these programs, Covina-Valley provides Dual Language staff, materials, and professional development opportunities for teachers. This investment is crucial in ensuring that teachers have the knowledge and resources needed to effectively teach in a bilingual environment and that students have access to high-quality instructional materials.

Covina-Valley's EL support program has proven highly effective in assisting English learners and their families. The District has provided a Teacher on Special Assignment (TOSA) and three classified support specialists who work to support ELD teachers and EL students, share research-based instructional strategies with teachers, assist with optimal ELPAC practices, and provide parent education. The success of this program is evident in the percentage of students who scored proficient on the Summative ELPAC. In addition, there has been a noticeable increase in the number of students who have achieved proficiency, as shown in the table below. This demonstrates the impact of Covina-Valley's EL support program in enhancing the academic achievement of English Learners.

Earlier this year, the California Department of Education redesignated Fairvalley High School as a Model Continuation High School. Fairvalley has maintained this status since the early 2000s and serves as a model for continuation schools because of its exceptional work in providing comprehensive services and flexible scheduling for students. In addition, Covina High School recently received a full six-year WASC accreditation this year. This achievement recognizes and affirms the school's high-quality resources, programs, and educational opportunities. Northview and South Hills High School have also been recognized on a state level. In the last three years, both schools received the prestigious Golden Bell Award from the California School Boards Association for their exemplary work in providing meaningful and innovative programs. In addition, Northview High was honored for its Fine Arts, Media, and Entertainment or FAME academy. At the

same time, South Hills High was recognized for its Wellness Center and Peer Counseling Program.

iReady Diagnostic Results K-8 ELA	On Grade Level	One Grade Level Below	Two or More Grade Levels Below
C-VUSD 2020-21 Winter Baseline	53.00%	28.00%	19.00%
C-VUSD 2022-23 Winter Outcome	57.00%	30.00%	13.00%

iReady Diagnostic Results K-8 Math	On Grade Level	One Grade Level Below	Two or More Grade Levels Below
C-VUSD 2020-21 Winter Baseline	41.00%	43.00%	16.00%
C-VUSD 2022-23 Winter Outcome	44.00%	45.00%	11.00%

Dual vs Non-Dual Achievement Data	Spanish Dual Students	Non-Dual Students	Mandarin Dual Students
3rd Grade 2022 CAASPP: ELA	79.00%	52.45%	50.00%
3rd Grade 2022 CAASPP: Math	86.00%	52.58%	85.00%
4th Grade 2022 CAASPP: ELA	62.00%	49.24%	71.00%
4th Grade 2022 CAASPP: Math	52.00%	36.48%	57.00%
5th Grade 2022 CAASPP: ELA	66.00%	53.53%	--
5th Grade 2022 CAASPP: Math	50.00%	30.32%	--

Summative ELPAC Results	Level 4	Level 3	Level 2	Level 1
C-VUSD 2018-19 Baseline	15.23%	37.31%	34.33%	13.13%
C-VUSD 2021-22 Actual Outcome	20.19%	34.15%	28.68%	16.98%

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.

Updates have been made to the explanation and description of why Goal 2 was developed using updated data and the input, feedback, and consultation process. There is a sense of urgency to address the achievement gap and improve academic outcomes in the post-pandemic years. Previous efforts related to Goal 2 have shown positive results in meeting the academic goals of our unduplicated students, according to our educational partners. To further enhance academic achievement, access to technology and software, support for English Learners, ongoing professional development, and innovative programs such as Traditional Kindergarten, Dual Language, and Computer Science, Covina-Valley will continue prioritizing extended opportunities to improve student achievement. This was evident from the feedback gathered through LCAP surveys and advisory meetings. Consequently, no significant alterations have been made to the actions and services in Goal 2.

The following amendments have been made:

- In Action 4 (21st Century Technology Integration-Staff), Paper.co and Canvas programs were removed as the District will no longer use these technologies based on cost and usage analysis.
- The phrase "Expanded resources are provided as part of the Expanded Learning Opportunities (ELO) Grant Plan" was removed from Action 8 (21st Century Technology Integration- Students) as this funding has been expended and is no longer available.
- The phrase "Repeated Expenditure 2.26" has been added to the action title and description for Action 9 (Differentiated Instructional Strategies and Grouping) to match the formatting in other actions.
- In Action 27 (Summer School Enrichment), the year for summer enrichment was updated from 2023 to 2024.

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

Goals and Actions

Goal

Goal #	Description
3	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.

An explanation of why the LEA has developed this goal.

Decreasing chronic absenteeism for all students has been identified as a state indicator that needs significant improvement based on a review of the Dashboard and local data. The overall performance of the "all-student" group is very high. In addition, The suspension rate for Foster Youth has been identified as another state indicator that needs significant improvement. This is based on the performance of the Foster Youth student group being two or more performance levels below the "all-student" performance on the Suspension state indicator. Foster Youth have a very-high status level compared to a low-status level for all students.

Goal three was developed with the principal outcome of student engagement and connectedness to school.

Additional support for the development of this goal, as determined with input from all educational partners in Covina-Valley Unified, includes:

- Continuing to increase social-emotional & counseling supports
- Increasing parent education opportunities, including motivating your child, college financial aid, college requirements, mental health awareness, and strategies to build positive self-esteem
- Continuing to provide and expand enrichment opportunities, including field trips, Saturday school, and character education
- Increasing Science, Technology, Engineering, and Math (STEM) opportunities for students at all grade levels

Metrics for this goal include student and parent surveys, attendance rates, suspension and expulsion data, chronic absenteeism, dropout rates, and basic services.

High-quality learning environments and support systems are critical to student engagement and connectedness. Parent education opportunities are another way of engaging families in their student's academic life. This goal strives to equip all educational partners with the tools necessary to engage with the school and support academic achievement.

Goal 3 addresses State Priorities: 1. Basic; 3. Parent involvement; 5. Pupil engagement; 6. School climate

Goal 3 addresses Local Priorities: Gold Standards: 4. Develop, maintain, and strengthen connections among students, parents, community members, and the District. 5. Provide a safe learning environment that meets our students' physical, social, and emotional needs. 6. Ensure all students have a highly qualified, dedicated team of employees to serve our school community. 7. Create an environment of collaboration where stakeholders work alongside instructional leaders to help establish uniform practices for decision-making that focus on student success and achievement.

The District has successfully implemented actions and services for Goal 3, focusing on student engagement and connectedness for unduplicated students. The "wide" actions and services listed below in the actions table are carried over because of the success of the last LCAP cycle and the need for continued implementation.

The achievements of Goal 3 include enhanced support provided at all sites by additional staffing focused on supporting social-emotional wellness. District social workers and elementary school counselors have been hired to support school sites with additional social-emotional and mental health resources. These staff members work directly with students to help them develop the skills they need to manage their emotions and build positive relationships with others.

Based on the data, continued implementation of Restorative Practices is still needed. Instead of punishing students for misbehavior, Restorative Practices seek to address the underlying issues that lead to the behavior and create a plan for moving forward. Research shows this approach effectively reduces disciplinary incidents and creates a more positive school climate, something Covina-Valley continues to strive for. Additionally, positive behavior supports provide students with positive feedback and rewards for good behavior. By focusing on positive reinforcement, the District is helping to create a culture of positivity and respect in the classroom.

Every school site continues to prioritize positive attendance to address chronic absenteeism and support student engagement. The Student Services positive attendance program aims to motivate students to attend school regularly and be punctual. By emphasizing the importance of attendance, the District fosters a culture that values academic achievement and success. The District continues to value expanding CTE pathway opportunities for high school students across all comprehensive school sites to increase engagement. A robust Visual and Performing Arts (VAPA) program has taken root across the District. Studies have shown that VAPA education can positively impact student engagement and academic performance. In addition, school sites have implemented several programs, such as Where Everyone Belongs (WEB), Link Crew, ASB, Renaissance, and co-curricular and extra-curricular programs to increase student engagement. These programs are needed to continue providing opportunities for students to develop leadership skills, build social connections, and pursue their interests outside the classroom.

As identified by educational partners, parent education programs are essential to the District's efforts to support student success. There continues to be a need for programs at all sites in English and Spanish to ensure that all families have access to the information and resources they need to support their child's academic progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Involvement & Family Engagement - Participation	My school effectively prepares my child for the next grade level: 67.28%	My school effectively prepares my child for the next grade level: 74%	My school effectively prepares my child for the next grade level: 74.14%		My school effectively prepares my child for the next grade level: 90%
	Parent Participation in Back to School Night: 69.67%	Parent Participation in Back to School Night: 67%	Parent Participation in Back to School Night: 69.51%		Parent Participation in Back to School Night: 75%
	Participation in Parent Conferences: 64.35%	Participation in Parent Conferences: 67%	Participation in Parent Conferences: 53.24%		Parent Participation in Parent Conferences: 75%
	Participation in PTA meetings & events: 50.11%	Participation in PTA meetings & events: 43%	Participation in PTA meetings & events: 29.31%		Participation in PTA meetings & events: 60%
	(Local Qualtrics Survey 2020-2021)	(Local Qualtrics Survey 2021-2022)	(Local Qualtrics Survey 2022-2023)		(Local Qualtrics Survey 2024)
Basic Services	Teacher misassignments: 0 Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0 (School Accountability Report Cards, Quarterly Williams Reports, 2021)	Teacher misassignments: 0 Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0 (School Accountability Report Cards, Quarterly Williams Reports, 2022)	Teaching Assignment Monitoring Outcomes: 4.4% (Out-of-Field) 0.5% (Ineffective) Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0 (DataQuest, 2020-21, School Accountability Report Cards and		Teaching Assignment Monitoring Outcomes: No more than 4% Out-of-Field & Ineffective Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0 (DataQuest, School Accountability Report Cards and Quarterly

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Quarterly Williams Reports 2022-2023)		Williams Reports 2024)
Student Engagement	<p>Student Gallup Survey- Engagement: 4.1 Hope: 4.4 Entrepreneurial Aspiration: 2.5 Career/Financial Literacy: 3.2</p> <p>(Gallup Survey Results 2019-2020)</p> <p>Student interviews will also be conducted about overall satisfaction with school climate on each site.</p> <p>What is your level of engagement in school?: 87% Involved</p> <p>(Local Qualtrics Survey 2021)</p>	<p>Student Gallup Survey- Engagement: 4.1 Hope: 4.4 Entrepreneurial Aspiration: 2.5 Career/Financial Literacy: 3.2</p> <p>(Gallup Survey Results 2019-2020-No Gallup Survey in 2022)</p> <p>Student interviews will also be conducted about overall satisfaction with school climate on each site.</p> <p>What is your level of engagement in school?: 90% Involved</p> <p>(Local Qualtrics Survey 2021)</p>	<p>Student Gallup Survey- Engagement: 4.1 Hope: 4.4 Entrepreneurial Aspiration: 2.5 Career/Financial Literacy: 3.2</p> <p>(Gallup Survey Results 2019-2020-No Gallup Survey in 2023)</p> <p>Student interviews will also be conducted about overall satisfaction with school climate on each site.</p> <p>What is your level of engagement in school?: 93.4% Involved</p> <p>(Local Qualtrics Survey 2023)</p>		<p>Student Gallup Survey- Engagement: 4.5 Hope: 4.8 Entrepreneurial Aspiration: 3.5 Career/Financial Literacy: 4.0</p> <p>(Gallup Survey Results)</p> <p>Student interviews will also be conducted about overall satisfaction with school climate on each site.</p> <p>What is your level of engagement in school?: 95% Involvement</p> <p>(Local Qualtrics Survey 2023-2024)</p>
Suspension Rates	All Students: 2.8%	All Students: 0.1% English Learners: 0%	All Students: 2.4%		All Students: 1.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners: 2.7% Foster Youth: 5.2% Socioeconomically Disadvantaged: 3.3% Students With Disabilities: 4.6% African-American: 5% Hispanic: 2.7% Pacific Islander: 6% White: 3.4% (DataQuest CDE 2020)	Foster Youth: 0% Socioeconomically Disadvantaged: 0.1% Students With Disabilities: 0.1% African-American: 0.3% Hispanic: 0% Pacific Islander: 0% White: 0.2% (DataQuest CDE 2021)	English Learners: 1.9% Foster Youth: 8.8% Socioeconomically Disadvantaged: 2.9% Students With Disabilities: 4.2% African-American: 3.4% Hispanic: 2.5% Pacific Islander: 5.0% White: 3.4% (DataQuest CDE 2022)		English Learners: 1.5% Foster Youth: 1.5% Socioeconomically Disadvantaged: 1.5% Students With Disabilities: 1.5% African-American: 1.5% Hispanic: 1.5% Pacific Islander: 1.5% White: 1.5% (DataQuest CDE 2023-2024)
Student Expulsion Rates	All Students: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students With Disabilities: 0% (DataQuest CDE 2020)	All Students: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students With Disabilities: 0% (DataQuest CDE 2021)	All Students: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students With Disabilities: 0% (DataQuest CDE 2022)		All Students: 0% English learners: 0% Socioeconomically Disadvantaged: 0% Students With Disabilities: 0% (DataQuest CDE 2023-2024)
Attendance	All Students: 96.34% (P2 Reporting Period 2021)	All Students: 93.72% (P2 Reporting Period 2022)	All Students: 93.52% (P2 Reporting Period 2023)		All Students: 98% (P2 Reporting Period 2024)
Parent Involvement & Family Engagement - Decision Making	Decision-Making: 100%	Decision-Making: 100%	Decision-Making: 100%		Decision-Making: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>School Site Councils at all Schools: 100%</p> <p>English Language Advisory Council at all schools: 100%</p> <p>District Advisory Council with representatives from all schools: 100%</p> <p>District English Language Advisory Council with representatives from all schools: 100%</p> <p>(Local Metrics through School Site plans 2020)</p>	<p>School Site Councils at all Schools: 100%</p> <p>English Language Advisory Council at all schools: 100%</p> <p>District Advisory Council with representatives from all schools: 100%</p> <p>District English Language Advisory Council with representatives from all schools: 100%</p> <p>(Local Metrics through School Site plans 2021)</p>	<p>School Site Councils at all Schools: 100%</p> <p>English Language Advisory Council at all schools: 100%</p> <p>District Advisory Council with representatives from all schools: 100%</p> <p>District English Language Advisory Council with representatives from all schools: 100%</p> <p>(Local Metrics through School Site plans 2022)</p>		<p>School Site Councils at all schools: 100%</p> <p>English Language Advisory Council at all schools: 100%</p> <p>District Advisory Council with representatives from all schools: 100%</p> <p>District English Language Advisory Council with representatives from all schools: 100%</p> <p>(Local Metrics through School Site plans 2023-2024)</p>
Middle School Dropout Rates	<p>All Students: 0%, English Learners: 0%, Socioeconomically Disadvantaged: 0% Students With Disabilities: 0%</p> <p>(Calpads EOY 2019-2020)</p>	<p>All Students: 0%, English Learners: 0%, Socioeconomically Disadvantaged: 0% Students With Disabilities: 0%</p> <p>(Calpads EOY 2020-2021)</p>	<p>All Students: 0%, English Learners: 0%, Socioeconomically Disadvantaged: 0% Students With Disabilities: 0%</p> <p>(Calpads EOY 2021-2022)</p>		<p>All Students: 0%, English Learners: 0%, Socioeconomically Disadvantaged: 0% Students With Disabilities: 0%</p> <p>(Calpads EOY 2023-2024)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Drop Rates	<p>All Students: 1.1% English Learners: 3.1% Foster Youth: 0% Homeless Youth: 0.8% Students with Disabilities: 3.8% Socioeconomically Disadvantaged: 1.4%</p> <p>(DataQuest CDE 2020)</p>	<p>All Students: 1.3% English Learners: 2.4% Foster Youth: 15.4% Homeless Youth: 4.3% Students with Disabilities: 2.3% Socioeconomically Disadvantaged: 1.4%</p> <p>(DataQuest CDE 2021)</p>	<p>All Students: 2.9% English Learners: 11.8% Foster Youth: 17.6% Homeless Youth: 3.2% Students with Disabilities: 8.4% Socioeconomically Disadvantaged: 3.2%</p> <p>(DataQuest CDE 2022)</p>		<p>All Students: 0.5%, English Learners: 0.5% Foster Youth: 0% Homeless Youth: 0.5% Students with Disabilities: 0.5% Socioeconomically Disadvantaged: 0.5%</p> <p>(DataQuest CDE 2023-2024)</p>
Chronic Absenteeism	<p>All Students: 10.1% English Learners: 10.1% Foster Youth: 14.3% Homeless: 20.8% Socioeconomically Disadvantaged: 11.5% Students With Disabilities: 15.1%</p> <p>(DataQuest CDE 2019-No Absentee Data for 2020)</p>	<p>All Students: 8.5% English Learners: 10.5% Foster Youth: 29% Homeless: 24.4% Socioeconomically Disadvantaged: 10.9%, Students With Disabilities: 14.9%</p> <p>(DataQuest CDE 2021)</p>	<p>All Students: 23.8% English Learners: 23.2% Foster Youth: 41.7% Homeless: 34.9% Socioeconomically Disadvantaged: 27.6% Students With Disabilities: 33.0%</p> <p>(DataQuest CDE 2022)</p>		<p>All Students: 2.0% English Learners: 2.0% Foster Youth: 6% Homeless: 9% Socioeconomically Disadvantaged: 2.5%, Students With Disabilities: 3.0%</p> <p>(DataQuest CDE 2024)</p>
School Connectedness and Safety	<p>Survey Data: Teachers Connectedness 78% Safety: Not Available for Baseline</p>	<p>Survey Data: Teachers Connectedness 70% Safety: 72%</p>	<p>Survey Data: Teachers Connectedness 80.92% Safety: 84.34%</p>		<p>Survey Data: Teachers Connectedness 95% Safety: 95%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Parent Data: I feel welcomed and treated with respect when I come to my child's school: 94% Strongly Agree/Agree Safety: Not Available for Baseline</p> <p>School connectedness (5th Grade): 49% School connectedness (7th Grade): 26% School connectedness (9th Grade): 20% School connectedness (11th Grade): 16%</p> <p>Feel safe at school (5th Grade): 82% School perceived as very safe or safe (7th Grade): 63% School perceived as very safe or safe (9th Grade): 64% School perceived as very safe or safe (11th Grade): 58%</p>	<p>Parent Data: I feel welcomed and treated with respect when I come to my child's school: 91% Strongly Agree/Agree Safety: Not Available</p> <p>School connectedness (5th Grade): 72% School connectedness (7th Grade): 61% School connectedness (9th Grade): 54% School connectedness (11th Grade): 59%</p> <p>Feel safe at school (5th Grade): 89% School perceived as very safe or safe (7th Grade): 69% School perceived as very safe or safe (9th Grade): 64% School perceived as very safe or safe (11th Grade): 73%</p>	<p>Parent Data: I feel welcomed and treated with respect when I come to my child's school: 94.35% Strongly Agree/Agree Safety: Covina-Valley school campuses are safe. 78% Strongly Agree/Agree</p> <p>School connectedness (5th Grade): 72% School connectedness (7th Grade): 61% School connectedness (9th Grade): 54% School connectedness (11th Grade): 59%</p> <p>Feel safe at school (5th Grade): 89% School perceived as very safe or safe (7th Grade): 69% School perceived as very safe or safe (9th Grade): 64%</p>		<p>Parent Data: I feel welcomed and treated with respect when I come to my child's school: 98% Strongly Agree/Agree Safety: Covina-Valley school campuses are safe. 85% Strongly Agree/Agree</p> <p>School connectedness (5th Grade): 82% School connectedness (7th Grade): 71% School connectedness (9th Grade): 64% School connectedness (11th Grade): 69%</p> <p>Feel safe at school (5th Grade): 95% School perceived as very safe or safe (7th Grade): 67% School perceived as very safe or safe (9th Grade): 74% School perceived as very safe or safe (11th Grade): 83%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Healthy Kids Survey 2018) I feel welcomed and treated with respect when I come to school.: 81% Strongly Agree/Agree	(Healthy Kids Survey 2021) I feel welcomed and treated with respect when I come to school.: 81% Strongly Agree/Agree	School perceived as very safe or safe(11th Grade): 73% (Healthy Kids Survey 2021-- 2022-23 results not yet available) I feel welcomed and treated with respect when I come to school.: 85.39% Strongly Agree/Agree		(Healthy Kids Survey 2022-2023) I feel welcomed and treated with respect when I come to school.: 90% Strongly Agree/Agree

Actions

Action #	Title	Description	Total Funds	Contributing
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	No
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.	\$392,105.00	No

Action #	Title	Description	Total Funds	Contributing
		(General)		
3.3	High Quality Learning Environments - Materials	<p>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.</p> <p>(General)</p>	\$68,190,717.00	No
3.4	High Quality Learning Environments - Facilities	<p>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.</p> <p>(General)</p>	\$23,382,423.00	No
3.5	Mental Health Support	<p>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 working with students to increase their school engagement and promote positive behavior.</p> <p>(3304)</p>	\$200,000.00	Yes
3.6	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	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students. Activities will provide extended academic support for unduplicated students resulting in increased achievement.</p> <p>(3306)</p>		
3.7	Social Emotional and Behavior Support	<p>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	Yes
3.8	Increased Engagement in School	<p>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	Yes
3.9	Parent Education and Academies	<p>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	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	Science Technology Engineering and Math	<p>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	Yes
3.11	College and Career Preparation - World Languages	<p>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.</p> <p>(Base)</p>	\$2,172,193.00	No
3.12	Innovation Resources	<p>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.</p>	\$1,221,244.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(3313)		
3.13	International Baccalaureate	<p>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.</p> <p>(3314)</p>	\$170,050.00	Yes
3.14	Extra and Co-Curricular Engagement Activities	<p>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.</p> <p>(3315)</p>	\$220,000.00	Yes
3.15	Arts Education and Enrichment	<p>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.</p> <p>(3316)</p>	\$990,053.00	Yes
3.16	Career Technology Pathways	The Educational Services department will develop, implement and expand career technical education pathways to provide English	\$999,288.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
3.17	Partnerships and Expansion for CTE	<p>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	Yes
3.18	Mental Health and Well Being	<p>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	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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.

A majority of actions and services for Goal 3 were implemented as stated, except for Action 10, Science, Technology, Engineering, and Mathematics, and Action 17, partnerships and expansion for CTE. While unduplicated students had access to 19 CTE programs, including internships and work experience opportunities and Science, Technology, Engineering, and Mathematics, these actions were only partially realized as planned. As a result, some students may have had a different level of exposure to STEM education than was initially intended.

The District successfully continued its commitment to fostering positive environments inside and outside the classroom. District social workers and additional elementary school counselors have increased mental health support district-wide. In addition, professional development and training provided staff and students with social-emotional and mental health support.

VAPA, CTE, and other enrichment programs that foster student engagement were successfully and fully implemented to reengage students as we returned to in-person instruction. Saturday enrichment included educational opportunities and extended day interventions to increase attendance and student engagement.

C-VUSD expanded the Parent Institute for Quality Education, or PIQE, rollout to an additional six elementary sites this year to engage, empower, and transform families by providing the knowledge and skills to partner with schools and communities to ensure their students achieve their full potential.

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

Actions and services for Goal 3, to 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, were expended as intended, except for those explained below. Nine actions had a material difference at or above 15% between budgeted and estimated actual expenditures.

The pandemic created a need for more extended learning opportunities for students before, during, and after-school, as well as on Saturday. These additional services created material differences in Action 6 (Saturday School and Extended School Day Interventions and Activities) and Action 14 (Advanced Student Achievement). In addition, materials, resources, and contracts were not needed to implement these actions based on student needs.

Material differences for Actions 1 (Fully Credentialed Teachers) and Action 11 (College and Career Preparation - World Languages) were due to under-budgeted salary projections. During the 2022-23 school year, Covina-Valley negotiated a raise for its employees, which was not considered in the 2022-23 LCAP budget.

Increases in contract costs and materials and supply costs, Action 2 (Stem Declining Enrollment) and Action 4 (High-Quality Learning Environments - Facilities) were under-budgeted.

Material differences between budgeted and estimated actual expenditures in Action 3 (High-Quality Learning Environments - Materials), Action 5 (Advanced Student Achievement), Positive Climates-Restorative Practices), and Action 8 (Increased Engagement in School) resulted from over-budgeting contracts and materials costs. Additionally, a material difference between budgeted and actual expenditures for Actions 10 (Science, Technology, Engineering, and Math), Action 14 and Action 17 (partnerships and expansion of CTE) were over-budgeted in the 2022-23 LCAP. While these actions were implemented, the estimated costs of materials, resources, and contracts were not as expected; thus, budgeted LCFF funds were not expended.

Despite the material differences described above, the services these actions were implemented entirely based on identified needs. Budgeted expenditures have been updated accordingly for the 2023-24 LCAP. All unspent funds will be carried over to expand and enhance actions in the 2023-24 LCAP.

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

When asked on the LCAP student survey if they feel welcomed and treated with respect when they come to school, 85.39% of Covina-Valley students strongly agree/agreed. This is due to the District's efforts to create an engaging and positive environment within and outside the classroom.

Social-emotional learning (SEL) and mental health are critical components of a student's overall well-being and academic success. C-VUSD has implemented programs and initiatives to increase SEL and mental health support services for all students. The District has increased access to counseling services and social workers, created mental health awareness campaigns, and provided professional development opportunities for teachers to integrate SEL into their lessons. During the 2022-23 school year, Covina-Valley added two additional elementary counselors, three additional secondary counselors, and two additional District social workers to increase students' access to social-emotional support services. As a result, 82.71% of C-VUSD students strongly agree/agree that they know where to seek help if they have a social or emotional problem. Additionally, on the LCAP survey, 90% of students responded that teachers and staff at their school care about them. Another accomplishment towards reaching this goal was opening the Covina-Valley Health and Wellness Center, promoting the overall health and well-being of students, staff, and families. The Health and Wellness Center is a hub for the District's social workers and the entire Health and Student Services Department, including a team of registered and licensed vocational nurses. Students, families, and the community can visit the Center and meet with one of the District's social workers, who can help them access resources such as gas cards,

housing vouchers, transportation vouchers, and more. Students and families can also visit the Family Resource Room to receive a variety of necessities such as clothes, food, school supplies, and more.

The District continues recognizing the importance of involving parents and families in the education process and has taken proactive steps to foster greater engagement. As a result, there has been an increase in participation in parent-teacher conferences, school events, and other activities. When asked on the LCAP parent survey if Covina-Valley Unified and its schools provide them with the resources and/or ideas for supporting their student, 84.77% strongly agree/agree. To further promote parent involvement, the District has added Community Outreach Liaisons at every elementary school to support families with school-aged children. They serve as a communications liaison between families, community agencies, and the school to promote positive attendance, behavior, academics, and family engagement. These initiatives provide opportunities for parents to learn more about their child's education and connect with other parents and educators in the community. 92.26% of parents strongly agree/agree that Covina-Valley Unified and its schools keep families and the community informed about important issues and events. By encouraging parent involvement, the District is creating a more collaborative and supportive environment for students and ultimately helping them to achieve academic success.

According to the LCAP survey, a significant number of students (93.4%) reported being very involved or somewhat involved in their school. To increase student engagement and foster a positive learning environment, the District has implemented various enrichment programs both inside and outside the classroom. Covina-Valley's 17 campuses offer a range of school-wide programs designed to connect students with learning opportunities and promote engagement. An expansion of enrichment programs bolstered these efforts focused on areas such as the arts, music, coding, and STEM, which extended beyond the typical school day through the Saturday School enrichment program. On the LCAP survey, 1,129 Covina-Valley students responded that enrichment opportunities should continue as a high-priority District initiative. Overall, the District's efforts to create a supportive and engaging learning environment have shown positive outcomes, indicating the potential for continued success in fostering student success.

Covina-Valley's CTE programs provide students with the knowledge and skills to succeed in high-demand careers. The District offers 19 individual pathways with courses in agriculture, arts, media, and entertainment, building and construction trades, business and finance, education, child development and family services, engineering and architecture, health sciences and medical technology, information and communication technologies, manufacturing and public development, and public services. In addition, the District continues to have partnerships with local businesses or industry leaders that have helped to enhance the quality and relevance of the District's CTE programs. As a result, C-VUSD's CTE pathways positively impact student engagement, retention, and post-secondary success.

C-VUSD's Visual and Performing Arts offer an enriching and engaging experience for students at all grade spans. These subjects allow students to explore their creativity and express themselves and help them develop essential skills such as critical thinking, problem-solving, and collaboration. In addition, participating in visual and performing arts fosters a sense of community and belonging as students work together to produce and showcase their art. Overall, the arts in Covina-Valley are a valuable part of a well-rounded education and can enhance students' personal and academic growth.

Covina-Valley met its Parent Input and Decision-Making metrics goals with 100% implementation of School Site Councils, English Language Advisory Councils, District Advisory Council, and District English Language Advisory Council. Parent and student surveys, while positive

overall, identified areas of continued need. C-VUSD expanded the Parent Institute for Quality Education (PIQE) rollout to three elementary sites this year to engage, empower, and transform families by providing the knowledge and skills to partner with schools and communities to ensure their students achieve their full potential. When asked on the LCAP parent survey if parents feel welcomed and treated with respect when they come on campus, 95% strongly agreed or agreed.

All three Covina-Valley Unified middle schools have been recognized as California Schools to Watch, celebrating their efforts to close the achievement gap, establish positive learning environments, and infuse technology into every aspect of learning. C-VUSD has received state, and national recognition, including the California School of Character, California School Boards Association Golden Bell Award, Distinguished School awards, and has been recognized among the top-performing public schools in California, according to U.S. News & World Report's 2022 Best K-8 Schools rankings. 91% of Covina-Valley parents are very satisfied or satisfied with their student's academic preparation.

Chronic Absentee Rates	All Students	English Learners	Foster Youth	Homeless Youth	Students With Disabilities	Socioeconomically Disadvantaged
C-VUSD Baseline	10.10%	10.10%	14.30%	20.80%	15.10%	11.50%
C-VUSD 2021-22 Actual Outcome	23.80%	23.20%	41.70%	34.90%	33.00%	27.60%

Suspension Rates	All Students	English Learners	Foster Youth	Students With Disabilities	Socioeconomically Disadvantaged	African-American	Hispanic	Pacific Islander	White
C-VUSD Baseline	2.80%	2.70%	5.20%	4.60%	3.30%	5.00%	2.70%	6.00%	3.40%
C-VUSD 2021-22 Actual Outcome	2.40%	1.90%	8.80%	4.20%	2.90%	3.40%	2.50%	5.00%	3.40%

Career Technical Education Pathways & Sections	Pathways Offered	Class Sections Offered
C-VUSD 2020-21	18	78
C-VUSD 2022-23	19	97

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.

Updates have been made to the explanation and description of why Goal 3 was developed using updated data and the input, feedback, and consultation process. Covina Valley's educational partners prioritized social-emotional learning, mental health services, character education, and parent education.

One change has been made to the Basic Services desired outcome in Goal 3. The 2023-24 desired outcome for Basic Services wording has been updated to match the recently created DataQuest Report for Teaching Assignment Monitoring Outcomes. Based on the Teaching Assignment Monitoring Outcomes report, the desired outcome for 2023–24 has been updated to read "No more than 4% Out-of-Field & Ineffective."

A change has been made to the School Connectedness and Safety metric for parents. Parent safety survey data has been added to the baseline, year 1 outcome, and 2023-24 desired outcome fields.

A change was also made to the Suspension Rate metric in Goal 3. Foster Youth student group data has been added to the baseline and year-one outcome. In addition, The 2023-24 desired outcome for Suspension Rates has been amended to include Foster Youth at 1.5%.

A change was made to the title of Action 14 from Advanced Student Achievement to Extra and Co-Curricular Engagement Activities. In addition, the word athletics was added to the action description.

The last change was made to Action 18 (Mental Health and Well-Being). An additional funding source has been added to the description for Action 18 to include California Community Schools Partnership Program: Implementation Grant.

No additional actions or services in Goal 3 have been changed.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$28,275,701.00	\$2,636,641.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.33%	0.56%	\$643,936.32	23.89%

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

Required Descriptions

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

The following summarizes key actions and services by goal area aligned to Covina-Valley Unified School District’s "wide" LCAP goals. Each cluster of actions and services considers unduplicated learners' needs, conditions, or circumstances and links the "wide" actions to these considerations. The actions are linked to measurable outcomes based on the respective goals. Goals that are continued from the last LCAP cycle are justified at the end of each section.

College and Career Readiness for Unduplicated Students

After assessing the needs of the District's Low-Income, Foster Youth, and English Learners, C-VUSD learned that their college and career indicator (CCI) completion rates were lower than all students. In the 2019-20 school year, 55.2% of all students met this indicator. Of the unduplicated populations, completion rates were as follows: Socioeconomically Disadvantaged (53.1%), Foster Youth (47.1%), Homeless Youth (40.3%), and English Learners (29.7%). The College/Career Indicator (CCI) was not published on the 2022 California School Dashboard. However, 2020 numbers indicate a need for actions and services to increase the CCI competition by completing career pathways and successfully meeting the A-G college entrance requirements. These data reflect both areas.

Career Technology Education Goals Actions and Services

Based on feedback from educational partners, increasing the College Career Index for all unduplicated students is of principal importance. Career and Technical Education (CTE) pathways help prepare the District's unduplicated students for post-secondary careers in well-paying and demanding industries. Historically, Low-Income and Foster Youth students have less access to pathways that lead to higher-paying careers and industries. C-VUSD has identified a need to link high school coursework with career attainment and increase post-secondary access for Foster Youth and Low-Income students. District data shows that these student groups are accessing CTE at a lower rate than all students. CTE programs offer an engaging learning environment that supports the need for Low-Income students to participate in school programs. Both Foster Youth and Low-Income students are at risk of dropping out of school. Engaging CTE programs keep these student groups coming to school and engaged. CTE programs can also help close the opportunity gap C-VUSD EL students face. For ELs, participating in hands-on CTE projects can be an effective way of accelerating language acquisition. C-VUSD offers unduplicated students at all comprehensive and alternative high schools increased and improved opportunities to engage in a wide variety of CTE pathways. Covina-Valley unduplicated students often have limited experiences, resources, and elevated challenges to becoming career and college-ready. C-VUSD students involved in CTE are more engaged, perform better, and graduate at higher rates. The following CTE Actions and Services are school-wide and were developed to be principally directed to Foster Youth, Low-Income, and EL students.

The District has created the following actions and services to support unduplicated populations in meeting these goals:

Goal 1

- Action 11- The District will increase course offerings and sections in CTE courses to prepare students for college and a career by targeting the District's 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.

Goal 3

- Action 16 - The Educational Services department will develop, implement and expand career technical education pathways to provide Low-Income and Foster Youth students with access and opportunity to participate in CTE pathways. Pathways will include Computer Science, Fine Arts, and Media, Sports, Health, Occupation, Hospitality, Culinary, Business, and Fabrication. In addition, 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.
- Action 17 - 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. As a result, students will receive increased access to career opportunities.

The expected outcome will be an increase in CCI rates for all unduplicated populations, as these three actions address the needs of Foster Youth, EL, and Low-Income students. Increased engagement will also result in higher attendance rates and decreased chronic absenteeism

rates for these targeted students.

CCI rates for low-income students in 2018 - 41.5%, 2019 - 46.6%, 2020 - 53.1%. CCI rates for EL students 2018 - 12.7%, 2019 - 28%, 2020 - 29.7%, CCI for Foster Youth 2018 - 16.7%, 2019 - 23.1%, 2020 - 47.1%. The increase in performance shows the success of these actions and the need to continue to provide them.

College Readiness Actions and Services

After reviewing 2022 data, C-VUSD found that 65.5% of all graduates met UC/CSU requirements. Unduplicated rates are as follows, Socioeconomically Disadvantaged (61.3%), EL (40.5%), Homeless Youth (45.6%), and Foster Youth (46.2%). Developing actions that address the achievement gap between unduplicated groups is necessary. Counseling and support structures and increased access and offerings will create access for unduplicated students to the coursework needed to meet this metric.

The District's educational partners have prioritized school counseling programs and services to help unduplicated students improve educational outcomes and increase college and career readiness. The District has identified achievement gaps between unduplicated students and all other students. These achievement gaps relate directly to completing college and career readiness indicators. School counselors and support staff participate in LCAP advisory groups that review actions and services, review data on student gaps and needs, provide descriptions of current and proposed services for unduplicated students, share existing programs and services outcomes, and offer supplemental services for underserved youth. School counselors are vital in meeting the educational needs of unduplicated students. Research shows that the time devoted to college counseling significantly correlates with favorable college-going rates. They make sure that the students attend tutoring and make up any credits needed so they are on track to graduate and are also A-G eligible when they do graduate. Increased counseling services also ensure that if they are, or were, homeless, they are provided with all of the additional resources available due to that status and evaluate their transcripts to see if they are eligible for AB 1806. There are also additional services to support EL students in the afternoon. The District will measure effectiveness through an ongoing review of college and career readiness metrics described in the LCAP and anecdotal data collected by the increased counseling services. The actions allocate resources to provide counseling support for Foster Youth, English Learners, and Low-Income students in the college and career domain.

The following actions and services were principally designed to meet the needs of unduplicated learners to reach college preparedness.

All Unduplicated

C-VUSD Foster Youth and Low-Income students sometimes lack the academic support and guidance to prepare for college, apply to the best-fit schools, apply for financial aid, enroll and persist in their studies, and ultimately graduate. For example, some of Covina-Valley's English Learners lack access to academic and counseling programs in English and their native language, providing information regarding academic achievement and its effect on college enrollment. The District's English Learners, at times, also lack support in academic planning that leads to the completion of college entrance requirements, preparation for college readiness tests, and information on college attainment. The District must address these challenges to increase college readiness for unduplicated students. These challenges include support for academics and college readiness, college-going culture, student and adult biases, an absence of knowledge and skills associated with college readiness, and a lack of access to high-stakes testing. The following actions and services address these student needs.

Goal 1

- Action 4 - 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.
- Action 7 - 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, R-FEP, and Foster Youth.

Foster Youth

The District identified a need to provide a counselor dedicated to the needs of Foster Youth based on the transient nature of these students. They often come into the District with gaps in their transcript and partial credits. These specialized counselors closely monitor all foster students' school enrollments and transfers to see if they qualify for AB167/216 and the impact on the credits/courses needed for graduation. In addition, targeted counseling support will ensure that all academic credits have been posted to their transcript, coordinate their social and emotional support, and ensure their needs are met both in and out of school.

- Action 8 - 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, secure fee waivers, and financial aid. Increased counseling services will ensure student success, including four-year college and career planning, instructional support, and social-emotional support.

Foster Youth and Low-Income Students

According to District data, Low-Income, and Foster Youth historically underperform academically and matriculate to college and universities at lower rates than their peers. In addition, Foster Youth and Low-Income students do not always have access to specialized programs such as college summer bridge programs. As a result, C-VUSD Low-Income and Foster Youth often struggle with self-perception and confidence and cannot visualize themselves in college. The District offers a unique college experience outlined below to mitigate this deficiency and close these gaps.

- Action 13 - High School counselors will develop, implement, and expand College and Community partnerships to prepare 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. In addition, counselors will recruit students based on interest in the business sector, focusing on unduplicated students.

Low-Income Students

Due to financial constraints, Low-Income students do not often have access to academic support such as tutoring. They do not seek specialized counseling services to ensure their trajectory towards college due to low expectations and perception of self. They also tend not to enroll in rigorous coursework opportunities that will lead to acceptance into prestigious colleges and universities. The District created the following actions to address Low-Income students' needs and provide structural academic support, close monitoring through counseling, and

access to rigorous coursework necessary to ensure they are prepared for college.

Goal 1

- Action 5 - 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. In addition, 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.
- Action 8 - 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, secure fee waivers, and financial aid. Increased counseling services will ensure student success, including four-year college and career planning, instructional support, and social-emotional support.

Goal 3

- Action 13 - 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.

Metrics: Actions and services related to College Readiness will be measured using both quantitative and qualitative data, including graduation rates, CCI, UC/CSU A-G rates, SBAC Summative Assessment Scores, AP scores, PSAT scores, SAT scores, Golden State Seal of Merit Diplomas awarded, Seal of Biliteracy awarded, and survey and interview results.

The expected CTE outcome includes pathway completion for students leading to an increase in the College Career Index and the experiences needed to transition to higher learning, such as college or vocational education. Students will also be monitored to determine where they are the year immediately after graduation. College and Career Index monitoring includes completing exams such as AP and IB, college dual enrollment, A-G, and CTE pathway completion. This metric embodies all factors related to college and career preparedness. These actions are being provided school-wide. Covina-Valley expects that all students working to meet A-G requirements and CCI criteria will benefit. Low-Income students, Foster Youth, and English Learners have lower A-G and CCI rates than their peers. However, the actions outlined meet the needs associated with the lack of access and support. Covina-Valley expects that the college readiness indicator for the District's unduplicated students will increase with improved services.

A-G rates for Low-Income students in 2019 - 57%, 2022 - 61.3%, A-G rates for EL students 2019 - 7%, 2022 - 40.5%, A-G for Foster Youth 2019 - 11%, 2022 - 46.2%. The increase in performance shows the success of these actions and the need to continue these services.

Parent Education:

Feedback from Covina-Valley educational partners and survey data shows that C-VUSD families of Low-Income, Foster Youth, and English

Learner students would benefit from continuing parent education opportunities and increasing them with new support offerings.

Family involvement in education is a significant factor in academic success for Low-Income students. Unfortunately, parents of Low-Income students may lack the support strategies to help their children. There is a need for the parents of Low-Income students to participate in proper planning and extended preparation for their child's college and career options. College and career readiness extend well beyond deciding which job a student wants when they become an adult. The District knows that ineffective parenting strategies, heightened by economic strain, can put children in jeopardy. While many parenting practices can lead to favorable outcomes in children, the optimal combination usually features high levels of support and monitoring and the avoidance of harsh punishment. Positive outcomes include higher grades, fewer behavior problems, less substance use, better mental health, and greater social competence. C-VUSD created the following actions to support Low-Income students by offering parent education opportunities to their parents to support their academic achievement.

The following actions and services were principally designed to meet the needs of Low-Income students to reach college and career preparedness and overall success.

Goal 3

- Action 9 - 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.

Other actions and services that embody parent education and development include:

Metrics used to measure parent involvement and educational opportunities include parent surveys, advisory group feedback, and attendance rosters for parents' education opportunities. These actions are being provided on an LEA-wide basis. Covina-Valley hopes that all students working to find academic success will benefit. Because of the lack of parental knowledge regarding academic programs, the actions described were written to address the gap in knowledge for parents of Low-Income, Foster Youth, and English Learner students. With these additional supports, The District expects that the metrics for unduplicated students will increase more than the average rate of all other students.

The expected outcome is that parents will be equipped to support student's academic success from kindergarten to graduation. In addition, parents will have increased access to school sites through solid relationship building with each school site and understanding how the school sites can partner with them for support. These metrics can be measured through feedback from COvina-Valley educational partners and parent surveys.

These actions are a continuation of the previous LCAP cycle. Parent surveys from 2019 show that 60% of parents rated parent education in their top three "other programs" that should be offered. The 2021, 2022, and 2023 LCAP parent surveys show parent education remains a top priority for parents. Parent academies for student support remain a focus for the District and solidify the need to continue this service. The scope of parent education has grown from limited services to all school sites offering services.

English Learner Support Staff

Through educational partner feedback and data review, the District determined that specific actions and services for English Learners were necessary. Metrics show that EL students lag behind their peers in graduation rates (95.6% vs. 72.5% in 2022), A-G rates (65.5% vs. 40.5% in 2022), and CCI (55.2% vs 29.7% in 2020). EL students also traditionally lag behind their English-only peers on statewide achievement exams.

There is a need to closely monitor English Learners for academic success with a dedicated counseling staff member. EL students struggle to communicate due to language barriers and need a dedicated counselor to support their needs. To meet current educational demands, English Learners need additional help, and teachers need a great deal of support. Research has shown that approximately 40–50% of English learners in California performed well below the criteria established for the English/Language Arts standards. A vital function of the EL counselor is to create individual English Learner profiles and assessments to use as a foundation for developing proficiency plans. These plans allow educators to collaborate while sharing data-supported best practices. In addition, the LTEL assessments will be used to identify and purchase supplemental materials for LTELs aligned with the ELA/ELD framework.

The following actions and services were principally designed to meet the needs of English learners to reach college and career preparedness and overall success.

Goal 1

- Action 8 - 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.

Metrics used to measure the EL progress include but are not limited to graduation rates, A-G completion rates, CCI, SBAC achievement scores, redesignation rates, and ELPAC proficiency. These actions are being provided on an LEA-wide basis. C-VUSD expects all students working towards graduation, increased achievement on statewide testing, and CCI status to benefit. Currently, English Learners are performing below their peers academically and have lower A-G and CCI rates. These actions will meet the needs associated with the lack of systematic support English Learners experience. The District expects that statewide testing scores, college readiness indicators, and A-G rates for C-VUSD EL students will increase more than the average rate of all other students because of these supports. Expected outcomes include increased participation in A-G and college-going courses, graduation rates, and re-designation and proficiency rates for EL students.

A-G rates for EL students 2019 - 7%, 2022 - 40.5%, CCI rates for EL students 2018 - 12.7%, 2019 - 28%, 2020 - 29.7%, The increase in performance shows the success of these actions and the need for the continuation of these services.

Dual Language

A review of the data determined that students who are Redesignated Fluent English Proficient (RFEP) and met the State Seal of Biliteracy

standards were outperforming their peers. To create global citizens, the District has been focused on providing language training to support English Learners and enrich English-only student opportunities through dual enrollment and EL leadership opportunities. CDE reports that Covina-Valley's graduating cohort in 2022, with 1,054 graduates, 22.0% attained the Seal of Biliteracy. Increasing the number of students fluent in two or more languages is a priority. For unduplicated students in the graduating class of 2022, biliteracy rates were as follows: English Learners (29.7%), Foster Youth (0%), and Socioeconomically Disadvantaged (21.1%).

A study by the Houston Education Research Consortium found that students learning English as a second language are more successful when they are continually taught in their native tongue. Students identified as English Learners can participate in language assistance programs to help them attain English proficiency and meet the academic content and achievement standards that all students are expected to meet. Participation in these programs can improve students' English language proficiency and improve educational outcomes. The District has identified literacy as an area of need for English Learners to close the achievement gap. EL students struggle with language acquisition. Early and frequent intervention must occur to build literacy and increase educational outcomes for ELs. Dual Language Immersion programs have been implemented to provide English Learners with academic instruction in two languages from Transitional Kindergarten onward. Dual Language programs have been found to significantly raise student achievement in core subjects for English Learners and reduce achievement gaps between English Learners and native English speakers. Additional supplemental materials will be purchased for the Dual Language program, English Learners, and Long-Term English Learners (LTELs), providing enhanced instructional materials to meet the language needs of ELs. Materials will include texts in primary languages, writing materials targeted at Long-Term English Learners, and materials targeted at building academic vocabulary and writing skills to prepare students for college readiness beyond the base. The District will purchase software programs such as Rosetta Stone and technology devices to provide opportunities for English Learners to access the internet, research and develop background knowledge, and provide a method for on-demand translation into the primary language. Funding will be used to expand leadership opportunities for English Learners to allow them to display leadership qualities among their peers to increase college readiness. College field trips, EL student leadership training, and extra-curricular activities will be part of each site's English Learner student leadership group. Students in the English Learners Leadership group will guide presentations for English Learners at different levels of proficiency and/or grade levels on how to become English proficient and college entrance requirements and readiness.

Metrics used to measure progress will include but are not limited to unduplicated enrollment and persistence in dual programs, graduation rates, SBAC achievement scores, A-G completion rates, CCI, redesignation rates, and ELPAC proficiency.

The following actions and services were principally designed to meet the needs of English learners to reach college and career preparedness and overall success.

Goal 2

- Action 22 - 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.

These actions are being provided school-wide, and the District expects that all students working to attain bilingual fluency will benefit. Current biliteracy rates for Low-Income students, Foster Youth, and English Learners are lower than their peers. These actions meet the needs

associated with the lack of access and opportunity that unduplicated students experience concerning developing a second language. With these additional services, the District expects the biliteracy rates for Covina-Valley unduplicated students to increase.

The scope of implementation of these actions has grown tremendously. The Dual Language program continues to gain enrollment as students matriculate from one grade to the next. The Spanish Dual Program has grown from a beginning stage program in TK to a program spanning to 6th grade. The Mandarin Dual Program has expanded from TK and spans all grades up through 5th grade. These students will also transition to Middle School in the 2023-24 school year. The success of this program supports its continuation.

Mental Health and Socio-Emotional Wellness

A review of the data has shown that Socioeconomically Disadvantaged (27.6%) and EL students (23.2%) have a higher chronic absenteeism rate than all students (23.8%). In addition, Gallup surveys show that the measure for Engagement is at 4.1 and Hope at 4.4 on a 5- point scale. C-VUSD expects to see an increase in these measures with the effective implementation of social-emotional support.

Covina-Valley educational partner's feedback supports implementing and continuing current programs that support socio-emotional well-being. The pandemic increased focus on the social-emotional support needed to ensure that C-VUSD unduplicated students and staff are supported as they work towards academic success. Unduplicated students already face various challenges as they navigate their academic studies. Actions and services related to social-emotional support have been developed to be principally directed to C-VUSD unduplicated students. All unduplicated student groups have expressed the need for more social-emotional support. The student survey and student advisory meetings have made the need for support clear to the District. Students expressed that they need emotional support, strong relationships with staff members, and positive environments for learning. The District will measure metrics for student well-being through student surveys and engagement factors such as attendance and chronic absenteeism.

The actions and services directly related to socio-emotional support are as follows:

Foster Youth and Low-Income Actions

Goal 3

- Action 5 - 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 working with students to increase school engagement and promote positive behavior.
- Action 8 - The Student Services department will continue implementing the District's 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.

All Unduplicated Actions

- Action 7 - 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 their social and emotional challenges, ensuring their school success.
- Action 18 - 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 the classroom to connect students to school and learning. The District will employ district social workers to assist students LEA-wide to work with unduplicated students.

Effective implementation of the actions and services will improve chronic absentee rates, attendance, disciplinary actions needed, and qualitative feedback collected in student surveys. These actions are provided LEA-wide, and C-VUSD expects all students to benefit from their social-emotional wellness. Because of the extreme challenges Low-Income students, Foster Youth, and English Learners face, Covina-Valley believes the actions outlined will meet the needs associated with the lack of mental and socio-emotional support experienced by unduplicated students. The District expects that engagement and positive feedback from Covina-Valley's unduplicated students will increase with the full implementation of these actions and services.

These actions have been successful over the past cycle. During this LCAP cycle, the District has hired four District social workers, five elementary school counselors, and an additional three secondary counselors, continued to implement Signs of Suicide initiatives, begun the implementation of Restorative Practices, and dedicated counselors to the needs of unduplicated students. These efforts will continue and include the addition of four more elementary and three more secondary counselors. Socio-emotional wellness and mental health are of principal importance to all educational partners for the well-being of Covina-Valley students, most principally the District's unduplicated students.

Curriculum, Programs, and Assessment

Curriculum and Programs

Metrics show that unduplicated students lag behind their peers, as shown in the metric baseline scores in Goals 1-3. In addition, unduplicated groups have achievement gaps compared to all students in areas such as SBAC ELA testing. All students: 49.87%; Socioeconomically Disadvantaged: 43.81%; English Learners: 10.84%; Foster Youth: 45.83% and SBAC Math All students: 30.13%, Socioeconomically Disadvantaged: 24.92%, English Learners 12.10%; and Foster Youth: 16.00%. Graduation rate All students: 95.6%; English Learners: 72.5%, Socioeconomically Disadvantaged: 95.2%, Foster Youth: 76.5%, Students with Disabilities: 84.9%, A-G All: 65.5%, English Learners: 40.5%, Socioeconomically Disadvantaged: 61.3%, Foster Youth: 46.2%, Students with Disabilities: 27.7%.

Through strategic programs and professional development, staff can increase their effectiveness in serving unduplicated populations.

Research from the Partnership for 21st Learning suggests that a focus on developing collaboration knowledge, communication skills, critical thinking, and creativity are essential for several reasons: People who know more about collaborating enjoy a higher performance in team settings. Training students to work together makes collaborative or cooperative learning approaches to teaching more successful in student learning. Teaching and modeling critical thinking skills is a necessary job for educators. Mixed method interventions, as well as explicit critical

thinking instruction, are effective. Critical thinking is often best assessed within a real-world scenario context. Low-performing students benefit from meta-cognitive strategies. This is principally directed towards and effective in meeting the goals of C-VUSD Low-Income students because it improves instruction beyond the base program by providing differentiation and enhanced instructional strategies aligned to the 4C's to meet the college and career readiness needs of Low-Income students. Research also demonstrates that Low-Income, Foster Youth, and English Learner students who participate in AVID and IB coursework or complete the IB Diploma Program (DP) persist and graduate from college at a higher rate than students who do not. Research suggests instructional strategies that facilitate instruction and assessment need to be based on content comprehension through meaningful activities and assignments for English Learners. Training in these programs is essential to teacher efficacy and student success. Materials for programs that will be purchased and implemented will help struggling students accelerate English language proficiency and develop the academic language skills they need for success in college and careers—building on students' competence and confidence through consistent instructional routines for academic vocabulary, discussion, writing, and more. The District has allocated resources to purchase materials, including leveled readers with content-based vocabulary, grammar, and writing support. English learners become successful readers as they acquire English language skills, which is critical to their pathway to proficiency. To meet the goals for C-VUSD English Learner students, the District will provide funding to increase access to rigorous and relevant curriculum by purchasing, implementing, and providing professional development and supplemental materials designed to increase student achievement, provide targeted intervention, and increase language acquisition in the core content areas.

The following actions and services have been developed to support curriculum and programs.

All Unduplicated Student

These student groups have increased challenges that require teachers to tailor instruction to their needs. For example, English learners need targeted instruction for their language acquisition needs. In addition, foster Youth have knowledge gaps due to their transiency between schools, and low-income students need more support structures for success due to a lack of early learning success. Because of these needs, the District has created actions and services that address targeted instructional strategies, data-driven interventions, and enrichments for all unduplicated students based on the ability to disaggregate data and work collaboratively.

Goal 1

- Action 15 - 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.

Goal 2

- Action 12 - 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.

- Action 13 - 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.
- Action 14 - 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.
- Action 15 - 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.
- Action 18 - 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.
- Action 28 - 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.
- Action 29 - 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.

EL Students

Covina-Valley EL students need more content knowledge of the English language due to their language barrier and need support structures to bridge the language acquisition with content knowledge. In addition, they benefit from hands-on activities in mathematics and instruction with a metacognitive structure, such as thinking maps. The following actions address these needs.

Goal 2

- Action 11 - 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.

Foster Youth and Low-Income

Foster Youth and Low-Income students lack the academic support needed to master grade-level standards in mathematics due to the

inconsistency that occurs as they move from school to school. Traditional mathematics instruction was ineffective for these students, and the District determined they would benefit from a teaching structure supporting more engaging hands-on learning. The following action supports this student's need.

Goal 2

- Action 17 - 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.

The programs and professional development will provide the necessary skills and practices for certificated and classified teaching staff to address the individualized needs of unduplicated student groups. Increased student success will result in improved achievement reflected in all student achievement metrics, including A-G completion rates, CCI, SBAC achievement scores, redesignation rates, and ELPAC proficiency. In addition, internal achievement cycles will measure progress throughout the year as a predictor of year-end goals.

Assessments

Covina-Valley Low-Income students continue to lag in college readiness assessments and do not typically take part in these opportunities due to a lack of assessment preparedness and academic support. This is even more challenging for C-VUSD Foster Youth, who may need more academic support for assessments as they move from school to school, and C-VUSD English Learners, who may need help with the academic vocabulary on college readiness exams. LCAP survey data and interviews identify college readiness exams, materials, and supporting courses as an area of high need for all unduplicated student populations. The District will support low-income students, Foster Youth, and EL students in the assessment cycles by creating a comprehensive assessment system, including providing unduplicated students with additional study materials based on results. Students needing more background experience often capitalize upon these forms of standardized exams. C-VUSD will create assessment cycles where targeted interventions will be used to close the achievement gap. The District will also identify and purchase programs, instructional support materials, and test preparation materials to increase participation and completion of all coursework and programs necessary for success in college for the District's unduplicated students.

All Unduplicated Students

Goal 1

- Action 12 - 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.
- Action 14 - 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 redesignation. The assessment cycles will determine the appropriate interventions in the classroom.

The assessment programs will allow staff to monitor learning loss and provide appropriate interventions. Assessment cycles will be utilized to monitor progress toward goals. These actions are being provided on an LEA-wide basis. C-VUSD hopes that all students working to increase

academic achievement and attain graduation status, A-G, and CCI status will benefit. The actions developed meet the needs associated with the lack of access and support that socioeconomically disadvantaged Foster Youth and English Learners experience. The District expects that the metrics for the District's unduplicated students will increase significantly more than the average rate of all other students. The desired outcomes include closing the achievement gap between unduplicated students and all students in mathematics and English language arts, including SBAC testing, graduation rate, A-G, and CCI rates.

Although a gap exists in achievement compared to all students, unduplicated students have grown over the past cycle, indicating a need to continue these actions and services. CCI rates for Low-Income students in 2018 - 41.5%, 2019 - 46.6%, 2020 - 53.1%. CCI rates for EL students 2018 - 12.7%, 2019 - 28%, 2020 - 29.7%, CCI for Foster Youth 2018 - 16.7%, 2019 - 23.1%, 2020 - 47.1% A-G rates for Low-Income students in 2019 - 57%, 2020 - 64.2%, 2022 - 61.3% A-G rates for EL students 2019 - 7%, 2020 - 38.5%, 2022 - 40.5%, A-G for Foster Youth 2019 11%, 2020 - 47%, 2022 - 46.2% Graduation rates for Low-Income students in 2019 - 97%, 2020 - 97.4%, 2022 - 95.2%, Graduation rates for EL students 2019 - 89%, 2020 - 90.8%, 2022 - 72.5%, Graduation rates for Foster Youth 2019 93%, 2020 - 100%, 2022 - 76.5%

Innovation and Enrichment

Enrichment

Enrichment opportunities provide Low-Income, Foster Youth, and English Learner students access to co-curricular and leadership activities that their families may not be able to afford or access themselves. The District will identify, create, and implement extra and co-curricular enrichment, leadership, and engagement plans for unduplicated students. Examples include English Learner Leaders, REACH, field trips, STEM/Robotics team competitions, Academic Decathlons, Visual and Performing Arts activities, Science Olympiad, Spanish and Mandarin languages, and coding. Actions and services are principally directed to and effectively meet the goals for the Low-Income, English Learners, and Foster Youth students in an LEA-wide model.

The following actions and services were designed to meet the needs of unduplicated learners to reach college and career preparedness and overall success.

Low-Income Students

Low-Income students enroll in Advanced Placement courses at a lower rate than their peers due to their lack of early preparation and success leading to AP courses. The District implemented the Pe-AP program to mitigate this barrier and prepare Low-Income students for AP courses. Low-Income students also lack access to musical programs due to financial constraints. The following enrichment actions were created to address these needs.

Goal 1

- Action 6 - 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.

Goal 3

- Action 15 - 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.

All Unduplicated Students

Foster Youth and Low-Income students often have learning gaps due to a lack of early success in school. Low-Income students need help with academic support that may not occur at home due to parents' work schedules. Foster Youth often move from school to school, creating an educational foundation difficult. Offering extended learning and enrichment activities, including athletics, for these students is critical to their engagement, academic development, and success. However, C-VUSD unduplicated students often don't have the resources to participate in after-school athletics and enrichment activities. The following actions address these needs.

Goal 3

- Action 14 - 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.
- Action 6 - 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.

Innovation

Programs that foster innovative, positive environments within and outside the classroom to connect students to school and learning-targeted improvements were principally designed to meet the needs of the District's unduplicated learners. Metrics show that school engagement and access to innovative resources increase student engagement.

All Unduplicated Students

Many unduplicated students need help accessing innovative resources such as 1-to-1 technological devices, internet access, software platforms for intervention and enrichment, or access to online tutoring. Foster Youth face temporary placement issues as they often move to new schools. They do not have access to technology or support programs and software when they arrive in the District. Low-Income students need more financial resources to have these types of programs, services, and devices provided by their families. In addition, EL students sometimes need more instructional support at home due to a language barrier. Innovative resources can bridge the support gap for EL students when they leave C-VUSD campuses. Creative actions and services provide equity to all unduplicated students by providing these services to them. The following actions and services were principally designed to meet the needs of unduplicated learners.

Goal 2

- Action 4 - 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.

- Action 5 - 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 Specialists. These skills will support instruction and increase access to content for unduplicated students.
- Action 10 - 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.
- Action 16 -The District will provide the appropriate software to support students 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.
- Action 25 - 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.

Goal 3

- Action 12 - 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.

Foster Youth and Low-Income Students

Traditionally, Foster Youth and Low-Income students do not enroll in STEM programs due to the lack of access to these programs. However, student surveys and student group interviews have shown that these student groups want access to this program. This expressed need has led to the development of the STEM program.

Goal 3

- Action 10 - 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.

Low-Income Students

Due to financial barriers, low-income students need access to classroom technology for instructional purposes. Therefore, the District has

determined the need to provide resources for technology integration to increase grade-level proficiency for these students.

Goal 2

- Action 8 - 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.

EL Students

EL students struggle with Science proficiency due to their language barrier. Complicated terminology and concepts are difficult to grasp as students need help to attain language proficiency. The following action is intended to develop language proficiency for EL students in science. Science proficiency is necessary for college readiness.

Goal 2

- Action 24 - 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.

Actions and services related to innovation are intended to engage students in their academic careers and provide the support needed inside and outside the school day through platforms that can be accessed 24/7. Specialized programs are built to capture the student's interests and enrich their experience in school. The District intends to offer innovative resources and experiences to the District's unduplicated student groups to ensure that they meet their full potential despite various barriers. Success in this area will lead to increased achievement in graduation rates, A-G, and CCI for these students. The actions discussed are being provided on an LEA-wide basis. The District believes the actions developed will meet the needs associated with the lack of engagement from unduplicated students and expect that the metrics will increase significantly. The desired outcomes include closing the achievement gap between unduplicated students and all students in graduation, A-G, and CCI rates.

Engaging students in the above actions and services have positively impacted the metrics. The increased achievement of unduplicated students is as follows: CCI rates for Low-Income students in 2018 - 41.5%, 2019 - 46.6%, 2020 - 53.1%. CCI rates for EL students 2018 - 12.7%, 2019 - 28%, 2020 - 29.7%, CCI for Foster Youth 2018 - 16.7%, 2019 - 23.1%, 2020 - 47.1% A-G rates for Low-Income students in 2019 - 57%, 2020 - 64.2%, 2022 - 61.3% A-G rates for EL students 2019 - 7%, 2020 - 38.5%, 2022 - 40.5%, A-G for Foster Youth 2019 11%, 2020 - 47%, 2022 - 46.2% Graduation rates for Low-Income students in 2019 - 97%, 2020 - 97.4%, 2022 - 95.2%, Graduation rates for EL students 2019 - 89%, 2020 - 90.8%, 2022 - 72.5%, Graduation rates for Foster Youth 2019 93%, 2020 - 100%, 2022 - 76.5%. Continuing these actions and services will continue to benefit the unduplicated populations in the District.

Interventions and Student Supports

A review of the following district metrics shows that student interventions and supports are necessary to meet the needs of all unduplicated students. AP pass rates are currently at 48% for all students. Low-Income students make up 62% of the AP student participation rates. The most current statewide data shows that unduplicated populations lag in English Language Arts achievement performance. Covina-Valley's all-students proficiency rate is 49.87%. In contrast, Socioeconomically Disadvantaged students are at 43.81%, Foster Youth at 45.83%, and English Learners at 10.84%. Likewise, Covina-Valley's overall student proficiency rate is 30.13% in mathematics. In comparison, Socioeconomically Disadvantaged students score lower at 24.92%, Foster Youth at 16%, and English Learners at 12.10%. These data show a need for intervention and student supports.

Students of low socioeconomic status often need equitable access to additional resources as their peers do. Items such as advanced placement workbooks, online prep programs, or private tutoring may not be accessible to Low-Income students. Likewise, many EL students need access to support in the home due to language barriers. Foster Youth experience a gap in parental support, living environments, and stressors outside the school day. These unduplicated students will benefit from intervention opportunities built into the curriculum and school day and offered in addition to the base instruction. Smaller groupings to promote more individualized attention and extended school day are both interventions that can significantly increase a student's ability to master grade-level content.

Low-Income Students

Due to a lack of funding, low-income students need more resources to purchase specific instructional resources to prepare for high-stakes testing and advanced coursework. Therefore, there is a need to provide these materials to these students.

Goal 1

- Action 10 - 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.

EL and Low-Income Students

Transitional Kindergarten (TK) is a pivotal experience for low-income and EL students. There is a need for EL students to begin language acquisition as early as possible. TK allows early access to the school system for these learners. Low-Income students need a headstart in school to bridge the gap they face at home that may require more instructional materials or skills to prepare them for Kindergarten. Low-Income families may not be able to afford a preschool program. Transitional Kindergarten supports these needs. Resources are provided, and staff support is available to fill these student groups' gaps. As students move to kinder and first grade, they need increased academic support to continue their academic progress at the same level as their non-at-risk peers. These services are included in the following actions.

Goal 2

- Action 1 - 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.

- Action 6 - 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.

Foster Youth and Low-Income Students

Due to a lack of early success in school and academic support, Foster Youth and Low-Income students often need to catch up in coursework and classroom achievement. This could affect both of these groups long-term if not mitigated strategically. Therefore, it is critical to intervene for these students immediately, increasing support as needed. In the following action, the District has implemented a systematic response to intervention plan for these student groups.

Goal 2

- Action 20 - 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

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).

All Unduplicated Students

Foster Youth, EL, and Low-Income students benefit from strategic and systematic intervention activities. Foster Youth and Low-Income students benefit from increased 1:1 instruction for explicit support. Smaller groupings in class, increased certificated staffing to reduce numbers in instructional settings, and tutoring options outside of the school day for small group instruction provide the academic support these student groups traditionally lack due to their circumstances. Low-Income students may not experience support with homework due to parental work schedules and need increased assistance in class and after school. Foster Youth are at greater risk of retention without academic support and benefit from the increased access to certificated staff. EL students struggle to grasp content due to language barriers and benefit from smaller groupings where they feel more comfortable speaking aloud. Smaller groupings in class increased access to certificated staff, and after-school tutoring options provided these three unduplicated groups with increased support. Due to their circumstances, these three student groups often need to catch up on coursework. Foster Youth sometimes have incomplete transcripts and credits due to moving from school to school. Low-Income students often need to catch up on their graduation requirements. EL students must enroll in extra courses for language development, which takes them off track for college entrance. Increasing instructional minutes allows additional support for these groups during the school day. It also allows the secondary sites to offer a 7th period for enrichment and remediation. These opportunities significantly increase student success and college and career readiness for unduplicated students.

Goal 2

- Action 9 - 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 increase

grade-level reading achievement. 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.

- Action 21 - 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.
- Action 26 - A standardized bell schedule has been created, guaranteeing all LowIncome and English Learners 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 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.
- Action 29 - 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.

These actions are being provided on an LEA-wide basis. The District hopes that all students working to increase academic achievement will benefit. However, because the District's unduplicated students perform below their peers academically, graduation rates, A-G completion, and CCI rates are lower. These actions meet the needs associated with the lack of interventions and support C-VUSD's Socioeconomically Disadvantaged, Foster Youth, and English Learners experience. The District expects that the metrics for C-VUSD's unduplicated students will increase significantly more than the average rate of all other students. The desired outcomes include closing the achievement gap between unduplicated students and all students in mathematics and English Language Arts, including SBAC testing, graduation rate, A-G, and CCI rates. Expected outcomes include increased achievement on statewide testing and increased pass rates on Advanced Placement and other high-stakes testing. The expectation is that students will be on grade level in reading and math by the end of 1st grade and then again in 3rd grade as monitored through internal data such as STAR diagnostics.

Although there is a gap in student achievement, as seen in the metrics between all students and unduplicated students, the achievement data overall for CCI completion, A-G, and graduation rate shows an upward trend of achievement for the unduplicated groups. CCI rates for Low-Income students in 2018 - 41.5%, 2019 - 46.6%, 2020 - 53.1%. CCI rates for EL students 2018 - 12.7%, 2019 - 28%, 2020 - 29.7%, CCI for Foster Youth 2018 - 16.7%, 2019 - 23.1%, 2020 - 47.1% A-G rates for Low-Income students in 2019 - 57%, 2020 - 64.2%, 2022 - 61.3% A-G rates for EL students 2019 - 7%, 2020 - 38.5%, 2022 - 40.5%, A-G for Foster Youth 2019 11%, 2020 - 47%, 2022 - 46.2% Graduation rates for Low-Income students in 2019 - 97%, 2020 - 97.4%, 2022 - 95.2%, Graduation rates for EL students 2019 - 89%, 2020 - 90.8%, 2022 - 72.5%, Graduation rates for Foster Youth 2019 93%, 2020 - 100%, 2022 - 76.5%. Continuing these actions and services will continue to benefit the unduplicated populations in the District.

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

C-VUSD is confident that they have exceeded their proportionality percentage services quantitatively and qualitatively throughout the LCAP. In addition, the planned LCFF supplemental and concentration funds expenditures demonstrate the amount necessary to meet the proportionality expenditure requirement.

Covina-Valley Unified School District proposes utilizing its supplemental and concentration funds for targeted services across the 17 school sites for unduplicated pupil groups (Low-Income, English Learner, and Foster/Homeless Youth). Supplemental and concentration funds will increase, improve, and expand existing services and programs. Actions and services designated as increasing and improving services for unduplicated students have been principally designed and directed to unduplicated students.

C-VUSD Overarching Goals

1. Guarantee all students are eligible and ready for college and career upon graduation.
2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
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.

Improving services means growing services in quality, and increasing services means growing services in quantity. Services are increased or improved by those actions in the LCAP included in the goals and actions section contributing to the increased or improved services requirement. This description addresses how these actions are expected to result in a proportional increase or improvement in services for unduplicated pupils. Covina-Valley will utilize strategic programs, systems, and practices to guarantee targeted efforts and support for Covina-Valley's unduplicated students.

Low-Income Students

Actions/services contributing to meeting the increased or improved services for Low-Income students were designed to mitigate the resource gap for these students. Low-Income students often need more guidance and support to prepare for college, apply to the best-fit schools, apply for financial aid, enroll and persist in their studies, and ultimately graduate. The college and career readiness platform (1.4) will give Low-Income students access to college and career planning. This is needed to help them visualize their future by exposing them to colleges meeting their personal goals, career index survey, and college application support. Comprehensive counseling services will be provided on a 1:1 basis with the high school counseling staff and include college entrance financial aid planning. Low-Income students often miss out on these services as families may need to be made aware of the opportunities available to them. The AVID program also increases these students access to college preparation. The strategies learned would not typically be attained independently without additional support. AVID includes college field trips, financial aid workshops, college application assistance, and small group tutoring throughout the program. Low-Income students also enroll in the Pre-AP program to promote their trajectory toward Advanced Placement courses. Enrollment of Low-Income students in AP courses needs to catch up to all students. The Pre-AP program is in place to engage these students in AP and encourage them to take the most rigorous coursework. Low-Income students are enrolled in additional courses outside of their core

academic instruction to increase their ability to attain A-G and CTE completion status. These services are above and beyond the base instructional day. Low-Income students also take part in high-stakes testing free of charge. Low-Income students receive tailored interventions based on disaggregated data from PLC and grade-level teams. These services are enhanced by achievement cycle protocols that systemically target unduplicated populations for enrichment or support. Low-Income students also receive increased technological supports they may need access to in their homes, such as hot spots and online programs. This increases their access to the curriculum outside of the school day. Reading aides, smaller class groupings, and 1:1 instruction support Low-Income students with grade-level reading proficiency. Low-Income students will be strategically recruited for extended days, Saturday academies, and programs such as IB and STEM to support their academic achievement. Students will be enrolled in additional courses for CTE and the arts.

Additionally, Low-Income students' mental health and well-being will be monitored. These students will have access to innovative support resources such as WEB and Renaissance. These actions are being provided in addition to the base program hoping that all students working to increase academic achievement and attain graduation status, A-G, and CCI status will benefit. Low-Income students are performing below their peers academically, and their graduation, A-G completion, and CCI rates also fall below their peers. The actions developed for Low-Income students meet the needs associated with the lack of interventions and support that Socioeconomically Disadvantaged students experience. As a result, the District expects that the metrics for Covina-Valley's Low-Income students will increase significantly. The desired outcomes include closing the achievement gap between Socioeconomically Disadvantaged students and all students in mathematics and English Language Arts. SBAC scores and graduation, A-G, and CCI rates will measure results.

Actions in Goal 1 Supporting Low-Income Students: 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15

Actions in Goal 2 Supporting Low-Income Students: 1, 4, 5, 6, 8, 9, 10, 12, 13, 14, 15, 16, 17, 20, 21, 25, 26, 28, 29

Actions in Goal 3 Supporting Low-Income Students: 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18

English Learners

The District will provide additional support for English Learners with the English Learner support team. Actions and services related to Goal 1, Action 8, and Goal 2 Actions 3, 10, 11, 14, 19, 21, and 23 embody the principal goals related to English Learners and reflect increased percentages. The EL support team builds the capacity of elementary, middle school, and high school educators to address the needs of their English Learners beyond the base program. This is achieved through a system-wide approach of ongoing targeted professional development, including implementing Thinking Maps, building academic vocabulary, paths to proficiency site coaching support, and using research-based tools that build the capacity of educators at all levels. A vital function of the EL team is to create individual English Learner profiles and assessments to use as a foundation for developing proficiency plans for EL students and providing educators with a framework to collaborate while sharing their data-supported best practices. The LTEL assessments will identify and purchase supplemental materials for LTELs aligned to the ELA/ELD framework. The team will also provide parent education and resources. EL students receive additional opportunities for coursework, including college and career pathways. They receive more individualized attention, support, and encouragement to communicate in class as they acquire the English language. They also receive access to college readiness exams and supplemental materials that may otherwise not be available to them. They have a specific site counselor that reviews their progress and goals individually to support their success in all aspects of school. EL students struggle with literacy and working skills due to the language

barrier. Performance on standardized writing exercises is necessary for academic development and the ability to be redesignated as proficient. Goal 2, Action 7, meets the need to develop these skills for EL students.

Goal 2

Dual language immersion programs have been implemented to provide English Learners (ELs) with academic instruction in two languages from as early as Transitional Kindergarten. Dual language programs have been found to significantly raise student achievement in core subjects for English Learners and reduce achievement gaps between different English Learners and native English speakers. Goal 2 Action 22 provides for additional supplemental materials to be purchased for the Dual Language program, English Learners, and Long-Term English Learners, providing enhanced instructional materials to meet the language needs of ELs. Materials include texts in their primary language, writing materials targeted at Long-Term English Learners, and materials targeted at building academic vocabulary and writing skills to prepare students for college readiness beyond the base. Software programs such as Rosetta Stone and student devices will be purchased to provide opportunities for English learners to access the internet, research and develop background knowledge, and provide a method for on-demand translation into the primary language. Goal 3 Action 18 will allow for funding to expand English learners' leadership opportunities, providing them the platform to display leadership qualities among their peers and increase college readiness. Each site's English learner's student leadership group will include college field trips, EL student leadership training, and extra-curricular activities. Students in the English learner's leadership group will guide English learners' presentations at different levels of proficiency and/or grade levels on how to become English proficient. The EL leadership team will cover college entrance requirements, college readiness, and how to expand English Learners' leadership opportunities and voice. Implementing the PIQE program and enrichment programs will specifically support EL students and Spanish-speaking families. College readiness supports through EL leadership include expanding leadership opportunities and voice for English Learners' families through programs such as PIQE and other Parent Education courses that help educate parents and students regarding taking an active role in learning about school programs. Enrichment activities such as a student EL leadership team will also be provided so students can work with teachers to identify and meet the needs of EL students. Covina-Valley's Teacher on Special Assignment (TOSA) will support English Learners by implementing Universal Design for Learning. The District's English Learner support specialists will also provide coaching, training, parent education, and individual support and assessment services. These actions are being provided to address the need to increase academic achievement, A-G rate, and CCI rate for English Learners. The actions meet the needs associated with the lack of systematic support that English Learners experience. The District expects C-VUSD EL students' statewide assessment scores, college readiness indicators, and A-G rates to increase significantly with these actions and services. Desired outcomes include increased participation in A-G and college-going courses, graduation rates, and re-designation and proficiency rates for EL students.

Actions in Goal 1 Supporting English Learners: 4, 7, 9, 8, 11, 12, 13, 14, 15

Actions in Goal 2 Supporting English Learners: 1, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 21, 22, 23, 24, 25, 26, 28, 29

Actions in Goal 3 Supporting English Learners: 6, 7, 12, 14, 16, 17, 18

Foster Youth

Actions and services contributing to meeting the increased or improved services for Foster Youth are designed to mitigate the gap in support and consistency for Foster Youth. Foster Youth students often lack the parental guidance and support to prepare for college, apply to the best-fit schools, apply for financial aid, enroll and persist in their studies, and ultimately graduate. The college and career readiness platform

action (1.4) will give Foster Youth students access to college and career planning needed to help them visualize their future and plan for graduation. The program allows them to explore college, and career options, build necessary items such as resumes, and assist with the college application process. Counseling services will be provided on a 1:1 basis with the high school counseling staff and include college entrance financial aid planning. Foster Youth students often miss out on these services as they move from school to school and may need to be made aware of their opportunities. Counseling for Foster Youth includes a comprehensive look at the support needed to make each Foster Youth successful. Foster Youth are also enrolled in the Pre-AP program to promote their trajectory toward Advanced Placement courses. Enrollment of Foster Youth in AP courses lags behind all students because of the need for access and encouragement to join these courses. The Pre-AP program is in place to engage these Foster Youth in Advanced Placement and increase their college opportunities. Foster Youth are enrolled in additional classes outside of their core academic instruction to improve their ability to attain A-G and CTE completion status. These services are above and beyond the base instructional day and increase services while supporting graduation goals. Foster Youth typically need to catch up in credits and additional courses to meet the requirements. Additional courses for Foster Youth significantly increase their opportunity to graduate and attend college. Foster students also take part in high-stakes testing free of charge to mitigate barriers to college acceptance. Foster students receive tailored interventions based on disaggregated data from PLC and grade-level teams. These services are enhanced by achievement cycle protocols that systemically target unduplicated populations. Foster students also receive increased technological supports and online programs to give them access to materials 24/7. Reading aides, smaller class groupings, and 1:1 instruction support Foster students with grade-level reading proficiency because they have gaps in support outside the school day. Foster students will be strategically recruited for extended days, Saturday academies, and programs such as STEM to support their academic achievement. Students will be enrolled in additional CTE and the arts courses, and their mental health and well-being will be monitored. Foster Youth will have additional access to innovative resources such as WEB and Renaissance. These actions are being provided in addition to the base program hoping that Foster students are working to increase academic achievement, graduate, and meet A-G requirements and CCI criteria. Covina-Valley's Foster Youth are performing below their peers academically on A-G completion requirements and CCI rates. The described actions and services meet the identified needs of Foster Youth, including the need for more consistency and support. These services will increase achievement metrics for C-VUSD's Foster Youth. The expected outcomes include closing the achievement gap between Foster students and all students in mathematics and English language arts, including SBAC scores and graduation, A-G, and CCI rates.

Actions in Goal 1 Supporting Foster Youth: 4, 7, 8, 11, 12, 13, 14, 15

Actions in Goal 2 Supporting Foster Youth: 1, 4, 5, 9, 10, 12, 13, 14, 15, 16, 17, 20, 21, 25, 26, 28, 29

Actions in Goal 3 Supporting Foster Youth: 5, 6, 7, 8, 10, 12, 14, 16, 17, 18

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

Additional concentration grant add-on funding will be used in alignment with Goal 2 (Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students) of the LCAP.

An identified need that arose during the 2021-22 school year is an online learning program to serve students during the COVID-19 pandemic and provide an ongoing alternative setting for students with unique educational needs. The Covina-Valley Learning Options Academy (C-VLOA) opened in August 2021. With additional concentration grant add-on funding, the District hired additional teachers and a counselor to support unduplicated students at C-VLOA. During the 2022-23 school year, C-VLOA continues to support 94 students, of which 74% were identified as unduplicated. With the additional staffing, the staff-to-student ratio of certificated staff providing direct services to C-VLOA students dropped to 23 to 1. Because the students are virtual, the staff-to-student ratio of classified staff providing direct services to students is 94 to 1.

With additional concentration grant add-on funding, the number of certificated staff providing direct services to unduplicated C-VLOA students will increase. The additional funding will continue to be used to decrease class size and provide increased services such as 1:1 virtual support, virtual small group support, additional live instruction, and virtual intervention groups for students with academic needs. The Covina-Valley Learning Options Academy will maintain a low ratio of students to teachers, providing more opportunities to individualize instruction and improve student outcomes. The program aims to increase students' capacity, including unduplicated students, to achieve academically, socially, and emotionally in a virtual school setting.

Action 2:29

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.

In addition to C-VLOA staffing, additional concentration grant add-on funding will be allocated to existing Goal 2 Action 26 (and Goal 2 Action 9-repeated expenditure 2.26) to increase instructional minutes across the LEA above the minimum requirement to provide an additional period and targeted tier I interventions. The District will provide additional teachers and an additional period 6-12 to maintain class size ratios, give unduplicated students increased instructional support during the school day, and improve achievement by providing tier I intervention. The staff-to-student ratio of certificated staff providing direct services to secondary students is 33 to 1. The staff-to-student ratio of classified staff providing direct services to students is 42 to 1 at the secondary level.

Action 2.9:

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.

Action 2.26:

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.

Increased instructional minutes will provide targeted tier I interventions to support closing the achievement gaps for secondary unduplicated students. Teachers will help students overcome obstacles and achieve their full potential by providing individualized attention and support.

These actions aligned with the District's goals. As a result, additional concentration grant add-on funding will be used to increase the number of staff providing direct services to unduplicated students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1 Elementary School: 49.9 to 1	8 Elementary Schools (TK-5): 23.3 to 1 3 Middle Schools (6-8): 42.0 to 1 4 High Schools (9-12): 43.2 to 1 1 Virtual Academy (K-12): 130.0 to 1
Staff-to-student ratio of certificated staff providing direct services to students	1 Elementary School: 24 to 1	8 Elementary Schools (TK-3): 21 to 1/(4-5): 33 to 1 3 Middle Schools (6-8): 33.1 to 1 4 High Schools (9-12): 33 to 1 1 Virtual Academy (K-3): 21 to 1/(4-12): 33 to 1

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$136,833,945.00	\$55,117,833.00	\$5,776,539.00	\$23,577,192.00	\$221,305,509.00	\$167,340,965.00	\$53,964,544.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Certificated Assignments	All	\$55,903,325.00	\$26,013,667.00	\$52,435.00	\$2,688,754.00	\$84,658,181.00
1	1.2	Strategic Guidance Program	All	\$1,852,675.00	\$0.00	\$0.00	\$340,134.00	\$2,192,809.00
1	1.3	College and Career Pathways	6-12 (Secondary) All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.4	College and Career Readiness	English Learners Foster Youth Low Income	\$31,000.00	\$0.00	\$0.00	\$0.00	\$31,000.00
1	1.5	AVID - Advancement Via Individual Determination	Low Income	\$1,211,221.00	\$0.00	\$0.00	\$0.00	\$1,211,221.00
1	1.6	Student Participation for Low-Income Students	Low Income	\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00
1	1.7	College Readiness Exams	English Learners Foster Youth Low Income	\$200,000.00	\$0.00	\$0.00	\$0.00	\$200,000.00
1	1.8	College and Career Counseling for Foster Youth/English Language Learners/Low-Income Students	English Learners Foster Youth Low Income	\$542,281.00	\$0.00	\$0.00	\$0.00	\$542,281.00
1	1.9	College Readiness Supports through EL Leadership	English Learners	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
1	1.10	College Preparation and Curriculum	Low Income	\$19,999.00	\$0.00	\$0.00	\$0.00	\$19,999.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	College Readiness Staffing	English Learners Foster Youth Low Income	\$2,165,682.00	\$0.00	\$0.00	\$0.00	\$2,165,682.00
1	1.12	21st Century Educational Leadership	English Learners Foster Youth Low Income	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
1	1.13	College and Community Partnership	English Learners Foster Youth Low Income	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
1	1.14	Assessment and Progress Monitoring of Unduplicated Students	English Learners Foster Youth Low Income	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
1	1.15	Professional Learning Communities	English Learners Foster Youth Low Income	\$1,024,337.00	\$0.00	\$0.00	\$0.00	\$1,024,337.00
1	1.16	Non-certificated Classified Support Staffing	All	\$71,846.00	\$5,527,923.00	\$4,135,567.00	\$0.00	\$9,735,336.00
2	2.1	Transitional Kindergarten (Repeated Expenditure 2.6)	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.2	Goalbook Pathways	All	\$0.00	\$68,276.00	\$0.00	\$0.00	\$68,276.00
2	2.3	English Learner Support Services	English Learners	\$0.00	\$0.00	\$0.00	\$91,102.00	\$91,102.00
2	2.4	21st Century Technology Integration-Staff	English Learners Foster Youth Low Income	\$300,000.00	\$0.00	\$0.00	\$0.00	\$300,000.00
2	2.5	Technology and Assessment Training	English Learners Foster Youth Low Income	\$143,342.00	\$0.00	\$0.00	\$0.00	\$143,342.00
2	2.6	Reading Aides and Reading Instruction Support	English Learners Low Income	\$1,914,486.00	\$0.00	\$0.00	\$0.00	\$1,914,486.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.7	Writing Competency and Support 6-12	English Learners	\$24,382.00	\$0.00	\$0.00	\$0.00	\$24,382.00
2	2.8	21st Century Technology Integration- Students	Low Income	\$2,617,207.00	\$0.00	\$0.00	\$0.00	\$2,617,207.00
2	2.9	Differentiated Instructional Strategies and Grouping (Repeated Expenditure 2.26)	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.10	Innovative Software	English Learners Foster Youth Low Income	\$1,070,120.00	\$0.00	\$0.00	\$0.00	\$1,070,120.00
2	2.11	Critical Thinking and Creative Analysis	English Learners	\$37,382.00	\$0.00	\$0.00	\$0.00	\$37,382.00
2	2.12	21st Century Transition	English Learners Foster Youth Low Income	\$551,114.00	\$0.00	\$0.00	\$0.00	\$551,114.00
2	2.13	Professional Development Release Day	English Learners Foster Youth Low Income	\$400,000.00	\$0.00	\$0.00	\$0.00	\$400,000.00
2	2.14	Professional Development for Support Staff (Classified)	English Learners Foster Youth Low Income	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00
2	2.15	Professional Learning Community Support	English Learners Foster Youth Low Income	\$705,869.00	\$0.00	\$0.00	\$0.00	\$705,869.00
2	2.16	Intervention and Acceleration Software (Repeated Expenditure 2.10)	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.17	Targeted Math Interventions and Supports	Foster Youth Low Income	\$112,953.00	\$0.00	\$0.00	\$0.00	\$112,953.00
2	2.18	Summer Professional Development	English Learners, Foster Youth, and Low-Income students	\$0.00	\$584,088.00	\$0.00	\$0.00	\$584,088.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.19	New Teachers Materials (Repeated Expenditure Goal 3.3)	Unduplicated Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.20	Tier III Intervention	Foster Youth Low Income	\$75,000.00	\$0.00	\$0.00	\$0.00	\$75,000.00
2	2.21	Extended hours, school tutoring, intervention	English Learners Foster Youth Low Income	\$284,500.00	\$0.00	\$0.00	\$0.00	\$284,500.00
2	2.22	Dual Language	English Learners	\$2,800,262.00	\$0.00	\$0.00	\$0.00	\$2,800,262.00
2	2.23	English Language Development Teacher On Special Assignment (TOSA)	English Learners	\$205,635.00	\$0.00	\$0.00	\$0.00	\$205,635.00
2	2.24	Next Generation Science Standards Transition and Support	English Learners	\$121,000.00	\$0.00	\$0.00	\$0.00	\$121,000.00
2	2.25	Coding and Computer Science Integration	English Learners Foster Youth Low Income	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
2	2.26	Increased Instructional Minutes	English Learners Foster Youth Low Income	\$5,310,739.00	\$0.00	\$0.00	\$0.00	\$5,310,739.00
2	2.27	Summer School Enrichment	All	\$40,707.00	\$291,873.00	\$0.00	\$418,699.00	\$751,279.00
2	2.28	Focused Schools Instructional Leadership	English Learners Foster Youth Low Income	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
2	2.29	Covina-Valley Learning Options Academy - Additional Teachers and Counselor	English Learners Foster Youth Low Income	\$860,759.00	\$0.00	\$0.00	\$0.00	\$860,759.00
2	2.30	Covina-Valley Learning Options Academy - Other Certificated and Classified Staff, PD, and Materials	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		(Repeated Expenditure 1.1 and 1.16)						
3	3.1	Fully Credentialed Teachers	All	\$132,439.00	\$0.00	\$0.00	\$0.00	\$132,439.00
3	3.2	Stem Declining Enrollment	All	\$392,105.00	\$0.00	\$0.00	\$0.00	\$392,105.00
3	3.3	High Quality Learning Environments - Materials	All	\$27,468,539.00	\$19,122,714.00	\$1,588,537.00	\$20,010,927.00	\$68,190,717.00
3	3.4	High Quality Learning Environments - Facilities	All	\$19,845,555.00	\$3,509,292.00	\$0.00	\$27,576.00	\$23,382,423.00
3	3.5	Mental Health Support	Foster Youth	\$200,000.00	\$0.00	\$0.00	\$0.00	\$200,000.00
3	3.6	Saturday School and Extended School Day Interventions and Activities	English Learners Foster Youth Low Income	\$150,000.00	\$0.00	\$0.00	\$0.00	\$150,000.00
3	3.7	Social Emotional and Behavior Support	English Learners Foster Youth Low Income	\$190,108.00	\$0.00	\$0.00	\$0.00	\$190,108.00
3	3.8	Increased Engagement in School	Foster Youth Low Income	\$8,500.00	\$0.00	\$0.00	\$0.00	\$8,500.00
3	3.9	Parent Education and Academies	Low Income	\$123,186.00	\$0.00	\$0.00	\$0.00	\$123,186.00
3	3.10	Science Technology Engineering and Math	Foster Youth Low Income	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
3	3.11	College and Career Preparation - World Languages	All	\$2,172,193.00	\$0.00	\$0.00	\$0.00	\$2,172,193.00
3	3.12	Innovation Resources	English Learners Foster Youth Low Income	\$1,221,244.00	\$0.00	\$0.00	\$0.00	\$1,221,244.00
3	3.13	International Baccalaureate	Low Income	\$170,050.00	\$0.00	\$0.00	\$0.00	\$170,050.00
3	3.14	Extra and Co-Curricular	English Learners Foster Youth	\$220,000.00	\$0.00	\$0.00	\$0.00	\$220,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Engagement Activities	Low Income					
3	3.15	Arts Education and Enrichment	Low Income	\$990,053.00	\$0.00	\$0.00	\$0.00	\$990,053.00
3	3.16	Career Technology Pathways	English Learners Foster Youth Low Income	\$999,288.00	\$0.00	\$0.00	\$0.00	\$999,288.00
3	3.17	Partnerships and Expansion for CTE	English Learners Foster Youth Low Income	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00
3	3.18	Mental Health and Well Being	English Learners Foster Youth Low Income	\$1,697,862.00	\$0.00	\$0.00	\$0.00	\$1,697,862.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$121,224,867.00	\$28,275,701.00	23.33%	0.56%	23.89%	\$28,954,561.00	0.00%	23.89 %	Total:	\$28,954,561.00
								LEA-wide Total:	\$25,935,233.00
								Limited Total:	\$235,017.00
								Schoolwide Total:	\$2,784,311.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 9-12	\$31,000.00	0%
1	1.5	AVID - Advancement Via Individual Determination	Yes	Schoolwide	Low Income	Specific Schools: Ben Lomond, Cypress, Merwin All 6-12 Comprehensives	\$1,211,221.00	0%
1	1.6	Student Participation for Low-Income Students	Yes	LEA-wide	Low Income	Grades 6-12	\$60,000.00	0%
1	1.7	College Readiness Exams	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 8-12	\$200,000.00	0%
1	1.8	College and Career Counseling for Foster Youth/English Language Learners/Low-Income Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All High Schools Grades 9-12	\$542,281.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	College Readiness Supports through EL Leadership	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,000.00	0%
1	1.10	College Preparation and Curriculum	Yes	LEA-wide	Low Income	Grades 6-12	\$19,999.00	0%
1	1.11	College Readiness Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 6-12	\$2,165,682.00	0%
1	1.12	21st Century Educational Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	0%
1	1.13	College and Community Partnership	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 9-12	\$5,000.00	0%
1	1.14	Assessment and Progress Monitoring of Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	0%
1	1.15	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,024,337.00	0%
2	2.1	Transitional Kindergarten (Repeated Expenditure 2.6)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools TK	\$0.00	0%
2	2.4	21st Century Technology Integration-Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	0%
2	2.5	Technology and Assessment Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$143,342.00	0%
2	2.6	Reading Aides and Reading Instruction Support	Yes	LEA-wide	English Learners Low Income	Specific Schools: Elementary Schools TK-3	\$1,914,486.00	0%
2	2.7	Writing Competency and Support 6-12	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Secondary Schools	\$24,382.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Grades 6-12		
2	2.8	21st Century Technology Integration- Students	Yes	LEA-wide	Low Income	All Schools	\$2,617,207.00	0%
2	2.9	Differentiated Instructional Strategies and Grouping (Repeated Expenditure 2.26)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	0%
2	2.10	Innovative Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,070,120.00	0%
2	2.11	Critical Thinking and Creative Analysis	Yes	LEA-wide	English Learners	All Schools	\$37,382.00	0%
2	2.12	21st Century Transition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$551,114.00	0%
2	2.13	Professional Development Release Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,000.00	0%
2	2.14	Professional Development for Support Staff (Classified)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	0%
2	2.15	Professional Learning Community Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools Grades TK-5	\$705,869.00	0%
2	2.16	Intervention and Acceleration Software (Repeated Expenditure 2.10)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	0%
2	2.17	Targeted Math Interventions and Supports	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$112,953.00	0%
2	2.20	Tier III Intervention	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$75,000.00	0%
2	2.21	Extended hours, school tutoring, intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$284,500.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.22	Dual Language	Yes	LEA-wide	English Learners	Specific Schools: Mesa, Manzanita, Las Palmas Grades TK-6	\$2,800,262.00	0%
2	2.23	English Language Development Teacher On Special Assignment (TOSA)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$205,635.00	0%
2	2.24	Next Generation Science Standards Transition and Support	Yes	LEA-wide	English Learners	All Schools	\$121,000.00	0%
2	2.25	Coding and Computer Science Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	0%
2	2.26	Increased Instructional Minutes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,310,739.00	0%
2	2.28	Focused Schools Instructional Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	0%
2	2.29	Covina-Valley Learning Options Academy - Additional Teachers and Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Covina-Valley Learning Options Academy Grades K-12	\$860,759.00	0%
3	3.5	Mental Health Support	Yes	LEA-wide	Foster Youth	All Schools	\$200,000.00	0%
3	3.6	Saturday School and Extended School Day Interventions and Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	0%
3	3.7	Social Emotional and Behavior Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools Grades 6-12	\$190,108.00	0%
3	3.8	Increased Engagement in School	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$8,500.00	0%
3	3.9	Parent Education and Academies	Yes	LEA-wide	Low Income	All Schools	\$123,186.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.10	Science Technology Engineering and Math	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$10,000.00	0%
3	3.12	Innovation Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,221,244.00	0%
3	3.13	International Baccalaureate	Yes	Schoolwide	Low Income	Specific Schools: South Hills High School Grades 9-12	\$170,050.00	0%
3	3.14	Extra and Co-Curricular Engagement Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$220,000.00	0%
3	3.15	Arts Education and Enrichment	Yes	LEA-wide	Low Income	All Schools	\$990,053.00	0%
3	3.16	Career Technology Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$999,288.00	0%
3	3.17	Partnerships and Expansion for CTE	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools Grades 6-12	\$30,000.00	0%
3	3.18	Mental Health and Well Being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,697,862.00	0%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$174,782,302.00	\$191,186,989.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Certificated Assignments	No	\$60,090,718.00	\$82,036,283.00
1	1.2	Strategic Guidance Program	No	\$235,551.00	\$2,316,500.00
1	1.3	College and Career Pathways	No	\$0.00	\$0.00
1	1.4	College and Career Readiness	Yes	\$25,116.00	\$0.00
1	1.5	AVID - Advancement Via Individual Determination	Yes	\$1,159,086.00	\$1,286,239.00
1	1.6	Student Participation for Low-Income Students	Yes	\$53,000.00	\$65,081.00
1	1.7	College Readiness Exams	Yes	\$200,000.00	\$140,510.00
1	1.8	College and Career Counseling for Foster Youth/English Language Learners/Low-Income Students	Yes	\$396,337.00	\$560,625.00
1	1.9	College Readiness Supports through EL Leadership	Yes	\$5,000.00	\$0.00
1	1.10	College Preparation and Curriculum	Yes	\$25,000.00	\$24,991.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	College Readiness Staffing	Yes	\$2,398,513.00	\$2,705,408.00
1	1.12	21st Century Educational Leadership	Yes	\$50,000.00	\$16,713.00
1	1.13	College and Community Partnership	Yes	\$5,000.00	\$1,867.00
1	1.14	Assessment and Progress Monitoring of Unduplicated Students	Yes	\$5,000.00	\$689.00
1	1.15	Professional Learning Communities	Yes	\$856,520.00	\$844,916.00
1	1.16	Non-certificated Classified Support Staffing	No	\$6,583,161.00	\$7,320,458.00
2	2.1	Transitional Kindergarten (Repeated Expenditure 2.6)	Yes	\$0.00	\$0.00
2	2.2	Goalbook Pathways	No	\$68,276.00	\$68,276.00
2	2.3	English Learner Support Services	No	\$80,558.00	\$94,483.00
2	2.4	21st Century Technology Integration-Staff	Yes	\$25,000.00	\$755,484.00
2	2.5	Technology and Assessment Training	Yes	\$127,653.00	\$142,842.00
2	2.6	Reading Aides and Reading Instruction Support	Yes	\$1,595,795.00	\$2,103,149.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Writing Competency and Support 6-12	Yes	\$30,000.00	\$26,017.00
2	2.8	21st Century Technology Integration- Students	Yes	\$1,907,438.00	\$1,622,537.00
2	2.9	Differentiated Instructional Strategies and Grouping	Yes	\$1,283,072.00	\$1,468,739.00
2	2.10	Innovative Software	Yes	\$825,042.00	\$834,349.00
2	2.11	Critical Thinking and Creative Analysis	Yes	\$37,472.00	\$13,634.00
2	2.12	21st Century Transition	Yes	\$477,332.00	\$583,592.00
2	2.13	Professional Development Release Day	Yes	\$375,000.00	\$375,000.00
2	2.14	Professional Development for Support Staff (Classified)	Yes	\$25,000.00	\$4,358.00
2	2.15	Professional Learning Community Support	Yes	\$487,371.00	\$631,521.00
2	2.16	Intervention and Acceleration Software (Repeated Expenditure 2.10)	Yes	\$0.00	\$0.00
2	2.17	Targeted Math Interventions and Supports	Yes	\$111,708.00	\$59,214.00
2	2.18	Summer Professional Development	No	\$630,493.00	\$411,317.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.19	New Teachers Materials (Repeated Expenditure Goal 3.3)	No	\$0.00	\$0.00
2	2.20	Tier III Intervention	Yes	\$50,000.00	\$46,359.00
2	2.21	Extended hours, school tutoring, intervention	Yes	\$45,000.00	\$181,040.00
2	2.22	Dual Language	Yes	\$2,343,675.00	\$2,484,317.00
2	2.23	English Language Development Teacher On Special Assignment (TOSA)	Yes	\$188,556.00	\$183,941.00
2	2.24	Next Generation Science Standards Transition and Support	Yes	\$81,500.00	\$160,231.00
2	2.25	Coding and Computer Science Integration	Yes	\$50,000.00	\$0.00
2	2.26	Increased Instructional Minutes	Yes	\$3,100,000.00	\$3,100,000.00
2	2.27	Summer School Enrichment	No	\$718,664.00	\$902,061.00
2	2.28	Focused Schools Instructional Leadership	Yes	\$10,000.00	\$11,628.00
2	2.29	Covina-Valley Learning Options Academy - Additional Teachers and Counselor	Yes	\$963,304.00	\$1,008,338.00
2	2.30	Covina-Valley Learning Options Academy - Other Certificated and Classified Staff, PD, and Materials (Repeated Expenditure 1.1 and 1.16)	No	\$39,282.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Fully Credentialed Teachers	No	\$92,530.00	\$111,487.00
3	3.2	Stem Declining Enrollment	No	\$313,724.00	\$385,527.00
3	3.3	High Quality Learning Environments - Materials	No	\$64,053,390.00	\$49,092,020.00
3	3.4	High Quality Learning Environments - Facilities	No	\$16,422,352.00	\$19,650,947.00
3	3.5	Mental Health Support	Yes	\$93,985.00	\$67,797.00
3	3.6	Saturday School and Extended School Day Interventions and Activities	Yes	\$100,000.00	\$182,385.00
3	3.7	Social Emotional and Behavior Support	Yes	\$173,109.00	\$197,533.00
3	3.8	Increased Engagement in School	Yes	\$5,000.00	\$3,953.00
3	3.9	Parent Education and Academies	Yes	\$112,234.00	\$117,632.00
3	3.10	Science Technology Engineering and Math	Yes	\$10,000.00	\$0.00
3	3.11	College and Career Preparation - World Languages	No	\$1,295,831.00	\$2,290,440.00
3	3.12	Innovation Resources	Yes	\$1,150,352.00	\$1,156,079.00
3	3.13	International Baccalaureate	Yes	\$154,900.00	\$174,678.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.14	Advanced Student Achievement	Yes	\$40,000.00	\$16,489.00
3	3.15	Arts Education and Enrichment	Yes	\$1,256,146.00	\$1,288,130.00
3	3.16	Career Technology Pathways	Yes	\$952,920.00	\$1,088,294.00
3	3.17	Partnerships and Expansion for CTE	Yes	\$30,000.00	\$0.00
3	3.18	Mental Health and Well Being	Yes	\$760,636.00	\$770,891.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$26,640,704.00	\$24,157,772.00	\$26,501,522.00	(\$2,343,750.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	College and Career Readiness	Yes	\$25,116.00	\$0.00	0%	0%
1	1.5	AVID - Advancement Via Individual Determination	Yes	\$1,159,086.00	\$1,286,239.00	0%	0%
1	1.6	Student Participation for Low-Income Students	Yes	\$53,000.00	\$65,081.00	0%	0%
1	1.7	College Readiness Exams	Yes	\$200,000.00	\$140,510.00	0%	0%
1	1.8	College and Career Counseling for Foster Youth/English Language Learners/Low-Income Students	Yes	\$396,337.00	\$560,625.00	0%	0%
1	1.9	College Readiness Supports through EL Leadership	Yes	\$5,000.00	\$0.00	0%	0%
1	1.10	College Preparation and Curriculum	Yes	\$25,000.00	\$19,323.00	0%	0%
1	1.11	College Readiness Staffing	Yes	\$2,398,513.00	\$2,705,408.00	0%	0%
1	1.12	21st Century Educational Leadership	Yes	\$50,000.00	\$16,713.00	0%	0%
1	1.13	College and Community Partnership	Yes	\$5,000.00	\$1,867.00	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Assessment and Progress Monitoring of Unduplicated Students	Yes	\$5,000.00	\$689.00	0%	0%
1	1.15	Professional Learning Communities	Yes	\$856,520.00	\$844,916.00	0%	0%
2	2.1	Transitional Kindergarten (Repeated Expenditure 2.6)	Yes	\$0.00	\$0.00	0%	0%
2	2.4	21st Century Technology Integration-Staff	Yes	\$25,000.00	\$755,484.00	0%	0%
2	2.5	Technology and Assessment Training	Yes	\$127,653.00	\$142,842.00	0%	0%
2	2.6	Reading Aides and Reading Instruction Support	Yes	\$1,595,795.00	\$2,103,149.00	0%	0%
2	2.7	Writing Competency and Support 6-12	Yes	\$30,000.00	\$26,017.00	0%	0%
2	2.8	21st Century Technology Integration- Students	Yes	\$1,907,438.00	\$1,622,537	0%	0%
2	2.9	Differentiated Instructional Strategies and Grouping	Yes	\$1,283,072.00	\$1,468,739.00	0%	0%
2	2.10	Innovative Software	Yes	\$825,042.00	\$834,349.00	0%	0%
2	2.11	Critical Thinking and Creative Analysis	Yes	\$37,472.00	\$13,634.00	0%	0%
2	2.12	21st Century Transition	Yes	\$477,332.00	\$583,592.00	0%	0%
2	2.13	Professional Development Release Day	Yes	\$375,000.00	\$375,000.00	0%	0%
2	2.14	Professional Development for Support Staff (Classified)	Yes	\$25,000.00	\$4,358.00	0%	0%
2	2.15	Professional Learning Community Support	Yes	\$487,371.00	\$631,521.00	0%	0%
2	2.16	Intervention and Acceleration Software (Repeated Expenditure 2.10)	Yes	\$0.00	\$0.00	0%	0%
2	2.17	Targeted Math Interventions and Supports	Yes	\$111,708.00	\$59,214.00	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.20	Tier III Intervention	Yes	\$50,000.00	\$46,359.00	0%	0%
2	2.21	Extended hours, school tutoring, intervention	Yes	\$45,000.00	\$181,040.00	0%	0%
2	2.22	Dual Language	Yes	\$2,343,675.00	\$2,484,317.00	0%	0%
2	2.23	English Language Development Teacher On Special Assignment (TOSA)	Yes	\$188,556.00	\$183,941.00	0%	0%
2	2.24	Next Generation Science Standards Transition and Support	Yes	\$81,500.00	\$160,231.00	0%	0%
2	2.25	Coding and Computer Science Integration	Yes	\$50,000.00	\$0.00	0%	0%
2	2.26	Increased Instructional Minutes	Yes	\$3,100,000.00	\$3,100,000.00	0%	0%
2	2.28	Focused Schools Instructional Leadership	Yes	\$10,000.00	\$11,628.00	0%	0%
2	2.29	Covina-Valley Learning Options Academy - Additional Teachers and Counselor	Yes	\$963,304.00	\$1,008,338.00	0%	0%
3	3.5	Mental Health Support	Yes	\$93,985.00	\$67,797.00	0%	0%
3	3.6	Saturday School and Extended School Day Interventions and Activities	Yes	\$100,000.00	\$182,385.00	0%	0%
3	3.7	Social Emotional and Behavior Support	Yes	\$173,109.00	\$197,533.00	0%	0%
3	3.8	Increased Engagement in School	Yes	\$5,000.00	\$3,953.00	0%	0%
3	3.9	Parent Education and Academies	Yes	\$112,234.00	\$117,632.00	0%	0%
3	3.10	Science Technology Engineering and Math	Yes	\$10,000.00	\$0.00	0%	0%
3	3.12	Innovation Resources	Yes	\$1,150,352.00	\$1,156,079.00	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.13	International Baccalaureate	Yes	\$154,900.00	\$174,678.00	0%	0%
3	3.14	Advanced Student Achievement	Yes	\$40,000.00	\$16,489.00	0%	0%
3	3.15	Arts Education and Enrichment	Yes	\$1,256,146.00	\$1,288,130.00	0%	0%
3	3.16	Career Technology Pathways	Yes	\$952,920.00	\$1,088,294.00	0%	0%
3	3.17	Partnerships and Expansion for CTE	Yes	\$30,000.00	\$0.00	0%	0%
3	3.18	Mental Health and Well Being	Yes	\$760,636.00	\$770,891.00	0%	0%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$114,716,892.00	\$26,640,704.00	0.44%	23.66%	\$26,501,522.00	0.00%	23.10%	\$643,936.32	0.56%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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