

2018-19

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

The Coachella Valley Unified School District (CVUSD) encompasses 1,200 square miles of rural farmland and desert in southeast Riverside County, including the small communities of Thermal, Coachella, Oasis, and Mecca. CVUSD includes the community of Salton City which is located approximately 60 miles from the Mexican border in Imperial County. The geographical center of the district is Thermal, which is about 30 miles southeast of Palm Springs. In this geographically sprawling and somewhat isolated district of 18,146 students: 88.5% of students meet eligibility requirements for free or reduced lunch; 92.15% of students are part of the unduplicated student count; and 52.4% of students are transported daily to school.

CVUSD is comprised of 21 schools: 14 elementary schools (Transitional Kindergarten - 6th grade) ranging in size from 502 to 1,099 students; three middle schools (7th - 8th grade) ranging in size from 718 to 1,093 students; one Middle/High School (7th - 12th grade) with 461 students; two comprehensive high schools (9th – 12th grade) ranging in size from 1,871 to 2,498 students; and one continuation high school with approximately 119 students. The district also serves over 600 students in numerous state and federal programs for preschool children. Operating since 1952, Coachella Valley Adult School is the largest adult school in the Coachella Valley, serving over 3,000 adult students annually.

Approximately 1,000 Certificated employees and 850 Classified employees serve the needs of our students. All students have access to technology via our Mobile Learning Initiative funded by the Measure X bond passed in 2012. Through access to technology, all students have the ability to construct their own knowledge on a deeper level using applications such as G Suite for Education, Adobe Spark Video, and EdPuzzle. Teachers also have the ability to develop learning opportunities where students can communicate creatively, collaborate, think critically and computationally, and practice positive Digital citizen citizenship with others around the world. All students have the opportunity to participate in the Science Fair, History Day, Spelling Bee, Author's Fair, KidWind, Math Field Day, Rubik's Cube, and the Film Festival. Our after school program, ASES, provides our students with not only homework time, but time for participating in sporting events, music, fine arts and other opportunities to engage with the curriculum.

The vision of the Coachella Valley Unified School District is Preparing All Students for College, Career, and Citizenship. The CVUSD vision serves as a lens for evaluating and guiding all district priorities and actions, especially through the LCAP process. If a particular action, service, program, or initiative does not clearly and positively contribute to preparing students for college, career, and citizenship, it is scrutinized for strategic abandonment. The primary focus of the district is preparing ALL students for the opportunity to attend college. This was exemplified through the LCAP process when student stakeholders advocated for adopting A-G college-entrance requirements as the district's high school graduation requirements. This has led to the revamping of existing courses, development of new courses, expansion of credit recovery, training for counselors, and parent trips to local universities. Most importantly, it has encouraged all CVUSD stakeholders to work collaboratively to ensure that decisions are made in the best interests of students.

In order to better prepare students for careers, the district has developed career academies in each comprehensive high school. These academies include a total of 19 different Career Technical Education (CTE) pathways at the high school level, such as: engineering design, environmental technology, patient care, and public safety. In addition, there are 9 CTE feeder programs at the middle school level. Students in these pathways complete introductory, concentrator, and capstone courses, on their way to earning industry level certifications before graduating. These students see the relevance in their coursework, leading to a near 100% graduation rate. Dual language programs are in place at seven elementary school sites, with 62 teachers serving approximately 2,500 students. The district will ensure the further refinement of behavior and social-emotional learning through the development and implementation of a comprehensive social-emotional learning plan. The district will be expanding the implementation of Positive Behavioral Interventions & Supports (PBIS) and Restorative Practices. Parent engagement efforts focus on student learning, parent leadership, volunteering, and decision making. In addition to staffing a part-time parent liaison at each school site to support site parent centers, a Resource Fair is offered each year to inform parents about and connect parents with programs within the school district and from outside agencies. The district goal is for everyone in every school, both students and adults, to have specific and concrete tools for demonstrating and practicing citizenship.

The total 2018-2019 LCFF allocation for Coachella Valley Unified School District is \$199,604,105, of which \$53,767,544 is the Supplemental & Concentration portion to serve unduplicated targeted disadvantaged pupils including English learners (EL), Low Income students, and foster youth.

Integral feedback was provided from stakeholder groups throughout the year, resulting in the continued, focused commitment to the on-going implementation of Coachella Valley Unified School District's LCAP Goals:

1. Increase student achievement and other pupil outcomes to prepare all students for College, Career, and Citizenship in the 21st Century.
2. Improve conditions of learning in a fiscally solvent and operationally efficient manner.
3. Increase engagement and collaboration among students, parents, staff and community members.

# LCAP Highlights

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

The LCAP is divided into the following sections:

## **2017-20 Plan Summary** (pages 1-17)

- **THE STORY:** Brief description of how the LEA serves the students and community.
- **LCAP HIGHLIGHTS:** Brief summary of this year's LCAP key features.
- **REVIEW OF PERFORMANCE:** By reviewing the LCFF Evaluation Rubrics (State Data Dashboard) and local performance indicators, we were able to identify: Greatest Progress, Greatest Needs, and Performance Gaps.
- **INCREASED OR IMPROVED SERVICES:** Identification of significant approaches the District will utilize to increase and/or improve services for: low-income students, English learners, and foster youth.
- **BUDGET SUMMARY:** Summary description of all expenditures.

## **Annual Update** (pages 18-96)

- Review of 2017-2018 Budgeted expenditures, summary of Estimated Actual expenditures, and explanation of any Material Differences.
- Analysis of 2017-2018 Actions & Services, as well as necessary adjustments.

## **Stakeholder Engagement** (pages 97-102)

- Summary of how, when, and with whom the district consulted as part of the planning process for the LCAP.
- Summary of how consultations impacted the upcoming year LCAP.

## **Goals, Actions, & Services** (pages 103-157)

- New, Modified, and Unchanged Goals, Actions, Services and Budgets for 2018-2020.

## **Demonstration of Increased or Improved Services for Unduplicated Pupils** (pages 158-166)

Through careful analysis of our state and local data (based on the 8 priorities of the new accountability system), as well as feedback from stakeholders; Coachella Valley Unified School District continues to refine the LCAP focus with the intent to strategically meet the needs of our unduplicated student population.

## **Addendum** (pages 167-180) Instructions for completing the LCAP

## **CVUSD California School Dashboard Report** (pages 181-205)

## **GOAL 1: Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st century**

### *State priorities addressed*

*Priority 2: State Standards*

*Priority 4: Pupil Achievement*

*Priority 7: Course Access*

*Priority 8: Other Pupil Outcome*

### **Action 1**

CVUSD's literacy focus highlights:

- Continue the Implementation of Common Core aligned Language Arts curriculum/English Language Development
- Curriculum, and a dual language program.

Two certificated staff professional development days embedded within the 2018-19 school year:

- Professional development designated to facilitate: effective implementation of state standards, knowledge related to new and existing curriculum, and assessments to inform instruction.

Ongoing focus on Professional Learning Communities (PLCs), CVUSD will:

- Implement additional teacher preparation minutes
- Continue with increased teacher collaboration time
- Continue with increase instructional minutes

Provide professional development for teachers to effectively implement curriculum and assessments for all content areas.

- Teachers continue to participate in professional development with the focus of implementing curriculum
- Developing assessment for all content areas, including but not limited to ELA, ELD, Math, Science and History-Social Studies.

### **Action 2**

CVUSD continues to support the English Language Learners by implementing research based instructional practices and supports:

- Refine services for English Language Learners
- Provide Professional Development for Dual Language teachers in order to improve instruction and student learning

### **Action 3**

CVUSD will Implement a multi-tiered system of academic support:

- Intervention supports for all students in order to improve student achievement
- System of academics, behavior and social-emotional support
- Ensure that appropriately assigned and fully credentialed teachers will work with students with the most intense needs

CVUSD will implement the Dual Enrollment (Academic/CTE subjects).

- Provide professional development for teachers
- Fund extra services for teachers to work with college staff to articulate courses.

## **GOAL 2: Improve conditions of learning in a fiscally solvent and operationally efficient manner.**

### State Priority Addressed

*Priority 1: Basic*

#### Action 1

CVUSD will support the following actions and services to recruit and retain appropriately assigned and fully credentialed teachers:

- Peer Assistance and Review (PAR)
- Beginning Teacher Support & Assessment Induction Program (BTSA)
- Professional Development

## **GOAL 3: Increase engagement and collaboration among students, parents, staff, and community members.**

### State Priorities addressed

*Priority 3: Parental Involvement*

*Priority 5: Pupil Engagement*

*Priority 6: School Climate*

#### Action 1

- CVUSD will maintain a parent center at each school site.
- A Parent Liaison will facilitate communication and engagement of families/parents to support their child's educational success.

#### Action 2

- CVUSD will maintain low counselor to student ratios to focus on increasing graduation rates
  - A-G course completion, transcript review, educational options, risk factors

#### Action 3

- CVUSD will provide an increase of Social-Emotional Services
- Provide site-based mental health supports, and support for families with off-site referrals for student/family-based therapy.
- CVUSD will improve school climate by implementing a Blended model of PBIS, Transformational Learning and Restorative Justice.

## **Review of Performance**

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

## **Greatest Progress**

### **Priority 2: Parent Engagement**

Based on a local district parent survey (1,812 parent responses), the following was noted:

- 93.5% (1,695 out of 1,812) of parents feel welcome by their child's school office personnel.
- 86.6% (1,570 out of 1,812) of parents feel that they are able to communicate with their child's Principal.
- 92.1% (1,670 out of 1,812) of parents feel they are able to communicate with their child's teacher.

- 90.6% (1,641 out of 1,812) of parents feel well informed by the school and/ or teacher about their child's progress.

To maintain progress and build upon the above-mentioned successes; CVUSD will continue to implement the following:

- Continue to refine and administer the parent survey to inform CVUSD on parents' perspectives on issues related to their child's academic and social success.
- Provide parent workshops/training to parents throughout the district, on various topics related to parents supporting their child's academic success.
- Maintain a parent center and parent liaison at each school site.

## Priority 4: Pupil Achievement

**California Dashboard English Learner Progress Indicator (ELPI)** is determined based on:

1. Annual California English Language Assessment Test (CELDT) takers who increased at least one CELDT level
2. Annual CELDT takers who Maintained English Language Proficiency in the Early Advanced/Advanced CELDT Levels
3. Students who were reclassified as Fluent English Proficient (R-FEP) in the prior year (July 1-June 30)
4. Long Term English Learners (LTELs) who increased at least one level on the CELDT
  - The Reclassification Rate for Coachella Valley Unified School District rose from 11.9% to 16.5% (2017 year).
  - CVUSD English Learner Progress Indicator (ELPI): Student Performance Color: Green, Status: Medium, 74.1%, Change: Increased +3.4% over the prior year.
  - Schools with an ELPI level of HIGH or VERY HIGH include Cahuilla Desert Academy, Valley View, West Shores High School, Desert Mirage High School, Bobby Duke, Toro Canyon, and Cesar Chavez. Secondary School progress may be attributed to the re-focus on designated ELD support.
  - In the area of Language Fluency, 20% of all students enter our district as English Only, and only 1.4% of students enter as Initially Fluent in English.
  - Nearly 80% of our students are English Learners (or were English Learners at one point). As students' progress from elementary, to middle, to high school; the percentage of English Learners (ELs) decreases by 50%, (based on number of Reclassified English Learners).

## **California Assessment of Student Progress and Performance (CAASPP)**

### **English Language Arts and Mathematics**

- On English Language Arts (ELA) CAASPP, CVUSD comprehensive high schools have the highest percentage of standard met or exceeded (when compared with Elementary/Middle/High).
- 40.52% of Grade 11 students met or exceeded the standard on the ELA assessment (an increase from 38% in 2016), compared to an overall district performance of 24.92% of students meeting or exceeding the standard on the 2017 ELA CAASPP.
- Students who were enrolled in the Dual Language program outperformed non-Dual Language enrolled students in Math by nearly 11%.
- 47.8% of students who completed CTE concentrators in 2016-17 met/exceeded ELA standards.
- Students enrolled in Advancement Via Individual Determination (AVID) are outperforming their peers on both the Language Arts and Math portions of the California Assessment of Student Performance and Progress (CAASPP):
  - ELA - Grades 7-8 - 35.7% of students in AVID met or exceeded the standard, compared to 21.75% of students not in AVID.
  - ELA - Grade 11 - 64.35% of students in AVID met or exceeded the standard, compared to 39.11% of students not in AVID.
  - Math - Grades 7-8 - 29.03% of students in AVID met or exceeded the standard, compared to 10.66% of students not in AVID
  - Math - Grades 11 - 24.38% of students in AVID met or exceeded the standard, compared to 12.13% of students not in AVID.

To maintain progress and build upon the above-mentioned successes; CVUSD will continue to implement the following:

- \* Refine the use of the district-adopted core materials to address the common core standards (Goal 1, Action 1)
- \* Continue to implement and expand:
  - o Dual language program (Goal 1, Action 2)
  - o AVID (Goal 1, Action 3)
  - o CTE pathways (Goal 1, Action 3)

## **Priority 5: Pupil Engagement**

### **Graduation Rate**

The Graduation Rate is currently categorized as Green (MEDIUM) at 86.6% on the 2017 California Dashboard. It has increased by 4.2% overall. It is important to note that the graduation rate for our English Learner (EL) students is currently at 81.8%, (LOW), but has increased significantly by 8.4% from the prior year.

To maintain progress and build upon the above-mentioned successes; CVUSD will continue to implement the following:

- \* Programs that engage students and contribute to an increasing graduation rate such as Advancement Via Individual Determination (AVID), Career Technical Education (CTE), and the PUENTE Program.

## **Priority 6: School Climate**

### **Suspension Rate**

Although the CVUSD suspension rate is the Color Orange, with the rate at the High Level at 5.4%, and an increase of +0.6%, there are:

- Two schools that are 3 levels below the district level at a student performance color blue: Valley View and Mountain Vista
- Two schools that are 2 levels below the district Status Low: John Kelley and Valle del Sol
- Five schools that are 1 level below the district's. status level of High to Medium
- Student Performance Color Orange, Saul Martinez
- Student Performance Color Yellow, Westside Elementary
- Student Performance Color Green, Cesar Chavez, Coral Mountain Academy, Las Palmitas, Sea View

Overall, the suspension rate for ALL students is at the High Level, but several student groups have shown a decline in their suspension rates.

- Homeless students' suspension rate declined by 1.2% - from 6.3% to 5.1%.
- African American students' suspension rate declined significantly (15.9%) – from 20.9% to 5.0%.
- White students' suspension rate declined significantly (4.3%) – from 8.5% to 4.2%.

### **Expulsion Rate**

The student expulsion number dropped from 24 in 2015-16 to 16 in 2016-17 (an expulsion rate of 0.08%). The expulsion rate in Riverside County in 2016-17 was 0.19%, and the state expulsion rate was 0.09%.

To maintain progress and build upon the above-mentioned successes; CVUSD will continue to implement the following:

- \* Support students' social-emotional health and maintain safe, supportive environments for students, with continuing on-site counseling services, PBIS, Restorative Practices and Restorative Justice. (Goal 3, Action 3)

**Priority 7: Access to a Broad Course of Study**  
**Priority 8: Outcomes in a Broad Course of Study**

**Advanced Placement**

For the graduating class of 2016, 1,087 Advanced Placement (AP) tests were administered/completed. This is an increase over 864 exams taken in 2015, and 925 exams taken in 2014.

To maintain progress and build upon the above-mentioned successes; CVUSD will continue to implement the following:

- \* Increase the number of AP sections offered (55 sections in 2016-17), and provide support to increase the Advanced Placement passing rate grew to 38.3 % in the 2015-16 school year. (Goal 1, 3)

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**Greatest Needs**

**Priority 4 - Pupil Achievement**

**English Language Arts (Grades 3-8)**

In Language Arts, CVUSD increased the number of students meeting or exceeding standards by 1%, from 23.8% to 24.8%. CVUSD CA Dashboard Student Performance: Red, Status: Very Low (70.9 points below level 3), Change: Maintained (+0.9 points).

**Mathematics (Grades 3-8)**

In Math, the percentage of students meeting or exceeding standards on the CAASPP exam increased 2.6%, from 14.1% to 16.7%. CVUSD CA Dashboard Student Performance: Orange, Status: Low (90.9 points below level 3), Change: Maintained (+2.6 points).

Eight out of twenty-one schools performed 1 level above the rest of the district. Students in grades 3-8 show a very low performance in English Language Arts and a low performance in Math.

CVUSD is planning to take the following steps to address these performance gaps:

- \* Continue to contract with RCOE for site support on best practices to implement Common Core standards, integrate ELD, and tailor instruction to meet student needs. (Goal 1, Action 1)
- \* Provide professional development that will continue to focus on implementation of standards-based instruction, as well as the newly adopted (2017-18) Language Arts, English Language Development, and Biliteracy curriculums. (Goal 1, Action 1)
- \* Continue to implement needs-based professional development for teachers, classified staff, and administrators.
- \* Increase reclassification rates for CVUSD Long Term English Learners (LTELs), CVUSD will continue to implement English 3D (secondary students). English 3D is an English language development program that will help struggling students accelerate English language proficiency to develop the academic language skills they need for success in college and career. (Goal 1, Action 1)
- \* Continue with increased teacher collaboration time of 100 minutes per week. (Goal 1, Action 2)
- \* Continuation of Read 180 Intervention program to address the needs of struggling readers in grades three through eight. (Goal 1, Action 3)
- \* Continue Math 180 Intervention implementation (secondary level) (Goal 1, Action 3)
- \* Continue to provide Advancement Via Individual Determination (AVID) district-wide (TK - 12) to equip students with learning strategies, increase student engagement, and improve rates of attendance. (Goal 1, Action 3)



- \* Develop a Multi-Tiered System of Support (MTSS) to enable our students to be successful in academics, social-emotional, and behavioral pursuits. Provide interventions as needed. A district MTSS team is working with Riverside Office of Education (RCOE) to accomplish this goal. (Goal 1, Action 3)

## Priority 5: Pupil Engagement

### Chronic Absenteeism

According to the California Department of Education, students are determined to be chronically absent if they "were enrolled for a total of 30 days or more during the academic year and they were absent for 10% or more of the days they were expected to attend" (Data Reporting Office, California Department of Education, 2018).

The last reporting year for Chronic Absenteeism for the state was from the 2016-17 school year.

- \* In 2016-17, Coachella Valley Unified School district had a Chronic Absentee Rate of 15.8%. This rate was 4% greater than the Riverside County average, and 5% higher than the state average.
- \* The national chronic absenteeism rate, based on the Civil Rights Data Collection (CRDC) from 2013-14, is 14%. Nationally, for high school students, the chronic absenteeism rate is 20% (United States of America Department of Education Chronic Absenteeism in the Nation's Schools <https://ed.gov/datastory/chronicabsenteeism.html#intro>, based on 2013-14 Civil Rights Data Collection - data issued on June 7, 2016).
- \* The CVUSD schools with the highest rates of absenteeism are:
  - La Familia High School (LFHS) with 52.9%- 100 out of 189 student
  - Bobby Duke Middle School with 18.6% - 140 out of 752 students
  - Sea View with 20.9% - 134 out of 642 students
- \* Within the district, high school absenteeism rates were significantly higher (5-11% more than the district's rate) and the continuation school (La Familia High School) was 37% higher than the district rate.

CVUSD is planning to take the following steps to address these performance gaps:

- \* Develop a Multi-Tiered System of Support (MTSS) to enable our students to be successful in academics, social-emotional, and behavioral pursuits. Provide interventions as needed. A district MTSS team is working with Riverside Office of Education (RCOE) to accomplish this goal. (Goal 1, Action 3)
- \* Hire an Attendance Coordinator to provide support focused on increasing individual and schoolwide attendance. (Goal 3, Action 2)

## Priority 6: School Climate

### Suspension Rate

Student Performance Color: Orange, Status: High, 5.4%, Change: Increased, +0.6%. CVUSD Suspension Rate exceeds both the Riverside County rate of 4.1% and the state of California suspension rate of 3.6%

The following schools received a Student Performance Color Red for Suspension Rate on the Fall 2017 California Dashboard:

- Palm View Elementary-Student Performance Color: Red, Status: Very High, 9%, Change: Increased, +2.3%
- West Shores High School-Student Performance Color: Red, Status: Very High, 11.1%, Change: Increased, +3.2%
- Mecca-Student Performance Color: Red, Status: High, 4.8%, Change: Increased, 3.4%

The suspension rate for the following student groups INCREASED SIGNIFICANTLY:

- Foster youth - Student Performance Color: Red, Status: Very High, Status, Change: Increased Significantly: +5.1% from 8.9% to 14.0% (18 out of 129 students)
- American Indian - Student Performance Color: Red, Status: Very High, 14.3%, Change: Increased Significantly: + 2.3% from 12.0% to 14.3% (14 out of 98 students)
- Two or more races - Status: Very High (no performance color due to small group size) - Change: increased Significantly: +3.1 from 8.7% to 11.8% (4 out of 34 students)

The suspension rates for the following student groups INCREASED:

- All students (19,452 students) - Student Performance Color: Orange, Status: High (5.4%), Change: increased (+0.6%) from 4.8% to 5.4%
- Socio-economically Disadvantaged students (18,288 students) - Student Performance Color: Orange, Status: High (5.5%), Change: increased (+0.6%) from from 4.9% to 5.5%
- Hispanic students (18,963 students) - Student Performance Color: Orange, Status: High (5.3%), Change: increased (+0.6%) from from 4.7% to 5.3%

The suspension rate for American Indian, Two or More Races, and students with disability student groups doubled and almost tripled the district rate and the rate for all other student groups:

- American Indian (98 students) - Student Performance Color: Red, Status: Very High (14.3%), Change: Increased Significantly (+2.3%) from 12% to 14.3%
- Two or More Races (34 students) - Student Performance Color: no performance color due to small group size, Status: Very High (11.8%), Change: increased (+3.1%) from from 8.7% to 11.8%
- Students with Disabilities (2,073 students) - Student Performance Color: Red, Status: Very High (9.5%), Change: Maintained (-0.1%) from 9.6% to 9.5%

According to the 2016-2017 Total Offenses, Coachella Valley Unified School District reports:

- 432 counts of "Used Force or Violence,"
- 174 counts of "Possession, Sale, furnishing a controlled substance, Alcohol, Intoxicated,"
- 235 counts of "Obscene Acts, Profanity and Vulgarity"
- 597 counts of "Disruption, Defiance
- 299 counts of "Caused Physical Injury."

The following schools had higher percentages of defiance related suspensions:

- Coachella Valley High School (CVHS) (37%, 54 out of 301 suspensions)
- Palm View (PV) (31%, 18 out of 76 suspensions)
- Toro Canyon (TC) (20%, 78 out of 257 suspensions)
- West Shores High School (WSHS) (23%, 15 out of 63 suspensions)

60% of district-wide suspensions (1,045 out of 1,754 incidents) were for violent incidents (39% with injury and 21% non-injury).

CVUSD is planning to take the following steps to address these performance gaps:

- \* Develop a Multi-Tiered System of Support (MTSS) to enable our students to be successful in academics, social-emotional, and behavioral pursuits. Provide interventions as needed. A district MTSS team is working with Riverside Office of Education (RCOE) to accomplish this goal. (Goal 1, Action 3)
- \* Continue to provide a parent center and a part time parent liaison at each of Coachella Valley Unified School District's school sites (to support parent engagement and participation).
- \* Provide on-going, district-wide PBIS, Restorative Practices, and Restorative Justice professional development to address the social-emotional needs of our students. (Goal 3, Action3)

## **Priority 7: Access to a Broad Course of Study**

## **Priority 8: Outcomes in a Broad Course of Study**

### **College and Career Readiness Indicator**

Only 24.8% of our students (270 out of 1,090 students) represented in the graduating class of 2016 cohort qualified as “prepared.” 23% (243 out of 1,090 students) of the graduating class of 2016 were “approaching” prepared”, and 52.9% (577 out of 1,090 students) were “not prepared”.

A student can meet the College and Career Readiness (prepared) status by completing one of the following measures:

### **Measure A - CTE Pathway completion rate with a C- or better in the Capstone Course, plus one of the following:**

- A level 3 (standard met) on the CAASPP in ELA or Math with at least a 2 in the other subject
- One semester/two quarters of Dual Enrollment with a grade of C- or better

Out of the 270 students who were prepared:

- \* 4.4% of ALL students (12 students)
- \* 3.8% of Hispanic students (10 students)
- \* 28.6% White students (2 students)
- \* 2.9% English Learners (2 students)
- \* 0.0% Students with Disabilities
- \* 8.7% Homeless students (2 students)

### **Measure B - Scoring at least a 3 on both the ELA and Math SBAC assessments**

Out of the 270 students that were prepared:

- \* 31.5% of the “ALL” students met Measure B (85 students)
- \* 11.8% of English Learners met Measure B (8 students)
- \* 0.0% of Students with Disabilities met Measure B

### **Measure C - Completion of two semesters/three quarters of Dual Enrollment with a grade of C- or better**

- \* No students met College/Career Readiness via Measure C

### **Measure D - A score of 3 on two Advanced Placement Exams or a score of 4 on two IB exams**

Out of the 270 students that were prepared:

- \* 20.0% of ALL students (54 students)
- \* 20.4% of Hispanic students (53 students)
- \* 14.3% of White students (1 student)
- \* 11.8 % of English Learners (8 students)
- \* 20.0 % of Socio-economically Disadvantaged Students (51 students)
- \* 0.0% Students with Disabilities
- \* 21.7% of Homeless students (5 students)

### **Measure E – Meeting the A-G requirements PLUS ONE other criteria listed below:**

- \* Dual Enrollment for one semester
- \* Completion of a CTE Pathway
- \* Scoring a 2 on the ELA SBAC and a 3 on the Math SBAC
- \* Scoring a 3 on the ELA SBAC and a 2 on the Math SBAC
- \* Scoring a 3 or above on one AP exam

The 24.8% of students (270 out of 1,090 students) that were “Prepared” for College/Career Readiness in large part met the target via Measure E. Student Group data on the 248 out of 270 students that were prepared for College/Career via meeting Measure E:

- \* All Students - 91.9% (248 students)
- \* Hispanic Students - 92.7% (241 students)
- \* White Students - 85.7% (6 students)
- \* English Learner Students - 91.2% (62 students)
- \* Socio-economically disadvantaged students - 91.8% (234 students)
- \* Students with Disabilities - 100% (4 students)
- \* Homeless Students - 95.7% (22 students)

While the number of AP exams being taken is increasing, from 925 in 2013-14 to 1,087 in 2015-16, the passing rate has declined from 44.3% to 36.9% in the same time period.

CVUSD is planning to take the following steps to address these performance gaps:

- \* Develop a Multi-Tiered System of Support (MTSS) to enable our students to be successful in academics, social-emotional, and behavioral pursuits. Provide interventions as needed. A district MTSS team is working with Riverside Office of Education (RCOE) to accomplish this goal.

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

## Performance Gaps

### Priority 4: Pupil Achievement

#### **English Learner Progress Indicator (ELPI)**

50.3% of English Learner Special Education students are also Long Term English Learners (LTELs), Other student groups (504, Foster, Hispanic, Homeless, Socio-economically Disadvantaged), have a LTEL rate of 20-34%.

Two out of twenty-one schools are in Red for the English Learner Progress Indicator (ELPI) on the CA School Dashboard (Sea View Elementary and Coachella Valley High School).

On the California Assessment of Student Performance and Progress (CAASPP) the following performance gaps were noted:

#### **English Language Arts**

English Language Arts CAASPP - in examining the percentage of students that met or exceeded standards by student group, it is apparent that there is a performance gap between ALL students at 25% and African American, English Learners, and Students with Disabilities.

All students	25%
Hispanic	17%
African American	7%
American Indian	17%
White	35%
English Learners	6%
SWD	3%
SED	24%

#### **Mathematics**

Math CAASPP - in examining the percentage of students that met or exceeded standards by student group, it is apparent that there is a performance gap between ALL students at 17% and African American, English Learners, and Students with Disabilities.

All Students	17%
Hispanic	17%
African American	7%
American Indian	11%
White	22%
English Learners	8%
SWD	3%
SED	16%

To bridge the gap in Math performance for English Learners, we will be employing a number of strategies. Our English Language Support Assistants (ELSA's) will be providing each teacher with a list of their students' language levels (beginning of the year). This will assist teachers to better serve their students according to their individual language needs. As we have seen, students need a solid foundation of language and reasoning, in order to master the Common Core Math standards. The newly implemented ELD curriculum for grades K – 12 (Goal 1, Action 1), as well as the implementation of English 3D (Goal 1, Action 1, #2) for Long Term English Learners (LTELs) in grades 5-6, and 9-12 will enable our students to acquire the necessary language skills to be successful in all subjects. In addition, the implementation of AVID Excel (Goal 1, Action 3) for students in grades 7 and 8, will provide a context of form and function of the English language to allow our English Learners to succeed in mainstream classes.

We will continue to implement Math 180 (Goal 1, Action 3), a math intervention program designed to address the needs of struggling students, building students' confidence with mathematics and accelerating their progress. Math 180 will continue to be implemented at the middle and high school level, for all student groups who are struggling to master math skills. Academic vocabulary instruction in context with visuals, small group targeted instruction for students not meeting instructional targets, and frequent checking for understanding will help support our students who are performing below standard in Math.

Number Talks training for teachers and administrators will continue next year.

Two English Learner (EL) Teachers on Special Assignment (TOSAs) (Goal 1, A2) will continue to provide instructional rounds for teachers in grades K-12, with a focus on removing obstacles and making curriculum accessible to English Learners. At each school site, EL mentors (Goal 1, Action 2) will continue to work with a caseload of students who did not meet reclassification criteria, to create and implement an instructional learning plan for their pathway to proficiency.

## Priority 5: Pupil Engagement

### Chronic Absenteeism

Among student groups, 2016-17 data showed:

- American Indian or Alaska Native students had a chronic absenteeism rate of 37.4%, which is approximately 22% higher than the district rate (37 out of 99 students).
- African American students had a rate of 27.5%, which is approximately 12% higher than the district rate (11 out of 40 students).
- White students had a chronic absenteeism rate 6% higher than the district rate with a 21.4% chronic absenteeism rate (41 out of 181 students).
- Foster Youth had a chronic absenteeism rate of 27.1% (35 out of 129)
- Students with disabilities have a chronic absenteeism rate of 21.2% (449 out of 2,115).

### Graduation Rate

- The graduation rate for ALL students (1,096) Student Performance Color: Green, Status: Medium, 86.6%, Change: Increased +4.2%.
- The graduation rate for Students with Disabilities (121) Student Performance Color: Orange, Status: Low, 75.2%, Change: Increased -2.5%.

- The graduation rate for Homeless Students (105) Student Performance Color: Yellow, Status: Low, 78.1%, Change: Increased +1.2%.
- It is important to note that the graduation rate for English Learner (EL) students was Yellow, at 81.8%, below the district average by almost 5%, but has increased significantly by 8.4% from the prior year.

To continue to address the performance gap in the Suspension rate and the Chronic Absenteeism rate for the following student groups: Students with Disabilities, African American and American Indian students, the LEA will continue to implement a number of initiatives. With the aid of a grant from the California Learning Communities for School Success Program (LCSSP), the LEA will implement a comprehensive social-emotional plan which will include Restorative Practices and Positive Behavior Interventions and Supports (PBIS). (Goal 3, Action 3).

The Coachella Valley Unified School District (CVUSD) administrators and staff will continue to engage in the LCAP process throughout the 2018-19 school year, holding forums where CVUSD can continue to work with community stakeholders, teachers, parents, youth leaders, and community-based youth development organizations, to monitor progress on the LCAP. Through the LCAP process, we came to a consensus that students in Coachella Valley Unified School District (CVUSD) are in need of a very high level of culturally competent social-emotional support if they are to succeed academically.

Under the three-year LCSSP grant, CVUSD will continue to provide intensive training and collaboration devoted to La Cultura Cura (LCC) framework for teachers and staff at 14 elementary schools, 3 middle schools and 4 high schools (Goal 3, Action 3).

Trainings on cultural competency will be provided to benefit students as well as the communities and families that are part of our school community. Both LCC and Cara y Corazón Family Strengthening Program both directly involve parents and families in leadership and emotional wellness skill-building. (Goal 3, Action 3)

The LCSSP grant funding will continue to enhance and work with the District's existing programs outlined in the LCAP, including restorative practices, enhanced services provided under the Student Assistance Program, counseling services, anti-bullying, RTI, and PBIS. (Goal 3, Action 3)

The Office of Child Welfare & Attendance will run a weekly Suspension Report for all school sites to let schools know which students have been suspended. This weekly Suspension Report will also be delivered to the Special Education Department and Educational Services Department so they can monitor and review these suspensions on a weekly basis. Students with Disabilities, African American, and American Indian students will also be highlighted in this report.

Interventions will be put in place to address suspensions in a more proactive way, especially when looking at Students with Disabilities, African American, and American Indian. Schools will be encouraged to use proactive interventions in lieu of suspensions and keep these students in school. Some of the interventions that will be used to address these suspensions include offering students counseling supports with the support of their school counselors. Students will also be offered support to enroll in the Youth Accountability Team (Informal Probation) as a monitoring tool to keep students in school and monitor their behavior at school. School sites will also have the opportunity to make a referral to the District Behavior Intervention Meeting (BIM) to look for other resources and supports.

### **Priority 7: Access to a Broad Course of Study**

### **Priority 8: Outcomes in a Broad Course of Study**

Based on the 2016 Cohort graduation data, the percentage of students prepared for College/Career varies greatly among student groups:

24.8% of (270 out of 1,090) ALL students are prepared  
 11.9% of (68 out of 573) English Learners are prepared

0% of (0 out of 3) Foster students are prepared  
21.9% of (23 of 105) Homeless students are prepared  
24.2% of (255 of 1,054) Socio-economically Disadvantaged students are prepared  
3.5% of (4 of 115) Students with Disabilities are prepared  
24.7% of (260 of 1,053) Hispanic students are prepared

Based on the California School Dashboard, there is a performance gap in the graduation rates of ALL students (green), Students with Disabilities (orange), Homeless students (yellow), and English Learner students (yellow).

CVUSD plans to address this by:

- \* Counselors will meet with students in grades 9-12 annually to review graduation status, A-G course completion, transcript review, educational options and risk factors, including risk of non-completion of A-G requirements. Parents will receive notification.
- \* Additionally, a counselor will notify parents and students (with signature required from both) when a change in A-G eligibility occurs.
- \* All high schools will run reports of course failures after each (4) marking period, and meet with each student to advise of impact on A-G eligibility and graduation, and to arrange for credit recovery.
- \* All high schools will offer credit recovery opportunities during the school day, after school and at summer school.
- \* CVUSD is exploring the possibility of offering after school transportation to remote schools (covering a large geographic area) to allow for credit recovery after school at all high schools. (Goal 3, Action 2)

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## Increased or Improved services

Coachella Valley Unified School District will continue to increase and improve services for low-income students, English Learners, and foster youth by providing Assistant Administrators of Instructional improvement (TK-6). These Administrators will provide instructional leadership to assist in the design, implementation, monitoring, and evaluation of supplemental programs and services focused on increasing academic achievement and closing the achievement gaps. In addition, secondary assistant principals will also provide instructional coaching and supplemental site support. (Goal 1, Action 1)

CVUSD will be implementing a Positive school climate blended model of PBIS, Transformational Learning and Restorative Justice to better support alternative intervention strategies with the goal of reducing suspensions rates and keeping students in school to increase achievement. (Goal 3, Action 3)

Continued Implementation of Advancement Via Individual Determination (AVID) strategies school-wide in elementary schools, AVID Excel for middle school, and expanded support for middle and high school AVID elective classes including tutoring to ensure that our low-income and English Learners are positioned for academic success. (Goal 1, Action 3)

Continued increase of student instructional time in secondary schools and teacher collaboration time in elementary schools by 100 minutes per week, and maintain two additional professional development days for teachers in the school calendar. (Goal 1, Action 1)

CVUSD is committed to maintaining and enhancing class size reduction in grades TK-12. This will directly impact the quality of instruction, close the achievement gap, improve high school graduation rates, and improve student behavior for our unduplicated students. (Goal 1, Action 3)

Recruit and retain a professional workforce through fair and competitive compensation and working conditions. This directly impacts the quality of instruction, consistency of teachers, student achievement, and graduation rates for our unduplicated students. (Goal 1, Action 3)

# Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$251,294,065
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 76,150,803

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General fund expenses total \$118,537,493 which include:

- \* 55% certificated salaries
- \* 18% classified salaries
- \* 18% employee benefits including health and welfare
- \* 9% operational expenses

Special Education expenses are \$32,217,683 for our district and the breakdown is:

- \* 39% certificated salaries
- \* 18% classified salaries
- \* 32% employee benefits
- \* 11% operational expense

Routine Restricted Maintenance expenses are \$6,877,778 in our district

- \* 40% of that is the cost of classified salaries
- \* 22% is the cost of employee benefits
- \* 38% is set aside for operational expenses

Finally, our districts STRS On behalf contribution is \$8,501,418

**STATE & FEDERAL FUNDING**

\$11,929,289	NCLB: Title I Part A, Basic Grants (Includes \$572,392 of Indirect)
\$1,272,146	NCLB: Title I Part C, Migrant Ed Regular Program (Includes \$59,840 of Indirect)
\$164,534	NCLB: Title I, Migrant Ed Summer Program (Includes \$7,895 of Indirect)
\$2,814,639	Special Ed: IDEA Basic Local Assistance
\$46,981	Special Ed: IDEA Preschool Grant, Part B, Sec 619
\$195,367	Special Ed: IDEA Preschool Local Entitlement
\$487	Special Ed: IDEA Preschool Staff Development, Part B, Sec 619
\$29,979	Supporting Inclusive Practices
\$227,576	Carl D. Perkins Career and Technical Education (Includes \$10,837 of Indirect)
\$1,689,090	ESEA: Title II, Part A Teacher Quality (Includes \$81,045 of Indirect)
\$30,144	ESEA: Title III, Immigrant Ed. Program (Includes \$591 of Indirect)
\$1,311,179	ESEA: Title III, English Learners Student Program (Includes \$25,709 of Indirect)
\$16,877	Indian Education (includes \$810 of Indirect)
\$3,197,728	Head Start
\$250,000	Medi-Cal Billing Option
\$50,000	Department of Rehabilitation Grant (Work Experience)
-----	
\$23,226,016	Total Federal Expenditures
\$3,014,981	After School Education & Safety (Includes \$143,570 of Indirect)



\$150,300	Governor's CTE Initiative: CA Partnership Academies (Includes 7,212 of Indirect)
\$1,395,036	Career Technical Education Incentive Grant (Includes \$66,936 of Indirect)
\$1,159,076	Special Ed: Mental Health Services (Includes \$53,068 of Indirect)
\$73,125	Special Ed: Project Workability (includes \$3,517 of Indirect)
\$98,630	Special Ed: Low Incidence Equipment
\$1,400,000	Learning Communities for School Success (Includes \$67,174 of Indirect)
\$14,179	Agricultural Career Technical Education
\$300,600	Partnership Academies Program
\$400,000	College Readiness Block Grant (Includes \$19,193 of Indirect)
-----	
\$8,005,927	Total State Expenditures
<hr/>	
\$31,231,943	Total State & Federal Expenditures (includes indirect costs)

Indirect costs are agency-wide, general management costs (i.e., activities for the direction and control of the agency as a whole). General management costs consist of administrative activities necessary for the general operation of the agency, such as accounting, budgeting, payroll preparation, personnel services, purchasing, and centralized data processing.

**DESCRIPTION**

**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$199,604,105

# Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected

2017-2018 CA Dashboard Reflection Tool rating scale:

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

The Goal for 2017-18 based on the CA Dashboard Reflection Tool is:

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

Secondary:  
ELA CCSS: 5  
ELD (Aligned to ELA Standards): 4  
Math CCSS: 5

Actual

CA Dashboard Reflection Tool rating scale:

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

The Actual data for 2017-18 based on the CA Dashboard Reflection Tool is:

**I) Professional Development: Goal not met for any of the areas.**

Secondary:  
ELA CCSS: 3  
ELD (Aligned to ELA Standards): 2  
Math CCSS: 2

## Expected

Science NGSS: 4  
History- Social Science: 2

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

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

Secondary:  
ELA CCSS: 4  
ELD (Aligned to ELA Standards): 4  
Math CCSS: 5  
Science NGSS: 3  
History- Social Science: 2

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

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

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

Elementary:  
ELA CCSS: 3  
ELD (Aligned to ELA Standards): 3

## Actual

Science NGSS: 3  
History- Social Science: 3

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

**II. Instructional Materials: Goal Met for Elementary Math but not for all other areas.**

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

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

**III. Progress Implementing Policies/Programs: Goal was not met for any of the areas.**

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

Elementary:  
ELA CCSS: 3  
ELD (Aligned to ELA Standards): 3

## Expected

Math CCSS: 4  
Science NGSS: 2  
History- Social Science: 2

### **IV. Rate the LEA's progress in Implementing standards for CTE/Health/PE/VAPA/World Language. For World Language - 7 of our 14 elementary schools offer dual language programs.**

CTE: 4  
Health Education: 2  
PE: 4  
VAPA: 4  
World Language: 5

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

A) Identifying professional learning needs for teachers and staff as a whole: PLC summer training for all certificated staff. Each site leadership team will participate in depth training to develop protocols and expectations. District administration will conduct monthly walkthroughs after developing a strategic plan that includes appropriate tools for evaluation. 5

B) Identifying professional learning needs for individual teachers and staff: We will use data collected during district monthly walkthroughs to identify areas of need. 5

C) Providing support for teachers on standards they have not mastered: We will determine appropriate PD based on data collected from district monthly walkthroughs and initial incorporation of Early Intervention Teacher/Coach for all elementary schools. 4

### **VI. EL Access to Common Core and ELD standards: 3**

## Actual

Math CCSS: 3  
Science NGSS: 2  
History- Social Science:1

### **IV. Progress Implementing other adopted academic standards: Goal was met for Secondary CTE, Health Education, but not for any of the other sections. \*The goal is based on secondary implementation.**

CTE: 4  
Health Education: 2  
PE:2  
VAPA: 2  
World Language: 2

### **V. Engaging with teachers and school administrators for the following activities: Goal not met for any of the areas.**

A) Identifying professional learning needs for teachers and staff as a whole:  
Secondary: 1  
Elementary:2

B) Identifying professional learning needs for individual teachers and staff:  
Secondary:1  
Elementary:1

C) Providing support for teachers on standards they have not mastered:  
Secondary:1  
Elementary:1

### **VI. EL Access to Common Core and ELD standards: 3**

Expected

**Baseline**

**Metric/Indicator**

D. EL progress:

- 1) Annual CELDT test takers who increased at least 1 CELDT level
- 2) Annual CELDT test takers who maintained a score of 4 or 5

E. EL Reclassification Rate

**17-18**

D. EL progress:

1& 2) Given the transition from CELDT to ELPAC during the 2017-18 academic year, CVUSD's goal will be to establish a new baseline based on ELPAC.

E. 2016-17 EL Reclassification Rate goal is to increase 3%; from 11.9 % to 14.9%

**Baseline**

D. EL progress:

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

E. 2016-17 EL Reclassification Rate: 11.9 %

2017-2018 Academic Indicator & College/Career Indicator

A. Statewide Assessments (Grades 3-8)

Actual

D. EL progress:

1&2) Due to the transition to ELPAC, we did not administer the CELDT to all students, we only administered the CELDT to students who had an overall score of 3 or who might have scored a 4 or a 5, but did not pass all domains with a 3 or better. Those with an overall score of 3 in the 2016-17 school year took the entire CELDT, whereas those with an overall score of 4 or 5 who did not pass certain sections, only took the sections of the assessments for the domains not passed.

E. CVUSD exceeded its goal by increasing 4.6% for an EL Reclassification Rate total of 16.5%.

Academic Indicator & College/Career Indicator

A. Statewide Assessments (Grades 3-8): Due to reporting and test administration timelines we are not able to report on our current statewide assessment progress actuals. CA Dashboard will be released late December, below is our preliminary data using internal calculations from California

## Expected

2017-18 3-8 grade ELA goal is to move to color yellow with an increase of a minimum of 7 points (-64.9 points from level 3, standard met).

2017-18 3-8 grade Math goal to increase a minimum of 5 points to remain yellow (-88.5 points distance from 3, met standard).

B. 2017-18 A-G Completion goal is to increase 4%; to 40.1% total

C. 2017-18 Percentage of pupils who passed an AP Exam by earning a score of 3 or better goal is to increase 1.7%; to 40%

D. The 2017-18 Percentage of Grade 11 pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4) for the following student groups is:

1) All Students: increase 2 % in ELA and Math; ELA 25% & Math 16% total

## Actual

Assessment of Student Performance and Progress (CAASPP) Test Operations Management System (TOMS).

The 2017-18 3-8 grade ELA goal to move to color yellow with an increase of a minimum of 7 points (-64.9 points from level 3, standard met) was met based on preliminary data. Preliminary data assumptions based on internal calculations are as follows: Performance Color: Yellow, Status: Low at -61.7, Change: Increased, +10.6

The 2017-18 3-8 grade Math goal to increase a minimum of 5 points to remain yellow (-88.5 points distance from 3, met standard) was met. Preliminary data assumptions based on internal calculations are as follows: Performance Color: Yellow, status: Low, -85.2, Change: Increased, +6.4.

Correction: The goal disaggregated by student groups in section D, was intended for section A- Statewide Assessments (Grades 3-8). Below is the appropriate data for this section:

- 1) All Students: increase 2 % in ELA and Math; ELA 25% & Math 16% total
- 2) Students with disabilities: ELA 5% & Math 5% total
- 3) Socio-economically Disadvantaged: ELA 23% & Math 16% total
- 4) English Learners: ELA 8% & Math 8% total
- 5) Migrant: ELA 17% & Math 13%

Data in TOMS cannot be disaggregated by student groups, we will report by student groups once Smarter Balanced test results are released on the CAASPP website in August.

1) The goal for all students to increase 2% in ELA and Math was met; ELA 25.76 % & Math 14.93% total, was not met.

Preliminary data assumptions based on internal calculations are as follows: ELA: 37% Math: 18.38%

B. 2017-18 A-G Completion rate data is not currently available for reporting. We will report on this data in December once CA Dashboard and DataQuest results are released. Below are the A-G completion rates for the past 3 years: 2015: 28.7%. 2016: 36.1%. 2017: 34.7%.

C. 2017-18 Percentage of pupils who passed an AP Exam data is not currently available. We will report on this data in early August.

D. The 2017-18 Percentage of Grade 11 pupils who participated and demonstrated college preparedness on SBAC by scoring at Met (3) or Exceeded (4) Standards data is not currently available. Preliminary data will be available in late August once Smarter Balanced test results are released in CAASPP website. Final data will be available in late December via CA

## Expected

- 2) Students with disabilities: ELA 5% & Math 5% total
- 3) Special Education Students: ELA 23% & Math 16% total
- 4) English Learners: ELA 8% & Math 8% total
- 5) Migrant: ELA 17% & Math 13%

### \*Course Access

\* The 2017-18 CTE Pathway Completion goal is to increase 10% of all seniors in the district for a total of 33%.

\*The Dual Enrollment (Academic/CTE subjects) inclusive of unduplicated and exceptional needs students for 2017-18 is to increase access of articulation and dual enrollment courses from 1 to 4 courses.

ELA Status: 23 points below level 3, Change: +7 Math Status: 114 points below level 3; change: 4 points

## Actual

Dashboard. Below is our preliminary data using internal calculations from CAASPP/TOMS. Data in TOMS cannot be disaggregated by student groups, therefore we will only provide you with an update for ALL students at this point.

Correction: The goal disaggregated by student groups in section D, was intended for section A- Statewide Assessments (Grades 3-8). Below is the appropriate data for this section:

- 1) All Students: increase 2% in ELA and Math; ELA 42.52% & Math 14.93% total
- 2) Students with disabilities: ELA 7.31% & Math 2% total
- 3) Social Economically Disadvantaged: ELA 41.37% & Math 14.22% total
- 4) English Learners: ELA 4.3% & Math 2.92% total
- 5) Migrant: ELA 41.23% & Math 15.95%

The 2017-18 Percentage of Grade 11 pupils who participated and demonstrated college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4) for the following student groups based on preliminary data internal calculations assumptions is as follows:

- 1) The goal for all students to increase 2% in ELA and Math was not met; ELA 42.52 % & Math 14.93% total, was not met.

Preliminary data internal calculations assumptions are follows: ELA: 37% Math: 14%

### \*Course Access

\* The 2017-18 CTE Pathway Completion goal to increase by 10% of all seniors in the district, for a total of 33% was not met. CVUSD had 320 out of 1072 seniors complete a CTE pathway for a total of 29.85%

\*The Dual Enrollment (academic/CTE subjects) inclusive of unduplicated and exceptional needs students for 2017-18 goal to increase access of articulation and dual enrollment courses from 1 to 4 courses was met; one concurrent and two articulated courses were offered. No dual enrollment courses were offered. Five additional articulated courses will be offered in the fall of 2018-19 school year.

The ELA Status goal: -23 points below level 3, Change: +7 was not met based on preliminary data. Math goal: Math Status: -114 points below level 3; change: 4 points was met based on preliminary data. Preliminary data internal calculations assumptions are follows: ELA Status: 43 below level 3, Change: +17.9. Math Status: 85.2 below level 3, Change: -29.6.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>IMPLEMENTATION OF STATE STANDARDS</b></p> <p>Implement state standards as an integrated model of literacy. The focus remains on student achievement as measured by CAASPP and local assessments. Actions for Implementation of state standards:</p> <p>1) Professional Development: Professional Development plan to facilitate effective implementation of state standards, new and existing curriculum, and assessments for the following content areas: ELA, ELD, Math, Science and History-SS. As a result of negotiation, CVUSD will provide two additional professional development days for teachers paid at their per diem rate.</p>	<p><b>IMPLEMENTATION OF STATE STANDARDS</b></p> <p>Implement state standards as an integrated model of literacy. The focus remains on student achievement as measured by CAASPP and local assessments. Actions for Implementation of state standards:</p> <p>1) Professional Development: ELA:            * Conducted RAPID assessment training revolving around literacy data analysis in Fall 2017 and Winter 2018 at 14 elementary sites            * Utilized a Trainer of Trainers (TOT) model to train elementary teachers in the newly adopted Language Arts curriculum McGraw-Hill Wonders/Maravillas. TOTs received two rounds of training and then trained their respective grade levels at their sites.            * Utilized a department pull-out model to train secondary teachers in the newly adopted Language Arts curriculum HMH Collections            * Supported various site PLCs/Staff Development sessions focused on backwards mapping the Wonders/Maravillas and Collections curriculum to ensure</p>	<p>1000-3999 Salaries and Benefits \$9,065,972 LCFF            Supplemental/Concentration 0761 \$9,065,972</p> <p>1000-3999: Salaries and Benefits - \$724,022            5000-5999: Services and Other Operating Expenditures - \$208,602            Title I 3010 \$932,624</p> <p>1000-3999: Salaries and Benefits - \$702,174            5000-5999: Services and Other Operating Expenditures - \$73,722            Title II 4035 \$775,896</p>	<p>1000-3999 Salaries &amp; Benefits \$9,145,348 LCFF            Supplemental/Concentration 0761 \$9,145,348</p> <p>1000-3999: Salaries and Benefits - \$522,504            5000-5999: Services and Other Operating Expenditures - \$208,602            Title I 3010 \$731,106</p> <p>1000-3999: Salaries and Benefits - \$548,229            5000-5999: Services and Other Operating Expenditures - \$28,882            Title II 4035 \$577,111</p>



that students are prepared to meet state standards

- \* Teachers on Special Assignment (TOSAs) provided one-to-one coaching and support to administrators and staff members based upon individual requests

- \* Created a K-12 Language Arts committee to continue evaluating/revising guidance documents and district-wide assessments.

ELA Intervention:

- \* Provided in-classroom coaching 3 times a year to Read 180 intervention teachers at 14 elementary and 4 middle school sites

- \* Provided 3 training sessions for Early Literacy Intervention teachers, from the 14 elementary sites, focused on best practices on small group instruction and the coaching cycle.

- \* In addition to providing all sites with Lexia Core5 training, revolving around reading skill development and literacy data analysis, further training was provided upon request to 3 elementary sites.

- \* Supported monthly Read 180 and Early Literacy Intervention PLCs focused on goal setting and sharing of best practices.

- \* TOSAs provided one-to-one coaching and support to administrators and staff members based upon individual requests.

ELD:

\* Provided professional development as requested by sites on Academic Language and Vocabulary, Academic Listening Skills, and Writing for ELs.

\* Provided support for planning and PLC data teams as requested by sites.

\* Trained teachers in a trainer of trainer model to leverage newly adopted Wonders/Maravillas curriculum for maximum Integrated and Designated ELD instruction per the framework and current research.

\* Facilitated 3 AVID Excel Huddles to solidify routines and maximize outcomes for AVID-bound ELs.

\* Provided 3 pull out trainings for 40 English 3D teachers in grades 5-12 on best practices for Long-Term English Learners.

\* Facilitated 3 Data Team PLC sessions per Dual Language site to leverage data in a continuous improvement cycle.

\* Provided professional development to all sites on the instructional implications of ELPAC and the various task types.

\* Facilitated Leadership & advocacy cultivation for the Dual Language Program (DLP) through monthly District Dual Language Guidance Team meetings

\* Supported site administration through training and on-site Learning Walks to develop leadership capacity around EL Supports and State and Federal EL guidelines

10) Provided guidance and support for site administration capacity building at all sites (TK-12) during Language Appraisal Team meetings for reclassification.

\* Provided support to English Learner Support Assistants (ELSAs) and EL Mentors at all sites.

Math: Provided staff development at various elementary sites with a focus on: writing in math, equivalence, math routines (Number Talks, SPLAT (an interactive number sense strategy that can be used at any grade level etc.), and backwards mapping. Supported various PLC's with how to access resources in core curriculum.

CVUSD Professional Development Days: Two days were provided for teachers in August, with a focus on PLC training and content specific training.

Science: Provided two professional development days for secondary science teachers on Integrated Learning Sequence, Integrated Classroom Assessments, Modeling: Secondary Classroom, and EP&Cs & Engineering. Supported Various K-12 PLCs and K-6 staff meetings with NGSS 101, NGSS 102, SEP (Science and Engineering Practices), CCC (Crosscutting Concepts), and NGSS Model Lesson sessions.

2) Instructional Materials:

ELA & ELD: Provide standards-based instruction by way of the 1st year implementation of ELD/ELA instructional materials, initial implementation of English 3D at the secondary level, and Units of Study.

Math: Spring 2018: Units of study will be refined to create a well-balanced curriculum and assessments.

NGSS Elementary: We will continue to explore integration within ELA & ELD for elementary levels given that new adopted material have NGSS standards embedded.

NGSS Secondary: Replacement Modules will be refined to create well-balanced curriculum and assessments. Middle schools will field test STEMscopes. High schools will pilot instructional material for future adoption using the Achieve Rubric.

In anticipation of state released list of approved publishers for History-SS adoption we will start the

History-Social Science: Provided two professional development days for secondary History-SS teachers on National History Day and Framework.

2) Instructional Materials:

ELA & ELD: Teachers in grades TK-12 implemented standards-based instruction with newly adopted McGraw-Hill Wonders/Maravillas, HMH Collections, and English 3D instructional materials.

Math: Created a math committee that met once a trimester to continue evaluating/revising guidance documents and district-wide assessments.

NGSS Elementary: Transitioned to NGSS implementation with the assistance of Mystery Science platform and PLC NGSS sessions.

NGSS Secondary: Project Prototype Replacement Modules were refined based on student work. PLC NGSS sessions focused on Framework vignettes.

District representatives attended the RCOE History-Social Science Supplemental Materials Fair for Grades TK-12 on May 4, 2018.

review and selection process for adoption considerations.

Implementation of the district's Mobile Learning Initiative (MLI) to provide one-to-one student iPads to support technology integration in the classroom.

The 2017-18 school year marked the fifth year of CVUSD's One-to-One iPad Initiative. This school year was also the first year in which iPads remained in carts at the Middle Schools and High Schools and were not taken home in the evening. This move has allowed teachers to have a consistent number of iPads in their classrooms at all times which has eased lesson plan design. At the elementary level, iPads continued to be heavily utilized with programs such as Lexia, Read 180, GoMath, Wonders, and Google Classroom, among others. The Measure X Bond Oversight Committee was re-established for the purpose of identifying next steps with the initiative in terms of purchasing additional devices at the secondary level and refreshing current devices that are becoming outdated for both students and teachers.

To support the use of technology in the classroom, the Educational Technology Department utilized its 4 Technology Teachers on Special Assignment, also known as T3s, to provide training in Google Classroom for digital workflow, EdPuzzle for blended learning and checking for understanding, and Adobe Spark Video for creative digital storytelling and student voice. This triad of apps known as

\* Discovery Education - licenses for standards-based digital content

3) Implementing Policies/Programs (e.g. Collaboration, focused classroom walkthroughs, teacher pairing):

As a result of negotiations, increase student instructional time throughout the year to better meet the instructional needs of all students for all content areas, including but not limited to: ELA, ELD, Math, Science and History-SS. CVUSD Increased student instructional time and teacher collaboration time that includes cross curricular and vertical articulation in grades Kindergarten through 12th grade by 100 minutes per week. Implementation of monthly District walkthroughs for all each of the school sites.

4)Implementing standards for: CTE: CTE Teachers will be provided sub release time to update course outlines and align

the triTECHta helped teachers focus on specific applications that can be embedded with their new English Curriculum as well as other subjects K-12.

\* Discovery Education was used by teachers to access digital content, but usage decreased significantly as a result of the digital resources available as part of current adoptions and the free digital library resources through the California Department of Education assessment system.

3) The addition of twenty instructional minutes at secondary schools and teacher collaboration time at elementary schools was implemented this year. We are waiting on the state assessments results to reflect growth in the current and next two school years in order for us to evaluate effectiveness.

4)Implementing standards for: CTE: Sub release time was scheduled for CTE teachers to align and update curriculum to

them to the CTE Model Curriculum standards by pathway and align them to CCSS. 3rd party assessments validating CTE pathway standards will be explored.

Health:

PE: Elementary classroom teachers of record will continue to provide 200 minutes of physical education every ten school days.

\* Aquatics instruction at high school

CTE Model Curriculum Standards and CCSS. 34 CTE courses were updated. Three teachers reviewed 3rd party assessments, NOCTI assessments will be piloted during the 2018-19 school year.

Health:

PE: Elementary classroom teachers of record continued to provide 200 minutes of physical education every ten school days and secondary teachers continued to provide 400 minutes of physical education every ten school days.

\* Aquatics instruction at high school: This year aquatics was a 3-week unit (15 days) in PE 1 classes (freshman classes). During the first 2 weeks of school students each took a pre-test that helped determine what level they should be placed in. 650 students (approx. 90% of the students served) were able to complete one full lap of a competitive stroke across one length of the pool (25 yards) with no assistance. Many students walked away from the course feeling more confident in the water. Many students who were not able to swim were able to complete a full lap of a competitive stroke with no assistance. Since the aquatics PE class started, the number of swim team members also rose. Students were exposed to new lifelong skills. Approximately 30% of the students at CVUSD did not have basic

water skills to get in and out of any body of water safely, before taking the Aquatics course.

Visual and Performing Arts (VAPA):

VAPA: Elementary: For the 2017-2018 school year, we were at the planning stage. Secondary: Coachella Valley High School, La Familia High School, and West Shores High School offered VAPA courses as electives with standards alignment to CCSS. VAPA at Desert Mirage High School was taught as part of a Theatre Performance Career Technical Education Pathway. Three courses made up the pathway; all three courses were aligned to CCSS academic and CTE Model Curriculum Standards. In 2018-19, Dance will be offered as a two course pathway, also aligned to CCSS and CTE Model Curriculum Standards. All standards alignment was completed by an appropriate teacher with CTE Credential in Arts, Media, Entertainment.

World Languages:

Secondary:  
World Languages: 7 out of the 14 elementary sites offered Dual Language programs. We were exploring possibilities for expanding to other world languages, in addition to Spanish, at the high school level.

Prepare students for success in high school, college and careers, especially for students traditionally

~~~~~addressed in Action 3 - placed in this action in error~~~~  
Prepare students for success in high school, college and careers,



underrepresented in higher education.  
\* Career Technical Education  
\* Advancement Via Individual Determination (AVID)

5) Engaging with teachers and school administrators for the following activities:

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

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

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

especially for students traditionally underrepresented in higher education.  
\* Career Technical Education  
\* Advancement Via Individual Determination (AVID)  
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5) Engaging with teachers and school administrators for the following activities:

A) Professional development was provided for teachers in June, 2017 with a focus on Professional Learning Community (PLC) training. In addition, site leadership teams received an additional day for training and developed protocols and expectations for their site. Due to contractual limitations, evaluation tools were limited and progress varied throughout the sites.

B) Data was collected in various ways, including site walkthroughs and during principal's meetings. Principals participated in activities that collected data on Professional Development needs at their sites.

C) A trainer of trainer model was implemented at the elementary schools to address the needs of teachers based on the newly adopted ELA/ELD common core standard curriculum. Early intervention teachers targeted 2nd grade students who were falling behind their peers. Our initial data indicated an overwhelming number

of students needing remediation, which revealed a need to refocus on first best instruction.

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**LCFF**

**Supplemental/Concentration**

- \* Assistant Principal salaries & Principal on special assignment to provide instructional coaching and supplemental site support (\$2,566,758)
- \* Increase student instruction time and teacher collaboration time by 100 minutes per week & provide two additional professional development days for teachers paid at their per diem rate. (\$6,206,975)
- \* 2 Aquatics Instructors (\$173,379)
- \* 2 Lifeguards (\$118,860)

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**Title I**

- \* Professional Development Contract with RCOE (\$118,000)
- \* 3 Technology TOSAs and support (\$454,022)
- \* Summer & Misc. Professional Development (\$305,602)
- Discovery Education (\$55,000)

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**Title II**

- \* 4 Common Core & 1 NGSS TOSAs (\$702,174)
- \* OMS - Track Professional Development (\$5,000)
- \* RCOE Support for Clearing Admin Credentials (\$30,000)

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**LCFF**

**Supplemental/Concentration**

- \* Elementary Assistant Principal salaries to provide instructional coaching and supplemental site support (\$2,566,758)
- \* Increase student instructional time in secondary schools and teacher collaboration time in elementary by 100 minutes per week & provide two additional professional development days for teachers paid at their per diem rate. (\$6,206,975)
- \* 2 Aquatics Instructors (\$175,885)
- \* 2 Lifeguards (\$90,870)
- 1 Technology TOSA (\$104,860)

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**Title I**

- \* Professional Development Contract with RCOE (\$118,000)
- \* 3 Technology TOSAs and support (\$501,961)
- \* Summer & Misc. Professional Development (\$57,300)
- Discovery Education (\$53,845)

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**Title II**

- \* 3 Common Core & 1 NGSS TOSAs (\$527,225)
- \* OMS - Track Professional Development (\$5,000)
- RCOE Support for Clearing Admin Credentials (\$0)

\* Other professional development (\$38,722)

\* Other professional development (\$44,886)

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>SUPPORT ENGLISH LEARNER STUDENTS</b></p> <p>As a result of negotiations, increase student instructional time throughout the year to better meet the instructional needs of low income, Migrant, and EL students.</p> <p>CVUSD will continue to support the following programs to support ELL's and migrant students' academic success:</p> <ul style="list-style-type: none"> <li>Migrant Education</li> </ul>	<p><b>SUPPORT ENGLISH LEARNER STUDENTS</b></p> <p>The teacher work day increased from 7 hours to 7 hours 20 minutes.</p> <p>CVUSD continued to support the following programs to support ELL's and migrant students' academic success:</p> <p>* The Migrant Education Program provided services to 600 students during the regular school year (RSY) and over 200 students during the Summer. Regular School Year: provided after school Extended Core Support to Migrant Priority for Service (PFS) students in Reading and Math for K-8. Secondary students received after school tutoring services, Credit Recovery, Speech &amp; Debate, Migrant Leaders Club, and participated in university excursions. Students in 7th &amp; 8th grade participated in our VEX Robotics where students were able to program, develop and document their progress in building their</p>	<p>1000-3999: Salaries and Benefits (\$832,682)            4000-5999: Services and Other Operating Expenditures (\$10,800) LCFF            Supplemental/Concentration 0761 (\$843,482)</p> <p>4000-4999: Books and Supplies (\$29,343) Title III Immigrant 4201 \$29,343</p> <p>1000-3999: Salaries and Benefits – \$1,263,571            4000-4999: Books and Supplies – \$25,000            5000-5999: Services and Other Operating Expenditures – \$208,144            Title III LEP 4203 \$1,496,715</p> <p>2000-3999: Salaries and Benefits – \$366,314 Title I 3010 \$366,314</p>	<p>1000-3999: Salaries and Benefits – \$ 816,408            4000-5999: Services and Other Operating Expenditures – \$4,650 LCFF            Supplemental/Concentration 0761 \$821,058</p> <p>4000-4999: Books and Supplies – \$52,399 Title III Immigrant 4201 \$52,399</p> <p>1000-3999: Salaries and Benefits – \$1,311,354            4000-4999: Books and Supplies – \$30,134            5000-5999: Services and Other Operating Expenditures – \$23,733            Title III LEP 4203 \$1,365,221</p> <p>2000-3999: Salaries and Benefits – \$462,506 Title I 3010 \$462,506</p>

• AmeriCorps - providing literacy tutoring During the instructional day, focused on reading to K-12 students

Continue to implement research based instructional practices and support teachers with instructional rounds, refine services for English learners (ELs) and refine dual language instruction program.

Appropriate use of instructional materials and sustained professional development will result in 15% reclassification rate overall, including increasing CELDT level scores and

robot. Summer School: Students participated in a summer extensive intervention reading program utilizing LEXIA. Migrant teachers worked 1:1 with students reading one to two levels below grade level. Students in 7th & 8th grade participated in our VEX Robotics academy. High school students were supported in completing credits in Cyber High. Transportation was provided as very few students would be able to participate in the programs if we did not provide transportation, especially schools where the majority of students are bussed daily.

\*AmeriCorps had 52 tutors across multiple sites supporting English learners in small group settings with reading and language development. Members also worked as Community Volunteers and supported the ASES after school program.

Services for English Learners

\* New ELD placement protocols were developed by English Learner Services staff and piloted at all sites.

\* New Designated ELD and ELA materials were purchased, as well as district curriculum for intensive intervention for ELD and newcomers.

\* 6 EL TOSAs supported 21 sites with professional development, coaching and student mentoring.

the number of students scoring CELDT levels 4 & 5, and overall academic achievement demonstrated by SBAC. Given the transition from CELDT to ELPAC during the 2017-18 academic year, CVUSD will assess Intermediate level students using CELDT and administer ELPAC for which there will be no scores.

\* Dual Language Teachers were provided substitutes and extra services to collaborate on best practices in the application of standards with the new curriculum. 19 schools hired EL Mentors to implement Individual Language Plans for Long-Term English Learners who were closest to reclassification.

\*Professional development for individual teachers was provided by TOSAs on improving Integrated and Designated ELD instruction.

\* EL integrated support was provided during summer school

\* LAS Links was utilized to assess Spanish language proficiency for K-6 Dual Language students.

\* A Dual Language District Guidance Team met to refine and align the Dual Language program across the district. Members also provided support at the school site.

\* Students were recognized for receiving the California State Seal of Biliteracy and the Riverside County Seal of Multi-literacy.

\* Immigrant funding was used to provide tutoring to immigrant students at Coachella Valley High School and to purchase Rosetta Stone licenses for language support to students here 3 years or less.

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**LCFF**  
**Supplemental/Concentration**  
\* EL Department salaries  
(\$460,198)

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**LCFF**  
**Supplemental/Concentration**  
\* EL Department salaries  
(\$477,726)

\* Site EL Support Assistants  
(\$372,484)  
\* AmeriCorps (\$10,800)

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**Title III Immigrant**

\* Direct Support to Students  
(Materials and Supplies (\$29,343))

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**Title III LEP**

\* EL TOSAs (\$640,663)  
\* Dual Language Adaptations,  
Professional Development and  
Substitute costs (\$167,000) \*  
Grades 5 - 12 EL Mentors  
(\$100,000)  
\* ELD Professional Development  
including CAFE (\$125,144)  
\* Summer School and AVID Excel  
Bridge (\$90,000)  
\* RCOE consortiums for Dual  
Language, Project and EL  
Learners and LTELs (\$35,000)  
\* EL and Dual Language  
Assessments - including LAS Links  
and CELDT (\$37,000)  
\* Measure of Districts support of  
ELs - ELSSA (\$15,000)  
\* EL Support Services - (\$21,000)  
\* Migrant Outreach Teacher  
(\$140,000)  
\* Other support for English  
Learners (\$125,908)

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**Title I**

\* Americorps members cost  
(\$366,314)

\* Site EL Support Assistants  
(\$338,682)  
\* AmeriCorps (\$4,650)

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**Title III Immigrant**

\* Direct Support to Students  
(Materials and Supplies (\$52,399))

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**Title III LEP**

\* EL TOSAs (\$680,282)  
\* Dual Language Adaptations,  
Professional Development and  
Substitute costs (\$51,610)  
\* Grades 5 - 12 EL Mentors  
(\$67,139)  
\* ELD Professional Development  
including CAFE (\$112,516)  
\* Summer School and AVID Excel  
Bridge (\$146,427)  
\* RCOE consortiums for Dual  
Language, Project and EL  
Learners and LTELs (\$3,070)  
\* EL and Dual Language  
Assessments - including LAS Links  
and CELDT (\$24,567)  
\* Measure of Districts support of  
ELs - ELSSA (\$13,460)  
\* EL Support Services - (\$3,070)  
\* Migrant Outreach Teacher  
(\$137,202)  
\* Other support for English  
Learners (\$125,908)

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**Title I**

\* Americorps members cost  
(\$462,505)

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>INCREASE STUDENT ACHIEVEMENT AND COLLEGE &amp; CAREER READINESS</p> <p>A. Statewide Assessments (Grades 3-8): CVUSD will continue to support the implementation of district benchmarks for ELA and Math:</p> <p>3-6 ELA: Rapid, Acuity, Curriculum based common assessments</p> <p>3-6 Math: Acuity and Curriculum based common assessments.</p>	<p>INCREASE STUDENT ACHIEVEMENT AND COLLEGE &amp; CAREER READINESS</p> <p>A. Statewide Assessments (Grades 3-8): CVUSD continued to support the implementation of district benchmarks for ELA and Math as follows:</p> <p>3-6 ELA: All students in grades 3-6 took the Rapid, ACUITY and other curriculum based assessments. Each assessment served a different purpose in order for teachers to reflect and better adjust/plan their instruction. RAPID measured literacy, language and reading comprehension skills in English, and Acuity measured student growth and helped teachers predict student readiness for summative assessments offered.</p> <p>3-6 Math: All students in grades 3-6 took the ACUITY and other curriculum based common assessments. Each assessment served a different purpose in order for teachers to reflect and better their instruction. Acuity measured student growth and helped teachers predict student readiness</p>	<p>1000-3999: Salaries and Benefits – \$8,664,345</p> <p>5000-5999: Services and Other Operating Expenditures – \$2,145,722</p> <p>7000-7999: Other Outgo - \$681,782</p> <p>8000-8999: Contribution - \$150,000 LCFF</p> <p>Supplemental/Concentration 0761 \$11,641,849</p> <p>1000-3999: Salaries and Benefits – \$5,561,819</p> <p>4000-4999: Books and Supplies – \$150,010</p> <p>Title I 3010 \$5,711,829</p>	<p>1000-3999: Salaries and Benefits – \$7,860,858</p> <p>5000-5999: Services and Other Operating Expenditures – \$1,820,634</p> <p>7000-7999: Other Outgo - \$681,782</p> <p>8000-8999: Contribution - \$149,940 LCFF</p> <p>Supplemental/Concentration 0761 \$10,513,214</p> <p>1000-3999: Salaries and Benefits – \$5,066,227</p> <p>4000-4999: Books and Supplies – \$656,650</p> <p>Title I 3010 \$5,722,877</p> <p>1000-3999: Salaries and Benefits – \$47,714</p> <p>4000-4999: Books and Supplies – \$199,636</p> <p>5000-5999: Services and Other Operating Expenditures – \$111,550</p> <p>College Readiness Block Grant 7338 \$358,900</p> <p>After School Safety &amp; Support (ASES) 6010 \$2,985,000</p> <p>Carl Perkins 3550 \$227,576</p>

<p>7-8 ELA: NWEA for PLP cohorts, CAASPP Interim Assessments &amp; Teacher created common assessments focused on CCSS.</p>	<p>for summative assessments offered, and curriculum based common assessments are those created by teachers to guide their day to day instruction.</p> <p>7-8 ELA: CAASPP Interim Assessment Administration was somewhat successful according to the feedback received by our teachers. There were challenges with technology during the testing windows. Teacher created common assessments were not administered district-wide because we were transitioning from Units of Study to the newly adopted English Language Arts curriculum.</p>		<p>CTE Incentive Grant 6387 \$1,764,086</p>
<p>7-8 Math: NWEA for PLP cohorts, CAASPP Interim Assessments &amp; Teacher created common assessments focused on CCSS.</p>	<p>7-8 Math: CAASPP Interim Assessment Blocks (IABs) Administration was somewhat successful. There were challenges with technology during the testing windows.</p> <p>Teacher created common assessments were not administered as planned due to lack of monitoring from not having a Secondary Director.</p>		<p>California Partnership Academies 6385 \$439,680</p>
<p>B. A-G Completion: Continue expanding A-G courses</p>	<p>B. A-G Completion: We developed and board approved 27 courses (7 academy, 14 integrated ethnic studies, and 6 other).</p>		<p>Agriculture Incentive Grant 7010 \$9,000</p>



C. AP Exam: Continue to support to fund AP assessments for all students taking the test.

D. Grade 11 State Assessments: CAASPP Interim Assessments & Teacher created common assessments focused on CCSS.

\* CVUSD will continue funding the following programs in order to support student academic achievement towards meeting the CCSS:

- After School Education & Safety (ASES)

C. AP Exam: 2016-17 AP data showed that 200 more students took an AP exam and 345 more exams have been taken since we started paying for AP exams in 2014-15. Therefore, we will continue to fund AP exams through the College Career Readiness grant.

D. Grade 11 State Assessments: The implementation of the Interim Assessment Blocks (IABs) for ELA was somewhat successful. There were challenges with technology during the testing windows and the teachers felt the assessment was not aligned to pacing.

No ELA teacher created common assessments were administered/required this year.

Math: IABs Administration was somewhat successful. There were challenges with technology during the testing window, in addition to challenges retrieving and reading the data.

\* CVUSD provided the following programs:

- After School Education & Safety (ASES)

The ASES program served students K-8 at all fourteen elementary schools and the four middle schools. The purpose of the

ASES program was to provide an expansion of the school day. By doing so, the expansion included a writing program which was aligned to our current Wonders curriculum. In addition, ASES also provided sports, drum line, music, cheer and dance. At some sites, technology and robotics were offered. The writing program was in effect for the third year. The ASES writing program was taught by certificated teachers at elementary schools, three days a week (total 3 hours) and middle schools, two days a week (total 2 hours). Teachers addressed three genres of writing. For each writing genre teachers administered a pre and post test that was entered in EADMS for data analysis. Also, once a month, teachers participated in a PLC. Teachers were required to complete a Data Analysis Worksheet (DAW) form for every grade level. The writing program did not serve every student participating in ASES.

All ASES sports ended with a tournament for participating sites. There were annual competitions including Ballroom dance, Drum line and Cheer. The tournaments and competitions were an incentive to engage students in the activities. ASES participated in many local parades and events. Students in ASES also had the opportunity to participate in field trips through ASES; fundraising allowed for entry fees to venues.

<ul style="list-style-type: none"> <li>• Gifted and Talented Education (GATE)</li> <li>• Continue to fund extended day for Kindergarten</li> <li>• Early Childhood Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Gifted and Talented Education (GATE): To identify students for participation in the GATE program, the district administered the Naglieri Nonverbal Ability Test (NNAT3) online testing for all 3rd grade students. 4th - 6th grade students were tested based on parent and teacher recommendation.</li> <li>CVUSD continued to fund extended day for Kindergarten: Research indicated that students with limited English skills and from socio-economically disadvantaged backgrounds benefit from an extended learning environment.</li> <li>Early Childhood Programs: LCFF funds were allocated to support early childhood programs in addition to state/federal funds. Preschool and Head Start programs were offered at 14 sites and served 458 children.</li> <li>Within the Technology Department, there was one administrative assistant for 28 staff members. In addition, there were also 4 Technician Assistants who assisted with Tier I technology support such as imaging devices, performing minor technical repairs, and assisting the Technicians with major projects at each school site.</li> <li>Instructional Media Assistants (IMAs) provided asset</li> </ul>
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- LCFF S/C allocation to each school site for intervention purposes

management services to each school site. IMAs supported students in the library by managing books that were checked out to students as well as other media resources. These individuals also managed inventory of the technology devices on each campus including staff equipment and iPad carts.

- Advancement Via Individual Determination  
AVID membership provided the district with resources such as AVID weekly, online resources and a RIMS AVID Program Specialist who provided direct support to sites and conducted AVID walkthroughs.
- LCFF S/C funds were allocated to each school site for intervention purposes, based on their count of unduplicated students who were eligible for free or reduced lunch, migrant, foster, or an English learner.

Each school analyzed data to identify needs and developed a Single Plan for Student Achievement (SPSA) that was approved by the School Site Council (SSC) to identify goals/actions/services to address identified needs and allocate funds to support the goals, actions, and services. LCFF S/C funds were used by school sites for professional development, library

\* Pathway Completion:

- Continue professional development for counselors
- Continue & refine recruitment of students into pathways
- Work with parent engagement committees to develop a CTE communication plan.

books/resources, academic or university field trips, and more.

\* Pathway Completion:

- Counselors were provided opportunities to attend the CTE Fall Conference and Educating for Careers conference. Key counselors also participated in master schedule training.
- Each high school site hosted a middle school day to provide incoming 8th graders the opportunity to explore CTE pathways and academies. Each site also hosted CTE Recruitment day for Freshman. Career exploration was implemented at CDA and BDMS to also introduce students to CTE pathways.
- A district brochure of all CTE programs was developed. The CTE Coordinator distributed the brochures to each site to be placed in the parent engagement centers. The brochure will be translated into Spanish.

CTE Support

- \* Funding contributed to KidWind, Science Fair, Robotics training, instructional supplies, field trips, and professional development for academic teachers who did not possess the designated subject credential, but contributed to the success of CTE programs.

- \* Carl Perkins funding was used to support PD, fieldtrips, and conferences for CTE teachers and programs.
- \* CTE Incentive grant funding was used to support instructional materials and supplies, mobile computer labs for CTE classrooms, and extra services for CTE teachers for tutoring, standards alignment, and supervising students during CTE events.
- \* California Partnership Academy funding was used to support the academy model at CVHS including academic support to students
- \* Agriculture Incentive Grant was used to support FFA events for students

\*The Dual Enrollment (Academic/CTE subjects)

- Continue professional development for teacher
- Continue funding for extra services for teachers to work with college staff to articulate courses

Dual Enrollment (Academic/CTE subjects):

- Continued professional development for teachers.
- Continued funding for extra services for teachers to work with college staff to articulate courses.

Develop and implement multi-tiered system of academic support: Response to Intervention and Instruction (RTI2) for all students in order to improve student achievement.

Student Study Team (SST) Software:  
Multi-tiered system of support (MTSS)  
In the 2017-2018 school year, the SST software was implemented in 15 of our 22 school sites.

All schools have accessed the program. The decision has been made to discontinue this program

beginning in the 2018-2019 school year, as the district currently has access to a similar data base through the district's electronic student system without any additional costs to the district.

\* Early Intervention Teachers at Elementary Schools

Early Literacy Intervention teachers were hired at each of the 14 Elementary sites to focus on Kindergarten-2nd Grade students struggling in the area of Reading and Foundations. The teachers used a pull-out or push-in model to work with approximately 50 students at each site to increase reading ability at the student's grade level.

ELA and Technology-Based Intervention TOSAs supported these teachers with PLC time to collaborate as well as training focused on best practices during small group instruction and the coaching cycle.

\* Read 180 Intervention Teachers at Elementary Sites

Site Read 180 Intervention teachers at each of the 14 Elementary and 4 Middle school sites were focused on 3-8th grade students struggling in reading foundations and comprehension.

\* Read 180 or Math 180 Intervention Teachers at Secondary School sites

In elementary, a pull-out model was utilized to work with approximately 90 students at each site with the goal of accelerating the acquisition of literacy skills so that students can access grade-level standards. In middle school, 5 teachers implemented a single-period model to help accelerate student literacy skills. Middle

school students also had a period of Language Arts core. The Read 180 intervention program shared the same goals that the Common Core State Standards put forth: that students are able to read, question, comprehend, and respond to increasingly complex texts. CVUSD accomplished this goal through the implementation of the following...

- 1) Support Days with Read 180 Consultants and Tech-Based Intervention TOSA
- 2) Opportunities to collaborate with and observe Read 180 Lead Teachers
- 3) Read 180 PLCs to establish GOALS and analyze data
- 4) Incorporation of AVID strategies in Read 180 classrooms

The Technology-Based Intervention TOSA supported and assisted elementary and secondary teachers in the implementation of technology-based intervention with associated instructional resources. This educator also provided staff development and site coaching for successful implementation of various intervention curriculums and how to connect these programs to CCSS standards; provided model lessons, peer observations, and one-on-one coaching. This TOSA developed and facilitated district-wide and site-based professional development sessions. The focus



of these sessions was premised on best-practices and research-based strategies aimed at accelerating student success to access grade level standards.

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**LCFF  
Supplemental/Concentration**

- \* Student Study Team Software (\$60,000)
- \* Continue to fund 100% the salary of the CTE Coordinator (\$147,546)
- \* Continue to fund a portion of the existing Academy Project Facilitator salary (\$8,983)
- \* Continue to contract with Riverside County Office of Education to pay the salaries of existing RCOE Career Technical Education teachers teaching at CVUSD schools (\$689,487)
- \* CTE Program Support - professional development, materials, supplies, etc. (\$500,000)
- \* California Partnership Academy Grant Match for professional development, materials, supplies, etc. (\$150,000)
- \* AVID Membership Fee (70,000)
- \* AVID Site Coordinator Stipends - Elementary (\$84,795)
- \* Contract with Riverside Office of Education to provide \* Guidance & Counseling support to district and sites (\$45,000)
- \* Extended Day for Kindergarten (\$3,770,215)
- \* Early Childhood (\$890,139)
- \* Transportation support for after school programs (\$781,235).

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**LCFF  
Supplemental/Concentration**

- \* Student Study Team Software (\$60,000)
- \* Continue to fund 100% the salary of the CTE Coordinator (\$155,738.74)
- \* Continue to fund a portion of the existing Academy Project Facilitator salary (\$8,983)
- \* Continue to contract with Riverside County Office of Education to pay the salaries of existing RCOE Career Technical Education teachers teaching at CVUSD schools (\$689,487)
- \* CTE Program Support - professional development, materials, supplies, etc. (\$229,932)
- \* California Partnership Academy Grant Match for professional development, materials, supplies, etc. (\$149,940)
- \* AVID Membership Fee (62,980)
- \* AVID Site Coordinator Stipends - Elementary (\$42,256)
- \* Contract with Riverside Office of Education to provide Guidance & Counseling support to district and sites (\$0)
- \* Extended Day for Kindergarten (\$3,770,215)
- \* Early Childhood (\$902,279)
- \* Transportation support for after school programs (\$781,235)

\* District classified positions to support educational programs (\$3,762,667)

- Technology staff - Clerical staff (\$637,733)
- 3rd instructional aide in special education moderate/severe classrooms (12) (\$851,335)
- Instructional media assistants (22) (\$1,853,099)
- ASES Coordinator (1 at 50%) (\$73,845)
- Director of Activities (2 at 50%) (\$173,581)
- Director of Athletics (2 at 50%) (\$173,074)

Additional Funding Support for CTE:

- \* Carl Perkins
- \* CTE Incentive Grant
- \* California Partnership Academies
- \* College Readiness Grant

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**Title I**

- \* Alternative Support - Early Intervention Teacher at 14 Elementary sites (\$1,740,000)
- \* Site Intervention Teachers (Read 180/Math 180) at 21 sites (\$2,609,495)
- \* Read 180/Math 180 Consumables and District TOSA support (\$301,053)
- \* Preschool Support staff (\$98,026)

\* District classified positions to support educational programs

- Technology staff - Clerical staff (\$555,000)
- 3rd instructional aide in special education moderate/severe classrooms (12) (\$851,335)
- Instructional media assistants (22) (\$1,833,333)
- ASES Coordinator (1 at 50%) (\$73,845)
- Director of Activities (2 at 50%) (\$173,581)
- Director of Athletics (2 at 50%) (\$173,074)

Additional Funding Support for CTE:

- \* Carl Perkins (\$227,576)
- \* CTE Incentive Grant (\$1,764,086)
- \* California Partnership Academies (\$439,680)
- \* College Readiness Grant
- \* Agriculture Incentive Grant (\$9,000)

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**Title I**

- \* Alternative Support - Early Intervention Teacher at 14 Elementary sites (\$1,740,000)
- \* Site Intervention Teachers (Read 180/Math 180) at 21 sites (\$2,609,495)
- \* Read 180/Math 180 Consumables and District TOSA support (\$807,468)
- \* Preschool Support staff (\$98,026)

\* Early Childhood Contribution (\$263,255)  
 \* ASES Afterschool Writing Intervention (\$700,000)

\* Early Childhood Contribution (\$0)  
 \* ASES Afterschool Writing Intervention (\$467,888)  
 \$358,900

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SITE SUPPORT FOR LOW INCOME, FOSTER, and ENGLISH LEARNER STUDENTS</p> <p>Allocation of LCFF and Title I funds to school sites in order to:</p> <p>* Provide additional services to meet the needs of unduplicated students including English learners, low income, migrant, and foster youth in alignment with the LCAP</p> <p>* Support site implementation of programs for all students to prepare them for College, Careers and Citizenship.</p>	<p>SITE SUPPORT FOR LOW INCOME, FOSTER, and ENGLISH LEARNER STUDENTS</p> <p>Allocation of LCFF and Title I funds to school sites in order to:</p> <p>* Title I funds were allocated to school sites based on their count of students eligible for the free and reduced lunch program. Each school analyzed data to identify students' needs and developed a Single Plan for Student Achievement (SPSA) that was approved by the School Site Council (SSC) and funds were allocated to support the goals/actions/services. Title I funds were used by school sites for the purposes of parent engagement, workshops for parents to learn ways to support their children academically, professional development, providing additional hours for teacher collaboration, supplemental instructional materials, tutoring (during and after school), and more.</p> <p>LCFF S/C funds were allocated to school sites based on their count of unduplicated students who are eligible for free or reduced lunch,</p>	<p>1000-6999: Site Expenditures - \$376,299 LCFF Supplemental/Concentration 0701 \$376,299</p> <p>1000-6999: Site Expenditures - \$746,223</p> <p>1000-6999: District Expenditures - \$930,418</p> <p>Title I 3010 \$1,676,641</p>	<p>1000-6999: Site Expenditures - \$476,531 LCFF Supplemental/Concentration 0761 \$476,531</p> <p>1000-6999: Site Expenditures - \$450,187</p> <p>1000-6999: District Expenditures - \$634,661</p> <p>Title I 3010 \$1,084,848</p>

migrant, foster, or an English learner.

Each school analyzed data to identify needs and developed a Single Plan for Student Achievement (SPSA) that was approved by the School Site Council (SSC) and funds were allocated to support the goals/actions/services.

LCFF S/C funds were used by school sites for professional development, library books/resources, academic or university field trips, and more.

Additional Title I support included a portion of the salaries for State & Federal Projects Director, Secretary, and Budget Specialist, as well as the Migrant Coordinator and Secretary. These individuals provided direct support to school/district personnel and support the implementation of programs across the district. A portion was directed to programs that are used to create SPSAs and monitor program implementation.

Additional LCFF S/C support included a portion of the salaries for State & Federal Projects Director, Secretary, and Budget Specialist, as well as the Testing Coordinator. These individuals provided direct support to school/district personnel and supported the implementation of programs across the district.

**LCFF  
Supplemental/Concentration**

\* Site Allocations to support Implementation of programs (\$376,299)

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**Title I**

\* Site allocations to support Title I programs (\$746,223)  
\* District support for Title I program implementation and monitoring (\$930,418)

**LCFF  
Supplemental/Concentration**

\* Site Allocations to support Implementation of programs (\$476,531)

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**Title I**

\* Site allocations to support Title I programs (\$450,187)  
\* District support for Title I program implementation and monitoring (\$634,661)

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

### Action 1 - Implementation

#### I. Professional Development

CVUSD Teachers on Special Assignment (TOSAs) trained 98% of elementary teachers at 14 elementary sites in the newly adopted RAPID Assessment. In addition, ELA TOSAs trained 224 teachers from 14 elementary sites, in grades K-6, as Wonders Trainer of Trainers. TOSAs provided site specific support during PLCs/Staff Development in backwards mapping, assessments, lesson planning, writing, and small group instruction of Language Arts curriculums at most sites across the district. TOSAs were requested to provide one-to-one coaching through bookings via email or calendar requests for teachers and administrators at most sites across the district.

ELA TOSAs also provided in-classroom coaching 3 times a year to Read 180 intervention teachers at 14 Elementary and 4 Middle school sites. TOSAs provided one-to-one coaching and support to administrators and staff members based upon individual requests.

CVUSD provided Summer ELA/ELD training on the new adoption.

There were still questions regarding the RAPID Assessment and on-going training was needed. The Lexia contract will provide 2 on-site training sessions for each elementary site through June 2020.

Two professional development days were provided for teachers in August, with a focus on Professional Learning Communities (PLC) training and content specific training.

CTE teachers were trained at the end of the 2016-17 school year and allocated up to two days of sub release time to complete standards alignment during the 2017-18 school year. Some teachers also used extra services to complete this task. Standards aligned CTE course outlines were a requirement to receive and use grant funds. Providing CTE teachers with two professional development (PD) opportunities allowed them to attend Professional Development with other educators who teach similar content, and also allowed them to learn best practices and strategies from other teachers regionally and statewide.

VAPA: Visual & Performing Arts (VAPA) at Desert Mirage High School is now being taught as part of a Theatre Performance Career Technical Education (CTE) Pathway. Three courses make up the pathway, all three courses have been aligned to CCSS academic and CTE Model Curriculum Standards. Coachella Valley High School and the middle schools offer VAPA courses as electives with standards alignment to CCSS.

To support the use of technology in the classroom, the Educational Technology Department utilized its 4 Technology Teachers on Special Assignment (T3s) to provide training in Google Classroom for digital workflow, EdPuzzle for blended learning and checking for understanding, and Adobe Spark Video for creative digital storytelling and student voice. This triad of apps known as the “triTECHta” helped teachers focus on specific applications that can be embedded with their new English Curriculum as well as other subjects K-12.

The Technology Services Department provided instructional and technical technology support for teachers, administrators, and other staff. Support focused on embedding technology in instructional practices as a vehicle to reach common core standards as we prepare students for college, career and citizenship.

AVID was implemented at all sites from K-12. In grades K-6 the implementation focused on organization skills with binders and agendas, two and three column note taking, and the use of WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies. In grades 7-12, the purpose of AVID was to:

- \* Raise the expectations of students who desire to go to college and are willing to work hard.
- \* Enroll middle and high school students in rigorous courses.
- \* Optimize students' chances for success in rigorous coursework by providing necessary instruction and a system of support.
- \* Provide students with critical college preparatory skills.
- \* Ensure that all students graduate high school college and career ready.

## **Action 2 - Support English Learner Students**

### Migrant

Migrant Education Program provided services to 600 students during the Regular School Year (RSY) and over 200 students during the Summer. Regular School Year: provided after school Extended Core Support to Migrant Priority for Service (PFS) students in Reading and Math for K-8. Secondary students received after school tutoring services, Credit Recovery, Speech & Debate, Migrant Leaders Club, and participated in university excursions. Students in 7th & 8th grade participated in VEX Robotics where students were able to program, develop and document their progress in building their robot.

Students participated in a migrant summer extensive intervention reading program utilizing LEXIA. Migrant teachers worked 1:1 with students reading one to two levels below grade level. Students in 7th & 8th grade participated in VEX Robotics academy. High school students were supported in completing credits in Cyber High.

#### Migrant Outreach Teachers

##### Overall Implementation:

- Collaborated with teachers, counselors, administrators to diagnose and support failing students.
- Provided small group instruction.
- Collaborated with Mini- Corp Tutors to support struggling PFS (Priority for Service) Students.
- Provided additional materials for PFS.
- Provided a diagnostic and prescriptive profile and remediation techniques.
- Assisted with credit recovery.
- Planned and coordinated migrant activities that promoted student achievement.

#### AmeriCorps

AmeriCorps had 52 tutors across multiple sites supporting English learners in small group settings with reading and language Development. AmeriCorps members also worked as Community Volunteers and supported the ASES after school program.

#### English Learner Services

New ELD placement protocols were developed by English Learner Services staff and piloted at all sites. New Designated ELD and ELA materials were purchased, as well as curriculum for intensive intervention for ELD and newcomers.

English Language Support Assistants (ELSAs) provided services to English Learner students by assisting in the initial identification of students' English Language skills (within 30 days of enrollment in CVUSD) and providing notification to parents of their child's language level. Their ongoing support to site leadership and staff includes, but is not limited to:

- \* Identify students who may eligible for reclassification.
- \* Create and maintain English Learner student's records in their cumulative files (CUMs)
- \* Provide reports for IEP (individual Education Plan) meetings for Students with Disabilities.
- \* Provide teachers with data on students' language acquisition levels.
- \* Scheduling LAT (Language Acquisition Team) meetings for the purpose of reclassifying students and providing relevant data/documentation.
- \* Providing support during state testing such as CELDT and ELPAC.

Funding was used to provide tutoring to immigrant students at Coachella Valley High School and to purchase Rosetta Stone licenses for language support to students who have been enrolled in the United States for 3 years or less.

Professional development and coaching was provided at all sites through on-demand English Learner (EL) TOSA booking at youcanbookme.com. Additional professional development occurred through a pull out model to support best first instruction using newly adopted Wonders/Maravillas, Collections, English 3D and AVID Excel curricula. TOSAs were assigned to 4-7 sites each, with one TOSA assigned to the Dual Language Program. Site administration also booked TOSAs and the EL Coordinator to identify and support areas of refinement. TOSAs provided professional development for best use of all newly purchased Designated ELD & Integrated ELA programs.

Professional development efforts included 2 days of district-wide pull out training, on-demand one on one coaching and on demand PLC/small group site based support.

Dual Language teachers were provided substitutes and extra services to collaborate on best practices in application of standards with new curriculum. 19 schools hired EL Mentors to implement Individual Language Plans for Long-Term English Learners who were closest to reclassification. This year we were unable to provide networking opportunities for most of our Dual Language teachers outside of the district. This should be offset next year with the professional development effort through CAFE PDS.

LAS Links: This effort provided a metric for our Dual Language Program that is needed for LCAP and Title III.

### **Action 3: Increase Student Achievement and College & Career Readiness**

#### A-G Completion

Due to the vacancy of the Secondary Director of Education position during the 2017-18 school year, the need for structures and systems to align district efforts was not met. Each site worked to fulfill the needs of their sites, however a system that aligns and cleans the A-G approved course list for the district is needed.

#### Grade 11 Assessments

ELA: Interim Assessment Blocks (IABs) were administered. There were challenges with technology during the testing windows and teachers felt it was not aligned to pacing. Another challenge presented at the ELA High School level was that there were three items that needed hand scoring (one item in the first semester and two items in the second semester) and teachers commented that they did not have enough time to score those items on the assessments due to the large number of students they serve throughout the year.

Implementation of Common assessments at the secondary level was only moderately successful, due to the way our assessment platform, EADMS, scores some of the multiple response items. Teachers did not feel the data was accurate, nonetheless they would like to continue administering teacher created common assessments with modifications to those items.

#### CTE

Continued professional development for counselors: High Quality CTE programs required professional development for counselors to implement CTE delivery systems. During the 2017-18 school year master schedule training and two CTE conference opportunities were provided to counselors.

Continued and refined the recruitment of students into Pathways: Middle school recruitment and the addition of career exploration at two middle schools allowed for students to explore and learn about CTE programs at the high school level.

The CTE Coordinator worked with parent engagement committees to develop a CTE communication plan: A district brochure of all CTE offerings by school site was developed to distribute to parents. The brochure gave a description of each academy and also data on CTE programs. Data included graduations rates, A-G completion rates, and overall effectiveness of CTE programs in our district.



The CTE Coordinator continued to work at updating CTE courses, aligning curriculum to new CTE standards and CCSS, as well as managing the implementation of state and federal grant funds.

The CTE Coordinator worked with RCOE to write contracts for services for 7 CTE teachers. All 7 teachers were in place for the entire school year.

Academic teachers who did not qualify for CTE funding were able to access LCFF funds to further elevate CTE programs.

#### Supplemental Student Study Team Software

In the 2017-2018 school year, the SST software was implemented in 15 of our 22 school sites. All schools have accessed the program.

#### AVID Membership & Site Coordinator

As a result of every elementary site having an AVID site coordinator, the district established vertical articulation meetings, which led to alignment of AVID expectations K-12.

#### Early Childhood

Preschool and Head start programs were offered at 14 sites and served 458 children.

#### Technology

4 Technician Assistants assisted with Tier I technology support such as: imaging devices, performing minor technical repairs, and assisting with major projects at each school site. These individuals ensured that iPads were properly configured prior to the start of each school year and throughout the year.

#### Instructional Media Assistants (IMAs)

IMAs supported students in the library by managing books that were checked out to students as well as other media resources. These individuals also managed inventory of the technology devices on each campus including staff equipment and iPad carts. At Desert Mirage High School and Coachella Valley High School, there were two IMAs for each campus due to the larger population of students and staff, and thus larger inventory of assets.

#### Alternative Support Early Intervention Teacher

Early Literacy Intervention teachers at each of the 14 Elementary sites were hired to focus on Kindergarten-2nd Grade students struggling in the area of Reading and Foundations. The teachers used a pull-out or push-in model to work with approximately 50 students at each site to increase reading ability at the student's grade level.

#### Site Intervention Teachers (Read 180/Math 180)

In elementary a pull-out model was utilized to work with approximately 90 students at each site with the goal of accelerating the acquisition of literacy skills so that students can access grade-level standards. In middle school, 5 teachers implemented a single-period model to help accelerate student literacy skills. Middle school students also had a period of Language Arts core.

### Read 180/Math 180 Consumables and District TOSA support

The Technology-Based Intervention TOSA supported and assisted elementary and secondary teachers in the implementation of technology-based intervention with associated instructional resources. On average the TOSA visited 6-10 classrooms a week, 8 PLC's per month, and 4 staff developments a month.

### **Action 4: Site Support for Low Income, Foster, and English Learner Students**

Each school analyzed data to identify students' needs and develop a Single Plan for Student Achievement (SPSA) that was approved by the School Site Council (SSC). In the SPSA, the School Site Council allocated funds to support the goals/actions/services, based on the needs assessment.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

### **Action 1 - Effectiveness**

Based on our 2017-18 LCAP, the examination of the effectiveness of Actions/Goals/Services is as follows:

#### I. Professional Development:

##### ELA -

Common Core TOSAs (teachers on special assignment) Trained 98% of elementary teachers at 14 elementary sites in the newly adopted RAPID Assessment. The majority of teachers shared positive feedback regarding the RAPID Training session. Teacher logins to look at literacy data dramatically increased following each RAPID training session.

Regarding the training on the newly adopted ELA curriculum teachers that attended the training gave feedback saying their training sessions have helped them understand the new curriculum better and gave guidance on best teaching practices within Language Arts.

#### Common Core TOSAs

Teachers and administrators who booked TOSA support for PLCs/Staff Developments felt more successful than without TOSA support. Many teachers felt they wouldn't be as far along with their curriculum or their ELA standards. The Educational Services TOSA model was effective, considering the large number of classroom teachers that were supported on grade level standards, district-adopted curriculum, and assessments (formative, summative, local, state). On average TOSAs visited 6-10 classrooms a week, 8 PLC's per month, and 4 staff developments a month.

#### Career Technical Education (CTE)

All CTE teachers attended the Professional Development, "Making Rigor Easy". Providing CTE teachers with two professional development opportunities allowed them to attend Professional Development with other educators who teach similar content, and also allowed them to learn best practices and strategies from other teachers regionally and statewide. The 2016-17 CAASPP results showed that CTE concentrators had 8% more students that met or exceeded standards on ELA.

### Educational Technology

4 Technology Teachers on Special Assignment (T3s): As we progress further with the implementation of the Common Core State Standards, technology continued to be a vital component of preparing students for college and careers beyond high school, which is why the TOSAs from all departments have started to develop training curriculum that embeds skill sets among various areas such as ELA, Math, English Learner support, technology, PBIS and other areas. When asked to rate the level of support on a scale of 1 to 5 in terms of professionalism, courteousness, enthusiasm, and knowledge, over 98% of respondents rated these areas at a level of 4 or 5 out of 5. When asked how likely they would be to attend a future training from the Educational Technology Team, 94% of people would be likely or very likely attend. In addition, 96% are either satisfied or very satisfied with the support they received.

Effectiveness of the district's Mobile Learning Initiative (MLI): This school year was also the first year in which iPads remained in carts at the Middle School and High School levels and were not taken home in the evening. This move has allowed teachers to have a consistent number of iPads in their classrooms at all times, which has eased lesson plan design. With the change in model, however, additional iPads are needed as not every classroom has access to an iPad cart. At the elementary level, iPads continue to be heavily utilized with programs such as Lexia, Read 180, GoMath, Wonders, and Google Classroom, among others.

### Instructional Materials

Teachers in grades TK-12 implemented standards-based instruction with the newly adopted McGraw-Hill Wonders/Maravillas, HMH Collections, and English 3D instructional materials.

### Implementing Policies & Programs

The addition of twenty instructional minutes for secondary schools and teacher collaboration for elementary schools: We are waiting on the state assessments results to reflect growth in the current and next two school years in order for us to evaluate effectiveness.

### Advancement Via Individual Determination

AVID has been implemented at all sites from K-12. During AVID site walkthroughs and coordinator meetings we were able to gather data that demonstrates the effectiveness of AVID strategies and the impact on student academics. At the secondary level data shows that students who are part of the AVID strand have higher test scores and a higher rate of High School completion. Students enrolled in AVID, are outperforming their non-AVID peers on the CAASPP in both Math and English Language Arts.

- \* ELA - Grades 7-8 - 35.7% of students in AVID met or exceeded the standard, compared to 21.75% of students not in AVID.
- \* ELA - Grade 11 - 64.35% of students in AVID met or exceeded the standard, compared to 39.11% of students not in AVID.
- \* Math - Grades 7-8 - 29.03% of students in AVID met or exceeded the standard, compared to 10.66% of students not in AVID
- \* Math - Grades 7-8 - 24.38% of students in AVID met or exceeded the standard, compared to 12.13% of students not in AVID.

### Visual & Performing Arts (VAPA)

Desert Mirage High School is now teaching VAPA as part of a Theatre Performance Career Technical Education (CTE) Pathway. Three courses make up the pathway, all three courses have been aligned to CCSS academic and CTE Model Curriculum Standards.

### World Language

7 out of the 14 elementary sites offer Dual Language programs. Students in grades 3-5 enrolled in the Dual Language Program outperformed non-Dual Language learners by 10 percent on the CAASPP. The Dual Language students average score in Math is 30.09%, while non-Dual Language students average score is 19.49%

## **Action 2 - Support English Learner Students**

### Migrant Program

Regular School Year: Session 1 focused on small group instruction using iReady Reading where 80% of the students showed growth. Session 2 focused on 1-1 instruction and small group instruction using IXL Math and Standards Plus. Over 85% of the students showed mastery on assigned standards. Out of the 60 students who visited CSU San Marcos, UCLA and CSU Long Beach; 40 were accepted to a University of California or California State University campus. For the first time ever, a CVUSD Migrant student took 3rd place at the 2018 Migrant Speech & Debate Competition.

### Migrant Outreach Teacher - Overall Effectiveness:

1. Graduation rate increased every year from 84% in 2014-15, to 92% in 2015-16, and 94% in 2016-17.
2. A-G course participation increased from 29%-40%.
3. FAFSA completion increased from 49% in 2014-15, to 62% in 2015-16, to 71% in 2016-17.
4. AP Test & Passing rates have increased (from 78 tested and 26 passed in 2014-15, to 141 tested and 62 passed in 2015-16).
5. Credit Recovery participation and completion has increased.

### English Learner Services

#### English Learner TOSAs:

Additional professional development occurred through a pull out model to support best first instruction using newly adopted Wonders/Maravillas, Collections, English 3D and AVID Excel curricula. TOSAs were assigned to 4-7 sites each, with one TOSA assigned to the Dual Language Program. Reclassification rate rose in 2016-17 from 11.9 to 16.5.

Reclassification rate rose from 11.9 to 16.5 for the 2017 year.

On the California School Dashboard, released in the fall of 2017, the English Learner Progress Indicator (ELPI) rose 3.4% and the status is medium, at 74.1%. For both ELA & Math, the English Learner subgroup is Red. The English Learner status for ELA is Very Low (80.9 points from 3) and the change is "maintained" at +0.3 points. For Math, the status for English Learners is also Very Low (96.5 points from 3) and "change" is maintained at +1.7 points.

In the past, English Learner Support Assistants (ELSAs) provided direct services to students, at this time they are part of the office family and assist with providing reports, maintaining student English Language acquisition data, and assisting with ELPAC administration.

Dual Language Teachers professional development: Dual Language Teachers' evaluations and feedback from the District Guidance Team meetings was overwhelmingly positive in support of the pull out Professional Learning Communities (PLC) model.

Not all sites hired an EL Mentor and some mentors did not use all 8 substitute days due to lack of substitute availability. Extra Services for Dual Language teachers was not used as much as anticipated. Dual Language Adaptations were not needed because Units of Study were not revised this year.

ELD Professional Development: CAFE professional development was deferred to the 2018-19 school year, when CAFE will be in Southern California and airfare will not be a cost factor. CVUSD will now be attending CAFE on odd years only (when air travel is not required to attend the conference). Substitutes were provided for individual Teacher TOSA coaching on improving Integrated and Designated ELD instruction.

RCOE consortiums for Dual Language: This year we were unable to provide networking opportunities for most of our Dual Language teachers outside of the district. This should be offset next year with the professional development effort through CAFE.

The LAS Links Assessment: This effort provided a process monitoring metric for our Dual Language Program, that is needed for LCAP and Title III.

### **Action 3: Increase Student Achievement and College & Career Readiness**

Statewide Assessment & District Benchmarks:

Grades 3-6 ELA:

After a survey administered to all teachers in the district, it was determined that Rapid was effective and its administration should continue. Acuity, was somewhat effective because it was not used at every site for data analysis purposes. Based on the survey, teachers and administrators preferred to use the free Interim Assessment Blocks (IABs) offered by the California Assessment of Student Performance and Progress (CAASPP.) Based on the teachers' and administrators' feedback, we will continue administering Rapid assessments but not ACUITY, we will administer Interim Assessment Blocks (IABs) instead.

Math: All students in grades 3-6 took the ACUITY and other curriculum based common assessments. Each assessment served a different purpose in order for teachers to reflect and better their instruction.

Grades 7 - 8 ELA: Based on the teacher feedback received, there was an improvement in the delivery of the assessments in general (more teachers administering the assessments, and teachers and administrators looking at the data from these assessments). Nonetheless, there is a need to improve monitoring systems and guidance on how to analyze data to improve instructional practices.

Grades 7 - 8 ELA & Math: Overall, the NWEA Assessment was not particularly effective because there wasn't a large number of students tested, and students outside of the PL Program did not take the test. This made it difficult to measure program effectiveness. In addition, several exams fell during the NWEA testing windows which placed additional pressure on students to perform.

Grade 11 State Assessments

The initial implementation of the Interim Assessment Blocks (IABs) was somewhat successful.

ELA: IABs Administration was somewhat successful according to the feedback received by our teachers. However, teachers felt the ELA IAB was not always aligned to pacing. Another challenge presented at the ELA High School level was that there were three items that needed hand-scoring and teachers felt they did not have enough time to score those items on the assessments due to the large number of students

they serve throughout the year. Nonetheless, teachers would like to continue administering the IABs with minor modifications, one being selecting IABs that require no scoring. No teacher created common assessments were administered/required this year. Teachers have expressed the need to have district common assessments, therefore we will hold a committee early in the year to determine the need and the assessments that will be effective 2019-20 school year.

Math: IABs Administration was somewhat successful according to the feedback received by our teachers. There were challenges with technology during the testing windows in addition to challenges retrieving and reading the data, but they would like to continue administering the IAB's with more training and focus on data analysis. Common assessments were somewhat successful due to the way our assessment platform, EADMS, scores some of the multiple response items. Teachers did not feel the data was accurate, nonetheless they would like to continue administering teacher created common assessments with modifications to those assessments that are chosen.

#### A-G Completion

Due to the vacancy of the Secondary Director of Education position during the 2017-18 school year, the need for structures and systems to align district efforts was not met. Structures and systems are needed to align our district efforts.

#### AP Exams

From 2014-2015 to 2016-17, 200 more students have taken AP exams, and 345 more exams have been taken.

#### ASES

The number of students that participated in ASES was limited by our current funding. Students engaged fully in the program and in the guidelines. In order to continue in the program, students had to follow rules and not have more than three unexcused absences. Because of this, the overall rate of absenteeism for students who participated in ASES was 7.8%. Transportation was provided as very few students would be able to participate in the programs if we did not provide transportation, especially schools where the majority of students are bussed daily.

The writing program was in effect for the third year. Feedback from Writing Instructors, Teachers, Parents, and Students is positive. Data is available upon request.

#### Career Technical Education

Continued professional development for counselors: As a result of professional development provided, counselors now have a better understanding of how CTE prepares students for both college and career and how CTE fits within the new CCI dashboard. Counselors are committed to ensuring that students are scheduled properly within the CTE sequence of courses.

Continued and refined recruitment of students: As a result of this service, students have a better understanding of what CTE programs offer to prepare them for college and career, and recruitment into each academy is full. Several CTE programs had to turn students away.

CTE District Brochure: the brochure needs to be translated into Spanish, this is a goal for next year.

CTE Coordinator ensured that \$3.8 million in CTE funding was appropriately spent meeting grant compliance. CTE Coordinator contributed funding to support non-CTE programs such as KidWind, Science Fair, and Robotics. The CTE Coordinator also oversaw the CTE curriculum and provided guidance to CTE teachers to update courses and replace them with courses that meet A-G requirements. 80% of CTE courses are now A-G approved.

CTE Academy Project Facilitator: this position needs to solely serve CTE. This year the Project Facilitator also wrote the WASC self-study which took away focus away from coordinating CTE programs on campus.

RCOE Career Technical Education teachers: The 7 RCOE teachers have grown and contributed to college and career readiness. Approximately 1,050 students were served by RCOE teachers.

CTE Program Support - professional development, materials, supplies, etc.: 35 academic teachers were provided extra services to participate in KidWind, Robotics, and collaborate with CTE academies to write integrated curriculum.

California Partnership Academy Grant Match: Health and Hospitality academies at CVHS are the oldest academies in our district. Both academies have a 95% graduation rate, hospitality students had a 52% A-G completion rate (2016-17).

#### Student Study Team Software

Since the implementation of the SST software, referrals to special education have increased for the past three years; with 303 referrals in the current 2017-2018 school year; 240 referrals during the same time in 2016-2017; and 186 referrals in 2015-2016. The implementation of the Student Study Team Software has not been effective in decreasing referrals to special education.

#### Early Childhood

Preschool and Head Start programs were offered at 14 sites and served 458 children.

Based on the results of the School Readiness Goals and the Desired Results Developmental Profile assessment; students in the program showed a growth (increase) of 80% within the 6 areas of the DRDP.

#### Technology

4 Technician Assistants: The Technician Assistants were highly effective in providing basic technology supports such as imaging devices, troubleshooting computers, printers, etc., supporting technology used during testing, and iPad maintenance. Their work helped limit downtime for staff when using technology and decreased the amount of time for pending work orders so that others can operate at a high level proficiency for a longer period of time.

#### Alternative Support Early Intervention Teacher

After Trimester 1, most sites student average score on their Phonics Survey increased by 26 points for both 1st and 2nd grade students. At this time, due to a reduction in force, the Early Literacy Intervention Teachers are returning to the classroom for the 2018-2019 school year

#### Site Intervention Teachers (Read 180/Math 180)

After mid-year assessments (January, 2018), elementary pull-out classrooms had 131 points of Lexile growth. This is significant progress considering an average student grows an average of 100 Lexile points yearly. In other words, our intervention students have attained more than a year's growth in 4 months, and we have accomplished our intervention goal of accelerating student's literacy skills. At this time, due to a reduction in force, Read 180 Intervention Teachers are being placed back into the classroom for the 2018-2019 school year.

#### **Action 4: Site Support for Low Income, Foster, and English Learner Students**

Schools are evaluating their Goals/Actions/Service for the 2017-18 school year, in preparation for the 2018-19 SPSA. Data on English Learner progress (ELPAC) and Academic Progress (CAASPP) is not available at this time. Once data is available, sites will be able to set goals based on data, and complete a preliminary SPSA for 2018-19.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See CVUSD LCAP 2018-20 Goal 1 - Material Differences attachment.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

#### **Goal 1: Changes made to outcomes, metrics, or action and services:**

##### **Action 1 - Implementation of Standards**

###### **I. Professional Development:**

- The Elementary Assistant Principals job description/job title name will be changed to Assistant Administrator of Instructional Improvement TK-6. With this change, there will be a focus on providing instructional leadership to ensure all students are provided a challenging core curriculum and meet state and district standards and expectations. Among the duties assigned, the Assistant Administrator of Instructional Improvement TK-6 will assist in the design, implementation, monitoring, and evaluation of supplemental programs and services focused on increasing academic achievement and closing achievement gaps. These positions will be 50% funded with Title I funding, compared to 25% funding with LCFF S/C in 2017-18.

###### **ELA:**

1) A recommendation for RAPID Training next year would be to provide sub coverage for teams to analyze data and plan for small group instruction. Feedback from sites shared this was the most effective model.

###### **ELA Intervention:**

1) Early Literacy Intervention teachers at the 14 Elementary sites will be returning to classroom assignments for the 2018-19 school year, due to a reduction in force.

###### **Teachers on Special Assignment (TOSAs):**

- 2 of the 4 the Common Core TOSAs will be returning to the classroom for the 2018-19 school year, due to a reduction in force.
- 2 of the 4 Technology Teachers on Special Assignment (T3s) will be returning to the classroom for the 2018-19 school year, due to a reduction in force.
- 3 of the 5 English Learner (EL) TOSAs will be returning to the classroom as a result of a reduction in force.



Discovery Education: Usage has decreased significantly as a result of the digital resources available as part of current adoptions and the free digital library resources through the California Department of Education assessment system. CVUSD will no longer be supporting this program.

OMS - An Online Management System to track Professional Development: This program is old and has limited capabilities for reporting. We will not be renewing this contract.

All CTE teachers attending Professional Development - During 2018-19, remaining course outlines will have standards alignment completed. Funding will be shifted to piloting 3rd party assessments. The 2016-17 CAASPP results showed CTE concentrators had 8% more students meet or exceed standards on ELA, Math portion of SBAC test was flat.

CVUSD's Mobile Learning Initiative (MLI): Changes made in support of the secondary school iPad cart model were made in the 2016-2017 school year with remaining bond funds at that time. Currently, the Measure X Bond Oversight Committee is being re-established for the purpose of identifying next steps with the initiative in terms of purchasing additional devices at the secondary level and refreshing current devices that are becoming outdated for both students and teachers.

VAPA -

Elementary - CVUSD will be adding a focus on VAPA at the Elementary sites in 2018-19.

Secondary - New for 2018-19, Dance will be offered as a two course pathway, also aligned to CCSS and CTE Model Curriculum Standards. All standards alignment is completed by appropriate teacher with CTE Credential in Arts, Media, Entertainment.

World Language:

Coachella Valley Unified School District will continue to refine our Dual Language programs, so that students may earn their Seal of Biliteracy.

## **Action 2 - Support English Learner Students**

- AmeriCorps: CVUSD will not be partnering with Americorps tutors during the school day or for the after school program (ASES) for the 2018-19 school year, due to budget constraints.

English Learner Department:

- Professional Development for Dual Language Teachers: CVUSD will enter into a contract with CAFE PDS to provide needed Dual Language professional development and cover substitute costs. There will be an increase in funding for Dual Language Professional Development to cover this one-time investment to Dual Language staff. EL Mentors will continue at all sites.
- ELD Professional Development: Recommend attending CAFE every other year (2019 would be an attendance year.) The conference will be in Long Beach in 2019. Recommend funding for staff and parents. We will still need substitutes for ELD PLCs in secondary and for pull out coaching with our 2 TOSAs.
- The LAS Links Assessment: CVUSD will increase the budgeted amount to include a scoring contract with Data Recognition Corporation (DRC), instead of paying classified substitutes. This will yield a slight savings to Testing and Assessment budget.

### Action 3: Increase Student Achievement and College & Career Readiness:

#### A. Statewide Assessment & District Benchmarks

7-8 - ELA: We will not use ACUITY, instead we will use the free and common core standards aligned interim Assessment Blocks (IABs) for benchmark testing.

- 7-8 Math: We will discontinue the use of the NWEA assessments, instead we will use the free and common core standards aligned IABs for benchmark testing.
- A-G Completion: We will form a committee to review our current A-G approval practices.
- Grade 11 Assessments: ELA & Math IABs: Teachers would like to continue administering the IABs with minor modifications, one being selecting IABs that require no scoring. No teacher created common assessments were administered/required in the 2017-18 school year. Teachers have expressed the need to have district common assessments, therefore we will hold a committee early in the year to determine the need and the assessments that will be effective 2019-20 school year

#### ASES:

- CVUSD will continue to provide the ASES after school program to students in grades TK-8, and ASES will also be available at the high schools.
- Funding for the ASES after school writing program is no longer available, due to funding constraints.

Student Study Team Software: This item will not be funded for the 2018-2019 school year. The decision has been made to discontinue this program beginning in the 2018-2019 school year, as the district currently has access to a similar data base in Aeries without any additional costs to the district.

#### AVID Membership & Site Coordinator:

- CVUSD will continue to participate in AVID.
- A third Instructional Aide in special education moderate/severe classrooms: This position is being eliminated due to a reduction in force.
- Site Intervention Teachers (Read 180/Math 180) at 21 sites: these positions have been eliminated due to a reduction in force. Read 180/Math 180 materials will be available at school sites, but the intervention teacher will be reassigned to a classroom.

#### Academic Indicator & College/Career Indicator

We added the following goals to:

A. Statewide Assessments (Grades 3-8): Our 2017-18 goal is to increase 2 % in ELA and math for the following student groups:

- 1) All Students: ELA 24.66% & Math 19.33% total
- 2) Students with disabilities: ELA 4.68% & Math 5.68% total
- 3) Students Economically Disadvantaged: ELA 23.71% & Math 18.66% total

4) English Learners: ELA 7.73% & Math 8.73% total

5) Migrant: ELA 18.30% & Math 18.61%

D. We modified the following goal given that the previous goal was based on preliminary data. The goal below is based on actual 2016-17 data.

The 2017-18 Percentage of Grade 11 pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4): Our 2017-18 goal is to increase 2 % in ELA and math for the following student groups:

1) All Students: ELA 42.52% & Math 14.93% total

2) Students with disabilities: ELA 7.31% & Math 2% total

3) Students Economically Disadvantaged: ELA 41.37% & Math 14.22% total

4) English Learners: ELA 4.30% & Math 2.92% total

5) Migrant: ELA 41.23% & Math 15.95%

Funding	Goal	Action	Description	Budgeted	Estimated Actual	Difference	% Diff	Reason for Difference
LCFF S/C	1	1	2 Lifeguards	\$118,860.00	\$90,870.00	\$27,990.00	23.55%	One of the positions was not filled the entire year.
LCFF-S/C	1	1	1 Technology TOSA	\$0.00	\$104,860.00	-\$104,860.00		This position was not given a layoff notice before the deadline and the position continued to be funded for 2017-2018
Title I-PD	1	1	Summer & Misc. PD	\$305,602.00	\$57,300.00	\$248,302.00	81.25%	Funding was allocated for all teachers to attend professional development, but not all teachers attended.
Title II	1	1	3 Common Core & 1 NGSS TOSA	\$702,174.00	\$536,182.00	\$165,992.00	23.64%	The secondary math TOSA position was not filled.
Title II	1	1	RCOE Support for Clearing Admin Credentials	\$30,000.00	\$0.00	\$30,000.00	100.00%	The board decided that this activity should be funded by the administrator.
Title II	1	1	Other PD (ACSA, CCEE,SUMMER PLP, PD For Common Core TOSA's)	\$38,722.00	\$66,722.00	-\$28,000.00	-72.31%	Since the board did not approve the expenditure "RCOE Support for Clearing Admin Credentials", the funds were redirected to provide additional professional development for teachers.
LCFF	1	2	AmeriCorps	\$10,800.00	\$4,650.00	\$6,150.00	56.94%	Differenfe is due to increase in helath costs.
Title I	1	2	AmeriCorps Member Costs (\$52,000 ASES Contribution)	\$366,314.00	\$462,505.00	-\$96,191.00	-26.26%	Healthcare costs increased
Title III-IMM	1	2	Materials & Supplies	\$29,343.00	\$52,339.00	-\$22,996.00	-78.37%	Recieved additional funds from CDE during 2nd Interim
Title III-LEP	1	2	Biliteracy Adaptations, PD & Subs Dual Language	\$167,000.00	\$51,610.00	\$115,390.00	69.10%	Purchase of all Wonders materials for 64 teachers in English and Spanish. Initially the agreement was to use online materials for one language and purchase one set. Decision to purchase both Spanish and English materials placed us over budget. This addressed a possible grievance,
Title III-LEP	1	2	Summer School and AVID Excel Bridge	\$90,000.00	\$146,427.00	-\$56,427.00	-62.70%	Carryover funds were available which allowed the district to increase the number of students served during summer school.
Title III-LEP	1	2	RCOE Consortiums for Dual Lang, Project and EL Learners and LTEL's	\$35,000.00	\$3,070.00	\$31,930.00	91.23%	Consortiums included DL, PELD, LTEL Leadership, and Best Committee membership fees along with travel and substitute costs for teachers.
Title III-LEP	1	2	EL & Biliteracy Assessments incl. LAS Links and CELDT	\$37,000.00	\$24,567.00	\$12,433.00	33.60%	LAS Links costs have risen with addistional students as schools expand program within K-6 and assessment materials cost rise.
Title III-LEP	1	2	EL Support Services	\$21,000.00	\$3,070.00	\$17,930.00	85.38%	
LCFF	1	3	RCOE Contract for Guidance & Counseling Support	\$45,000.00	\$0.00	\$45,000.00	100.00%	RCOE created a new postision which provided the support that previously was t due
LCFF	1	3	CTE Program Support- PD, Materials Supplies	\$500,000.00	\$229,932.00	\$270,068.00	54.01%	Secondary academic teachers were not cohorted as anticipated into CTE academies, budgeted instructional supplies and extra services did not get used. We are currently balancing between CTE funds and expect to transfer over some non-allowable grant purchases to the LCFF budget and ancipate spending 80% of the funds by June 30th.
LCFF	1	3	AVID Site Coordinator Stipends	\$84,795.00	\$45,256.00	\$39,539.00	46.63%	Secondary AVID stipends were paid out of the Collegel Readiness Grant
Title I	1	3	Read 180/Math 180 Consumables	\$150,000.00	\$667,774.00	-\$517,774.00	-345.18%	Increase allocation to include additional Read 180/Math 180 materials
Title I-CFS	1	3	Early Childhood Education Contribution	\$263,255.00	\$0.00	\$263,255.00	100.00%	Due to changes in Headstart Duration Grant, Title I would be considered supplanting and not supplemental and therefore could no longer be used as a funding source.
Title I	1	3	ASES Afterschool Writing Intervention	\$700,000.00	\$467,888.00	\$232,112.00	33.16%	Not all sites had after school writing programs, and participants (teachers and students) tapered off as the school year progressed.
LCFF-S/C	1	4	Site Allocations to Support Implementation of programs	\$376,299.00	\$476,531.00	-\$100,232.00	-26.64%	After review of revenue, sites were given 100% of allocations instead of 50%.
Title I	1	4	Site Allocations to Support Implementation of programs	\$746,223.00	\$450,187.00	\$296,036.00	39.67%	Sites did not use expenditures allocated for extra services, because teachers did not pick up after school tutoring assignments.
Title I	1	4	District Support Salaries for Title I program implementation and monitoring	\$930,418.00	\$634,661.00	\$295,757.00	31.79%	Early Childhood received a grant which funded the early childhood teachers that were originally budgeted for.

# Annual Update

## LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

#### Expected

#### 17-18

A. 2017-18 goal is to have 100% of teachers meet the Highly-Qualified Teacher assignment status.

#### 17-18

B. 2017-18 goal is to maintain the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report.

#### 17-18

The 2017-18 goal is to increase Williams Compliance Monitoring: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating Good and Exemplary for ALL schools.

2017-18 Facilities Inspection Tool (FIT) Overall School Rating goal is to increase from 93.89% Good to 95% Exemplary. The overall Restroom Category goal is to remain Good and Exemplary with a minimum of 93.89%.

#### Actual

#### Appropriately Assigned & Fully Credentialed Teachers

A. The 2017-18 goal to have 100% of our teachers appropriately assigned and fully credentialed was not met. One CTE course position was not filled.

#### Access to Curriculum- Aligned Instructional Materials

B. In 2017-18 CVUSD met our goal of maintaining 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report.

The 2017-18 goal to increase Williams Compliance Monitoring Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating Good and Exemplary for ALL schools was not met. One school did not meet the 90% goal for a Good Overall School Rating and 11 schools did not meet the 90% goal for a Good Restroom Rating.

2017-18 Facilities Inspection Tool (FIT) Overall School Rating goal was met by increasing from 93.89% Good to 95.28% Good. The overall Restroom Category goal to remain good with a minimum of 93.89% was not met, our restroom rating decreased to 81.11%. \*The percentage rating breakdown was modified: Exemplary 99-100%, Good 90- 98.99%, Fair 75-89.99%, Poor 0-74.99%

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>APPROPRIATELY ASSIGNED TEACHERS</p> <p>CVUSD will continue to support the following actions and services to recruit, retain and support highly qualified teachers:</p> <p>1)Peer Assistance and Review (PAR)</p>	<p>APPROPRIATELY ASSIGNED TEACHERS</p> <p>CVUSD will continue to support the following actions and services to recruit, retain and support appropriately assigned and fully credentialed teachers:</p> <p>1) PAR Two teachers participated in PAR during 2017-2018. One completed the program and the other started late in the year and is continuing with the program in 2018-2019. The PAR/BTSA TOSAs set and discussed performance goals with participating teacher, assisted in developing an individual plan; conducted multiple observations of participating teacher during periods of classroom instruction; consulting teachers assisted participating teachers by demonstrating, observing, coaching other activities which, in their professional judgment would assist the participating teacher; met and consulted with the principal or designee of a referred participating teacher; demonstrated good teaching strategies and practices to the</p>	<p>1000-3999: Salaries and Benefits – \$294,000 5000-5999: Services and Other Operating Expenditures – \$96,000 Title II 4035 \$550,000</p> <p>1000-3999: Salaries and Benefits – \$231,995 LCFF Supplemental/Concentration 0761 \$231,995</p>	<p>1000-3999: Salaries and Benefits – \$457,610 5000-5999: Services and Other Operating Expenditures – \$114,300 Title II 4035 \$541,910</p> <p>1000-3999: Salaries and Benefits – \$405,921 LCFF Supplemental/Concentration 0761 \$405,921</p> <p>1000-3999: Salaries and Benefits – \$149,229 Educator Effectiveness 6264 \$149,229</p>

<p>2)Beginning Teacher Support &amp; Assessment Induction Program (BTSA)</p>	<p>participating teacher; used school district resources to assist the participating teacher; monitored the progress of the participating teacher and maintained a written record.</p> <p>2) BTSA All teachers without a clear credential were assigned an Induction Mentor (PAR/BTSA TOSA). This was the third year of implementation with three full-time PAR/BTSA TOSAs to meet the Commission on Teacher Credentialing Code Section 44259. Some areas of focus were classroom management, student centered learning, diversity, differentiation, technology integration, reflection, classroom culture, and more.</p>
<p>3)Special Education Teacher Incentive</p>	<p>3) Special Education Teacher Incentive The Special Education teacher stipend assisted the District in the hiring and retention of special education teachers. The district ended the 2017-2018 school year with all vacant special education positions fully staffed. The stipend also compensated special education teachers for the performance of Individual Education Program (IEP) paperwork.</p>
<p>4)Teacher Attendance Incentive</p>	<p>4)Teacher Attendance Incentive 127 teachers received the Perfect Attendance Stipend for the first semester of 2017-2018. This is an</p>

5) Professional Development

increase over the number of teachers each semester of the prior year. We anticipate a similar number of teachers receiving the stipend for second semester.

5) Professional Development  
RCOE provided training and support for over 60 new teachers who were in the induction program.

In addition, professional development activities were provided to support the actions/services in LCAP Goals 1 & 3; expenditures were budgeted for and captured in Goals 1 & 3.

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**Title II**

- \* PAR Council and substitutes (\$14,000)
- \* Special Ed Stipend (\$130,000)
- \* RCOE Program Facilitation Fee (60 teachers) (\$96,000)
- \* Perfect Attendance Stipend (\$150,000)
- \* 1 PAR/BTSA Teacher on Special Assignment (\$160,000)

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**Title II**

- \* PAR Council and substitutes (\$9,655)
- \* Special Ed Stipend (\$128,349)
- \* RCOE Program Facilitation Fee (60 teachers) (\$114,300)
- \* Perfect Attendance Stipend (\$109,222)
- \* 1 PAR/BTSA Teacher on Special Assignment (\$160,000)
- \* Director of Human Resources (\$45,884)

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**LCFF**

**Supplemental/Concentration**

- \* 1 PAR/BTSA Teacher on Special Assignment (\$149,229)
- \* 1 Recruitment Specialist (\$82,776)

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**LCFF**

**Supplemental/Concentration**

- \* 2 PAR/BTSA Teachers on Special Assignment (\$314,237)
- \* 1 Recruitment Specialist (\$91,684)



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**Educator Effectiveness**

\* 1 PAR/BTSA Teacher on Special Assignment (\$149,229)

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

- 1) Peer Assistance and Review (PAR) The duties included accompanying candidates to observe a colleague/expert teacher; analyzing student outcomes; connecting candidates to a larger professional learning community; development of projects, planning and reflecting on strategies; planning instruction and management; providing feedback on effectiveness and growth; observation of candidate; facilitating guided reflection on practices; facilitate pre and post observation conversations; modeling instruction for candidate; providing guidance for everyday issues and concerns.
- 2) Beginning Teacher Support & Assessment Induction Program (BTSA) - BTSA/PAR TOSAs worked with all new teachers to provide a quality instructional program for all CVUSD students. Special Education stipend and attendance incentive allowed for the hiring and retention of special education and general education teachers.
- 3) Special Education Teacher Incentive - We had three teachers that received the relocation stipend for a total of \$9,000.
- 4) Teacher Attendance Incentive - Teachers were paid a \$500 stipend for each semester (2 total) 1) if they were present all instructional days in the semester (no absences with the exception of jury duty, bereavement, or school business).
- 5) Professional Development - RCOE provided support for 60 teachers practicing in the Induction program.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- 1) Peer Resistance and Review (PAR) - Two teachers participated in PAR during 2017-2018. One teacher completed the program which shows progress was made in improving instructional skills and the other teacher started late in the year and is continuing with the program in 2018-2019.
- 2) Beginning Teacher Support & Assessment Induction Program (BTSA) - one hundred percent of teachers were appropriately assigned and fully credentialed, with the exception of one teacher. One PAR teacher successfully completed the year. New teachers worked on completing their induction program in two years while providing quality instruction to students
- 3) Special Education Teacher Incentive - All vacancies were filled. There were no unfilled teacher vacancies for Special Education.

4) Teacher Attendance Incentive - The teacher attendance has been steadily improving since we have double the number of teachers receiving a Perfect Attendance stipend for the first semester of 2017-2018. This action was effective in securing teacher attendance, therefore resulting in continuous effective instruction and best instruction practices.

5) Professional Development - This action was effective, 62/64 new teachers completed their Induction program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See CVUSD LCAP 2018-20 Goal 2 - Material Differences attachment.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Identified Need**

- Update the identified need based on current data

**Outcomes**

- Updated the 5th target in the Outcomes

**Action 1**

- Allocation for continuing items were adjusted under the budget
- Added Director of Human Resources
- Stipend for BCLAD teachers assigned to DL Classrooms
- Budgeted for 3 PAR BTSA TOSAs instead of 2
- Removed educator effectiveness funding as it was fully spent

Funding	Goal	Action	Description	Budgeted	Estimated Actual	Difference	% Diff	Reason for Difference
Title II	2	1	RCOE Program Facilitation Fee (60 Teachers)	\$96,000.00	\$114,300.00	-\$18,300.00	-19.06%	We had more teachers in the induction program than anticipated.
LCFF-S/C	2	1	1 PAR/BTSA Teacher on Special Assignment	\$149,229.00	\$314,237.00	-\$165,008.00		Funded 2 PAR/BTSA Teachers on Special Assignment

# Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected

Seeking input from parents Survey:

Seeking input from parents Survey:  
Revisit/rewrite Local Parents/Guardians Engagement Survey and distribute to collect and analyze data for at least 500 surveys throughout the district in order to address their needs.

Seeking input from parents in decision making:  
18 out of 21 schools will reach quorum in at least 5 school site council meetings; at least 4 ELAC meetings; and at 17 out of the 21 schools will send at least one representative to the Superintendent's Parent Advisory Council.

Promoting Parental Participation:  
At least 5 percent of our parent population (unduplicated and SWD) will attend our parenting workshops as measured by sign in sheets.

Actual

Parent Engagement

1) Seeking input from parents Survey:

CVUSD administered the California Healthy Kids Survey (CHKS) to students in grades 5,7,9, and 11, and all parents and staff, to survey school climate. Child Welfare and Attendance (CWA) collected and analyzed data from 1,100 parent surveys throughout the district in order to address their needs.

2) Seeking input from parents in decision making: The goal was met for school site council meetings.19 out of 21 schools reached quorum in at least 5 school site council meetings.15 out of 21 schools reached quorum in at least 4 ELAC meetings and 16 out 21 schools sent at least one representative to the Superintendent's Advisory council.

3) Promoting Parental Participation:  
Our goal to have at least 5 percent of our parent population (unduplicated and Students with Disabilities) attend our parenting workshops as measured by sign in sheets was exceeded. Over 3,000 parents (duplicated counts) attended our workshops which makes up 16 percent of our total parent population.

## Expected

A. 2017-18 School Attendance rate goal is to increase 1%; from 95.13% to 96.13%

B. 2017-18 Chronic Absenteeism goal is to decrease 2%; from 13.4% to 11.4% total

C. 2017-18 Middle School Dropout Rate goal is to decrease by 17% or 1 student; from 6 students to 5 or fewer students

D. 2017-18 High School Dropout Rate goal is to decrease 10% or 5 students; from 48 students to less than 43 or fewer students

E. 2017-18 High School Graduation Rate goal is to increase by 2%; from 85.2% to 88.2%

## Actual

A. The 2017-18 School Attendance rate goal to increase 1%; 96.13% was not met. CVUSD 2017-18 attendance rate is 94.86%.

B. 2017-18 Official chronic absenteeism rate data is not available. Data will be available late August. Based on current preliminary data in AERIES we exceeded our goal by 3.4% for a total of 12.8%.

C. 2017-18 Middle School Dropout Rate data not available. State dropout data release is delayed from the state. Data will be available upon release by the state in DataQuest.

D. 2017-18 High School Dropout Rate data not available. State dropout data release is delayed from the state. Data will be available upon release by the state in DataQuest.

E. 2017-18 High School Graduation Rate data not available. Data will be available in late December when CA Dashboard Fall 2018 is released.

## Expected

### SCHOOL CLIMATE

#### A. Pupil suspension rate:

All Students: 3.6%  
American Indian: 6.9%  
Black/African American: 12.7%  
Hispanic: 3.4%  
White: 5.6%  
2 or more races: 10.6%  
Economically Disadvantaged: 3.6%  
Students with Disabilities: 9.0%  
English Learners: 3.3%

#### B. Pupil expulsion rate: 0.13%

C. 2017-18 goal is to administer the California Healthy School Survey to all students, parents and teachers in grades 5, 7, 9 and 11. Following the administration, we will analyze the survey by overall and subgroups for the purpose of school safety and connectedness.

Based on the CHKS - the following goals are set for school safety and connectedness (as measured by 5th, 7th, 9th, and 11th grade students:

#### \*School connectedness:

5th- 67%, 7th -70%, 9th - 50%, 11th -50%

\*Academic motivation: 5th -50%, 7th- 50%, 9th - 35%, 11th - 35%

\*Caring adult relationships: 5th - 65%, 7th - 42%, 9th -28%, 11th - 28%

\*Meaningful participation: 5th - 35%, 7th - 22%, 9th - 15%, 11th - 12%

\*School perceived as safe: 5th - 85%, 7th - 83%, 9th - 63%, 11th - 60%

\*Experienced harassment/bullying: 5th - 45%, 7th - 20%, 9th - 20%, 11th - 25%

\*Experienced chronic sadness/hopelessness: 5th - 25%, 7th - 20%, 9th - 25%, 11th - 25%

## Actual

### SCHOOL CLIMATE

A. Official pupil suspension rate data is not available. Data will be available late August. Based on preliminary data from AERIES we did not meet our goal with a 4.2% for all students.

B. Official pupil expulsion rate data not available. Data will be available late August. Based on preliminary data from AERIES we exceeded our goal with a 0.05 %, a total of 11 expulsions.

C. 2017-18 goal to administer the California Healthy School Survey to all students, parents and teachers in grades 5, 7, 9 and 11 was met. 5th grade results are not currently available. The goals set for grades 7th, 9th and 11th were not met.

Results of the CHKS (California Healthy Kids Survey), administered in Spring, 2018 to measure safety and connectedness for 5th, 7th, 9th, and 11th grade students:

\*School connectedness: (Only 7th, 9th and 11th grade results are available at this time) 5th- NA, 7th -16%, 9th - 10%, 11th -9%

\* Academic Motivation: 5th – NA, 7th - 37%, 9th – 28%, 11th - 26%

\* Caring Adult Relationships: 5th – NA, 7th - 25%, 9th – 17%, 11th - 20%

\* Meaningful Participation: 5th – NA, 7th - 11%, 9th – 9%, 11th - 10%

\* School perceived as safe: 5th – NA, 7th - 48%, 9th – 44%, 11th - 42%

\* Experienced harassment/bullying: 5th – NA, 7th - 27%, 9th – 24%, 11th - 26%

\* Experience chronic sadness/hopelessness: 5th – NA, 7th - 28%, 9th – 31%, 11th - 38%

#### Additional Data:

\* Facilities upkeep: 5th – NA, 7th - 6%, 9th – 4%, 11th - 4%

Expected



Actual

\* Experienced any harassment or bullying: 5th – NA, 7th - 27%, 9th – 24%, 11th - 26%

\* Had mean rumors or lies spread about you: 5th – NA, 7th - 33%, 9th – 28%, 11th - 33%

\* Current alcohol or drug use: 5th – NA, 7th - 10%, 9th – 15%, 11th - 26

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>ENGAGE PARENTS</b></p> <p>1)Seeking input from Parents-Survey: revisit, rewrite, distribute and collect/analyze data of the local survey.</p> <p>2)Seeking input from parents in decision making: Provide parent workshops/training to at least 200 parents throughout the district on the importance and function of school and district committees.</p>	<p><b>ENGAGE PARENTS</b></p> <p>1) Parent Survey: Parent and Community Engagement formalized a parent survey for the year 2017-2018. The survey was revisited, re-written, distributed and collected. The goal was to collect 500 surveys. We collected 1,812 surveys district wide.</p> <p>2) Parent involvement in decision making: 90 parents have received training. Parent trainings have been offered district-wide. In addition, sites have provided training during their meetings. It is anticipated that we will reach more parents by the end of the school year. Part of the effort has been to train our parent liaisons to be able to offer the site trainings.</p>	<p>2000-3999: Salaries and Benefits – \$288,768 LCFF Supplemental/Concentration 0762 \$288,768</p> <p>1000-3999: Salaries and Benefits – \$761,613 4000-4999: Books and Supplies – \$73,536 5000-5999: Services and Other Operating Expenditures – \$8,000 Title I 3010 \$843,149</p>	<p>2000-3999: Salaries and Benefits – \$277,872 LCFF Supplemental/Concentration 0762 \$277,872</p> <p>1000-3999: Salaries and Benefits – \$780,568 4000-4999: Books and Supplies – \$22,313 5000-5999: Services and Other Operating Expenditures – \$19,188 Title I 3010 \$822,069</p>

3)Promoting Parental Participation:  
\*At least 8 Parenting Partners workshops for each school site for leadership development.

\*Parent Centers for 16 sites

\* 1 Parent Liaison at each school site

\* Family Involvement Action Team (FIAT) at each school site

3) Promoting Parental Participation:

\*At least 8 workshops provided by the district have been completed in 19 out of 21 schools. The remaining two schools provided their own workshops.

\* For the year 2017-2018 we have operated 19 parent centers. The parent liaisons have coordinated parent workshops that were aimed at educating parents to support student achievement.

\* We have 20 of 21 parent liaisons working at 20 of our sites. They have organized workshops at their sites and other types of presentations.

\* 12 out of our 21 schools have a FIAT teacher. This is a voluntary position with a stipend of \$2,500. Teachers did not request the position at the remainder of the sites. These teachers developed a plan of parent engagement at their site and presented parent workshops.

\* District Translators supported the District with interpreting during public meetings including Governing Board meetings. The translators assisted the District in the translation of District publications.

\* A Parent Engagement Coordinator, and a Supervisor were in place. The Coordinator carried out the activities under the parent engagement plan and supported with Title I compliance, ELAC, DELAC SSC and parent

engagement activities. The supervisor supervised the parent liaisons, supported with activities and created alliances with community organizations.

\* Parent Engagement hosted its annual community resource fair during which over 700 parents attended and had the opportunity to receive information from over 40 local agencies that provide services in the eastern Coachella Valley. In addition, training was provided to over 50 parent leaders who were ready to continue building on our existing Parenting Partners collaborative effort district-wide. Our Parenting Partners program enrolled approximately 250 parent leaders since it began in August 2018. Resources have been used to buy materials for workshops and to offer district training for parents so that they are able to co-present parent workshops at the different schools. Our goal was to have at least 3 parents trained at every site to team up with the parent liaison and a teacher to present parenting workshops in the future.

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**LCFF  
Supplemental/Concentration**

\* Continue to fund 3 existing translators (\$274,441)  
\* Fund extra services for Purepecha/Oaxacan interpreting services (\$14,327)

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**LCFF  
Supplemental/Concentration**

\* Continue to fund 3 existing translators (\$277,872)  
\* Fund extra services for Purepecha/Oaxacan interpreting services (\$0)



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**Title I**  
 \* Parent Engagement Support Staff (\$365,649)  
 \* Parent Center Liaisons (\$315,000)  
 \* Parent Engagement Activities (\$100,000)  
 \* FIAT Stipends (\$62,500)

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**Title I**  
 \* Parent Engagement Support Staff (\$300,402)  
 \* Parent Center Liaisons (\$334,378)  
 \* Parent Engagement Activities (\$123,955)  
 \* FIAT Stipends (\$63,334)

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ENGAGE STUDENTS</p> <p>A. Improve school Attendance:</p> <ul style="list-style-type: none"> <li>Monthly Attendance reports</li> <li>Attendance guidelines addressed in Parent/Student handbook</li> <li>24 Attendance Clerks to improve attendance</li> <li>CWA Counselor appointed for attendance</li> </ul> <p>B. Decrease chronic Absenteeism:</p> <ul style="list-style-type: none"> <li>SARB Process: Call home, home visit, truancy letters, SART, SARB, DA Mediation.</li> <li>24 Attendance Clerks to help decrease Chronic Absenteeism</li> </ul>	<p>ENGAGE STUDENTS</p> <p>A. Improve school Attendance:</p> <ul style="list-style-type: none"> <li>CWA provided Monthly attendance incentives to promote positive attendance</li> <li>School Attendance Review Team (SART) and School Attendance Review Board (SARB) are addressed in the student handbook.</li> <li>24 Attendance Clerks effectively provided accurate attendance data entries.</li> <li>CWA Counselor for attendance: position not filled</li> </ul> <p>B. Decrease chronic Absenteeism:</p> <ul style="list-style-type: none"> <li>SARB Process at the district level included community liaisons that provided resources to help the families improve attendance.</li> <li>Each school site provided home visits, truancy letters, and School Attendance Review</li> </ul>	<p>1000-3999: Salaries and Benefits – \$4,053,588 LCFF Supplemental/Concentration 0762 \$4,053,588</p>	<p>1000-3999: Salaries and Benefits – \$2,661,146 LCFF Supplemental/Concentration 0762 \$2,661,146</p> <p>1000-3999: Salaries and Benefits – \$56,789            5000-5999: Services and Other Operating Expenditures – \$18,110            Title II 4035 \$74,899</p>

- Resources offered at SART, SARB.
- CWA Counselor appointed for attendance

C. Decrease Middle School Dropout Rate:

- Alternative Placement
- Interventions: Counseling-Latino Commission, CVYL (Coachella Valley Youth Leadership) Healing circles
- Support for Foster/Homeless Youth

D. Decrease High School Dropout Rate:

- Alternative Placement

Teams (SART) to support and promote attendance.

- School Attendance Clerks, Site Administrators, and District Administrators provided interventions to promote attendance.
- CWA Counselor for attendance: position not filled

C. Decrease Middle School Dropout Rate:

- Alternative Placement Committee met weekly to address alternative placement for students.
- Services provided include: Specialized Individual therapy, group therapy and classroom based counseling provided to students supporting social emotional wellness, including social skills, emotional management, academic success and mental health well being.
- CWA Counselor for Foster/Homeless Youth Liaison effectively supported and represented our Middle Schools.

D. Decrease High School Dropout Rate:

- Alternative Placement Committee met weekly to address alternative placement for students.

- Interventions: Counseling-Latino Commission, CVYL (Coachella Valley Youth Leadership) Healing circles

- Support for Foster/Homeless Youth

E. Increase High School Graduation Rate:

\*Continue to fund additional counselor positions and academy advisor to maintain low counselor to student ratio.

- Services provided include: Specialized Individual therapy, group therapy and classroom based counseling provided to students supporting social emotional wellness, including social skills, emotional management, academic success and mental health well being.

- CWA Counselor for Foster/Homeless Youth Liaison was effective in supporting and representing our Middle Schools.

E. Increase High School Graduation Rate:

\*Counselors in CVUSD served approximately 350 students each. There were three (3) different types of Counselors for a total of 24 FTE 's in CVUSD:

- a). School Site Counselor (17 total)
- b). Academic Advisor (5 total)
- c). Child, Welfare and Attendance Counselor (2 counselors; these counselors were not included in the 1:500 ratio).

Most Counselors assisted students with their academic goals and may sometimes have assisted students with mental health challenges. CWA Counselors worked with at-risk students with disciplinary and mental health challenges.

\* Continue to provide funding for the Alternative Education Transition Specialist

\* Ethnic Studies teachers and curriculum development

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**LCFF Supplemental/Concentration**  
 \* Counselor salaries (\$3,000,964)  
 \* Alternative Ed Transition Specialist (\$83,544)

Counselors and other support staff worked collaboratively with mental health providers to serve all the academic and social-emotional needs of our students.

The Alternative Education Transition Specialist supported all Independent Study students and focused on student retention and dropout prevention. Services provided included:

- \* Coordinating student transitions between school sites and K-12 Independent Study
- \* Academic and social emotional counseling
- \* Post-secondary transition assistance (referrals, college applications, resume, Financial Aid, career inventory tests) to community college, vocational programs or workforce development center.

\* Ethnic Studies teachers and curriculum development to comply with graduation requirement for the class of 2020:  
 University professors came to CVUSD to provide in-district professional development. Teachers received a full day of training in pedagogy for Ethnic studies from university professors.

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**LCFF Supplemental/Concentration**  
 \* Counselor salaries (\$2,081,454)  
 \* Alternative Ed Transition Specialist (\$83,247)

\* Ethnic Studies (\$969,080)

\* Ethnic Studies (\$496,445)

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**Title II**

\* Ethnic Studies (\$74,899)

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CREATE A POSITIVE SCHOOL CLIMATE</p> <p>A. Decrease pupil suspension rate:</p> <p>B. Decrease pupil expulsion rate: Improve school climate and provide student assistance to address social-emotional needs</p> <p>* Contract with Latino Commission to provide Social-Emotional/classroom based and crisis counseling at 21 schools 2.5 days per week.</p> <p>* Positive Behavior Intervention &amp; Supports (PBIS)- 1 lead per site</p>	<p>CREATE A POSITIVE SCHOOL CLIMATE</p> <p>A. Decrease pupil suspension rate:</p> <p>B. Decrease pupil expulsion rate: Improve school climate and provide student assistance to address social-emotional needs</p> <p>* Contracted Counseling Services: Services provided include: Specialized Individual therapy, group therapy and classroom based counseling provided to students supporting social emotional wellness, including social skills, emotional wellness, including social skills, emotional management, academic success and mental health wellbeing.</p> <p>* Provided Social-Emotional/classroom based and crisis counseling at 21 schools for 2.5 days per week.</p> <p>* Positive Behavior Intervention &amp; Supports (PBIS)- 1 lead per site Leads provided school sites with PBIS support from individual</p>	<p>1000-3999: Salaries and Benefits – \$4,893,007 LCFF Supplemental/Concentration 0762 \$4,893,007</p> <p>4000-4999: Books and Supplies – \$40,000</p> <p>5000-5999: Services and Other Operating Expenditures – \$1,029,600 Title I 3010 \$1,069,600</p>	<p>1000-3999: Salaries and Benefits – \$3,832,556 LCFF Supplemental/Concentration 0762 \$3,832,556</p> <p>4000-4999: Books and Supplies – \$36,288</p> <p>5000-5999: Services and Other Operating Expenditures – \$1,250,590 Title I 3010 \$1,286,878</p>

\* Positive/Negative Staff to Students Data

\* Support the Implementation of the California Learning Communities for School Success Program Grant in Collaboration with the National Compadres Network and the implementation of Restorative Practices. A. Decrease pupil suspension rate: B. Decrease pupil expulsion rate: Improve school climate and provide student assistance to address social-emotional needs.

\* Contract with Latino Commission to provide Social-Emotional/classroom based and crisis counseling at 21 schools 2.5 days per week.

teacher/student support to the overall professional developments given by school sites. Some activities included The National Great Kindness Challenge, No one eats alone, Recess/Lunch activities and the direct instruction of PBIS lessons and language.

\* Positive/Negative Staff to Students Data  
All schools had a data collection team consisting of parent liaisons to support the collection of the positive to negative interaction ratio of teacher to student interactions. The positive to negative interaction goal was 4 positive to 1 negative comments/interactions.

\* Supported the Implementation of the California Learning Communities for School Success Program Grant with the implementation of Restorative Practices.  
In the 2017-2018 school year the district has trained selected staff as trainer of trainers on the La Cultura Cura curriculum at all district secondary school sites. The district provided site implementation technical support to all district secondary school sites.

Contract with Latino Commission to provide Social-Emotional/classroom  
Note: this is a duplicate to "Actual" addressed above under B.

\* Positive Behavior Intervention & Supports (PBIS)- 1 lead per site

\* Positive/Negative Staff to students Data

\* Support for Foster and Homeless youth

Positive Behavior Intervention & Supports (PBIS)- 1 lead per site  
Note: this is a duplicate to "Actual" addressed above under B.

\* Positive/Negative Staff to Students Data  
Note: this is a duplicate to "Actual" addressed above under B.

\* Supported Foster and Homeless Youth:  
This counselor identifies foster/homeless youth to ensure seamless transitions between homes/schools and monitors that there is no interruption of student services. In addition, students are offered academic and social-emotional counseling. The counselor continuously monitors student progress throughout the school year to ensure student success.

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**LCFF  
Supplemental/Concentration**

\* Continue to fund 2 existing Child Welfare & Attendance district counselors focused on:  
• Student attendance, Foster Youth/Homeless Youth, and Social/Emotional Programs (\$339,530)

\* Continue to fund 7 existing attendance clerks at school sites (\$476,558)

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**LCFF  
Supplemental/Concentration**

\* Continue to fund 2 existing Child Welfare & Attendance district counselors focused on:  
• Student attendance, Foster Youth/Homeless Youth, and Social-Emotional Programs (\$331,546.52)

\* Continue to fund 7 existing attendance clerks at school sites (\$490,027): Each school site provided home visits, truancy

\* Continue to fund stipends for PBIS/Restorative Justice Lead Teachers (\$62,596)

\* Continue to fund existing school nurses to reduce the nurse to student ratio (\$711,318)

\* Continue to fund bus monitors (1,316,451)

\* Continue to fund playground supervisors (\$692,359)

letters, and School Attendance Review Teams to support and promote attendance.

\* Continue to fund stipends for PBIS/Restorative Justice Lead Teachers (\$63,361):

\* Continue to fund existing school nurses to reduce the nurse to student ratio (\$714,548): The District is currently staffed with six school nurses with an average caseload of approximately 3,000 students to one school nurse. The District's school nurse staffing ratio is approximately 500 students above the industry standard of 2,510 students to one school nurse. In order to support an increase in students with diabetes and to support mandated hearing and vision screenings; train and support all health technicians assigned to schools; develop specialized health care plans for general education students with health needs and students with disabilities who have IEPs that identify unique and specialized health care needs; and help IEP teams identify students with health impairments the district will continue to fund the current level of school nurses.

\* Continued to fund bus monitors (\$1,339,752)

\* Continued to fund playground/safety supervisors (\$666,796)



\* Continue to fund Campus Security Assistants (\$224,595)

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**Title I**

\* Social-Emotional Counseling at school sites (Latino Counseling Commission) (\$1,029,600)

\* Support for Foster and Homeless (\$40,000)

\* Continued to fund Campus Security Assistants (\$226,525)

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**Title I**

\* Social-Emotional Counseling at school sites (\$1,250,590):

\* Support for Foster and Homeless (\$36,228)

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

NOTE: The reason data is not currently available for some of our goals in this section is due to the fact that the school year just finished on June 1st. We are still collecting data for those goals.

### Action 1 - Parent Engagement

To meet Goal 3, Coachella Valley Unified School District (CVUSD) is dedicated to fostering and sustaining parent and student engagement. The following actions have been implemented to achieve this goal:

- 1) Seeking input from Parents-Survey: The survey was developed taking into account California School dashboard requirements. The survey was provided to the site parent liaisons for distribution. The parent liaisons used different strategies to approach parents to complete the survey. Parent liaisons collected the surveys and counted the responses with support of the liaison supervisor and the Parent and Community Coordinator. The Parent and Community Coordinator collected the site information and completed a district-wide document with the total responses from each site.
- 2) Seeking input from parents in decision making: The Parent Coordinator organized and presented this workshop district wide. Sites were also invited to request this training at their sites.
- 3) Promoting Parental Participation: At least 8 Parenting Partners workshops were implemented, for each school site, for parent leadership development: The company Parenting Partners trained 29 parents and parent liaisons to deliver parenting workshops at the different elementary schools. Parents and parent liaisons formed teams to present parenting workshops. The parent liaisons communicated with the

parents and organized the workshops. Groups composed of parent liaisons, parents and in some schools - teachers, presented the parenting workshops at their respective sites.

Parent Centers for 16 sites: We have completed the hiring for all of our school sites and currently have one parent liaison at each of our 21 sites.

Family Involvement Action Team (FIAT) at each school site: A FIAT teacher job description was developed and sent to all teachers. Participant teachers received a stipend of \$2,500 for at least 60 hours, in which they worked with the site parent liaison, other teachers, and parents to provide workshops based on the needs of their school site.

Funded 3 existing translators: Translators supported the District with interpreting during public meetings including Governing Board meetings. The translators also assisted the District in the translation of District publications, as well as the translation of records including Individual Education Plan (IEP) documents.

Parent Engagement Support Staff: The Parent Engagement Coordinator supervised the Parent Plan and coordinated parent engagement activities, trainings and Title I documentation. The Parent Engagement Supervisor oversaw and directed the parent liaisons, and also supported parent engagement activities.

Parent Engagement Activities: Parent Engagement hosted its annual community resource fair during which over 700 parents attended and had the opportunity to receive information from over 40 local agencies that provide services in the eastern Coachella Valley. In addition, we provided parent training to over 50 parent leaders who are ready to continue building on our existing Parenting Partners collaborative effort district-wide. Our Parenting Partners program has enrolled approximately 250 parent leaders since it started in August, 2017. Resources have been used to buy materials for workshops and to offer district training for parents so that they are able to co-present parent workshops at school sites.

## **Action 2 - Student Engagement**

### **1. Improve School Attendance:**

- Monthly Attendance reports - CWA provided Monthly attendance incentives to promote positive attendance.
- Attendance guidelines addressed in Parent/Student handbook -School Attendance Review Team (SART) and School Attendance Review Board (SARB) are addressed in the student handbook.
- 24 Attendance Clerks to improve attendance - Each school site provided accurate attendance data entries, and attendance clerks are able to personally follow up with families that have chronic absenteeism. Attendance clerks were trained by CWA via monthly meetings.
- CWA Counselor appointed for attendance - position was not filled during the 2017-18 school year.

### **2. Decrease Chronic Absenteeism:**

- Community liaisons provided resources to help the families improve attendance, during the SARB process at the district level.
- Resources offered at SART, SARB - School Attendance Clerks, Site Administrators, and District Administrators provided interventions to promote attendance.

3. Decrease Middle School/High School Dropout Rate:

- Alternative Placement Committee met weekly to address alternative placement for students.
- Services provided include: specialized Individual therapy, group therapy, and classroom based counseling were provided to students to support social-emotional wellness, including social skills, and academic success.
- CWA Counselor for Foster/Homeless Youth - Liaison effectively supported and represented our Middle and High Schools.

4. Increase High School Graduation Rate:

- Counselors in CVUSD served approximately 350 students each.
- There were three (3) different types of Counselors for a total of 24 Full time counselors in CVUSD:
  - a) School Site Counselor (17 total) (Social-emotional counseling)
  - b) Academic Advisor (5 total)
  - c) Child, Welfare, and Attendance Counselor (2 counselors; these counselors are not included in the 1:500 ratio). Worked with at-risk students with disciplinary and mental health challenges.

5. Alternative Education Transition Specialist:

- Provided dropout prevention for all High schools.
- Provided academic and social emotional counseling service for all independent study students.
- Provided K -12 Independent Study, individual career, and academic orientation for appropriate placement.
- Coordinated student transitions back to school sites (from K-12 Independent Study).
- Coordinated partner services for K-12 Independent Study.

6. Ethnic Studies teachers and curriculum development:

- University professors came to CVUSD to provide in-district professional development.
- Teachers received a full day of training in pedagogy for Ethnic studies from university professors.

### **Action 3 - Create a Positive School Climate**

Decrease Pupil Suspension/Expulsion Rate - Services provided included specialized Individual therapy, group therapy, and/or classroom based counseling to students to support social emotional wellness, social skills, and academic success. Every school was assigned a mental health counselor from our contracted counseling services for 2.5 days a week. The Counselors were scheduled at their assigned sites on a rotating schedule for 2 days per week and 3 days per week alternating every other Wednesday. The therapist focused on the following three areas: Prevention through classroom based counseling. Prevention, and Intervention through PBIS.

- CVUSD continued to create a positive school climate through the Positive Behavior Intervention & Support (PBIS), Transformational Learning, Restorative Justice, social emotional and mental health support, and attendance strategies. Monthly attendance, suspension, and expulsion data shows that we have improved our attendance and suspension/expulsion rates for the 2017-18 school year. In addition, the California Learning Communities for School Success Program Grant helped fund existing nurses to student ratio of approximately 500 students above the standard of 2510 students to one school nurse. The funding of the six school nurses was effective in meeting the health needs of all District students.

- In the third year of implementation of PBIS, we continued to collect positive to negative - staff to student - data. For two years we have collaborated with the parent liaisons to collect this data, at no additional expense.
  - Parent Liaisons were given a training on how to collect contingent and non contingent data to determine the ratio of positive to negative comments from staff to students. They collected data in 20-25 learning environments including cafeteria, office and playground. The desired outcome is 4 positive comments to 1 negative comment, from the teacher to the student.
- CWA Counselor for Foster/Homeless Youth - Liaison was effectively supporting and representing our Foster/Homeless youth by offering academic, social and emotional counseling and monitoring progress through the school year. In addition, the Youth Liaison provided the students with school supplies, bus passes, and school uniforms.
  - Continued to fund playground/safety supervisors - the district allocated funds to pay for additional hours for playground/safety supervisors, to maintain a safe environment at all sites.
  - Continued to fund Campus Security Assistants - to meet the safety and security needs at all High Schools and Middle Schools.
  - Continued Social-Emotional Counseling at all school sites that provided services such as specialized individual therapy, group therapy, and classroom based counseling to support students with social emotional wellness, including social skills and academic success.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

### **Action 1 - Parent Engagement**

In measuring the effectiveness of our actions and services to increase parent and student engagement, as well as to improve school climate, we considered the following:

1) Seeking input from Parents-Survey: The goal was to collect 500 surveys. The goal to create and administer local parents/guardians Engagement Survey was exceeded. We collected 1,812 surveys from parents of 5th, 7th, 9th, and 11th grade students. See data below:

Parents would like to receive information regarding the following areas: Bullying prevention (41%), University Readiness (27%) and Safe Communities (23%).

Parents would like to participate in workshops to help their children improve in the area of behavior for the following topics: Motivating children (50%) and Discipline (41%).

Parents would like to participate in workshops to help their children improve in general for the following topics: Positive parenting (30%), Conflict resolution (21%) and parent portal access (18%).

94% of our parents feel welcomed in their child's school.

87% of our parents feel that they can communicate openly with their child's principal.

92% of our parents feel they can communicate openly with their child's teacher.

91% of our parents feel well informed by the school or teacher about how their child is doing at school.

Some highlights of the analysis include the following: 869 parents responded they prefer evening meetings. Parents find phone calls, notes, flyers and letters as the most helpful ways to communicate. In addition, 49.7% of the parents responded they would be willing to participate in workshops that teach how to motivate children. 46.6 % of the parents listed their work schedule as a barrier that inhibits them to be more involved in school. Data results will be used to refine the parent plan for 2018-2019.

- 2) Seeking input from parents in decision making: This activity was somewhat effective because close to 100 parents attended district trainings in addition to parents trained at the school site. However, as new members are elected to SSC, ELAC, DELAC, or other parent committees, they need to be trained in how to conduct School Site Council, ELAC or other school business.
- 3) Promoting Parental Participation: The parent centers have been effective in coordinating and assisting families with services, such as enrollment, volunteering, interpreting, and parent guidance. Feedback from parent workshops indicates that the vast majority of parents find the workshops practical, useful, and educational.

Our parent liaisons (1 at each site) were an effective means to create positive parent involvement through building meaningful and trusting relationships with parents.

- At least 8 Parenting Partners Workshops were held at 19 of the 21 school sites: Altogether we have a group of at least 50 parents trained to deliver the parenting workshops for the academic year 2018-2019. We will go into the refinement process by offering further preparation sessions for our workshop presenters and improving our community outreach in order to increase parent participation.
- Parent Centers for 16 sites: For the year 2017-2018, we established 19 of 21 parent centers and surpassed our goal of 16 sites. In addition, our parent liaisons were offered 8 days of professional development and collaboration time to build on existing skills. Parent attendance for workshops has exceeded 2016-2017 by nearly 25% with a total attendance of nearly 2,100 parents.
- Family Involvement Action Team (FIAT) at each school site: FIAT teachers supported their sites effectively. However, this is a stipend, and not all sites had teachers willing to participate as a member of FIAT.

## **Action 2 - Student Engagement**

### **1. Improve School Attendance:**

Monthly attendance reports show that the district was successful in improving student engagement by improving school attendance and focusing on decreasing chronic absenteeism. School sites held SART (School Attendance Review Team) meetings which included the parent, the student and principal to identify solutions for the purpose of improving the students' attendance and/or behavior. At the meeting the student and parents agree to abide by the directions of the SART team. In addition, the District was consistent in holding SARB (School Attendance Review Board) meetings which were composed of school and community members who meet regularly to diagnose and resolve persistent student attendance or behavior problems.

2. Decrease Chronic Absenteeism:

Additional strategies that were successful in improving school attendance and decreasing chronic absenteeism were providing incentives, home visits, resources provided by community liaisons and training for our administration and attendance clerks in accurate attendance data entries and ways to follow up with families that may have attendance issues. This year, weekly Alternative Placement Committee meetings were held in order to prevent dropouts and increase student engagement. At these meetings, District was successful in making sure our students had an alternative school placement along with support services such as: specialized individual therapy, mental health/social emotional wellness counseling, and foster and homeless youth liaison.

3. Decrease Middle School/High School Dropout Rate:

4. Increase High School Graduation Rate:

With the implementation of mental health coordinators at all sites we were able to increase attendance as students had a greater sense of school safety and acceptance. In addition, coordinated school site mental health support continues to foster caring relationships between teacher and students, create a greater sense of school safety and help students develop responsibility, social competence, cooperation and other critical life skills.

5. Alternative Education Transition Specialist:

Evidence showed that students were aware of requirements, received counseling, and successfully transitioned between schools and independent study. Students stayed in school and completed graduation requirements which increased the graduation rate and reduced the dropout rate.

### **Action 3 - Create a Positive School Climate**

CVUSD continued to create a positive school climate through the Positive Behavior Intervention & Support (PBIS), Transformational Learning, social emotional and mental health support from the Latino Counseling Commission, attendance strategies, and Foster and Homeless students supports. Monthly attendance, suspension, and expulsion data shows that we have improved our attendance and suspension/expulsion rates for the 2017-18 school year. In addition, the California Learning Communities for School Success Program Grant helped fund existing nurses to student ratio of approximately 500 students above the standard of 2,510 students to one school nurse. The funding of the six school nurses has been effective in meeting the health needs of all District students.

The effectiveness of the services of Latino Counseling Commission was measured qualitatively. Qualitative data received from site staff as well as students and parents has been mostly positive. Positive outcomes observed as a result of the provision of the Latino Commission services include: Students able to articulate and re-shape behaviors. An increase in student attendance and a decrease in suspensions. Qualitative data included success stories shared by students, staff and parents.

The results of the California Healthy Kids Survey (CHKS) taken by 2,074 students in grades 7, 9 and 11, shows a decrease in school connectedness, academic motivation and feeling safe at school, and an increase in experiencing bullying and chronic sadness/hopelessness. We are waiting on data for students in 5th grade that took the CHKS. The change in survey results from last year to this year could be a result of having given a modified survey in 2017.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See CVUSD LCAP 2018-20 Goal 3 - Material Differences attachment.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Identified Need:**

- Update the identified need based on current data Outcomes

**Action 1**

- Allocation for continuing items were adjusted under the budget
- Reducing the number of translators from 3-2
- No longer funding Purapecha interpretation services
- Captured the salaries for 4 bilingual psychologist technicians
- Increased parent center target from 16-19
- No longer funding FIAT stipends

**Action 2**

- Allocation for continuing items were adjusted under the budget
- Refined the narrative to remove duplicated items
- Alternative Education Transition Specialist position is no longer funded
- Ethnic Studies was moved to Goal 1 Action 3 under Broad Course of Study
- Expanded description of counseling services
- Added an Attendance Coordinator
- Moved the salaries for 7 attendance clerks from Goal 3 Action 3
- Maintained and expanded athletics program
- ASES Coordinator, Director of Activities, and Director of Athletics expenditures were moved from Goal 1 Action 3 as they better align with Student Engagement

**Action 3**

- Allocation for continuing items were adjusted under the budget
- Removed repeating narrative
- Reduced the number of CWA counselors from 3-2
- Captured the salary of the CWA Director
- Moved attendance clerk's salaries to Goal 3 action 2
- Captured the salaries for 30 Health Services Technicians
- Allocated funds for implementation of RJ
- Added the learning community for schools success grant narrative funding
- Expanded financial support for implementation of PBIS
- Additional funds for social emotional mental health services

Funding	Goal	Action	Description	Budgeted	Estimated Actual	Difference	% Diff	Reason for Difference
LCFF	3	1	Extra Services Purapecha/Oaxacan	\$14,327.00	\$0.00	\$14,327.00	100.00%	Services were not needed.
Title I	3	1	Parent Engagement Support Staff	\$365,649.00	\$300,402.00	\$65,247.00	17.84%	The actual salary expenses for the Parent Engagement Secretary were decreased as the position was eliminated mid-year.
Title I	3	1	Parent Engagement Activities	\$100,000.00	\$123,955.00	-\$23,955.00	-23.96%	Increased Allocation during 2nd interim to adjust for CDE increase
LCFF-S/C	3	2	Ethnic Studies Initiative	\$969,080.00	\$496,444.77	\$472,635.23	48.77%	Decreased allocation during 2nd interim to \$661,205
LCFF-S/C	3	2	Counselor Salaries	\$3,000,964.00	\$2,081,453.44	\$919,510.56	30.64%	A vacancy for a 3rd counselor in CWA was not filled.
Title I	3	3	Latino Commission Counseling MOU	\$1,029,600.00	\$1,250,590.00	-\$220,990.00	-21.46%	The Latino Counseling Commission contract year was from Novemebr 1, 2016 to October 31, 2017. The contract was renegotaited mid year in 2016-17 to increase counseling support at elementary sites from 1 to 2.5 days per week. The overage for 2017-18 is a reflection of that renegotiation.



# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

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

The following committees and stakeholders were informed and consulted throughout the year on district programs and services.

- \* District English Learner Advisory Committee (DELAC)
- \* Superintendent District Parent Advisory Cabinet (District Parent Advisory Committee - PAC)
- \* District Migrant Parent Advisory Committee (Migrant PAC)
- \* Special Education Parent Advisory Committee (SEPAC)
- \* Foster Students and Parents
- \* Children and Family Services Head Start Parent Committee
- \* Parents Leaders Always Taking Action (PLATA)
- \* Parent Center Liaisons
- \* Coachella Valley Teacher's Association (CVTA)
- \* California School Employees Association (CSEA)
- \* Elementary and Secondary Assistant Principals
- \* Elementary and Secondary Principals
- \* Family Involvement Action Team (FIAT) Liaisons
- \* Gifted and Talented Education (GATE) Liaisons
- \* Career Technical Education (CTE) Pathway and Academy Teachers
- \* Counselors
- \* English Learner Support Assistants (ELSAs)
- \* Dual Language Teachers
- \* English Learners Mentors
- \* Technology Site Lead Teachers
- \* Assistant Principals
- \* Pupils

**The District English Learner Advisory Committee (DELAC)** met seven times throughout the year during which they discussed district programs and services. DELAC Topics of Discussion and Feedback included:

- Reclassification of English Learners - criteria; analysis forms; notification letters; the involvement of parents, teachers, staff, and administrators in the Language Acquisition Team (LAT) meetings; CVUSD rate in comparison to other districts.
- The transition from CELDT to ELPAC as the California state assessment for English Language proficiency. Parents expressed concerns about how this change would affect our reclassification rate.
- CAASPP data and comparison of results with other districts in the county.
- Title III funding and the CVUSD Title III Plan including a focus for 2017-18 to build capacity on how to teach the new ELA/ELD standards and curriculum and refinement of Dual Language structure.
- Parents requested more intensive intervention for CELDT level 1 and 2 students.
- Parents inquired how they can help their children. Parents were advised to prompt students to speak in full sentences - whether in English or Spanish.
- Parents inquired about the salary of teachers, and the number of Teachers on Special Assignment (TOSAs).
- District Parent Fair in April, at Desert Mirage High School, and making connections with appropriate organizations/resources to present at the parent fair.
- Site DELAC representatives shared site information at Monthly DELAC meetings.
- Portions of LCAP shared and discussed at multiple meetings
- Performance Data from the California School Dashboard was shared.

**District Advisory Committee (DAC):** Each school site selected a representative to serve on the Superintendent's Parent Advisory Committee. The members of the committee met several times throughout the school year, to provide input on the needs on their school sites and the district as a whole. Topics of discussion and feedback included:

- Everything that the district and community does should focus on our students. It is important to listen because we are accountable for everyone and everything that happens.
- The parents desire to be able to ask questions, be heard, and receive support from everyone. They asked that we at CVUSD be respectful and give the attention they need when it comes to asking questions about their children. They wanted to be called for accomplishments, not just because their children were doing badly. They wanted parents to want to join and be active in our community and that starts with change, which they believed we could accomplish in 2017-18.
- Parents wanted to be sure that we have motivated and caring teachers, who are supportive of our students throughout the learning process. They wanted to support teachers in any way possible.
- Reviewing a multi-year budget projection and ideas of how we, as a school community, can be intentional about our expenditures. Parents appreciated the transparency and requested continued updates on the economic status of our district. Parents discussed how improving our attendance rate can positively impact our fiscal picture and student learning.
- Parents recommended that the district provide more training for parents on LCAP.
- The Director English Services gave a LCAP update, inviting feedback from parents. Parents were also informed that principals would be giving a LCAP presentation at their school sites that would include site specific information and data from the California School Dashboard.
- A construction update was given on projects district-wide.
- A budget update was given by the Assistant Superintendent of Business Services.

**A LCAP Core Team** with representatives from Educational Services and Business Services was responsible for the overall coordination of the LCAP planning, implementation, monitoring, and reporting. This team also attended the support workshops hosted by Riverside County Office of Education. This Core Team held multiple districtwide LCAP Support Team Meetings to involve representatives from stakeholder groups across the district and community to solicit input and feedback. The LCAP Support Team includes representatives from the following stakeholder groups:

- Parents
- Classroom Teachers as Certificated Bargaining Unit Representatives - Coachella Valley Teachers Association (CVTA)
- Classified Bargaining Unit Representatives - California School Employees Association (CSEA)
- District Classified Staff
- School Principals
- District Certificated Administrators
- District Classified Administrators
- Board Members
- Community Members
- Local Advocacy Group representatives

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

- LCFF/LCAP, district overview, district data, district budget, reflection, feedback
- Reviewed data, reflection on area of focus
- Reviewed and analyzed stakeholder feedback received from site presentations, district presentations, online surveys, and community forums.
- Summary Narratives for Greatest Progress, Greatest Needs, and Performance Gaps
- Review annual update & 2018-2019 preliminary actions, services, and expenditures
- Reviewed the draft LCAP

**The school board** was provided with information at meetings throughout the year on different actions and services supported in the LCAP and a formal presentation was given on 1/25/18. Board members also participated in the LCAP Support Team, attended site LCAP presentations and attended the Stakeholder Public Forums.

In speaking with stakeholders, it was evident that despite our many efforts in informing and engaging stakeholders, many were still unaware of LCFF and the LCAP. The emphasis of the LCAP stakeholder meetings was transferred to the school sites, in an effort for SPSAs to better inform the LCAP. We began with training classified and certificated leadership. As result, site and department administrators presented LCAP information to their stakeholders, which helped stakeholders make connections between district and site efforts to increase student achievement and provide specific site/department, as well as district, feedback. The presentation included the following information: LCFF/LCAP basic information, district demographic information, accountability data, district budgets, and an opportunity for reflection and feedback. It was also customized for each school site and included data, goals, actions/services, and expenditures from their Single Plan for Student Achievement (SPSA). Feedback was provided during these meetings and submitted to the district to inform our LCAP process.

In addition to meeting with these specific stakeholder groups, two public forums (in English and Spanish) were held at Palm View Elementary School; one from 3:30-5:00pm and the second from 5:30-7:00pm. All stakeholders were invited to participate in public forums; 67 individuals attended representing parents, students, teachers, classified staff, administrators, board members, and community members. Based upon the

data and budget information shared, stakeholders were asked to identify what they believed were the greatest areas of need for our students. During the meetings, participants were provided an opportunity to comment and make suggestions either in writing (hard copy or digital platform) or verbally with notes taken by district personnel.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

-----LCAP Stakeholder Support Group-----

The LCAP Stakeholder Support Group reviewed and summarized all feedback received through online surveys, site LCAP presentations, public forums, committee meetings, and other meetings. The responses were discussed and summarized by stakeholder group as indicated below. Common themes across the groups were accountability, measuring effectiveness, following through with the plan, transparency, and maintaining our focus on students.

### Student feedback

- Facilities/equipment
- More electives/activities
- Relationships or support

### Parents feedback

- Transparency regarding the budget
- Tutoring/Intervention to raise academic achievement
- School climate
- STEAM
- More effective counseling
- Air conditioning in busses
- Attention to Special Education programs
- Demonstrate how the LEA is making progress
- Address the whole child
- Regular reporting on District progress
- Supports in reading and writing
- Support for English learners in all academic areas

### Classified Staff

- Data to show effectiveness of programs
- Accountability

#### Teacher feedback

- Parent involvement
- Tutoring and services for students
- Continued support of CTE courses
- Timely access to data and information to make informed decisions
- Professional development - restructure
- Intervention programs - literacy/teacher
- Accountability and follow-through
- Improvement of facilities

#### Site/District Administration

- Alignment of 8 state priorities with expenditures
- Make refinements vs. expanding

#### Community Member feedback

- Keep cuts far away from classrooms/programs and focus on academics and social emotional positions
- Parent engagement liaisons, community resources, and effective communication
- Show effectiveness of plan by being transparent, following through, and holding people accountable

#### Unspecified Stakeholder Group

- Accountability & consistency
- More elective studies for kids
- Change with a purpose
- Plan and follow through

After reviewing data, actions, and expenditures, the LCAP Stakeholders Support group identified next steps, areas still needing clarification, concerns, and revelations (surprises) as indicated below. District personnel have and will continue to consider this feedback as the LCAP is updated for 2018-2019 and in planning for LCAP implementation, monitoring, evaluation, reporting, and stakeholder engagement for next year. Internal processes are being refined/developed through a more collaborative process which is resulting in more effective communication, comprehensive evaluation, and accountability.

#### Next Steps

- LCAP Metrics clearly aligned to goals/priorities
- Ensure funding & staffing is aligned
- Summarize and report LCAP changes in response to above
- Assess and collect program data
- A flexible plan
- Implementation monitoring tools for goals and programs
- LCAP accountability report
- Understand language/components
- Continuous re-evaluation

- Prioritize funds
- Look at what is needed for our students
- Implementation
- Needs assessment – plan – invest (staffing, retain & refine – not expand) – follow through

#### Clarification

- How is the district using all this information - what are we doing to change?
- How do we make sure we obtain feedback from different sources/groups?
- Checking for understanding throughout the process
- Common understandings/definitions

#### Concerns

- Accountability in every aspect
- Expanding programs under current situations
- Collecting data to drive decisions (timely)
- \*Programs have to be based on data - plan - follow-through-accountability - evaluation
- Accountability for all (teachers, administration, students, parents)

#### Revelations (surprises)

- All stakeholders mentioned accountability
- Commonality of concerns by different stakeholder groups
- Frustration, but willingness to improve

#### -----Overall Impact of Various Stakeholder Group Feedback-----

Stakeholder engagement produced a tremendous amount of input and feedback. Throughout the process, meetings were focused on statistical information revolving around our LCAP actions and services, state priorities, state indicators, CAASPP data, state dashboards, and our "status and change" five-by-five grids. Stakeholders were provided the opportunity to evaluate the district's performance indicators. Feedback from stakeholders raised important considerations and guided the direction of the LCAP in adding or expanding the following actions:

- Focus on Social-emotional Health, School Climate, and addressing the Whole Child with PBIS, Restorative Justice, and Counseling (Goal 3, Action 3 and Goal 1, Action 3)
- Professional Development (Goal 1, Action 1 & 2 and Goal 2, Action 1)
- Increase Parent Engagement (Goal 1, Action 3 and Goal 3, Action 1)
- Refining Programs (Goal 1, Action 1 & 2)
- Continuing and refining CTE (Goal 1, Action 1 & 3)
- VAPA - Visual and Performing Arts and Electives (Goal 1, Action 1)
- Focused counseling services (Goal 3, Action 2)
- Refining monitoring and evaluation including redefining the duties of the elementary assistant principals to become an Assistant Administrator of Instructional Improvement, where half of their time is focused on supporting, monitoring, and evaluating programs focused on meeting the needs of our unduplicated pupils.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 1

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

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Identified Need:

#### Priority 4: Student Achievement

A review of the CA School Dashboard indicates that CVUSD has the following areas of need: English Language Arts (ELA), Math, and College Readiness.

#### English Language Arts

In Language Arts, CVUSD increased the number of students meeting or exceeding the standard by 1%, from 23.8% to 24.8% and is Very Low or Red as a district.

#### Mathematics

In Math, the percentage of students meeting or exceeding standard on the CAASPP exam increased 2.6%, from 14.1% to 16.7%, but is Low or Orange as a district. Eight out of twenty-one schools performed 1 level above the rest of the district. Students in grades 3-8 showed a very low performance in English Language Arts and a low performance in Math.

**Priority 7: Access to a Broad Course of Study**

**Priority 8: Outcomes in a Broad Course of Study**

The College and Career Readiness Indicator is an area of need. Only 24.8% of our students (270 out of 1,090 students) represented in the graduating class of 2016 cohort qualified as “prepared.” 23% (243 out of 1,090 students) of the graduating class of 2016 were “approaching” prepared”, and 52.9% (577 out of 1,090 students) were “not prepared”.

There are four different measures (A-D), that a student can reach to meet the College and Career Readiness (prepared) status:

Measure A - CTE Pathway completion rate with a C- or better in the Capstone Course, plus one of the following:

- A level 3 (standard met) on the CAASPP in ELA or Math with at least a 2 in the other area
- One semester/two quarters of Dual Enrollment with a grade of C- or better

Student group performance in meeting Measure A (out of the 270 students who were prepared):

- 4.4% of ALL students
- 3.8% of Hispanic students
- 28.6% White students
- 2.9% English Learners
- 0.0% Students with Disabilities
- 8.7% Homeless students

Measure B - Scoring at least a 3 on both the ELA and Math SBAC assessments (out of the 270 students that were prepared):

- 31.5% of the “ALL” students met Measure B
- 11.8% of English Learners met Measure B
- 0.0% of Students with Disabilities met Measure B

Measure C - Completion of two semesters/three quarters of Dual Enrollment with a grade of C- or better

- No students met College/Career Readiness via Measure C

Measure D - A score of 3 on two Advanced Placement Exams or a score of 4 on two IB exams (out of the 270 students that were prepared):

- 20.0% of ALL students
- 20.4% of Hispanic students
- 14.2% of White students
- 11.8 % of English Learners
- 20.0 % of Socio-economically Disadvantaged Students
- 0.0% Students with Disabilities
- 21.7% of Homeless students

Measure E - The 24.8% of students (270 out of 1,090 students) that are “Prepared” for College/Career Readiness are in large part meeting the target via Measure E, which is meeting the A-G requirements PLUS ONE other criteria listed below:

- Dual Enrollment for one semester
- Completion of a CTE Pathway



- Scoring a 2 on the ELA SBAC and a 3 on the Math SBAC
- Scoring a 3 on the ELA SBAC and a 2 on the Math SBAC
- Scoring a 3 or above on one AP exam

Student Group data on the 248 out of 270 students that are prepared for College/Career via meeting Measure E:

- All Students - 91.9%
- Hispanic Students - 92.7%
- White Students - 85.7%
- English Learner Students - 91.2%
- Socio-economically disadvantaged students - 91.8%
- Students with Disabilities - 100%
- Homeless Students - 95.7%

While the number of AP exams being taken is increasing, from 925 in 2013-14 to 1,087 in 2015-16, the passing rate has declined from 44.3% to 36.9% in the same time period.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Implementation of state standards: CVUSD will use the proposed Option 2: Reflection Tool from CA Dashboard.</p> <p>CA Dashboard Reflection Tool rating scale:</p> <p>1-Exploration and Research Phase            2- Beginning Development            3- Initial Implementation            4- Full Implementation            5- Full Implementation and Sustainability.</p>	<p>CA Dashboard Reflection Tool rating scale:</p> <p>1-Exploration and Research Phase            2- Beginning Development            3- Initial Implementation            4- Full Implementation            5- Full Implementation and Sustainability.</p> <p>Self reflection rating based on CA Dashboard Reflection Tool for:</p>	<p>CA Dashboard Reflection Tool rating scale:</p> <p>1-Exploration and Research Phase            2- Beginning Development            3- Initial Implementation            4- Full Implementation            5- Full Implementation and Sustainability.</p> <p>The goal for 2017-18 based on the CA Dashboard Reflection Tool is:</p>	<p>CA Dashboard Reflection Tool rating scale:</p> <p>1-Exploration and Research Phase            2- Beginning Development            3- Initial Implementation            4- Full Implementation            5- Full Implementation and Sustainability.</p> <p>The goal for 2018-19 based on the CA Dashboard Reflection Tool is:</p>	<p>CA Dashboard Reflection Tool rating scale:</p> <p>1-Exploration and Research Phase            2- Beginning Development            3- Initial Implementation            4- Full Implementation            5- Full Implementation and Sustainability.</p> <p>The goal for 2019-20 based on the CA Dashboard Reflection Tool is:</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>I) Professional Development: Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework.</p> <p>II. Instructional Materials: Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified in all</p>	<p>I) Professional Development:</p> <p>Secondary:            ELA CCSS: 4            ELD (Aligned to ELA Standards): 3            Math CCSS: 4            Science NGSS:            History- Social Science: 1</p> <p>Elementary:            ELA CCSS: 2            ELD (Aligned to ELA Standards): 2            Math CCSS: 3            Science NGSS: 1            History- Social Science: 1</p> <p>II. Instructional Materials:</p> <p>Secondary:            ELA CCSS: 3            ELD (Aligned to ELA Standards): 3            Math CCSS: 4            Science NGSS: 2</p>	<p>I) Professional Development:</p> <p>Secondary:            ELA CCSS: 5            ELD (Aligned to ELA Standards): 4            Math CCSS: 5            Science NGSS: 4            History- Social Science: 2</p> <p>Elementary:            ELA CCSS: 3            ELD (Aligned to ELA Standards): 3            Math CCSS: 4            Science NGSS: 2            History- Social Science: 2</p> <p>II. Instructional Materials:</p> <p>Secondary:            ELA CCSS: 4            ELD (Aligned to ELA Standards): 4            Math CCSS: 5            Science NGSS: 3</p>	<p>Note:            2018-19 Goals have been adjusted due to the 2017-18 ratings being lower than expected. Implementing the new ELA/ELD curriculum and the need for refinement and monitoring in Math are factors resulting in lower ratings.</p> <p>I) Professional Development:</p> <p>Secondary:            ELA CCSS: 4            ELD (Aligned to ELA Standards): 3            Math CCSS: 2            Science NGSS: 3            History- Social Science: 2</p> <p>Elementary:            ELA CCSS: 4            ELD (Aligned to ELA Standards): 3            Math CCSS: 3            Science NGSS: 2            History- Social Science: 2</p> <p>II. Instructional Materials:</p> <p>Secondary:            ELA CCSS: 4            ELD (Aligned to ELA Standards): 2            Math CCSS: 4            Science NGSS: 2</p>	<p>Note:            2019-20 Goals have been adjusted due to the 2017-18 ratings being lower than expected. Implementing the new ELA/ELD curriculum and the need for refinement and monitoring in Math are factors resulting in lower ratings.</p> <p>I) Professional Development:</p> <p>Secondary:            ELA CCSS: 4            ELD (Aligned to ELA Standards): 3            Math CCSS: 2            Science NGSS: 3            History- Social Science: 2</p> <p>Elementary:            ELA CCSS: 4            ELD (Aligned to ELA Standards): 4            Math CCSS: 3            Science NGSS: 2            History- Social Science: 2</p> <p>II. Instructional Materials:</p> <p>Secondary:            ELA CCSS: 5            ELD (Aligned to ELA Standards): 3            Math CCSS: 5            Science NGSS: 2</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
classrooms where the subject is taught.	History- Social Science: 1  Elementary: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 1 History- Social Science: 1	History- Social Science: 2  Elementary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2	History- Social Science: 2  Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2	History- Social Science: 2  Elementary: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 2 History- Social Science: 2
III. Progress Implementing Policies/Programs: Rate the LEA's progress in implementing policies or programs to support staff in identifying adopted academic standards and/or curriculum frameworks (e.g. Collaboration, focused classroom walkthroughs, teacher pairing).	III. Progress Implementing Policies/Programs:  Secondary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 2 History- Social Science: 1  Elementary: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 1 History- Social Science: 1	III. Progress Implementing Policies/Programs:  Secondary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 2  Elementary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2	III. Progress Implementing Policies/Programs:  Secondary: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 3 History- Social Science: 2  Elementary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 2 History- Social Science: 2	III. Progress Implementing Policies/Programs:  Secondary: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 4 Science NGSS: 4 History- Social Science: 2  Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3
IV. Rate the LEA's progress in Implementing standards for CTE/Health/PE/VAPA/World Language. For World Language - 7 of our 14 elementary schools offer dual language programs.	IV. Progress Implementing other adopted academic standards: CTE: 4 Health Education: 1 PE: 3 VAPA: 3 World Language: 5	IV. Progress Implementing other adopted academic standards:  CTE: 4 Health Education: 2 PE: 4 VAPA: 4	IV. Progress Implementing other adopted academic standards:  CTE: 4 Health Education: 2 PE: 3 VAPA: 4	IV. Progress Implementing other adopted academic standards:  CTE: 4 Health Education: 3 PE: 3 VAPA: 4 World Language: 3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff as a whole: PLC summer training for all certificated staff. Each site leadership team will participate in depth training to develop protocols and expectations. District administration will conduct monthly walkthroughs after developing a strategic plan that includes appropriate tools for evaluation.</p> <p>B) Identifying professional learning needs for individual teachers and staff: We will use data collected during district monthly walkthroughs to identify areas of need.</p> <p>C) Providing support for teachers on standards they have not mastered: We will determine appropriate PD based on data collected from district monthly walkthroughs and initial incorporation of Early Intervention</p>	<p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 5</p> <p>B) Identifying professional learning needs for teachers and staff: 4</p> <p>C) Providing support for teachers on standards they have not mastered: 3</p>	<p>World Language: 5</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff as a whole: 5</p> <p>B) Identifying professional learning needs for individual teachers and staff: 5</p> <p>C) Providing support for teachers on standards they have not mastered: 4</p>	<p>World Language: 2</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff as a whole: 3</p> <p>Secondary: 2 Elementary:2</p> <p>B) Identifying professional learning needs for individual teachers and staff: Secondary: 2 Elementary:2</p> <p>C) Providing support for teachers on standards they have not mastered: Secondary: 2 Elementary:2</p>	<p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff as a whole: 3</p> <p>Secondary: 2 Elementary:3</p> <p>B) Identifying professional learning needs for individual teachers and staff: Secondary: 2 Elementary:2</p> <p>C) Providing support for teachers on standards they have not mastered: Secondary: 2 Elementary:2</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Teacher/Coach for all elementary schools.</p> <p>VI. EL access to Common Core and ELD Standards.</p>	<p>VI. EL Access to Common Core and ELD standards: 2</p>	<p>VI. EL Access to Common Core and ELD standards: 3</p>	<p>VI. EL Access to Common Core and ELD standards: 4</p> <p>Secondary: 3 Elementary: 4</p>	<p>VI. EL Access to Common Core and ELD standards: 4</p> <p>Secondary: 4 Elementary: 4</p>
<p>D. EL progress:</p> <p>1)Annual CELDT test takers who increased at least 1 CELDT level</p> <p>2)Annual CELDT test takers who maintained a score of 4 or 5</p>	<p>D. EL progress:</p> <p>1)The annual CELDT test takers who increased at least 1 CELDT level is 3,478/9,332 (37%) students improved by one proficiency level from 2015-16 to 2016-17</p> <p>2)The annual CELDT test takers who maintained a score of 4 or 5 is 424/9,332 (5%); and 4/9,332 (0%) level 4 and 5 students maintained their level.</p>	<p>D. EL progress:</p> <p>1&amp; 2) Given the transition from CELDT to ELPAC during the 2017-18 academic year, CVUSD's goal will be to establish a new baseline based on ELPAC.</p>	<p>D. EL progress:</p> <p>1&amp;2) Given the transition from CELDT to ELPAC during the 2017-18 academic year this metric will be changed to emergent, bridging and expanding, CVUSD's goal is to have at least 10% of our EL population make progress based on the baseline of ELPAC from 2017-18.</p>	<p>D. EL Progress:</p> <p>1&amp;2) Given the transition from CELDT levels to ELPAC levels (emergent, bridging and expanding), CVUSD's goal is to have at least 15% of EL population make progress based on the baseline of ELPAC from 2018-19.</p>
<p>E. EL Reclassification Rate</p>	<p>E. 2016-17 EL Reclassification Rate: 11.9 %</p>	<p>E. 2016-17 EL Reclassification Rate goal is to increase 3%; 14.9%</p>	<p>E. 2016-17 EL Reclassification Rate goal is to increase 3%; 17.9%</p>	<p>E. 2019-20 EL Reclassification Rate goal is to increase 3%; 20.9% total.</p>
<p>Academic indicator &amp; College/Career Indicator</p> <p>A. Statewide Assessments (Grades 3-8)</p>	<p>A. Statewide Assessments (Grades 3-8) 23% of pupils met or exceeded ELA standards,</p>	<p>A. 2017-18 3-8 grade ELA goal is to move to color yellow with an increase of a minimum of 7 points (-</p>	<p>A. 2018-19 3-8 grade ELA goal is to move to color yellow with an increase of a minimum of 7 points (-</p>	<p>A. 2019-20 3-8 grade ELA goal is to move to color yellow with an increase of a minimum of 7 points (-</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>B. 2015-16 A-G Completion</p> <p>C. 2015-16 Percentage of pupils who passed an AP Exam by earning a score of 3 or better.</p> <p>D. 2015-16 Percentage of Grade 11 pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4).</p>	<p>and 14% of pupils met or exceeded Math standards in 2015-16. ELA 5 by 5 status: yellow-very low-Distance from 3 (standard met) is 71.9 &amp; change-increased +10 pts. Math: status: yellow-low-Distance from 3 is 93.5; change: yellow-increased +5.5</p> <p>B. 2015-16 A-G Completion: 36.1%</p> <p>C. 2015-16 Percentage of pupils who passed an AP Exam: 38.3%</p> <p>D. 2015-16 Percentage of Grade 11 pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4) for</p>	<p>64.9 points from level 3, standard met). 2017-18 3-8 grade Math goal to increase a minimum of 5 points to remain yellow (-88.5 points distance from 3, met standard).</p> <p>B. 2017-18 A-G Completion goal is to increase 4%; 40.1% total</p> <p>C. 2017-18 Percentage of pupils who passed an AP Exam by earning a score of 3 or better goal is to increase 1.7%; 40%</p> <p>D. The 2017-18 Goal of Percentage of pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4) for</p>	<p>57.9 points from level 3, standard met). 2017-18 3-8 grade Math goal to increase a minimum of 5 points to remain yellow (-83.5 points from level 3, standard met).</p> <p>1) All Students: increase 2 % in ELA and Math; ELA 27% &amp; Math 18% total  2) Students with disabilities: ELA 7% &amp; Math 7% total  3) Socio-economically Disadvantaged: ELA 25% &amp; Math 18% total  4) English Learners: ELA 10% &amp; Math 10% total  5) Migrant: ELA 19% &amp; Math 15%</p> <p>B. 2018-19 A-G Completion goal is to increase 5%; 45.1% total</p> <p>C. 2018-19 Percentage of pupils who passed an AP Exam by earning a score of 3 or better goal is to increase 2%; 42% total.</p> <p>D. The 2018-19 Goal of Percentage of pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4) for</p>	<p>50.9 points from level 3, standard met). 2017-18 3-8 grade Math goal to increase a minimum of 5 points to remain yellow (-78.5 points from level 3, standard met).</p> <p>1) All Students: increase 2 % in ELA and Math; ELA 29% &amp; Math 20% total  2) Students with disabilities: ELA 9% &amp; Math 9% total  3) Socio-economically Disadvantaged: ELA 27% &amp; Math 20% total  4) English Learners: ELA 12% &amp; Math 12% total  5) Migrant: ELA 21% &amp; Math 17%</p> <p>B. 2019-20 A-G Completion goal is to increase 4.9%; 50% total</p> <p>C. 2019-20 Percentage of pupils who passed an AP Exam by earning a score of 3 or better goal is to increase 2%; 44% total.</p> <p>D. The 2019-20 Goal of Percentage of pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4) for</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>*Course Access *CTE Pathway Completion inclusive of unduplicated and exceptional needs students.</p> <p>*Dual Enrollment (Academic/CTE subjects) inclusive of unduplicated and exceptional needs students.</p>	<p>the following student groups:</p> <ol style="list-style-type: none"> <li>1)All students: ELA 23%, Math 14%;</li> <li>2)Students with disabilities: ELA 3%, Math 3%</li> <li>3) Socio-economically Disadvantaged Students: ELA 21%, Math 14%</li> <li>4) English Learners: ELA 6%, Math 6%</li> <li>5) Migrant: ELA 15%, Math 11%.</li> </ol> <p>*Course Access *2015-16 CTE Pathway Completion; 23% of all seniors in the district.</p> <p>*Dual Enrollment (Academic/CTE subjects): 1 Course (24 students), 18/24 (75%) students received 3 college credits.</p> <p>ELA Status: Distance from 3 is 30 points: positive change +28.4. Math</p>	<p>the following student groups is:</p> <ol style="list-style-type: none"> <li>1)All Students: increase 2 % in ELA and Math; ELA 25% &amp; Math 16% total</li> <li>2) Students with Disabilities: ELA 5% &amp; Math 5% total</li> <li>3) Socio-economically Disadvantaged Students: ELA 23% &amp; Math 16% total</li> <li>4) English Learners: ELA 8% &amp; Math 8% total</li> <li>5) Migrant: ELA 17% &amp; Math 13%</li> </ol> <p>*Course Access * The 2017-18 CTE Pathway Completion goal is to increase 10% of all seniors in the district for a total of 33%.</p> <p>*The Dual Enrollment (Academic/CTE subjects) Goal for 2017-18 is to increase access of articulation and dual enrollment courses from 1 to 4 courses.</p> <p>ELA Status: 23 points below level 3, Change: +7 Math Status: 114 points</p>	<p>the following student groups is:</p> <ol style="list-style-type: none"> <li>1) All Students: increase 2 % in ELA and Math; ELA 44.52% &amp; Math 16.93% total</li> <li>2) Students with disabilities: ELA 9.31% &amp; Math 4% total</li> <li>3) Socio-economically Disadvantaged: ELA 43.37% &amp; Math 16.22% total</li> <li>4) English Learners: ELA 6.3% &amp; Math 4.92% total</li> <li>5) Migrant: ELA 43.23% &amp; Math 17.95%</li> </ol> <p>* Course Access * The 2018-19 CTE Pathway Completion goal is to increase 7% of all seniors in the district for a total of 37%.</p> <p>*The Dual Enrollment (Academic/CTE subjects) Goal for 2018-19 is to increase access of articulation and dual enrollment courses from 4 to 6 courses.</p> <p>ELA Status: 17 points below level 3 Change: +6 Math Status: 109 points</p>	<p>the following student groups is:</p> <ol style="list-style-type: none"> <li>1) All Students: increase 2 % in ELA and Math; ELA 46.52% &amp; Math 18.93% total</li> <li>2) Students with disabilities: ELA 11.31% &amp; Math 6% total</li> <li>3) Socio-economically Disadvantaged: ELA 45.37% &amp; Math 18.22% total</li> <li>4) English Learners: ELA 8.3% &amp; Math 6.92% total</li> <li>5) Migrant: ELA 45.23% &amp; Math 19.95%</li> </ol> <p>*Course Access * The 2019-20 CTE Pathway Completion goal is to increase 3% of all seniors in the district for a total of 40%.</p> <p>*The Dual Enrollment (Academic/CTE subjects) Goal for 2019-20 is to increase access of articulation and dual enrollment courses from 6 to 8 courses.</p> <p>ELA Status: 10 points below level 3, Change: +7 Math Status: 104 points</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>*The following metrics have been added to measure other pupil outcomes:</p> <p>PSAT RAPID State Seal of Biliteracy</p>	<p>Status: Distance from 3 is 118 points; positive change: +4.4 points</p> <p>*Other pupil outcomes: The following baselines have been added to measure other pupil outcomes: PSAT RAPID IAB's State Seal of Biliteracy</p> <p>PSAT: PSAT 8/9 Mean Score Range: 120-720 PSAT/NMSQT (10/11) Mean Score Range: 160-760</p> <p>8th Grade Spring (CDA):35% Met ERW, Mean Score: 368 8th Grade Fall (BD, TC &amp; WS): 20% Met ERW, Mean Score: 344</p> <p>9th Grade Fall: 17% Met ERW Benchmark, Mean Score: 355</p> <p>PSAT/ NMSQT: 10th Grade Fall: 23% Met ERW Benchmark, Mean Score: 385</p>	<p>below level 3; change: 4 points</p>	<p>below level 3; change: 5 points</p> <p>*Other pupil outcomes:</p> <p>The 2018-19 PSAT goal is for all schools to administer the PSAT in the fall and score the following by grade level and assessment:</p> <p>8th Grade: 25% will Met ERW Benchmark, and a minimum Mean score: 360</p> <p>9th Grade: 22% will Met ERW Benchmark, and a minimum Mean score: 370</p> <p>10th Grade: 28% will Met ERW Benchmark, and a minimum Mean score: 400</p>	<p>below level 3; change: 5 points</p> <p>*Other pupil outcomes:</p> <p>The 2018-19 PSAT goal is for all schools to administer the PSAT in the fall and score the following by grade level and assessment:</p> <p>8th Grade: 30% will Met ERW Benchmark, and a minimum Mean score: 380</p> <p>9th Grade: 27% will Met ERW Benchmark, and a minimum Mean score: 390</p> <p>10th Grade: 33% will Met ERW Benchmark, and a minimum Mean score: 420</p>



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>11th Grade Fall: 27% Met ERW Benchmark, Mean Score: 416</p> <p>RAPID: Reading Success Probability Scores (RSP): Cumulative scores of all tasks above 50% *CVUSD Spring Administration: 23%</p> <p>Capstone: Students above the 25th percentile on their respective components - K: Phonological Awareness, 1-2: Word Reading, 3-12- Reading Comprehension. *CVUSD Spring Administration: 47%</p> <p>State Seal of Biliteracy(SSB): 142 recipients</p>		<p>11th Grade: 32% will Met ERW Benchmark, and a minimum Mean score: 430</p> <p>The 2018-19 RAPID goal is as follows: RSP: *CVUSD Spring Administration: 28%</p> <p>Capstone: *CVUSD Spring Administration: 52%</p> <p>The 2018-19 SSB goal as follows: 170 SSB recipients</p>	<p>11th Grade: 37% will Met ERW Benchmark, and a minimum Mean score: 450</p> <p>The 2018-19 RAPID goal is as follows: RSP: *CVUSD Spring Administration: 33%</p> <p>Capstone: *CVUSD Spring Administration: 57%</p> <p>The 2018-19 SSB goal as follows: 200 SSB recipients</p>

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

**IMPLEMENTATION OF STATE STANDARDS**

Implement state standards as an integrated model of literacy. The focus remains on student achievement as measured by CAASPP and local assessments. Actions for Implementation of state standards:

1) Professional Development:  
Professional Development plan to facilitate effective implementation of state standards, new and existing curriculum, and assessments for the following content areas: ELA, ELD, Math, Science and History-SS. As a result of negotiation, CVUSD will provide two additional professional development days for teachers paid at their per diem rate.

2) Instructional Materials:  
ELA & ELD: Provide standards-based instruction by way of the 1st year implementation of ELD/ELA instructional materials, initial implementation of English 3D at the secondary level, and Units of Study.

2018-19 Actions/Services

**IMPLEMENTATION OF STATE STANDARDS**

Implement state standards as an integrated model of literacy. The focus remains on student achievement as measured by CAASPP and local assessments. Actions for Implementation of state standards:

1) Professional Development:  
Teachers will continue to participate in professional development to effectively implement curriculum and assessments for all content areas, including but not limited to: ELA, ELD, Math, Science and History-SS. As a result of negotiation, CVUSD will provide two additional professional development days for teachers paid at their per diem rate.

2) Instructional Materials:  
Implement state standards as an integrated model of literacy to focus on results and outcomes. ELD, ELA and Math standards maps and pacing guides will continue to be refined during 2018-2019 to align the

2019-20 Actions/Services

**IMPLEMENTATION OF STATE STANDARDS**

Implement state standards as an integrated model of literacy. The focus remains on student achievement as measured by CAASPP and local assessments. Actions for Implementation of state standards:

1) Professional Development:  
Teachers will continue to participate in professional development to effectively implement curriculum and assessments for all content areas, including but not limited to: ELA, ELD, Math, Science and History-SS. As a result of negotiation, CVUSD will provide two additional professional development days for teachers paid at their per diem rate.

2) Instructional Materials:  
Implement state standards as an integrated model of literacy to focus on results and outcomes. ELD, ELA and Math standards maps and pacing guides will continue to be refined as needed to align the curriculum and

Math: Spring 2018: Units of study will be refined to create a well-balanced curriculum and assessments.

NGSS Elementary: We will continue to explore integration within ELA & ELD for elementary levels given that new adopted material have NGSS standards embedded.

NGSS Secondary: Replacement Modules will be refined to create well-balanced curriculum and assessments. Middle schools will field test STEMscopes. High schools will pilot instructional material for future adoption using the Achieve Rubric.

In anticipation of state released list of approved publishers for History-SS adoption we will start the review and selection process for adoption considerations.

Implementation of the district's Mobile Learning Initiative (MLI) to provide one-to-one student iPads to support technology integration in the classroom.

\* Discovery Education - licenses for standards-based digital content

3) Implementing Policies/Programs (e.g. Collaboration, focused classroom walkthroughs, teacher pairing):  
As a result of negotiations, increase student instructional time throughout the year to better meet the instructional needs of all students for all content areas, including but not limited to: ELA, ELD, Math, Science and History-SS. CVUSD Increased student instruction time and teacher collaboration time that includes cross curricular and vertical articulation in grades Kindergarten through 12th grade by 100 minutes per week. Implementation of monthly

curriculum and assessments to address all standards for students.

Elementary, middle, and high schools will pilot History-SS instructional material for future adoption using the adoption toolkit.

Implementation of the district's Mobile Learning Initiative (MLI) to provide one-to-one student iPads to support technology integration in the classroom.

\* Discovery Education - CVUSD will not be renewing this license.

3) Implementation of Policies/Programs (e.g. Collaboration, focused classroom walkthroughs, teacher pairing, etc.):  
Increased student instructional time and teacher collaboration time as a result of negotiations will remain throughout the year to better meet the instructional needs of all students for all content areas, including but not limited to: ELA, ELD, Math, Science and History-SS.

assessments to address all standards for students.

Elementary, middle, and high schools will pilot Science instructional material for future adoption using the adoption toolkit.

In anticipation of new curriculum, we will begin our exploration and initial implementation of the History-SS curriculum.

Implementation of the district's Mobile Learning Initiative (MLI) to provide one-to-one student iPads to support technology integration in the classroom.

\* Discovery Education - CVUSD will not be renewing this license.

3) Evaluation and Refinement Policies/Programs (e.g. Collaboration, focused classroom walkthroughs, teacher pairing, etc.):  
Increased student instructional time and teacher collaboration time as a result of negotiations will remain throughout the year to better meet the instructional needs of all students for all content areas, including but not limited to: ELA, ELD, Math, Science and History-SS.

District walkthroughs for all each of the school sites.

4)Implementing standards for:

CTE: CTE Teachers will be provided sub release time to update course outlines and align them to the CTE Model Curriculum standards by pathway and align them to CCSS. 3rd party assessments validating CTE pathway standards will be explored.

Health:

PE: Elementary classroom teachers of record will continue to provide 200 minutes of physical education every ten school days.

\*Aquatics instruction at high school

\*VAPA:

\*World Languages:

Prepare students for success in high school, college and careers, especially for students traditionally underrepresented in higher education.

\* Career Technical Education

\* Advancement Via Individual Determination (AVID)

5) Engaging with teachers and school administrators for the following activities:

4)Implementing standards for:

CTE: CTE teachers will be provided sub release time with academic teachers to integrate CTE and CCSS standards into key assignments. 3rd party assessments will be piloted.

Health:

PE: Elementary classroom teachers of record will continue to provide 200 minutes of physical education every ten school days.

Secondary PE teachers will continue to provide 400 minutes of physical education every ten school days.

Visual and Performing Arts: Implement VAPA at elementary schools grades 4-8. Refine VAPA programs at secondary schools.

World Languages: Refine the Dual Language program across the district and explore offering additional world language electives.

----MOVED TO Goal 1, Action 3-----

Prepare students for success in high school, college and careers, especially for students traditionally underrepresented in higher education.

\* Career Technical Education

\* Advancement Via Individual Determination (AVID)

5) Engage with teachers and school administrators by providing district/site-led professional development, through site/district walkthroughs and evaluation of assessments to:

4)Implementing standards for:

CTE: CTE teachers will be provided sub release time with academic teachers to integrate CTE and CCSS standards into key assignments. 3rd party assessments will be expanded to all pathways.

Health:

PE: Elementary classroom teachers of record will continue to provide 200 minutes of physical education every ten school days.

Secondary PE teachers will continue to provide 400 minutes of physical education every ten school days.

Visual and Performing Arts: Implement VAPA at elementary schools grades 4-8. Refine VAPA programs at secondary schools.

World Languages: Refine the Dual Language program across the district and offer an additional world language elective.

----MOVED TO Goal 1, Action 3-----

Prepare students for success in high school, college and careers, especially for students traditionally underrepresented in higher education.

\* Career Technical Education

\* Advancement Via Individual Determination (AVID)

5) Engage with teachers and school administrators by providing district/site-led professional development, through site/district walkthroughs and evaluation of assessments to:

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

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

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

A) Continue to identify professional learning needs of groups of teachers or staff as a whole

B) Continue to identify professional learning needs of individual teachers and staff

C) Continue to provide support for teachers on standards they have not mastered

The Elementary Assistant Principals will have a new title beginning the 2018-19 school year which is, Assistant Administrator of Instructional Improvement TK-6. They will be responsible for providing instructional leadership to ensure all students are provided a challenging core curriculum and meet state and district standards and expectations. They will assist in the design, implementation, monitoring, and evaluation of supplemental programs and services focused on increasing academic achievement and closing achievement gaps.

Instructional Technology Coordinator will collaborate with teachers and administrators to support integration of technology with various standards-aligned curriculum platforms.

A) Continue to identify professional learning needs of groups of teachers or staff as a whole

B) Continue to identify professional learning needs of individual teachers and staff

C) Continue to provide support for teachers on standards they have not mastered

The Assistant Administrator of Instructional Improvement TK-6 will be responsible for providing instructional leadership to ensure all students are provided a challenging core curriculum and meet state and district standards and expectations. They will assist in the design, implementation, monitoring, and evaluation of supplemental programs and services focused on increasing academic achievement and closing achievement gaps.

Instructional Technology Coordinator will collaborate with teachers and administrators to support integration of technology with various standards-aligned curriculum platforms.

-----

**LCFF Supplemental/Concentration**

- \* Assistant Principal salaries & Principal on special assignment to provide instructional coaching and supplemental site support (\$2,566,758)
- \* Increase student instruction time and teacher collaboration time in grades Kindergarten through 12th grade by 100 minutes per week & provide two additional professional development days for teachers paid at their per diem rate. (\$6,206,975)
- \* 2 Aquatics Instructors (\$173,379)
- \* 2 Lifeguards (\$118,860)

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**Title I**

- \* Professional Development Contract with RCOE (\$118,000)
- \* 3 Technology TOSAs and support (\$500,413)
- \* Summer & Misc. Professional Development (\$305,602)

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**LCFF Supplemental/Concentration**

- \* Assistant Principals and Principals on special assignment to provide instructional coaching and supplemental site support (\$0)
- \* Continue to increase student instructional time and teacher collaboration time in grades Transitional Kindergarten through 12th grade by 100 minutes per week & provide two additional professional development days for teachers paid at their per diem rate. (\$6,459,715)
- \* Secondary Assistant Principal salaries to provide instructional coaching and supplemental site support (25%) (\$373,940)
- \* Assistant Administrator of Instructional Improvement TK-6 salaries to provide instructional coaching and supplemental site support (50%) (\$1,140,643)
- \* Continue funding 2 Aquatics Instructors (\$255,981)
- \* Continue funding 2 Lifeguards (\$121,328)
- \* Continue funding 1 Curriculum Resource Technician (\$84,000)
- \* Educational Technology Coordinator (\$165,337)

-----

**Title I**

- \* Elementary Assistant Administrators of Instructional Improvement TK-6 salaries to provide instructional coaching and supplemental site support (50%) (\$1,140,643)
- \* Continue funding 2 Technology TOSAs (100%) and 50% FTE support (\$338,613)
- \* Continue funding 2 Common Core TOSAs (\$270,996)
- \* Visual & Performing Arts (VAPA) (\$2,500,000)
- \* Professional Development (\$2,179,026)

-----

**LCFF Supplemental/Concentration**

- \* Assistant Principals and Principals on special assignment to provide instructional coaching and supplemental site support (\$0)
- \* Continue to increase student instructional time and teacher collaboration time in grades Kindergarten through 12th grade by 100 minutes per week & provide two additional professional development days for teachers paid at their per diem rate. (\$6,721,212)
- \* Secondary Assistant Principal salaries to provide instructional coaching and supplemental site support (25%) (\$388,898)
- \* Assistant Administrator of Instructional Improvement TK-6 salaries to provide instructional coaching and supplemental site support (50%) (\$1,186,269)
- \* Continue funding 2 Aquatics Instructors (\$266,220)
- \* Continue funding 2 Lifeguards (\$123,755)
- \* Continue funding 1 Curriculum Resource Technician (\$85,680)
- \* Educational Technology Coordinator (\$171,950)

-----

**Title I**

- \* Elementary Assistant Administrators of Instructional Improvement TK-6 salaries to provide instructional coaching and supplemental site support (50%) (\$1,186,269)
- \* Continue funding 2 Technology TOSAs (100%) and 50% FTE support (\$352,158)
- \* Continue funding 2 Common Core TOSAs (\$281,836)
- \* Visual & Performing Arts (VAPA) (\$2,500,000)
- \* Professional Development (\$1,100,000)

-----  
**Title II**  
 \* 3 Common Core & 1 NGSS TOSAs (\$536,182)  
 \* OMS - Track Professional Development (\$5,000)  
 \* Other professional development (\$385,503)

-----  
**Title II**  
 \* 3 Common Core & 1 NGSS TOSAs (\$0)  
 Funding changed to Title I  
 \* OMS (\$0) In 2017-2018 school year - 51 professional Development events were recorded. Due to the low usage, the contract for OMS will not be renewed.  
 \* Professional development (\$633,392)

-----  
**Title II**  
 \* 3 Common Core & 1 NGSS TOSAs ((\$0)  
 Funding changed to Title I  
 \* OMS (\$0) In 2017-2018 school year - 51 professional Development events were recorded. Due to the low usage, the contract for OMS will not be renewed.  
 \* Other professional development (\$509,659)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$9,065,972	\$8,600,944	\$8,943,984
Source	LCFF Supplemental/Concentration 0761	LCFF Supplemental/Concentration 0761	LCFF Supplemental/Concentration 0761
Budget Reference	1000-3999	1000-3999: Salaries and Benefits - \$8,600,944	1000-3999: Salaries and Benefits - \$8,943,984
Amount	\$932,624	\$6,429,278	\$5,420,263
Source	Title I 3010	Title I 3010	Title I 3010
Budget Reference	1000-3999 \$724,922 5000-5999 \$208,602	1000-3999: Salaries and Benefits - \$6,220,676 5000-5999: Services and Other Operating Expenditures - \$208,602	1000-3999: Salaries and Benefits - \$5,211,661 5000-5999: Services and Other Operating Expenditures - \$208,602

Amount	\$775,896	\$633,392	\$509,659
Source	Title II 4035	Title II 4035	Title II 4035
Budget Reference	1000-3999 \$702,174 5000-5999 \$73,722	1000-3999: Salaries and Benefits - \$559,670 5000-5999: Services and Other Operating Expenditures - \$73,722	1000-3999: Salaries and Benefits - \$435,937 5000-5999: Services and Other Operating Expenditures - \$73,722

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

**SUPPORT ENGLISH LEARNER STUDENTS**  
  
As a result of negotiations, increase student instructional time throughout the year to better meet the instructional needs of low income, Migrant, and EL students.

### 2018-19 Actions/Services

**SUPPORT ENGLISH LEARNER STUDENTS**  
  
As a result of negotiations, increase student instructional time throughout the year to better meet the instructional needs of low income, Migrant, and EL students.

### 2019-20 Actions/Services

**SUPPORT ENGLISH LEARNER STUDENTS**  
  
As a result of negotiations, increase student instructional time throughout the year to better meet the instructional needs of low income, Migrant, and EL students.



CVUSD will continue to support the following programs to support ELL's and migrant students' academic success:

- Migrant Education
- AmeriCorps - providing literacy tutoring During the instructional day, focused on reading to K-12 students

Continue to implement research based instructional practices and support teachers with instructional rounds, refine services for English learners (ELs) and refine biliteracy instruction program.

Appropriate use of instructional materials and sustained professional development will result in 15% reclassification rate overall, including increasing CELDT level scores and the number of students scoring CELDT levels 4 & 5, and overall academic achievement demonstrated by SBAC. Given the transition from CELDT to ELPAC during the 2017-18 academic year, CVUSD will assess Intermediate level students using CELDT and administer ELPAC for which there will be no scores.

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**LCFF Supplemental/Concentration**

- \* EL Department salaries (\$460,198)
- \* Site EL Support Assistants (\$372,484)
- \* AmeriCorps (\$10,800)

-----  
**Title III Immigrant**

- \* Direct Support to Students (Materials and Supplies) (\$29,343)

CVUSD will continue to support the following programs to support ELL and migrant students' academic success:

- Migrant Education

Continue to implement research based instructional practices and support teachers with:  
instructional rounds, refine services for English learners (ELs) and refine Dual Language instruction.

Appropriate use of instructional materials and sustained professional development will result in a 15% reclassification rate overall, including increasing ELPAC level scores and the number of students scoring ELPAC levels 3 & 4, and overall academic achievement demonstrated by SBAC.

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**LCFF Supplemental/Concentration**

- \* EL Department salaries (\$386,735)
- \* Site EL Support Assistants (\$774,693)
- \* AmeriCorps (\$0) N/A Position eliminated

-----  
**Title III Immigrant (\$29,553)**

- \* Direct Support to Students (Materials and Supplies)

CVUSD will continue to support the following programs to support ELL and migrant students' academic success:

- Migrant Education

Continue to implement research based instructional practices and support teachers with instructional rounds, refine services for English learners (ELs) and refine Dual Language instruction.

Appropriate use of instructional materials and sustained professional development will result in a 18% reclassification rate overall, including increasing ELPAC level scores and the number of students scoring ELPAC levels 3 & 4, and overall academic achievement demonstrated by SBAC.

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**LCFF Supplemental/Concentration**

- \* EL Department salaries (\$398,337)
- \* Site EL Support Assistants (\$790,187)
- \* AmeriCorps (\$0) N/A Position eliminated

-----  
**Title III Immigrant (\$32,413)**

- \* Direct Support to Students (Materials and Supplies)

-----

**Title III LEP**

- \* EL TOSAs (\$640,663)
- \* Dual Language Adaptations, Professional Development and Substitute costs (\$167,000)
- \* Grades 5 - 12 EL Mentors (\$100,000)
- \* ELD Professional Development including CABE (\$125,144)
- \* Summer School and AVID Excel Bridge (\$90,000)
- \* RCOE consortiums for Dual Language, Project and EL Learners and LTELs (\$35,000)
- \* EL and Dual Language Assessments - including LAS Links and CELDT (\$37,000)
- \* Measure of Districts support of ELs - ELSSA (\$15,000)
- \* EL Support Services - (\$21,000)
- \* Migrant Outreach Teacher (\$140,000)
- \* Other support for English Learners (\$125,908)

-----

**Title III LEP**

- Professional Development
- \* 2 EL Teacher On Special Assignment-Salaries & benefits (\$306,452)
- \* 1 Migrant Outreach Teacher-Salaries & benefits (\$144,553)
- \* English Learner Staff Support Professional Development including CABE Conference (\$57,000)
- \* RCOE Project and EL Directors and LTEL Task Force (\$5,000)

Programs & Activities

- \* State Seal of Biliteracy & Riverside County Seal of Multiliteracy (\$3,000)
- \* K-12 Multiliteracy Pathway Task Force (\$25,000)
- \* Dual Language: CABE Professional Development-Contract & subs (\$101,180)
- \* Dual Language: Site DL Coordinators stipends (\$21,120)
- \*Dual Language: Continuous Improvement Cycle Support -LAS Links, subs, iStation (\$133,984)

English Proficiency & Academic Achievement of ELs

- \* Designated and Integrated ELD Professional Development (\$83,684)
- \* Other support services for ELs (\$77,510)
- \* Secondary LTEL Collaboration subs (\$22,680)
- \* English Learners with Disabilities Task Force pilot (\$25,040)
- \* Grades 5 - 12 EL Mentors (\$82,135)
- \* Summer School and AVID Excel Bridge (\$155,132)

Family and Community Engagement for ELs- CABE Conference (\$42,000)

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**Title III LEP**

- Professional Development
- \* 2 EL Teacher On Special Assignment-Salaries & benefits (\$318,710)
- \* 1 Migrant Outreach Teacher-Salaries & benefits (\$150,335)
- \* English Learner Staff Support Professional Development including CABE Conference (\$15,000)
- \* RCOE Project and EL Directors and LTEL Task Force (\$5,000)

Programs & Activities

- \* State Seal of Biliteracy & Riverside County Seal of Multiliteracy (\$3,000)
- \* Dual Language: Site DL Coordinators stipends (\$21,120)
- \*Dual Language: Continuous Improvement Cycle Support -LAS Links, subs, iStation (\$133,984)

English Proficiency & Academic Achievement of ELs

- \* Designated and Integrated ELD Professional Development (\$50,000)
- \* Secondary LTEL Collaboration subs (\$22,680)
- \* English Learners with Disabilities Task Force pilot (\$25,040)
- \* Grades 5 - 12 EL Mentors (\$70,934)

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**Title I**  
 \* Americorps members cost (\$366,314)

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**Title I**  
 \* AmeriCorps members cost (\$0)

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**Migrant**  
 \* Direct Support to Students (Salaries, Materials and Supplies) (\$1,368,945)

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**Title I**  
 \* AmeriCorps members cost (\$0)

-----  
**Migrant**  
 \* Direct Support to Students (Salaries, Materials and Supplies) (\$1,368,945)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$843,482	\$1,161,428	\$1,188,524
Source	LCFF Supplemental/Concentration 0761	LCFF Supplemental/Concentration 0761	LCFF Supplemental/Concentration 0761
Budget Reference	1000-3999 \$832,682 4000-5999 \$10,800	1000-3999: Salaries and Benefits - \$1,161,428 4000-4999: Books and Supplies - \$0 5000-5999: Services and Other Operating Expenditures - \$0	1000-3999: Salaries and Benefits - \$1,188,524 4000-4999: Books and Supplies - \$0 5000-5999: Services and Other Operating Expenditures - \$0
Amount	\$29,343	\$29,553	\$32,413
Source	Title III Immigrant 4201	Title III Immigrant 4201	Title III Immigrant 4201
Budget Reference	4000-4999 \$29,343	4000-4999: Books and Supplies - \$29,553	4000-4999: Books and Supplies - \$32,413

Amount	\$1,496,715	\$1,285,470	\$815,803
Source	Title III LEP 4203	Title III LEP 4203	Title III LEP 4203
Budget Reference	1000-3999 \$1,263,571 4000-4999 \$25,000 5000-5999 \$208,144	1000-3999: Salaries and Benefits - \$932,436 4000-4999: Books and Supplies - \$3,000 5000-5999: Services and Other Operating Expenditures - \$350,034	1000-3999: Salaries and Benefits - \$681,779 4000-4999: Books and Supplies - \$3,000 5000-5999: Services and Other Operating Expenditures - \$131,024
Amount	\$366,314	\$0	\$0
Source	Title I 3010	Title I 3010	Title I 3010
Budget Reference	2000-3999 \$366,314	2000-3999: Salaries and Benefits - \$0	2000-3999: Salaries and Benefits - \$0
Amount		\$1,368,945	\$1,368,945
Source		Migrant 3060	Migrant 3060
Budget Reference		1000-6999: Salaries, Materials and Supplies - \$1,368,945	1000-6999: Salaries, Materials and Supplies - \$1,368,945

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income	LEA-wide	All Schools
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## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

### 2017-18 Actions/Services

#### INCREASE STUDENT ACHIEVEMENT AND COLLEGE & CAREER READINESS

A. Statewide Assessments (Grades 3-8): CVUSD will continue to support the implementation of district benchmarks for ELA and Math:  
3-6 ELA: Rapid, Acuity, Curriculum based common assessments  
3-6 Math: Acuity and Curriculum based common assessments.  
7-8 ELA: NWEA for PLP cohorts, CAASPP Interim Assessments & Teacher created common assessments focused on CCSS.  
7-8 Math: NWEA for PLP cohorts, CAASPP Interim Assessments & Teacher created common assessments focused on CCSS.  
C. A-G Completion: Continue expanding A-G courses  
F. AP Exam: Continue to support to fund AP assessments for all students taking the test.  
G. Grade 11 State Assessments: CAASPP Interim Assessments & Teacher created common assessments focused on CCSS.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

### 2018-19 Actions/Services

#### INCREASE STUDENT ACHIEVEMENT AND COLLEGE & CAREER READINESS

A. Statewide Assessments (Grades 3-8): CVUSD will continue to support the implementation of district benchmarks for ELA and Math:  
3-6 ELA: Rapid, Acuity, Curriculum based common assessments  
3-6 Math: Acuity and Curriculum based common assessments.  
7-8 ELA: CAASPP Interim Assessments & Teacher created common assessments focused on CCSS.  
7-8 Math: CAASPP Interim Assessments & Teacher created common assessments focused on CCSS.  
B. A-G Completion: Continue expanding A-G courses  
C. AP Exam: Continue to fund AP assessments for all students taking the test.  
D. Grade 11 State Assessments: Math: Administer CAASPP Interim Assessments & Districtwide Teacher Created Common Assessments focused on CCSS. ELA: Administer CAASPP Interim Assessments & create Districtwide Common Assessments.

- ----MOVED FROM Goal 1, Action 1----  
Prepare students for success in high school, college and careers, especially for students traditionally underrepresented in higher education.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2019-20 Actions/Services

#### INCREASE STUDENT ACHIEVEMENT AND COLLEGE & CAREER READINESS

A. Statewide Assessments (Grades 3-8): CVUSD will continue to support the implementation of district benchmarks for ELA and Math:  
3-6 ELA: Rapid, Acuity, Curriculum based common assessments  
3-6 Math: Acuity and Curriculum based common assessments.  
7-8 ELA: CAASPP Interim Assessments & Teacher created common assessments focused on CCSS.  
7-8 Math: CAASPP Interim Assessments & Teacher created common assessments focused on CCSS.  
B. A-G Completion: Continue expanding A-G courses  
C. AP Exam: Continue to fund AP assessments for all students taking the test.  
D. Grade 11 State Assessments: Math: Administer CAASPP Interim Assessments & Districtwide Teacher Created Common Assessments focused on CCSS. ELA: Administer CAASPP Interim Assessments & create Districtwide Common Assessments.

- ----MOVED FROM Goal 1, Action 1---  
Prepare students for success in high school, college and careers, especially for students traditionally underrepresented in higher education.

\* CVUSD will continue funding the following programs in order to support student academic achievement towards meeting the CCSS:

- After School Education & Safety (ASES)
- Gifted and Talented Education (GATE)
- Continue to fund extended day for Kindergarten
- Early Childhood Programs
- LCFF S/C allocation to each school site for intervention purposes

\* Pathway Completion:

- Continue professional development for counselors
- Continue & refine recruitment of students of students into pathways
- Work with parent engagement committees to develop a CTE communication plan.

\*The Dual Enrollment (Academic/CTE subjects):

- Continue professional development for teachers
- Continue funding for extra services for teachers to work with college staff to articulate courses

Develop and implement multi-tiered system of academic support: Response to Intervention and Instruction (RTI2) for all students in order to improve student achievement.

\* Career Technical Education  
\* Advancement Via Individual Determination (AVID)  
\* PUENTE

\* CVUSD will continue funding the following programs in order to support student academic achievement and provide a broad course of study towards meeting the CCSS:

- After School Education & Safety (ASES) (moved to Goal 3, Action 2)
- Gifted and Talented Education (GATE)
- Continue to fund extended day for Kindergarten
- Early Childhood Programs
- LCFF S/C allocation to each school site for intervention purposes (captured in Goal 1, Action 4)
- Ethnic Studies
- Indian Education

\* Pathway Completion:

- Continue professional development for counselors
- Continue & refine recruitment of students of students into pathways
- Continue to work with parent engagement committees to develop a CTE communication plan.

\*The Dual Enrollment (Academic/CTE subjects):

- Continue professional development for teachers
- Continue funding for extra services for teachers to work with college staff to articulate courses

Begin initial implementation of a multi-tiered system of academic, behavior, and social-emotional support.

\* Career Technical Education  
\* Advancement Via Individual Determination (AVID)  
\* PUENTE

\* CVUSD will continue funding the following programs in order to support student academic achievement and provide a broad course of study towards meeting the CCSS:

- After School Education & Safety (ASES) (moved to Goal 3, Action 2)
- Gifted and Talented Education (GATE)
- Continue to fund extended day for Kindergarten
- Early Childhood Programs
- LCFF S/C allocation to each school site for intervention purposes (captured in Goal 1, Action 4)
- Ethnic Studies
- Indian Education

Pathway Completion:

- Continue professional development for counselors
- Continue & refine recruitment of students of students into pathways
- Continue to work with parent engagement committees to develop a CTE communication plan.

\*The Dual Enrollment (Academic/CTE subjects):

- Continue professional development for teachers
- Continue funding for extra services for teachers to work with college staff to articulate courses

Develop and implement multi-tiered system of academic support: Intervention and Instructional support for all students in order to improve student achievement.

- \* Early Intervention Teachers at Elementary Schools
- \* Read 180 Intervention Teachers at Elementary Sites
- \* Read 180 or Math 180 Intervention Teachers at Secondary School sites

- \* Intervention and Instructional support for all students in order to improve student achievement.
- \* Early Intervention Teachers at Elementary Schools N/A - positions eliminated
- \* Read 180 Intervention Teachers at Elementary Sites N/A - positions eliminated
- \* Read 180 or Math 180 Intervention Teachers at Secondary School sites N/A - positions eliminated
- \* Read 180 and Math 180 Digital online hosting and materials
- \* Continue to provide Saturday enrichment and educational opportunities to increase attendance and student engagement
- \* NEW: Ensure appropriately assigned and fully credentialed teachers are assigned to work with students with the most intense needs.
- \* NEW: Use existing staff and master schedule to provide supports to students based on student needs at all levels TK-grade 12
- \* New: Provide Secondary Summer School for Credit Recovery.

NEW: CVUSD is committed to maintaining and enhancing class size reduction in grades TK-12, maximum class size negotiated at 24. Maximum class size for grades 4-8 is negotiated at 30 and grades 9-12 are negotiated at 32. This includes, but is not limited to, additional staffing at middle school, high school, physical education, and special education.

NEW: Recruit and maintain a professional workforce through fair and competitive compensation and working conditions.

- \* Early Intervention Teachers at Elementary Schools N/A - positions eliminated
- \* Read 180 Intervention Teachers at Elementary Sites N/A - positions eliminated
- \* Read 180 or Math 180 Intervention Teachers at Secondary School sites N/A - positions eliminated
- \* Read 180 and Math 180 Digital online hosting and materials
- \* Continue to provide Saturday enrichment and educational opportunities to increase attendance and student engagement
- \* NEW: Ensure appropriately assigned and fully credentialed teachers are assigned to work with students with the most intense needs.
- \* NEW: Use existing staff and master schedule to provide supports to students based on student needs at all levels TK-grade 12
- \* NEW: Provide Secondary Summer School for Credit Recovery.

NEW: CVUSD is committed to maintaining and enhancing class size reduction in grades TK-12, maximum class size negotiated at 24. Maximum class size for grades 4-8 is negotiated at 30 and grades 9-12 are negotiated at 32. This includes, but is not limited to, additional staffing at middle school, high school, physical education, and special education.

NEW: Recruit and maintain a professional workforce through fair and competitive compensation and working conditions.

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**LCFF Supplemental/Concentration**

- \* Student Study Team Software (\$60,000)
- \* Continue to fund 100% the salary of the CTE Coordinator (\$147,546)
- \* Continue to fund a portion of the existing Academy Project Facilitator salary (\$8,983)
- \* Continue to contract with Riverside County Office of Education to pay the salaries of existing RCOE Career Technical Education teachers teaching at CVUSD schools (\$689,487)
- \* CTE Program Support - professional development, materials, supplies, etc. (\$500,000)
- \* California Partnership Academy Grant Match for professional development, materials, supplies, etc. (\$150,000)
- \* AVID Membership Fee (70,000)
- \* AVID Site Coordinator Stipends - Elementary (\$84,795)
- \* Contract with Riverside Office of Education to provide \* Guidance & Counseling support to district and sites (\$45,000)
- \* Extended Day for Kindergarten (\$3,770,215)
- \* Early Childhood (\$890,139)
- \* Transportation support for after school programs (\$781,235)
- \* District classified positions to support educational programs
  - Technology staff - Clerical staff (\$637,733)
  - 3rd instructional aide in special education moderate/severe classrooms (12) (\$851,335)
  - Instructional media assistants (22) (\$1,853,099)
  - ASES Coordinator (1 at 50%) (\$73,845)
  - Director of Activities (2 at 50%) (\$173,581)
  - Director of Athletics (2 at 50%) (\$173,074)

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**LCFF Supplemental/Concentration**

- \* Student Study Team Software (\$0 N/A)
- \* Continue to fund 100% of the CTE Coordinator salary (\$170,575)
- \* Continue to fund a portion of the existing Academy Project Facilitator salary (\$9,142)
- \* Continue to contract with Riverside County Office of Education to pay the salaries of existing RCOE Career Technical Education teachers teaching at CVUSD schools (\$730,994)
- \* CTE Program Support - professional development, materials, supplies, etc. (\$500,000)
- \* Career exploration/CTE middle school feeder program teacher salaries (\$275,000)
- \* High School CTE teacher salaries (\$1,449,236)
- \* California Partnership Academy Grant Match for professional development, materials, supplies, etc. (\$150,300)
- \* AVID Membership Fee (70,000)
- \* AVID Site Coordinator Stipends - Elementary (\$88,249)
- \* Contract with Riverside Office of Education to provide guidance & counseling support to district and sites (\$0) - eliminated
- \* Extended Day for Kindergarten (\$4,403,935)
- \* Alternative school principal and teacher salaries (\$1,465,326)
- \* Early Childhood (\$919,392)
- \* Ethnic Studies (\$661,205)
- \* Saturday School (\$354,688)
- \* Transportation home to school and back (\$8,488,694)
- \* Transportation support for after school programs (\$781,235)
- \* Continue funding 1 Testing Coordinator (50%) (\$85,592)

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**LCFF Supplemental/Concentration**

- \* Student Study Team Software (\$0 N/A)
- \* Continue to fund 100% of the CTE Coordinator salary (\$177,398)
- \* Continue to fund a portion of the existing Academy Project Facilitator salary (\$9,508)
- \* Continue to contract with Riverside County Office of Education to pay the salaries of existing RCOE Career Technical Education teachers teaching at CVUSD schools (\$730,994)
- \* CTE Program Support - professional development, materials, supplies, etc. (\$500,000)
- \* Career exploration/CTE middle school feeder program teacher salaries (\$275,000)
- \* High School CTE teacher salaries (\$1,507,206)
- \* California Partnership Academy Grant Match for professional development, materials, supplies, etc. (\$150,300)
- \* AVID Membership Fee (70,000)
- \* AVID Site Coordinator Stipends - Elementary (\$88,249)
- \* Contract with Riverside Office of Education to provide guidance & counseling support to district and sites (\$0) - eliminated
- \* Extended Day for Kindergarten (\$4,403,935)
- \* Alternative school principal and teacher salaries (\$1,465,326)
- \* Early Childhood (\$919,392)
- \* Ethnic Studies (\$661,205)
- \* Saturday School (\$354,688)
- \* Transportation home to school and back (\$8,658,468)
- \* Transportation support for after school programs (\$781,235)
- \* Continue funding 1 Testing Coordinator (50%) (\$89,016)



- \* Reduction of four IT Services Assistants to 1 (\$96,621)
- \* Continue to fund 5 IT Services Technicians (\$579,736)
- \* ASES Coordinator - moved to Goal 3 Action 2
- \* Director of Activities - moved to Goal 3 Action 2
- \* Director of Athletics - moved to Goal 3 Action 2
- \* 3rd instructional aide in special education moderate/severe classrooms (12) (\$0) – N/A Position Eliminated
- \* Data assessment specialists (1@75% and 2 @25%) (\$126,932)
- \* Instructional media assistants (22) (\$1,903,058)
- \* Class Size 34 FTE over Bargaining Agreement Ratio (\$5,107,774)
- \* Hiring and Retention 3% Certificated (CVTA & Management) (\$2,739,373)
- \* Secondary Summer School (\$300,000)

**Additional Funding Support for CTE/College Readiness:**

- \* Carl Perkins (\$216,739)
- \* CTE Incentive Grant (\$1,395,036)
- \* California Partnership Academies (\$300,600)
- \* Agriculture Incentive Grant (\$14,179)
- \* College Readiness (\$380,807)

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**Title I**

- \* Alternative Support - Early Intervention Teacher at 14 Elementary sites (\$0 N/A)
- \* Site Intervention Teachers (Read 180/Math 180) at 21 sites (\$0 N/A)
- \* Read 180 Consumables (\$250,000)

- \* Reduction of four IT Services Assistants to 1 (\$96,621)
- \* Continue to fund 5 IT Services Technicians (\$579,736)
- \* ASES Coordinator - moved to Goal 3 Action 2
- \* Director of Activities - moved to Goal 3 Action 2
- \* Director of Athletics - moved to Goal 3 Action 2
- \* 3rd instructional aide in special education moderate/severe classrooms (12) (\$0) – N/A Position Eliminated
- \* Data assessment specialists (1@75% and 2 @25%) (\$126,932)
- \* Instructional media assistants (22) (\$1,903,058)
- \* Class Size 34 FTE over Bargaining Agreement Ratio (\$5,312,084)
- \* Hiring and Retention 3% Certificated (CVTA & Management) (\$2,848,947)
- \* Secondary Summer School (\$300,000)

**Additional Funding Support for CTE/College Readiness:**

- \* Carl Perkins (\$227,576)
- \* CTE Incentive Grant (\$0)
- \* California Partnership Academies (\$300,600)
- \* Agriculture Incentive Grant (\$14,179)
- \* College Readiness (\$0)

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**Title I**

- \* Alternative Support - Early Intervention Teacher at 14 Elementary sites (\$0 N/A)
- \* Site Intervention Teachers (Read 180/Math 180) at 21 sites (\$0 N/A)
- \* Read 180 Consumables (\$250,000)

**Additional Funding Support for CTE:**

- \* Carl Perkins (\$227,576)
- \* CTE Incentive Grant (\$1,764,086)
- \* California Partnership Academies (\$439,680)
- \* Agriculture Incentive Grant (\$9,000)

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**Title I**

- \* Alternative Support - Early Intervention Teacher at 14 Elementary sites (\$1,740,000)
- \* Site Intervention Teachers (Read 180/Math 180) at 21 sites (\$2,609,495)

\* Read 180/Math 180 Consumables and District TOSA support (\$301,053)  
 \* Preschool Support staff (\$98,026)  
 \* Early Childhood Contribution (\$263,255)  
 \* ASES Afterschool Writing Intervention (\$700,000)

\* District Technology Intervention TOSA support (\$153,845)  
 \* Preschool Support staff (\$166,584)

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**Indian Education Formula Grant**  
 (\$16,067)

\* District Technology Intervention TOSA support (\$159,999)  
 \* Preschool Support staff (\$169,916)

-----  
**Indian Education Formula Grant**  
 (\$17,063)

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,641,849	\$31,457,057	\$31,763,425
Source	LCFF Supplemental/Concentration 0761	LCFF Supplemental/Concentration 0761	LCFF Supplemental/Concentration 0761
Budget Reference	1000-3999 \$8,664,345 5000-5999 \$2,145,722 7000-7999 \$681,782 8000-8999 \$150,000	1000-3999: Salaries and Benefits - \$20,036,939 5000-5999: Services and Other Operating Expenditures - \$10,570,923 7000-7999: Other Outgo - \$698,895 8000-8999: Contribution - \$150,300	1000-3999: Salaries and Benefits - \$20,643,606 5000-5999: Services and Other Operating Expenditures - \$10,570,923 7000-7999: Other Outgo - \$698,895 8000-8999: Contribution - \$150,000
Amount	\$5,711,829	\$570,429	\$579,915
Source	Title I 3010	Title I 3010	Title I 3010
Budget Reference	1000-3999 \$5,562,819 4000-4999 \$150,010	1000-3999: Salaries and Benefits - \$320,429 4000-4999: Books and Supplies - \$250,000	1000-3999: Salaries and Benefits - \$329,915 4000-4999: Books and Supplies - \$250,000
Amount		\$216,739	\$216,739
Source		Carl Perkins 3550	Carl Perkins 3550
Budget Reference		1000-3999: Salaries and Benefits - \$48,782 4000-4999: Books and Supplies - \$167,957	1000-3999: Salaries and Benefits - \$48,782 4000-4999: Books and Supplies - \$167,957
Amount		\$1,395,036	\$0
Source		CTE Incentive Grant 6387	CTE Incentive Grant 6387

Budget Reference		1000-3999: Salaries and Benefits - \$575,908 4000-4999: Books and Supplies - \$189,571 5000-5999: District Services and Other Operating Expenditures - \$629,557	1000-3999: Salaries and Benefits - \$0 4000-4999: Books and Supplies - \$0 5000-5999: District Services and Other Operating Expenditures - \$0
Amount		\$300,600	\$300,600
Source		California Partnership Academies and 6385	California Partnership Academies and 6385
Budget Reference		1000-3999: Salaries and Benefits - \$102,867 4000-4999: Books and Supplies - \$113,733 5000-5999: District Services and Other Operating Expenditures - \$84,000	1000-3999: Salaries and Benefits - \$102,867 4000-4999: Books and Supplies - \$113,733 5000-5999: District Services and Other Operating Expenditures - \$84,000
Amount		\$14,179	\$14,179
Source		Agriculture Incentive Grant 7010	Agriculture Incentive Grant 7010
Budget Reference		1000-3999: Salaries and Benefits - \$11,179 4000-4999: Books and Supplies - \$3,000	1000-3999: Salaries and Benefits - \$11,179 4000-4999: Books and Supplies - \$3,000
Amount		\$380,807	\$0
Source		College Readiness Block Grant 7338	College Readiness Block Grant 7338
Budget Reference		1000-3999: Salaries and Benefits - \$150,807 4000-4999: Books and Supplies - \$230,000	1000-3999: Salaries and Benefits - \$0 4000-4999: Books and Supplies - \$0
Amount		\$16,067	\$16,067
Source		Indian Education Formula Grant 4510	Indian Education Formula Grant 4510
Budget Reference		1000-3999: Salaries and Benefits - \$15,067 4000-4999: Books and Supplies - \$1,000	1000-3999: Salaries and Benefits - \$15,067 4000-4999: Books and Supplies - \$1,000

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

**SITE SUPPORT FOR LOW INCOME, FOSTER, and ENGLISH LEARNER STUDENTS**

Allocation of LCFF and Title I funds to school sites in order to:  
 \* Provide additional services to meet the needs of unduplicated students including English learners, low income, migrant, and foster youth in alignment with the LCAP  
 \* Support site implementation of programs for all students to prepare them for College, Careers and Citizenship.

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**2018-19 Actions/Services**

**SITE SUPPORT FOR LOW INCOME, FOSTER, and ENGLISH LEARNER STUDENTS**

Allocation of LCFF and Title I funds to school sites in order to:  
 \* Provide additional services to meet the needs of unduplicated students including English learners, low income, migrant, and foster youth in alignment with the LCAP  
 \* Support site implementation of programs for all students to prepare them for College, Careers and Citizenship.

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**2019-20 Actions/Services**

**SITE SUPPORT FOR LOW INCOME, FOSTER, and ENGLISH LEARNER STUDENTS**

Allocation of LCFF and Title I funds to school sites in order to:  
 \* Provide additional services to meet the needs of unduplicated students including English learners, low income, migrant, and foster youth in alignment with the LCAP  
 \* Support site implementation of programs for all students to prepare them for College, Careers and Citizenship.

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**LCFF Supplemental/Concentration**

\* Site Allocations to support Implementation of programs (\$752,130)

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**Title I**

\* Site allocations to support Title I programs (\$752,018)

\* District support for Title I program implementation and monitoring (\$930,418)

**LCFF Supplemental/Concentration**

\* Site Allocations to support Implementation of programs (\$752,130)

\* District support for LCFF S/C program implementation and monitoring

- State & Federal Projects Director (50%) (\$106,535)
- State & Federal Projects Secretary (15%) (\$14,720)
- State & Federal Projects Budget Specialist (50%) (\$56,492)

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**Title I**

\* Site allocations to support Title I programs (\$812,898)

\* District support for Title I program implementation and monitoring

- State & Federal Projects Director (50%) (\$106,811)
- State & Federal Projects Coordinator (100%) (\$170,993)
- State & Federal Projects Secretary (85%) (\$83,613)
- State & Federal Projects Budget Specialist (50%) (\$56,492)
- other administrative expenses (\$65,140)

**LCFF Supplemental/Concentration**

\* Site Allocations to support Implementation of programs (\$752,130)

\* District support for LCFF S/C program implementation and monitoring

- State & Federal Projects Director (50%) (\$111,083)
- State & Federal Projects Secretary (15%) (\$15,014)
- State & Federal Projects Budget Specialist (50%) (\$57,622)

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**Title I**

\* Site allocations to support Title I programs (\$812,898)

\* District support for Title I program implementation and monitoring

- State & Federal Director (50%) (\$111,083)
- State & Federal Coordinator (100%) (\$177,833)
- State & Federal Secretary (85%) (\$85,285)
- State & Federal Budget Specialist (50%) (\$57,622)
- other administrative expenses (\$51,226)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$376,299	\$929,877	\$935,849
Source	LCFF Supplemental/Concentration 0701	LCFF Supplemental/Concentration 0701	LCFF Supplemental/Concentration 0701
Budget Reference	1000-6999 \$376,299	1000-6999: Site Expenses - \$752,130 1000-3999: Salaries & Benefits - \$177,747	1000-6999: Site Expenses - \$752,130 1000-3999: Salaries & Benefits - \$183,719
Amount	\$1,676,641	\$1,295,947	\$1,295,947
Source	Title I 3010	Title I 3010	Title I 3010
Budget Reference	1000-6999 \$746,223 1000-6999 \$930,418	1000-6999: Site Expenditures - \$812,898 1000-3999: District Salaries and Benefits - \$417,909 5000-5999: District Services and Other Operating Expenditures - \$65,140	1000-6999: Site Expenditures - \$812,898 1000-3999: District Salaries and Benefits - \$431,823 5000-5999: District Services and Other Operating Expenditures - \$51,226

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

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

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Identified Need:

We did not have 100% appropriately assigned and fully credentialed teachers, due to one unfilled position. The district needs to monitor and ensure that 100% of teachers continues to meet the highly qualified teacher assignment status.

Currently, the district has a 100% textbook sufficiency rating. The district needs to monitor and ensure students continue to have sufficient access to standards-aligned instructional materials to maintain a 100% textbook sufficiency rating.

Currently, the goal to increase Williams Compliance Monitoring Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating Good and Exemplary for ALL schools was not met. The district needs to work closely with the sites to ensure all facilities are regularly monitored and maintained.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Appropriately Assigned Teachers	A. 100% of teachers meet the Highly-Qualified Teacher assignment status.	A. 2017-18 goal is to have 100% of teachers meet the Highly-Qualified Teacher assignment status.	A. 2018-19 goal is to have 100% of teachers appropriately assigned and fully credentialed.	A. 2019-20 goal is to have 100% of teachers appropriately assigned and fully credentialed.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Access to Curriculum-Aligned Instructional Materials	B. Williams Report: 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials.	B. 2017-18 goal is to maintain the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report.	B. 2018-19 goal is to maintain the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report.	B. 2019-20 goal is to maintain the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report.
Safe, Clean and Functional School Facilities	Williams Compliance Monitoring: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating: rated Good and Exemplary for all but two schools in the district.  The Facilities Inspection Tool (FIT) Overall School Rating was exemplary with a rating of 93.89%. Overall Restroom Category also rated Exemplary with 93.89%.	The 2017-18 goal is to increase Williams Compliance Monitoring: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating Good and Exemplary for ALL schools.  2017-18 Facilities Inspection Tool (FIT) Overall School Rating goal is to increase from 93.89% Good to 95% Exemplary. The overall Restroom Category goal is to remain Good and Exemplary with a minimum of 93.89%.	2018-19 Facilities Inspection Tool (FIT) Overall School Rating goal is to remain Good with a minimum of 95%. The overall Restroom Category goal is to remain Good with a minimum of 90%.	2019-20 Facilities Inspection Tool (FIT) Overall School Rating goal is to remain Good with a minimum of 95%. The overall Restroom Category goal is to remain Good with a minimum of 90%.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:



**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-Wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

## 2017-18 Actions/Services

## APPROPRIATELY ASSIGNED TEACHERS

CVUSD will continue to support the following actions and services to recruit, retain and support highly qualified teachers:

- 1) Peer Assistance and Review (PAR)
- 2) Beginning Teacher Support & Assessment Induction Program (BTSA)
- 3) Special Education Teacher Incentive
- 4) Teacher Attendance Incentive
- 5) Professional Development

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**LCFF Supplemental/Concentration**

- \* 1 PAR/BTSA Teacher on Special Assignment (\$149,229)
- \* 1 Recruitment Specialist (\$82,776) (typo - should have been \$82,766)

## 2018-19 Actions/Services

## APPROPRIATELY ASSIGNED TEACHERS

CVUSD will continue to support the following actions and services to recruit, retain and support appropriately assigned and fully credentialed teachers:

- 1) Peer Assistance and Review (PAR)
- 2) Beginning Teacher Support & Assessment Induction Program (BTSA)
- 3) Special Education Teacher Incentive
- 4) Teacher Attendance Incentive
- 5) Professional Development

-----  
**LCFF Supplemental/Concentration**

- \* 2 PAR/BTSA Teacher on Special Assignment (\$0) N/A Funding was changed to Title II
- \* 1 Recruitment Specialist (\$102,126)
- \* Stipend for BCLAD teachers assigned to a dual language classroom (\$91,467)

## 2019-20 Actions/Services

## APPROPRIATELY ASSIGNED TEACHERS

CVUSD will continue to support the following actions and services to recruit, retain and support appropriately assigned and fully credentialed teachers:

- 1) Peer Assistance and Review (PAR)
- 2) Beginning Teacher Support & Assessment Induction Program (BTSA)
- 3) Special Education Teacher Incentive
- 4) Teacher Attendance Incentive
- 5) Professional Development

-----  
**LCFF Supplemental/Concentration**

- \* 2 PAR/BTSA Teacher on Special Assignment (\$0) N/A Funding was changed to Title II
- \* 1 Recruitment Specialist (\$104,169)
- \* Stipend for BCLAD teachers assigned to a dual language classroom (\$91,467)

**Title II**  
 \* PAR Council and substitutes (\$14,000)  
 \* Special Ed Stipend (\$130,000)  
 \* RCOE Program Facilitation Fee (60 teachers) (\$96,000)  
 \* Perfect Attendance Stipend (\$150,000)  
 \* 1 PAR/BTSA Teacher on Special Assignment (\$160,000)

**Educator Effectiveness**  
 \* 1 PAR/BTSA Teacher on Special Assignment (\$149,229)

**Title II**  
 \* 3 PAR/BTSA Teacher on Special Assignment (\$466,348)  
 \* PAR Council and substitutes (\$14,000)  
 \* Special Ed Stipend (\$140,000)  
 \* RCOE Program Facilitation Fee (60 teachers) (\$96,000)  
 \* Perfect Attendance Stipend (\$150,000)  
 \* Director of Human Resources (50%) (\$108,305)

**Educator Effectiveness**  
 \* 1 PAR/BTSA Teacher on Special Assignment (\$0) N/A Funding was changed to Title II

**Title II**  
 \* 3 PAR/BTSA Teacher on Special Assignment (\$485,002)  
 \* PAR Council and substitutes (\$14,000)  
 \* Special Ed Stipend (\$140,000)  
 \* RCOE Program Facilitation Fee (60 teachers) (\$96,000)  
 \* Perfect Attendance Stipend (\$150,000)  
 \* Director of Human Resources (50%) (\$112,637)

**Educator Effectiveness**  
 \* 1 PAR/BTSA Teacher on Special Assignment (\$0) N/A Funding was changed to Title II

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$231,995	\$193,593	\$195,636
Source	LCFF Supplemental/Concentration 0701	LCFF Supplemental/Concentration 0701	LCFF Supplemental/Concentration 0701
Budget Reference	1000-3999 \$231,995	1000-3999: Salaries and Benefits - \$193,593	1000-3999: Salaries and Benefits - \$195,636
Amount	\$550,000	\$974,653	\$997,639
Source	Title II 4035	Title II 4035	Title II 4035
Budget Reference	1000-3999: \$294,000 (should have been \$454,000) 5000-5999: \$96,000	1000-3999: Salaries and Benefits - \$878,653 5000-5999: Services and Other Operating Expenditures - \$96,000	1000-3999: Salaries and Benefits - \$901,639 5000-5999: Services and Other Operating Expenditures - \$96,000

Amount




# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 3

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

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Identified Need:

#### Priority 3: Parent Involvement (Engagement)

After collecting 1,812 surveys from parents of 5th, 7th, 9th, and 11th grade students, the following needs were recognized:

Parents would like to receive information regarding the following areas: Bullying prevention (41%), University Readiness (27%) and Safe Communities (23%).

Parents would like to participate in workshops to help their children improve in the area of behavior for the following topics: Motivating children (50%) and Discipline (41%).

Parents would like to participate in workshops to help their children improve in general for the following topics: Positive parenting (30%), Conflict resolution (21%) and parent portal access (18%).

## Priority 5: Student Engagement

### Chronic Absenteeism

According to the California Department of Education, students are determined to be chronically absent if they "were enrolled for a total of 30 days or more during the academic year and they were absent for 10% or more of the days they were expected to attend" (Data Reporting Office, California Department of Education, 2018).

The last reporting year for Chronic Absenteeism for the state was from the 2016-17 school year.

- In 2016-17, Coachella Valley Unified School district had a Chronic Absentee Rate of 15.8%. This rate was 4% greater than the Riverside County average, and 5% higher than the state average.
- The national chronic absenteeism rate, based on the Civil Rights Data Collection (CRDC) from 2013-14, is 14%. Nationally, for high school students, the chronic absenteeism rate is 20% (United States Department of Education Chronic Absenteeism in the Nation's Schools <https://ed.gov/datastory/chronicabsenteeism.html#intro> - based on 2013-14 Civil Rights Data Collection - data issued on June 7, 2016).
- In CVUSD the schools with the highest rates of absenteeism were:
  - La Familia High School (LFHS) with 52.9%
  - Bobby Duke Middle School with 18.6% - 140 out of 752 students
  - Sea View with 20.9% - 134 out of 642 students

\* Within the district, high school absenteeism rates were significantly higher (5-11% more than the district rate) and the continuation school (La Familia High School) was 37% higher than the district rate.

## Priority 6: School Climate

On the California Dashboard for Fall 2017, the CVUSD Suspension rate is High at 5.4%, with an Increase of 0.6%. The following schools are in the medium to very high range on the Fall 2017 California Dashboard:

- Student Performance Color: Yellow & Status: Medium: Westside, Peter Pendleton, Bobby Duke, and Toro Canyon
- Student Performance: Orange & Status: High: District, Saul Martinez (SM), Cahuilla Desert Academy, Coachella Valley High School, Desert Mirage High School, and Oasis
- Student Performance: Red & Status: Very High: Palm View, West Shores High School, Mecca

The CVUSD suspension rate of 5.5%, exceeds the Riverside County rate of 4.1%, and the state of California suspension rate of 3.6%. The suspension rate for the following student groups increased significantly:

- Foster youth - Student Performance Color: Red, Status: Very High- 5.1, Change: Increased from 8.9% to 14.0% (18 out of 129 students)
- American Indian - Student Performance Color: Red, Status: Very High- 2.3, Change: Increased from 12.0% to 14.3% (14 out of 98 students)
- Two or more races - Status: Very High (no performance color due to small group size) - Change: Increased 3.1% from 8.7% to 11.8% (4 out of 34 students)

The suspension rates for the following student groups increased:

- All students (19,452 students) - Student Performance Color: Orange, Status: High, Change: Increased 0.6% from 4.8% to 5.4%
- Socio-economically Disadvantaged students (18,288 students) - Student Performance Color: Orange, Status: High, Change: Increased 0.6% from 4.9% to 5.5%
- Hispanic students (18,963 students) - Student Performance Color: Orange, Status: High Change: Increased 0.6% from 4.7% to 5.3%

The suspension rate for American Indian and Two or More Race student groups was triple the district rate and the rate for all other student groups. However, the actual students included in those two student groups make up 0.6% (132 students) of the district student population.

According to the 2016-2017 Total Offenses Coachella Valley Unified School District Report there were:

- 432 counts of “Used Force or Violence,”
- 174 counts of “Possession, Sale, Furnishing a controlled substance, Alcohol, Intoxicated,”
- 235 counts of “Obscene Acts, Profanity and Vulgarity”
- 597 counts of “Disruption, Defiance
- 299 counts of “Caused Physical Injury.”

The following schools had higher percentages of defiance related suspensions:

- Coachella Valley High School-37%, 54 out of 301 suspensions
- Palm View-31%, 18 out of 76 suspensions
- Toro Canyon-20%, 78 out of 257 suspensions
- West Shores High School- 23%, 15 out of 63 suspensions

60% of suspensions (1,045 out of 1,754 incidents) districtwide were for violent incidents (39% with injury and 21% non-injury).

Districtwide School Climate Survey - completed by 275 students:

- 64% feel safe in classrooms
- 65% believe students are safe at their school
- 30% feel that students are intentionally trying to hurt other students
- 55% believe students respect their teachers
- 56% believe that school administrators promote success for all students
- 46% believe that schools consistently enforced the code of student conduct
- 65% of students believe that parents know what is expected of their child at school
- 53% believe that school administrators are aware of what goes on in classrooms

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Parent Engagement</p> <p>1) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span):</p> <p>2) Seeking input from parents in decision making:</p> <p>3) Promoting Parental Participation:</p>	<p>1) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span): There was a parent survey administered during the year, however there was not enough parent participation as we only collected 58 surveys.</p> <p>2) Seeking input from parents in decision making:</p> <p>3) Promoting Parental Participation:</p>	<p>Seeking input from parents Survey: Revisit and rewrite Local parents/guardians Engagement Survey and distribute to collect and analyze data for at least 500 surveys throughout the district in order to address their needs.</p> <p>Seeking input from parents in decision making: 18 out of 21 schools will reach quorum in at least 5 school site council meetings; at least 4 ELAC meetings; and at 17 out of the 21 schools will send at least one representative to the Superintendent's Parent Advisory Council.</p> <p>Promoting Parental Participation: At least 5 percent of our parent population (unduplicated and SWD) will attend our parenting workshops as measured by sign in sheets.</p>	<p>Seeking input from parents Survey: Continue to refine the survey to collect and analyze data of the local survey for at least 500 surveys throughout the district in order to address their needs.</p> <p>Seeking input from parents in decision making: 20 out of 21 schools will reach quorum in at least 5 school site council; in at least 4 ELAC meetings; and 19 out of the 21 schools will send at least one representative to the District Parent Advisory Council.</p> <p>Promoting Parental Participation: At least 10 percent of our parent population (unduplicated and SWD) will attend our parenting workshops as measured by sign in sheets.</p>	<p>Seeking input from parents Survey: Continue to refine the survey to collect and analyze data of the local survey for at least 500 parents throughout the district in order to address their needs.</p> <p>Seeking input from parents in decision making: 20 out of 21 schools will reach quorum in at least 5 school site council; in at least 4 ELAC meetings; and 20 out of the 21 schools will send at least one representative to the District Parent Advisory Council.</p> <p>Promoting Parental Participation: At least 15 percent of our parent population (unduplicated and SWD) will attend our parenting workshops as measured by sign in sheets.</p>
A. School Attendance	A. School Attendance-95.13%	A. 2017-18 School Attendance rate goal is to increase 1%; 96.13%	A. 2018-19 School Attendance rate goal is	A. 2019-20 School Attendance rate goal is

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
B. Chronic Absenteeism	B. Chronic Absenteeism - 13.4%	B. 2017-18 Chronic Absenteeism goal is to decrease 2%; 11.4% total	to maintain or increase to 97% B. 2018-19 Chronic Absenteeism goal is to decrease 2%; 9.4% total	to maintain or increase to 98% B. 2019-20 Chronic Absenteeism goal is to decrease 2%; 7.4% total
C. Middle School Dropout Rate:	C. Middle School Dropout Rate - 6 students total	C. 2017-18 Middle School Dropout Rate goal is to decrease by 17%, -1 student; 5 students total	C. 2018-19 Middle School Dropout Rate goal is to decrease by 20% - 1 student; 4 students total	C. 2019-20 Middle School Dropout Rate goal is to decrease by 25%, -1 student; 3 students total
D. High School Dropout Rate	D. High School Dropout Rate - 48 students total	D. 2017-18 High School Dropout Rate goal is to decrease 10%, 5 students; 43 students total	D. 2018-19 High School Dropout Rate goal is to decrease 10%, 4 students; 39 students total	D. 2019-20 High School Dropout Rate goal is to decrease 10%, 4 students; 35 students total
E. High School Graduation Rate	E. High School Graduation Rate - 86.2%: Green: status 86.2, change +4.4	E. 2017-18 High School Graduation Rate goal is to increase by 2%; to 88.2%	E. 2018-19 High School Graduation Rate goal is to increase by 1.8%; to 90%	E. 2019-20 High School Graduation Rate goal is to increase by 1%; to 91%



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Climate				
A. Pupil suspension rate	<p>A. Pupil suspension rate:  All Students: 4.1%  American Indian: 8.9%  Black/African American: 16.7%  Hispanic: 3.9%  White: 6.6%  2 or more races: 11.1%  Economically Disadvantaged: 4.1%  Students with Disabilities: 10.0%  English Learners: 3.8%</p>	<p>A. Pupil suspension rate:  All Students: 3.6%  American Indian: 6.9%  Black/African American: 12.7%  Hispanic: 3.4%  White: 5.6%  2 or more races: 10.6%  Socio-economically Disadvantaged: 3.6%  Students with Disabilities: 9.0%  English Learners: 3.3%</p>	<p>A. Pupil suspension rate:  3.59%  All Students: 3.1%  American Indian: 4.9%  Black/African American: 8.7%  Hispanic: 2.9%  White: 4.6%  2 or more races: 10.1.1%  Socio-economically Disadvantaged: 3.1%  Students with Disabilities: 8.0%  English Learners: 2.8%</p>	<p>A. Pupil suspension rate:  All Students: 2.6%  American Indian: 2.9%  Black/African American: 6.7%  Hispanic: 2.4%  White: 3.6%  2 or more races: 9.6%  Socio-economically Disadvantaged: 2.6%  Students with Disabilities: 7.0%  English Learners: 2.3%</p>
B. Pupil expulsion rate	<p>B. Pupil expulsion rate:  0.15%</p>	<p>B. Pupil expulsion rate:  0.13%</p>	<p>B. Pupil expulsion rate:  0.12%</p>	<p>B. Pupil expulsion rate:  0.11%</p>
C. California Healthy Kids School Survey: Administered to students, parents and teachers	<p>C. A modified version of the CHKS School Climate Survey was administered to students, parents and teachers, and implemented in May, 2017.  The results of the Local School Climate will serve as a baseline, which will be monitored by the CHKS in October, 2017 and the following two years.</p> <p>The baseline results are:  Q1. Feel safe at school:  Strongly Agree/Agree: 73.26%  Neutral/Disagree/Strongly Disagree: 26.74%  Q2. Feel safe at classrooms:</p>	<p>C.2017-18 goal is to administer the California Healthy School Survey to all students, parents and teachers in grades 5, 7, 9 and 11. Following the administration, we will analyze the survey by overall and subgroups for the purpose of school safety and connectedness.</p> <p>Based on the CHKS - the following goals are set for school safety and connectedness (as measured by 5th, 7th, 9th, and 11th grade students:</p>	<p>C.2018-19 goal is to administer the California Healthy School Survey to all students, parents and teachers in grades 5, 7, 9 and 11. Following the administration, we will analyze the survey by overall and subgroups for the purpose of school safety and connectedness.</p> <p>Based on the CHKS - the following goals are set for school safety and connectedness (as measured by 5th, 7th, 9th, and 11th grade students:</p>	<p>C.2019-20 goal is to administer the California Healthy School Survey to all students, parents and teachers in grades 5, 7, 9 and 11. Following the administration, we will analyze the survey by overall and subgroups for the purpose of school safety and connectedness.</p> <p>Based on the CHKS - the following goals are set for school safety and connectedness (as measured by 5th, 7th, 9th, and 11th grade students:</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Strongly Agree/Agree: 84.43%</p> <p>Neutral/Disagree/Strongly Disagree: 15.56%</p> <p>Q3. Students at school are well-behaved:</p> <p>Strongly Agree/Agree: 33.11%</p> <p>Neutral/Disagree/Strongly Disagree: 66.88%</p> <p>Q4. Adults at the schools treat students with respect:</p> <p>Strongly Agree/Agree: 71.15%</p> <p>Neutral/Disagree/Strongly Disagree: 28.84%</p> <p>Q5. Teacher at the schools build strong relationships with students: Strongly Agree/Agree: 65.27%</p> <p>Neutral/Disagree/Strongly Disagree: 34.73%</p> <p>Q6. Student respect their teachers:</p> <p>Strongly Agree/Agree: 48.69%</p> <p>Neutral/Disagree/Strongly Disagree: 51.31%</p> <p>Q7. Feel safe at school Teacher utilize other means of correction: Strongly Agree/Agree: 65.27%</p> <p>Neutral/Disagree/Strongly Disagree: 34.73%</p> <p>Q8. School administrators promote the success of all students:</p>	<p>*School connectedness: 5th- 67%, 7th -70%, 9th - 50%, 11th -50%</p> <p>*Academic motivation: 5th -50%, 7th- 50%, 9th - 35%, 11th - 35%</p> <p>*Caring adult relationships: 5th - 65%, 7th - 42%, 9th - 28%, 11th - 28%</p> <p>*Meaningful participation: 5th - 35%, 7th - 22%, 9th - 15%, 11th - 12%</p> <p>*School perceived as safe: 5th - 85%, 7th - 83%, 9th - 63%, 11th - 60%</p> <p>*Experienced harassment/bullying: 5th - 45%, 7th - 20%, 9th - 20%, 11th -25%</p> <p>*Experienced chronic sadness/hopelessness: 5th - 25%, 7th - 20%, 9th • 25%, 11th - 25%</p>	<p>Based on the 2018 CHKS data (which had a significant increase in the number of respondents over the modified CHKS in 2017 survey), goals have been reestablished as follows:</p> <p>*School connectedness: 5th- 67 %, 7th -32%, 9th - 20%, 11th - 18%</p> <p>*Academic motivation: 5th 50%, 7th- 45% 9th - 35%, 11th - 34%</p> <p>*Caring adult relationships: 5th - 65%, 7th - 40%, 9th - 30 %, 11th - 30%</p> <p>*Meaningful participation: 5th - 35%, 7th - 22%, 9th - 15 %, 11th - 15%</p> <p>*School perceived as safe: 5th - 85%, 7th - 60%, 9th - 55%, 11th - 52%</p> <p>*Experienced harassment/bullying: 5th - 45%, 7th - 20%, 9th - 18%, 11th -18%</p> <p>*Experienced chronic sadness/hopelessness: 5th - 25%, 7th - 20%, 9th • 20%, 11th - 28%</p>	<p>Based on the 2018 CHKS data (which had a significant increase in the number of respondents over the modified CHKS in 2017 survey), goals have been reestablished as follows:</p> <p>*School connectedness: 5th- 67%, 7th -45%, 9th - 56%, 11th -56%</p> <p>*Academic motivation: 5th -50%, 7th- 55%, 9th - 43%, 11th - 40%</p> <p>*Caring adult relationships: 5th - 65%, 7th - 50%, 9th - 35 %, 11th - 40%</p> <p>*Meaningful participation: 5th - 43%, 7th - 30%, 9th - 25 %, 11th - 20%</p> <p>*School perceived as safe: 5th - 85%, 7th - 75%, 9th - 65%, 11th - 62%</p> <p>*Experienced harassment/bullying: 5th - 20%, 7th - 15%, 9th - 13%, 11th -10%</p> <p>*Experienced chronic sadness/hopelessness: 5th - 25%%, 7th - 15%, 9th - 15%, 11th - 18%</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Strongly Agree/Agree: 67.84% Neutral/Disagree/Strongly Disagree: 32.16%		* Facilities upkeep: 5th – 10%, 7th - 6%, 9th – 4%, 11th - 4%  * Experienced any harassment or bullying: 5th – 20%, 7th - 27%, 9th – 24%, 11th - 26%  * Had mean rumors or lies spread about you: 5th – 25%, 7th - 33%, 9th – 28%, 11th - 33%  * Current alcohol or drug use: 5th – 0%, 7th - 10%, 9th – 15%, 11th - 26%	* Facilities upkeep: 5th – 10%, 7th - 12%, 9th – 10%, 11th - 10%  * Experienced any harassment or bullying: 5th – 20%, 7th - 20%, 9th – 17%, 11th - 18%  * Had mean rumors or lies spread about you: 5th – 25%, 7th - 24%, 9th – 20%, 11th - 24%  * Current alcohol or drug use: 5th – 0%, 7th - 5%, 9th – 7%, 11th - 13%

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Modified Action

Modified Action

#### 2017-18 Actions/Services

##### ENGAGE PARENTS

- 1) Seeking input from Parents Survey: revisit, rewrite, distribute and collect/analyze data of the local survey.
- 2) Seeking input from parents in decision making: Provide parent workshops/training to at least 200 parents throughout the district on the importance and function of school and district committees.
- 3) Promoting Parental Participation:
  - \*At least 8 Parenting Partners workshops for each school site for leadership development.
  - \*Parent Centers for 16 sites
  - \* 1 Parent Liaison at each school site
  - \* Family Involvement Action Team (FIAT) at each school site

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**LCFF Supplemental/Concentration**

- \* Continue to fund 3 existing translators (\$274,441)
- \* Fund extra services for Purepecha/Oaxacan interpreting services (\$14,327)

#### 2018-19 Actions/Services

##### ENGAGE PARENTS

- 1) Seeking input from parents -Survey: Continue to refine and administer the survey in order to collect and analyze survey data.
- 2) Seeking input from parents in decision making: Provide parent workshops/training to at least 200 parents throughout the district, on various topics related to parents supporting their child's academic success.
- 3) Promoting Parental Participation:
  - \*At least 3,000 parents attend workshops
  - \*Parent Centers for 19 sites
  - \* 1 Parent Liaison at each school site
  - \* Family Involvement Action Team (FIAT) at each school site

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**LCFF Supplemental/Concentration**

- \* Fund 2 existing translators (\$199,352)
- \* Fund extra services for Purepecha/Oaxacan interpreting services (\$0) N/A

#### 2019-20 Actions/Services

##### ENGAGE PARENTS

- 1) Seeking input from parents -Survey: Continue to refine and administer the survey in order to collect and analyze survey data.
- 2) Seeking input from parents in decision making: Provide parent workshops/training to at least 200 parents throughout the district, on various topics related to parents supporting their child's academic success.
- 3) Promoting Parental Participation:
  - \*At least 3,000 parents attend workshops
  - \*Parent Centers for 19 sites
  - \* 1 Parent Liaison at each school site
  - \* Family Involvement Action Team (FIAT) at each school site

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**LCFF Supplemental/Concentration**

- \* Fund 2 existing translators (\$203,339)
- \* Fund extra services for Purepecha/Oaxacan interpreting services (\$0) N/A

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**Title I**  
 \* Parent Engagement Support Staff (\$300,402)  
 \* Parent Center Liaisons (\$315,000)  
 \* Parent Engagement Activities (\$100,000)  
 \* FIAT Stipends (\$63,334)

\* Fund 4 Bilingual Psychologist Technicians (\$339,966)  
 -----  
**Title I**  
 \* Parent Engagement Support Staff  
 • Parent/Community Engagement Coordinator (100%) (\$172,970)  
 • Parent Liaison Supervisor (100%) (\$114,940)  
 • Parent Engagement/Migrant Ed Administrative Specialists (50%) (\$48,336)  
 \* Parent Center Liaisons (\$315,000)  
 \* Parent Engagement Activities (\$150,000)  
 \* FIAT Stipends (\$0) N/A This stipend is no longer funded.

\* Fund 4 Bilingual Psychologist Technicians (\$346,765)  
 -----  
**Title I**  
 \* Parent Engagement Support Staff  
 • Parent/Community Engagement Coordinator (100%) (\$179,889)  
 • Parent Liaison Supervisor (100%) (\$119,538)  
 • Parent Engagement/Migrant Ed Administrative Specialists (50%) (\$49,354)  
 \* Parent Center Liaisons (\$321,300)  
 \* Parent Engagement Activities (\$150,000)  
 \* FIAT Stipends (\$0) N/A This stipend is no longer funded.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$288,768	\$539,318	\$550,104
Source	LCFF Supplemental/Concentration 0762	LCFF Supplemental/Concentration 0762	LCFF Supplemental/Concentration 0762
Budget Reference	2000-3999 \$288,768	2000-3999: Salaries and Benefits - \$539,318	2000-3999: Salaries and Benefits - \$550,104
Amount	\$843,149	\$801,246	\$820,081
Source	Title I 3010	Title I 3010	Title I 3010
Budget Reference	1000-3999 \$761,613 4000-4999 \$73,536 5000-5999 \$8,000	1000-3999: Salaries and Benefits - \$651,246 4000-5999: Books, Supplies, Services and Other Operating Expenditures - \$150,000	1000-3999: Salaries and Benefits - \$670,081 4000-5999: Books, Supplies, Services and Other Operating Expenditures - \$150,000

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster Youth

Low Income

LEA-wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

#### ENGAGE STUDENTS

##### A. Improve school Attendance:

- Monthly Attendance reports
- Attendance guidelines addressed in Parent/Student handbook
- 24 Attendance Clerks to improve attendance
- CWA Counselor appointed for attendance

##### B. Decrease chronic Absenteeism:

- SARB Process: Call home, home visit, truancy letters, SART, SARB, DA Mediation.

### 2018-19 Actions/Services

#### ENGAGE STUDENTS

##### A. Improve school Attendance:

- ##### B. Decrease chronic Absenteeism:
- Monthly Attendance reports
  - Attendance guidelines addressed in Parent/Student handbook
  - 24 Attendance Clerks to improve attendance
  - Fund an Attendance Coordinator
  - SARB Process: Call home, home visit, truancy letters, SART, SARB, DA Mediation.
  - Resources offered at SART, SARB.
  - After School Education and Safety (ASES) (moved from Goal 1, Action 3)

### 2019-20 Actions/Services

#### ENGAGE STUDENTS

##### A. Improve school Attendance:

- ##### B. Decrease chronic Absenteeism:
- Monthly Attendance reports
  - Attendance guidelines addressed in Parent/Student handbook
  - 24 Attendance Clerks to improve attendance
  - Fund an Attendance Coordinator
  - SARB Process: Call home, home visit, truancy letters, SART, SARB, DA Mediation.
  - Resources offered at SART, SARB.
  - After School Education and Safety (ASES) (moved from Goal 1, Action 3)

- 24 Attendance Clerks to help decrease Chronic Absenteeism
- Resources offered at SART, SARB.
- CWA Counselor appointed for attendance

C. Decrease Middle School Dropout Rate:

- Alternative Placement
- Interventions: Counseling-Latino Commission, CVYL (Coachella Valley Youth Leadership) Healing circles
- Support for Foster/Homeless Youth

D. Decrease High School Dropout Rate:

- Alternative Placement
- Interventions: Counseling-Latino Commission, CVYL (Coachella Valley Youth Leadership) Healing circles
- Support for Foster/Homeless Youth

E. Increase High School Graduation Rate:

- \*Continue to fund additional counselor positions and academy advisor to maintain low counselor to student ratio.
- \* Continue to provide funding for the Alternative Education Transition Specialist
- \* Ethnic Studies teachers and curriculum development

C. Decrease Middle School Dropout Rate:

D. Decrease High School Dropout Rate:

- Alternative Placement
- Interventions: contracted counseling services, youth mentorship program healing circles
- Support for Foster/Homeless Youth

E. Increase High School Graduation Rate:

- \* Continue to fund additional counselor positions and academy advisor to maintain low counselor to student ratio.
- \* The Alternative Education Transition Specialist position was eliminated

Based on the California School Dashboard, there is a performance gap in the graduation rates of ALL students (green), Students with Disabilities (orange), Homeless students (yellow), and English Learner students (yellow). CVUSD will close the performance gap by implementing the following:

- \* Counselors will meet with students in grades 9-12 annually to review graduation status, A-G course completion, transcripts, educational options and risk factors, including the risk of non-completion of A-G

C. Decrease Middle School Dropout Rate:

D. Decrease High School Dropout Rate:

- Alternative Placement
- Interventions: contracted counseling services, youth mentorship program healing circles
- Support for Foster/Homeless Youth

E. Increase High School Graduation Rate:

- \* Continue to fund additional counselor positions and academy advisor to maintain low counselor to student ratio.
- \* Funding for the Alternative Education Transition Specialist was eliminated

Based on the California School Dashboard, there is a performance gap in the graduation rates of ALL students (green), Students with Disabilities (orange), Homeless students (yellow), and English Learner students (yellow). CVUSD will close the performance gap by implementing the following:

- \* Counselors will meet with students in grades 9-12 annually to review graduation status, A-G course completion, transcripts, educational options and risk factors, including the risk of non-completion of A-G

requirements. Parents will receive notification.

- \* Additionally, a counselor will notify parents and students (with signature required from both) when a change in A-G eligibility occurs.
- \* All high schools will run reports of course failures after each marking period (4 times per year) and meet with each student to advise him/her on the impact of A-G eligibility and graduation, and arrange for credit recovery.
- \* Maintain and expand athletic programs to provide students with opportunities to be fully engaged leading to increased student achievement and increased graduation rate.

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**LCFF Supplemental/Concentration**

- \* Counselor salaries (\$2,793,004)
- \* Fund an Attendance Coordinator (\$171,185)
- \* Continue to fund 7 existing attendance clerks at school sites (\$516,154)
- \* Alternative Ed Transition Specialist - (\$0) N/A position eliminated
- \* Site Athletics Program, Budget, Coaching Stipends (\$1,984,214)
- \* ASES Coordinator (\$76,024)
- \* Director of Activities (\$221,787)
- \* Director of Athletics (\$219,909)
- \* Ethnic Studies - (\$0) N/A - has been moved to Goal 1, Action 3. It is a better fit with a broad course of study.

requirements. Parents will receive notification.

- \* Additionally, a counselor will notify parents and students (with signature required from both) when a change in A-G eligibility occurs.
- \* All high schools will run reports of course failures after each marking period (4 times per year) and meet with each student to advise him/her on the impact of A-G eligibility and graduation, and arrange for credit recovery.
- \* Maintain and expand athletic programs to provide students with opportunities to be fully engaged leading to increased student achievement and increased graduation rate.

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**LCFF Supplemental/Concentration**

- \* Counselor salaries (\$2,904,724)
- \* Fund an Attendance Coordinator (\$178,032)
- \* Continue to fund 7 existing attendance clerks at school sites (\$526,477)
- \* Alternative Ed Transition Specialist - (\$0) N/A position eliminated
- \* Site Athletics Program, Budget, Coaching Stipends (\$1,984,714)
- \* ASES Coordinator (\$77,544)
- \* Director of Activities (\$230,658)
- \* Director of Athletics (\$228,705)
- \* Ethnic Studies - (\$0) N/A - has been moved to Goal 1, Action 3. It is a better fit with a broad course of study.

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**LCFF Supplemental/Concentration**

- \* Counselor salaries (\$3,000,964)
- \* Alternative Ed Transition Specialist (\$83,544)
- \* Ethnic Studies (\$969,080)



**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4,053,588	\$5,982,277	\$6,130,854
Source	LCFF Supplemental/Concentration 0762	LCFF Supplemental/Concentration 0762	LCFF Supplemental/Concentration 0762
Budget Reference	1000-3999: \$4,053,588	1000-3999: Salaries and Benefits - \$5,982,277	1000-3999: Salaries and Benefits - \$6,130,854
Year	2017-18	2018-19	2019-20
Amount		\$2,871,411	\$2,871,411
Source		After School Safety & Support (ASES) 6010	After School Safety & Support (ASES) 6010
Budget Reference		1000-3999: Salaries and Benefits - \$1,663,007 4000-4999: Books and Supplies - \$313,628 5000-5999: Services and Other Operating Expenditures - \$894,776	1000-3999: Salaries and Benefits - \$1,663,007 4000-4999: Books and Supplies - \$313,628 5000-5999: Services and Other Operating Expenditures - \$894,776

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

### 2017-18 Actions/Services

#### CREATE A POSITIVE SCHOOL CLIMATE

A. Decrease pupil suspension rate:  
B. Decrease pupil expulsion rate: Improve school climate and provide student assistance to address social-emotional needs

\* Contract with Latino Commission to provide Social-Emotional/classroom based and crisis counseling at 21 schools 2.5 days per week.

\* Positive Behavior Intervention & Supports (PBIS)- 1 lead per site

\* Positive/Negative Staff to Students Data

\* Support the Implementation of the California Learning Communities for School Success Program Grant in Collaboration with the National Compadres Network and the implementation of Restorative Practices. A. Decrease pupil suspension rate: B. Decrease pupil expulsion rate: Improve school climate and provide student assistance to address social-emotional needs.

- Contract with Latino Commission to provide Social-Emotional/classroom based and crisis counseling at 21 schools, 2.5 days per week.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

### 2018-19 Actions/Services

#### CREATE A POSITIVE SCHOOL CLIMATE

A. Decrease pupil suspension rate:  
B. Decrease pupil expulsion rate: Improve school climate and provide student assistance to address social-emotional needs

\* Contract counseling services to provide Social-Emotional/classroom-based and crisis counseling at 21 schools

\* Positive Behavior Intervention & Supports (PBIS) including a lead per site

\* Implementation of Restorative Justice

\* Positive/Negative Staff to Students Data

\* Support the Implementation of the California Learning Communities for School Success Program Grant and the implementation of Restorative Practices to decrease pupil suspension rate, decrease pupil expulsion rate, improve school climate, and provide student assistance to address social-emotional needs.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2019-20 Actions/Services

#### CREATE A POSITIVE SCHOOL CLIMATE

A. Decrease pupil suspension rate:  
B. Decrease pupil expulsion rate: Improve school climate and provide student assistance to address social-emotional needs

\* Contract counseling services to provide Social-Emotional/classroom-based and crisis counseling at 21 schools

\* Positive Behavior Intervention & Supports (PBIS) including a lead per site

\* Implementation of Restorative Justice

\* Positive/Negative Staff to Students Data

\* Support the Implementation of the California Learning Communities for School Success Program Grant and the implementation of Restorative Practices to decrease pupil suspension rate, decrease pupil expulsion rate, improve school climate, and provide student assistance to address social-emotional needs.

- \* Positive Behavior Intervention & Supports (PBIS)- 1 lead per site
- \* Positive/Negative Staff to Students Data
- \* Support for Foster and Homeless youth

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**LCFF Supplemental/Concentration**

\* Continue to fund 2 existing Child Welfare & Attendance district counselors focused on:  
 \* Student attendance, Foster Youth/Homeless Youth, and Social/Emotional Programs (\$339,530)

\* Continue to fund 7 existing attendance clerks at school sites (\$476,558)

\* Continue to fund stipends for PBIS/Restorative Justice Lead Teachers (\$63,361)

\* Continue to fund existing school nurses to reduce the nurse to student ratio (\$711,318)

\* Continue to fund bus monitors (1,316,451)

\* Continue to fund playground supervisors (\$692,359)

\* Continue to fund Campus Security Assistants (\$224,595)

- \* Support for Foster and Homeless youth

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**LCFF Supplemental/Concentration**

\* Fund 2 existing Child Welfare & Attendance district counselors focused on:  
 \* Foster Youth/Homeless Youth, and Social/Emotional Programs (\$348,658)

\* Fund 1 CWA Director (\$106,535)

\* Continue to fund 7 existing attendance clerks at school sites (\$0 N/A) - This item was better aligned with and moved to Goal 3, Action 2.

\* Continue to fund stipends for PBIS/Restorative Justice Lead Teachers (\$62,596)

\* Continue to fund existing school nurses to reduce the nurse to student ratio (\$878,894)

\* Continue to fund 20 existing Health Services Technicians (\$1,661,636)

\* Continue to fund 13 existing bus monitors (\$827,841)

\* Continue to fund safety supervisors (\$931,825) - the job title for this position changed from playground supervisors

\* Continue to fund Campus Security Assistants (\$224,572)

- \* Support for Foster and Homeless youth

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**LCFF Supplemental/Concentration**

\* Fund 2 existing Child Welfare & Attendance district counselors focused on:  
 \* Foster Youth/Homeless Youth, and Social/Emotional Programs (\$362,604)

\* Fund 1 CWA Director (\$110,796)

\* Continue to fund 7 existing attendance clerks at school sites (\$0 N/A) - This item was better aligned with and moved to Goal 3, Action 2.

\* Continue to fund stipends for PBIS/Restorative Justice Lead Teachers (\$62,596)

\* Continue to fund existing school nurses to reduce the nurse to student ratio (\$914,050)

\* Continue to fund 20 existing Health Services Technicians (\$1,694,869)

\* Continue to fund 13 bus existing bus monitors (\$844,398)

\* Continue to fund safety supervisors (\$950,461) - the job title for this position changed from playground supervisors

\* Continue to fund Campus Security Assistants (\$229,063)

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**Title I**  
 \* Social-Emotional Counseling at school sites (Latino Counseling Commission) (\$1,029,600)  
 \* Support for Foster and Homeless (\$40,000)

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**Title I**  
 \* Social-Emotional Support Services at school sites  
 • Social-emotional counseling (\$1,470,000)  
 • PBIS (\$250,000)  
 • Restorative Justice (\$100,000)  
 • Social-emotional mental health services (\$400,000)  
 \* Support for Foster and Homeless (\$40,000)  
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**Learning Communities for School Success**  
 (\$1,400,000)

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**Title I**  
 \* Social-Emotional Support Services at school sites  
 • Social-emotional counseling (\$1,470,000)  
 • PBIS (\$250,000)  
 • Restorative Justice (\$100,000)  
 • Social-emotional mental health services (\$400,000)  
 \* Support for Foster and Homeless (\$40,000)  
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**Learning Communities for School Success**  
 (\$1,400,000)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4,893,007	\$5,042,557	\$5,168,837
Source	LCFF Supplemental/Concentration 0762	LCFF Supplemental/Concentration 0762	LCFF Supplemental/Concentration 0762
Budget Reference	1000-3999 \$4,893,007	1000-3999: Salaries and Benefits - \$5,042,557	1000-3999: Salaries and Benefits - \$5,168,837
Amount	\$1,069,600	\$2,260,000	\$2,260,000
Source	Title I 3010	Title I 3010	Title I 3010
Budget Reference	4000-4999 \$40,000 5000-5999 \$1,029,600	4000-4999: Books and Supplies - \$40,000 5000-5999: Services and Other Operating Expenditures - \$2,220,000	4000-4999: Books and Supplies - \$40,000 5000-5999: Services and Other Operating Expenditures - \$2,220,000

Amount		\$1,400,000	\$1,400,000
Source		Learning Communities for School Success 7085	Learning Communities for School Success 7085
Budget Reference		4000-5999: Books, Supplies, Services and Other Operating Expenditures - \$1,400,000	4000-5999: Books, Supplies, Services and Other Operating Expenditures - \$1,400,000

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$53,767,544

Percentage to Increase or Improve Services

37.65%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The projected allocation of supplemental and concentration funds the district will receive for 2018-2019, calculated on the number of low income, foster youth, and English learner pupils, is \$53,767,544. This represents an increase in 19,253,002 million dollars from the previous year's allocation of \$34,514,542. The calculated number of low income, foster youth, and English learner pupils in the district is 94%. The number of low income, foster youth, and English learner pupils at every school site was determined to be 90% or greater. Due to these extremely high proportions of unduplicated students, most of the supplemental and concentration dollars have been budgeted to be spent in an LEA-wide manner. Funds will be used to increase and improve services for students affected by low socioeconomic conditions, English learners, and foster youth.

The increased or improved services for unduplicated low-income pupils, foster youth, and English learners is reflected in the services provided across all schools LEA-wide to improve student achievement, conditions of learning, and pupil engagement. Services were distributed LEA-wide as they were determined to have the greatest academic impact for low income, foster youth, and English learner pupils. These services included offering a broad course of study, increased instructional time, additional teachers, counselors, materials, and professional development. Increased and/or improved actions and services include:

## Goal 1

- The Assistant Administrator of Instructional Improvement TK-6 and Secondary Assistant Principals provide instructional coaching and supplemental program site support and also assist in the design, implementation, monitoring, and evaluation of supplemental programs and services focused on increasing academic achievement, closing achievement gaps for unduplicated pupils, creating a positive school climate, and supporting parent engagement. (Goal 1, Action 1)
- Increase student instructional time in secondary schools and teacher collaboration time in elementary schools by 100 minutes per week & provide two additional professional development days for teachers (Goal 1, Action 1)

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- Support aquatics instruction at the high school level by providing aquatic instructors and lifeguards. This year aquatics was a 3-week unit for freshman (15 days). According to a swim study, 79% of kids from low-income families are at risk of drowning. As our district consists of 94% low-income students, we want to make sure students have the water skills they need to avoid a crisis. In addition, we want to teach our students healthy habits such as swimming. The lessons are brief, but as we talk about student learning connecting to the real world, this is the real world coming into the classroom. These services will provide our low-income students with the opportunity to learn skills that could save their lives, and establish healthy habits that may have a positive effect on attendance and learning. (Goal 1, Action 1)
- Curriculum Resource Technician provides access to standards based instructional materials our students in order for them to master the curriculum and standards (Goal 1, Action 1)
- Data Assessment Specialist focus part of their time providing services to our English Learners (Goal 1, Action 2)
- Support for English learners and Dual Language Program through coordination of services provided by English Learner department personnel - EL Support Assistants, EL Director, EL Coordinator, EL Secretary (Goal 1, Action 2)
- Full-day Kindergarten. Research indicates that students with limited English skills and from socio-economically disadvantaged backgrounds benefit from an extended learning environment. (Goal 1, Action 3)
- Advancement via Individual Determination (AVID) program school-wide support and expanded support for high school AVID elective classes including tutoring (Goal 1, Action 3)
- Continue middle school career exploration programs that provide an introduction into college and career readiness and align to high school CTE programs (Goal 1, Action 3)
- Career Technical Education (CTE) Coordinator, CTE teachers' salaries, and support for programs: pathways and academies provide college and career readiness through real-world context of applied academics blended with technical skills (Goal 1, Action 3)
- Support for early childhood programs which promote school readiness for children from low-income families through education, health, social and other services. (Goal 1, Action 3)
- Support for low-income and foster students for home to school transportation Due to the rural nature of our district's geographic region, the extreme heat, and the income level of our families, if the district did not provide transportation, the majority of our students would not have the opportunity to attend school, after school enrichment, intervention, and other programs. Our District encompasses over 1,200 square miles. Transportation is provided to allow students to participate in after school enrichment, intervention, and athletic programs. The academic interventions contribute to student achievement while the enrichment and athletics contribute to student engagement by strengthening students' connections to school. (Goal 1, Action 3)
- Instruction Media Assistants assist teachers in instructing individuals and/or small groups of students in various learning situations including basic academic, vocational, and/or specialized subject areas; tutors students as assigned. Assists certificated teacher(s) in implementing curriculum for assigned area(s) of instruction, thereby increasing student learning outcomes and providing academic support to all students to be successful in a wide range of courses. Assists in supervising students to maintain an effective learning environment, thereby favorably impacting the school climate. Goal 1, Action 3)
- Ethnic studies help provide a broad course of study from students. It is an interdisciplinary course that introduces students to foundational concepts and methods for studying subjectivities such as ethnicity, class, and gender relations in the United States and in the world. A 2016

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- Stanford University study showed that ethnic studies courses helped high school students increase their educational outcomes, attendance and credits earned. (Goal 1, Action 3)
- Saturday School to provide enrichment and educational opportunities to increase attendance and student engagement for unduplicated pupils. (Goal 1, Action 3)
  - Continue to provide an opportunity for students to have access to an instructional program via alternative setting and resources (Goal 1, Action 3)
  - The Testing Coordinator focuses 50% of her time managing and supporting the implementation of state assessments and the other 50% of her time is focused on supporting sites in increasing student achievement, and college and career readiness (Goal 1, Action 3)
  - IT Service Assistant and Technicians continue to support students by ensuring that the required instructional digital platforms and devices remain functional. In addition, they support sites with troubleshooting and operation configurations (Goal 1, Action 3)
  - The Educational Technology Coordinator collaborates with teachers and administrators to support integration of technology with various standards-aligned curriculum platforms. (Goal 1, Action 3)
  - Increased salaries allow the District to recruit and retain teachers. This specific action/service is principally directed towards and is effective in increasing or improving services for 100% of our unduplicated students. The district believes that a strong employee compensation package is a powerful tool for attracting and retaining the best teachers, and students thrive best in an instructional environment with highly qualified teachers. Over the course of the last few years, CVUSD has made an effort to be more competitive with salaries in order to attract and keep highly qualified teachers. As a result of the salary increase, the District is able to enhance student academic achievement by increasing instructional time, provide two professional development days, and collaboration time. According to preliminary SBAC data for 2017-18 school year, CVUSD improved 10.6 points in ELA and 6.4 points in Math. (Goal 1, Action 3)
  - CVUSD's commitment to maintain class size reduction in grades TK-12 and enhance instruction will positively impact student achievement for all our students, close the achievement gap, improve high school graduation rates, and improve student behavior for our unduplicated students. (Goal 1, Action 1 and Goal 1, Action 3)
  - Support for preschool program for low income students (Goal 1, Action 3)
  - Each school receives a distribution per enrollment of unduplicated students to implement site-based decision-making procedures on expenditures such as supplemental instructional supplies, mobile devices, and additional supports intended to meet the need of our unduplicated pupil groups (Goal 1, Action 4)
  - Despite a very minor increase in the high school graduation rate in CVUSD, it remains at a dismal 86.6% according to 2014-15 state data. By increasing our summer school offering to more students, we are providing additional opportunities for students who are credit deficient to experience a different approach to their learning experiences. These opportunities allow our students to get back on track for academic success and graduation. Students become credit deficient for various reasons including late enrollment, failing a course, and scheduling conflicts resulting in not meeting graduation requirements. Summer schools allows student to earn credits towards meeting graduation and A-G requirements, as well as keeping students in school and reducing our dropout rate. (Goal, Action 3)
  - District support for supplemental program implementation and monitoring including State & Federal Projects department personnel - Director, Secretary, Budget Specialist (Goal 1, Action 4)



Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

## **Goal 2**

- Recruitment specialist assists with recruitment of hard to fill positions and the PAR/BTSA programs. (Goal 2, Action 1)
- BCLAD Stipends are given to teachers who possess the BCLAD credential and are actively working at one of the seven Dual Language sites in support of the English Language Learners (Goal 2, Action 1)

## **Goal 3**

- Translators and translation services for parents of English learners (Goal 3, Action 1)
- Bilingual Psychologist Technicians support school psychologists with interpretation and translation, including other services for parents of English Learners (Goal 3, Action 1)
- Continue to fund 6 counseling positions to maintain a low counselor to student ratio. Counselors provide individual and group guidance counseling to students; confer as needed with parents, teacher and others regarding student needs including achievement, social, emotional, or behavioral concerns. Communicate with administration, school staff, parents, students and public agencies regarding student placement, referrals, services and related issues. Communicate with administration, school staff, parents, students and public agencies regarding student placement, referrals, services and related issues. (Goal 3, Action 2)
- The High school Activities Director designs, implements, and supervises extracurricular programs and activities within their school. They may also serve as faculty advisors for student organizations. Specific duties include supervising site ASB programs and approving student government expenditures. (Goal 3, Action 2)
- The ASES Coordinator provides support to sites implementing after school programs.
- Site Athletics Program, Budget, and Coaching Stipends are funded to provide opportunities for our low-income students. Unfortunately, our community has very limited opportunities for club sports. Our neighboring communities offer club sports, but our students do not have means or transportation to participate. Therefore, it is crucial for our District to provide these opportunities to create well balanced students. A Director of Athletics administers all levels of the athletic programs, schedules all athletic team events, and secures transportation for all athletic teams. In addition, he/she secures officials for all athletic contests and clears athletes for academic eligibility. He/she informs coaches and athletes of all CIF and league rules and regulations and assures the rules are followed. He/she attends all league and area athletic meetings and keeps the principal informed of any and all information pertaining to the athletic program. In addition, the Director serves as a safety net to ensure our students are maintaining academic status for eligibility. Greater participation of low-income students in school athletics are linked to the development of positive behavior and social skills that cannot be obtained inside the classroom. (Goal 3, Action 2)
- The Attendance Coordinator will provide support focused on increasing individual and school-wide attendance. Services will include monitoring, collaboration with school sites, developing partnerships with community resources, communication with families, and home visits. (Goal 3, Action 2)

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- Continue to fund 7 attendance clerks at school sites to monitor and address student attendance, including home visits. (Goal 3, Action 2)
- Positive Behavioral Interventions & Support (PBIS) and Restorative Practices (Goal 3, Action 3)
- Campus Security Assistants patrol and monitor the campus perimeter, lunch areas, hallways, walkways, classrooms, restrooms and parking lots; maintain order and security of campus; escort students to office for disciplinary action as needed; report unusual activities or unauthorized persons; orient and direct campus visitors. (Goal 3, Action 3)
- School nurses and health service technicians assist administrators and staff members with the total school health program and render specific health services. They provide health and related services to individual students as required. They administer mandated and other tests to ascertain student needs. The school nurse serves as a resource person for pupils, parents, teachers, and community on health problems (physical, mental and emotional) and their corrections, thereby increasing student attendance. (Goal 3, Action 3)
- Bus monitors guide students to learn and maintain appropriate student behavior necessary for student safety outside the classroom and thereby improve conditions of safety and student connectedness through reduced discipline incidents that would separate students from schooling. (Goal 3, Action 3)
- Safety supervisors provide supervision of students at meal and recess time to ensure their health and safety, therefore contributing to a positive school climate. They anticipate and intervene to prevent situations that may cause accidents or endanger students' welfare or safety, which would take students away from their classroom and subsequent learning time. They follow established procedures in case of accident, injury, or illness, performing basic First Aid to injured students as needed and attend/report student injuries to appropriate office staff and escort student to office as needed. (Goal 3, Action 3)
- Health Services Technicians support and strengthen parent-child relationships and engage families around children's learning and development by supporting their growth and development in a comprehensive way through a variety of services supporting low-income students (Goal 3, Action 3)
- Child Welfare and Attendance Director provides support service that covers compliance with compulsory education laws, student admission and enrollment procedures, student discipline procedures, transfers to alternative programs, and school climate and safety. (Goal 3, Action 3)
- Child Welfare and Attendance Counselor who serves as the foster and homeless youth liaison. This counselor identifies foster/homeless youth to ensure seamless transitions between homes/schools and monitors that there is no interruption of student services. In addition, students are offered academic and social-emotional counseling. The counselor continuously monitors student progress throughout the school year to ensure student success. (Goal 3, Action 3)

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$34,514,542

Percentage to Increase or Improve Services

22.27%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The projected allocation of supplemental and concentration funds the district will receive for 2017-2018, calculated on the number of low income, foster youth, and English learner pupils, is \$34,514,542. This represents an increase in 6,851,495 million dollars from the previous year's allocation of \$27,663,047. The calculated number of low income, foster youth, and English learner pupils in the district is 96%. The number of low income, foster youth, and English learner pupils at every school site was determined to be 90% or greater. Due to these extremely high proportions of unduplicated students, most of the supplemental and concentration dollars have been budgeted to be spent in an LEA-wide manner. Funds will be used to increase and improve services for English Learners, students affected by low socio-economic conditions, and foster youth.

Additional services distributed district-wide were selected to have the greatest academic impact for low income, foster youth, and English learner pupils. These services included additional teachers, counselors, materials, and professional development.

## Goal 1

- Assistant Principals (Goal 1, Action 1)
- A Principal on Special Assignment supports student achievement through effective instructional, organizational, and administrative leadership. He/she serves as a curriculum leader of the school and provides assistance in curriculum planning, staff development, activities, and advises and consults with staff in the development and execution of effective instructional methods and programs. He or She establishes and directs an appropriate behavior management program designed to promote student growth and ensure student and staff safety. (Goal 1, Action 1)
- Increase student instructional time in secondary schools and teacher collaboration time in elementary schools by 100 minutes per week & provide two additional professional development days for teachers (Goal 1, Action 1)
- Support for English learner program (Goal 1, Action 2)
- Support for AmeriCorps program (Goal 1, Action 2)
- Full-day Kindergarten (Goal 1, Action 3)

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- Ethnic studies program (Goal 3, Action 2)
- Advancement via Individual Determination (AVID) program schoolwide support and expanded support for high school AVID elective classes including tutoring (Goal 1, Action 3)
- Career Technical Education (CTE) pathways and academies (Goal 1, Action 3)
- Support for early childhood programs (Goal 1, Action 3)
- College readiness activities including career exploration, test prep, university field trips, parent education, support for FAFAS completion (Goal 1, Action 3)
- Expansion of ASES program serve additional students and provide writing intervention (Goal 1, Action 3)
- Transportation is provided to allow students to participate in after school enrichment, intervention, and athletic programs. The academic interventions contribute to student achievement while the enrichment and athletics contribute to student engagement by strengthening students' connections to school. Due to the rural nature of our district's geographic region, the extreme heat, and the income level of our families, without transportation, the majority of our students would not have this opportunity. This does not include bussing for high school athletic competitions.
- Instructional Media Assistants will assist teachers in instructing individuals and/or small groups of students in various learning situations including basic academic, vocational, and/or specialized subject areas. Assists certificated teacher(s) in implementing curriculum for assigned area(s) of instruction, thereby increasing student learning outcomes and providing academic support to all students to be successful in a wide range of courses. Assists in supervising students to maintain effective learning environment, thereby favorably impacting the school climate. (Goal 1, Action 3)
- A third Instructional Aide in Special Education Moderate/Severe classrooms will assist teacher(s) in instructing individuals and/or small groups of students in various learning situations including basic academic, vocational, and/or specialized subject areas; tutors students as assigned. The instructional aide assists a certificated teacher(s) in implementing curriculum for assigned area(s) of instruction. They assist in supervising students to maintain an effective learning environment. (Goal 1, Action 3)
- The High school Activities Director designs, implements, and supervises extracurricular programs and activities within their school. They may also serve as faculty advisors for student organizations. Specific duties include supervising site ASB programs and approving student government expenditures. (Goal 1, Action 3)
- The Director of Activities - Teacher administers all levels of the athletic programs, schedules all athletic team events and secures transportation for all athletic teams. In addition, he/she secures officials for all athletic contests and clears athletes for academic eligibility. He/she Informs coaches and athletes of all CIF and league rules and regulations and assures the rules are followed. He/she attends all league and area athletic meetings and keeps the principal informed of any and all information pertaining to the athletic program. (Goal 1, Action 3)

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

## Goal 2

- A PAR/BTSA Teacher on Special Assignment will serve as an additional teacher/resource, providing induction support for teachers new to the profession. This will better equip our novice teachers in improving their professional learning to ensure lesson alignment with state content and ELD standards, improve teachers' pedagogical strategies and abilities in addressing cultural aspects of teaching to positively impact student learning and improve the conditions of learning, student engagement and school climate. (Goal 2, Action 1)

## Goal 3

- Continue to fund 12 counseling positions to maintain a low counselor to student ratio (Goal 3, Action 2)
- Fund an alternative education transition specialist (Goal 3, Action 2)
- Continue to fund 7 attendance clerks at school sites to address student attendance (Goal 3, Action 3)
- Positive Behavioral Interventions & Support (PBIS) and Restorative Justice practices (Goal 3, Action 3)
- Psychologists available one day per week at each school site (Goal 3, Action 3)
- Additional Counselors provide individual and group guidance counseling to students; confer as needed with parents, teacher and others regarding student needs including achievement, social, emotional, or behavioral concerns. Communicate with administration, school staff, parents, students and public agencies regarding student placement, referrals, services and related issues. Communicate with administration, school staff, parents, students and public agencies regarding student placement, referrals, services and related issues. (Goal 3, Action 2)
- The Academy Advisor positively impacts student success by identifying student's skills and talents, building employability skills and addressing any personal and social issues that might impede a student's success in their CTE classes. He/she provides enhanced experiential opportunities to fine-tune workplace skills through collaborations and partnerships with local area businesses and business leaders. Collaborates with instructors, academic counselors, Student Services staff, and other professional staff to provide a seamless integration of academic, career and technical and personal skills resources. (Goal 3, Action 2)
- Campus Security Assistants patrol and monitor the campus perimeter, lunch areas, hallways, walkways, classrooms, restrooms and parking lots; maintain order and security of campus; escort students to office for disciplinary action as needed; report unusual activities or unauthorized persons; orient and direct campus visitors. (Goal 3, Action 3)
- School nurses assist administrators and staff members with the total school health program and render specific health services. They provide health and related services to individual students as required. They administer mandated and other tests to ascertain student needs. The school nurse serves as a resource person for pupils, parents, teachers, and community on health problems (physical, mental and emotional) and their corrections, thereby increasing student attendance. (Goal 3, Action 3)
- Bus monitors guide students to learn and maintain appropriate student behavior necessary for student safety outside the classroom and thereby improve conditions of safety and student connectedness through reduced discipline incidents that would separate students from schooling. (Goal 3, Action 3)

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- Safety supervisors provide supervision of students at meal and recess time to ensure their health and safety, therefore contributing to a positive school climate. They anticipate and intervene to prevent situations that may cause accidents or endanger students' welfare or safety, which would take students away from their classroom and subsequent learning time. They follow established procedures in case of accident, injury, or illness, performing basic First Aid to injured students as needed and attend/report student injuries to appropriate office staff and escort student to office as needed. (Goal 3, Action 3)

The proportionality percentage for increased or improved services for unduplicated low-income pupils, foster youth, and English learners is reflected in the services provided in the LCAP year and include additional counselors, administrative personnel, and programs to improve student achievement, conditions of learning, and pupil engagement. Pending the final state adopted budget and adjusted allocations to the district, the proportion of services provided to unduplicated low-income pupils, foster youth, and English learners is currently 17.57% greater and in addition to services provided to all pupils. Increased and/or improved actions and services include:

- \* Translators and translation services for parents of English learners (Goal 3, Action 1)
- \* Support for English learners through coordination of services provided by English Learner department personnel (Goal 1, Action 2)
- \* Support for preschool program for low income students' (Goal 1, Action 3)
- \* Allocation of funds to each school site to provide additional services to meet the needs of unduplicated students including English Learners, low income, migrant, and foster youth (Goal 1, Action 4)
- \* Child Welfare and Attendance Counselor who focuses on working with foster and homeless youth (Goal 3, Action 3)

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socio-economically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*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 Education Code (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.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## **Budget Summary**

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with



the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### **Goal**

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### **Related State and/or Local Priorities**

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### **Identified Need**

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

### **Planned Actions/Services**

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### **Students to be Served**

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

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

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;



**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
  - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?  
Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, October 2016*

## Coachella Valley Unified

### Fall 2017 Dashboard Report

<https://caschooldashboard.org/#/Details/33736760000000/3/EquityReport>

# Equity Report

## Coachella Valley Unified - Riverside County

Enrollment: 18,501    Socioeconomically Disadvantaged: 94.3%    English Learners: 50.2%  
 Foster Youth: 0.3%    Grade Span: P-Adult    Charter School: No

Dashboard Release:  
 Fall 2017

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<u>Chronic Absenteeism</u>	N/A	N/A	N/A
Suspension Rate (K-12)		9	5
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)		5	1
College/Career (9-12) <u>Select for one year of available data</u>	N/A	N/A	N/A
English Language Arts (3-8)		7	6
Mathematics (3-8)		7	6

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
<u>Basics (Teachers, Instructional Materials, Facilities)</u>	Met
<u>Implementation of Academic Standards</u>	Met
<u>Parent Engagement</u>	Met
<u>Local Climate Survey</u>	Met

### Performance Levels:

Red (Lowest Performance)    Orange    Yellow    Green    Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

# Status and Change Report

## Coachella Valley Unified - Riverside County

Enrollment: 18,501    Socioeconomically Disadvantaged: 94.3%    English Learners: 50.2%  
 Foster Youth: 0.3%    Grade Span: P-Adult    Charter School: No

Dashboard Release:  
 Fall 2017

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
<a href="#">Chronic Absenteeism</a>	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		High 5.4%	Increased +0.6%
<a href="#">English Learner Progress (1-12)</a>		Medium 74.1%	Increased +3.4%
<a href="#">Graduation Rate (9-12)</a>		Medium 86.6%	Increased +4.2%
<a href="#">College/Career (9-12)</a> <small>Select for one year of available data</small>	N/A	Low 24.8%	N/A
<a href="#">English Language Arts (3-8)</a>		Very Low 70.9 points below level 3	Maintained +0.9 points
<a href="#">Mathematics (3-8)</a>		Low 90.9 points below level 3	Maintained +2.6 points

### Performance Levels:

Red (Lowest Performance)    Orange    Yellow    Green    Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

# Detailed Report

## Coachella Valley Unified - Riverside County

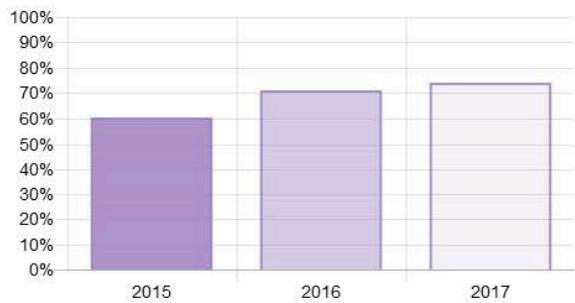
Enrollment: 18,501    Socioeconomically Disadvantaged: 94.3%    English Learners: 50.2%  
 Foster Youth: 0.3%    Grade Span: P-Adult    Charter School: No

Dashboard Release:  
 Fall 2017

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

### State Indicators

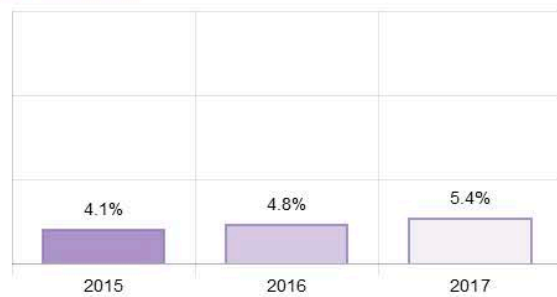
#### English Learner Progress Indicator (Grades K-12)



2015	2016	2017
60.6%	70.7%	74.1%

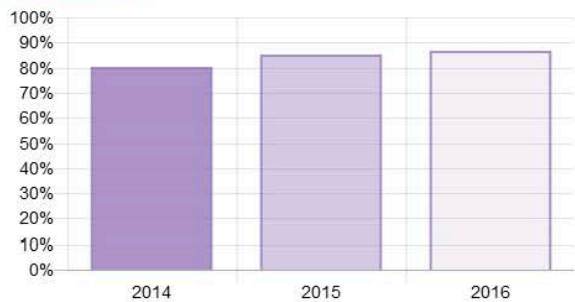
The percent of English Learners who made progress towards English proficiency.

#### Suspension



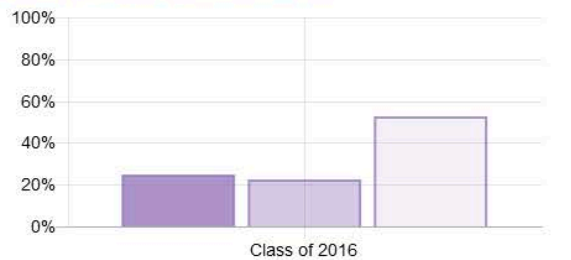
2015	2016	2017
4.1% (806)	4.8% (934)	5.4% (1043)

#### Graduation



2015	2016	2017
80.1%	85.4%	86.6%

#### College/Career Indicator

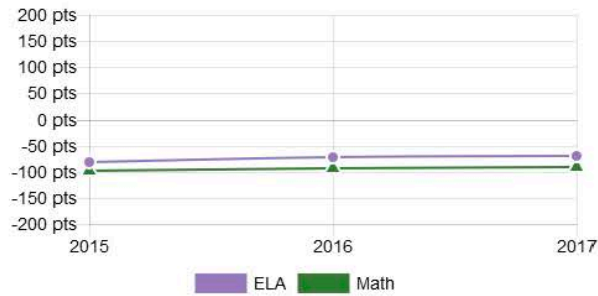


	Prepared	Approaching Prepared	Not Prepared
Class of 2016	24.8%	22.3%	52.9%

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.



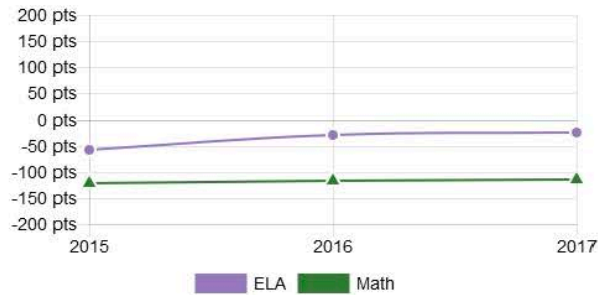
## Academic Indicators (Grades 3-8): Distance from Level 3



	2015	2016	2017
ELA	-81.8 pts	-71.9 pts	-70.9 pts
Math	-99 pts	-93.5 pts	-90.9 pts

## Other State Measures

### Assessment Performance Results for Grade 11: Distance from Level 3



	2015	2016	2017
ELA	-58.3 pts	-30 pts	-25.1 pts
Math	-122.4 pts	-118 pts	-114.8 pts

Select any of the underlined local indicators to see the local data for those with a met rating.

<u>Local Indicators</u>	<u>Ratings</u>
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met

# Student Group Report

## Coachella Valley Unified - Riverside County

Enrollment: 18,501    Socioeconomically Disadvantaged: 94.3%    English Learners: 50.2%    Foster Youth: 0.3%    Foster Youth: 0.3%    Grade Span: P-Adult    Charter School: No

Dashboard Release:  
Fall 2017

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism <a href="#">🔗</a>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)									*	*		*	*	
English Learner Progress (1-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)			*				*	*	*	*		*	*	*
English Language Arts (3-8)			*				*	*	*	*		*	*	
Mathematics (3-8)			*				*	*	*	*		*	*	

Performance Levels:

- Red (Lowest Performance)
- Orange
- Yellow
- Green
- Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.











# Suspension Rate Report

## Coachella Valley Unified - Riverside County

Enrollment: 18,501    Socioeconomically Disadvantaged: 94.3%    English Learners: 50.2%  
 Foster Youth: 0.3%    Grade Span: P-Adult    Charter School: No

Dashboard Release:  
 Fall 2017

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		19,452	High 5.4%	Increased +0.6%
English Learners		9,876	Medium 4.3%	Maintained -0.2%
Foster Youth		129	Very High 14%	Increased Significantly +5.1%
Homeless		785	High 5.1%	Declined -1.2%
Socioeconomically Disadvantaged		18,288	High 5.5%	Increased +0.6%
Students with Disabilities		2,073	Very High 9.5%	Maintained -0.1%
African American		40	High 5%	Declined Significantly -15.9%
American Indian		98	Very High 14.3%	Increased Significantly +2.3%
Asian		13	Very Low 0%	*
Filipino		13	Very Low 0%	Maintained 0%
Hispanic		18,963	High 5.3%	Increased +0.6%
Pacific Islander		0	*	*
Two or More Races		34	Very High 11.8%	Increased Significantly +3.1%
White		189	Medium 4.2%	Declined Significantly -4.3%

### Performance Levels:

 Red (Lowest Performance)     Orange     Yellow     Green     Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

# Graduation Rates Report

## Coachella Valley Unified - Riverside County







Enrollment: 18,501    Socioeconomically Disadvantaged: 94.3%    English Learners: 50.2%

Dashboard Release:

Foster Youth: 0.3%    Grade Span: P-Adult    Charter School: No

Fall 2017

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data). Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		1,096	Medium 86.6%	Increased +4.2%
English Learners		577	Low 81.8%	Increased Significantly +8.4%
Foster Youth		3	*	*
Homeless		105	Low 78.1%	Increased +1.2%
Socioeconomically Disadvantaged		1,060	Medium 86.3%	Increased +4%
Students with Disabilities		121	Low 75.2%	Declined -2.5%
African American		2	*	*
American Indian		5	*	*
Asian		0	*	*
Filipino		3	*	*
Hispanic		1,059	Medium 86.8%	Increased +4.2%
Pacific Islander		0	*	*
Two or More Races		0	*	*
White		15	Low 80%	Increased +3.2%

### Performance Levels:

 Red (Lowest Performance)     Orange     Yellow     Green     Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

# College/Career Report

## Coachella Valley Unified - Riverside County

Enrollment: 18,501    Socioeconomically Disadvantaged: 94.3%    English Learners: 50.2%

Dashboard Release:

Foster Youth: 0.3%    Grade Span: P-Adult    Charter School: No

Fall 2017

This report shows the status level for student groups on the College/Career Indicator. Select any of the underlined student groups for more detailed information. A color-coded performance level will be reported for the first time in the fall of 2018.

	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A	1,090	Low 24.8%	N/A
English Learners	N/A	573	Low 11.9%	N/A
Foster Youth	N/A	3	*	N/A
Homeless	N/A	105	Low 21.9%	N/A
Socioeconomically Disadvantaged	N/A	1,054	Low 24.2%	N/A
Students with Disabilities	N/A	115	Very Low 3.5%	N/A
African American	N/A	2	*	N/A
American Indian	N/A	5	*	N/A
Asian	N/A	0	*	N/A
Filipino	N/A	3	*	N/A
Hispanic	N/A	1,053	Low 24.7%	N/A
Pacific Islander	N/A	0	*	N/A
Two or More Races	N/A	0	*	N/A
White	N/A	15	Medium 46.7%	N/A

Assessment Performance Results	Number of Students	Status	Change
English Language Arts (Grade 11)	1,142	25.1 points below level 3	+4.9 points
Mathematics (Grade 11)	1,141	114.8 points below level 3	+3.2 points

### Performance Levels:

 Red (Lowest Performance)   
  Orange   
  Yellow   
  Green   
  Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

# English Language Arts Assessment Report

## Coachella Valley Unified - Riverside County

Enrollment: 18,501    Socioeconomically Disadvantaged: 94.3%    English Learners: 50.2%

Dashboard Release:

Foster Youth: 0.3%    Grade Span: P-Adult    Charter School: No

Fall 2017

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		8,613	Very Low 70.9 points below level 3	Maintained +0.9 points
English Learners		6,383	Very Low 79.8 points below level 3	Maintained +0.3 points
Foster Youth		33	Very Low 80.9 points below level 3	Maintained -1.6 points
Homeless		426	Very Low 76.5 points below level 3	Maintained -1.6 points
Socioeconomically Disadvantaged		8,239	Very Low 73.1 points below level 3	Maintained +0.7 points
Students with Disabilities		1,021	Very Low 153.6 points below level 3	Maintained -2.2 points
African American		12	Low 64.9 points below level 3	*
American Indian		49	Very Low 98 points below level 3	Maintained +0.5 points
Asian		2	*	*
Filipino		2	*	*
Hispanic		8,459	Very Low 71 points below level 3	Maintained +0.9 points
Pacific Islander		0	*	*
Two or More Races		8	*	*
White		63	Low 49.1 points below level 3	Increased +10.6 points

### Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only	2,745	Low 31.9 points below level 3	Declined -12.4 points
EL - EL Only	3,638	Very Low 115.9 points below level 3	Declined -4.6 points
English Only	1,692	Low 61 points below level 3	Increased +3.8 points

### California Alternate Assessment Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	81	48.1%	40.7%	11.1%

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.









# Math Assessment Report

## Coachella Valley Unified - Riverside County

Enrollment: 18,501    Socioeconomically Disadvantaged: 94.3%    English Learners: 50.2%  
 Foster Youth: 0.3%    Grade Span: P-Adult    Charter School: No

Dashboard Release:  
 Fall 2017

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		8,613	Low 90.9 points below level 3	Maintained +2.6 points
English Learners		6,384	Very Low 96.5 points below level 3	Maintained +1.7 points
Foster Youth		33	Very Low 101.2 points below level 3	Increased +11.5 points
Homeless		426	Very Low 98.1 points below level 3	Increased +3 points
Socioeconomically Disadvantaged		8,240	Low 92.9 points below level 3	Maintained +2.3 points
Students with Disabilities		1,023	Very Low 180.8 points below level 3	Declined -5.2 points
African American		12	Very Low 125.8 points below level 3	*
American Indian		50	Very Low 131.6 points below level 3	Increased +7.6 points
Asian		2	*	*
Filipino		2	*	*
Hispanic		8,458	Low 90.8 points below level 3	Maintained +2.6 points
Pacific Islander		0	*	*
Two or More Races		8	*	*
White		63	Low 73.9 points below level 3	Increased +8.6 points

### Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only	2,744	Low 61.1 points below level 3	Declined -7.2 points
EL - EL Only	3,640	Very Low 123.2 points below level 3	Maintained -2.1 points
English Only	1,690	Low 86.9 points below level 3	Increased +7.9 points

### California Alternate Assessment Data



The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	78	69.2%	25.6%	5.1%

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

# All Students Student Group Report

## Coachella Valley Unified - Riverside County

Enrollment: 18,501    Socioeconomically Disadvantaged: 94.3%    English Learners: 50.2%  
 Foster Youth: 0.3%    Grade Span: P-Adult    Charter School: No

Dashboard Release:  
 Fall 2017

This report shows the performance levels for All Students on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
<a href="#">Chronic Absenteeism</a>	N/A	N/A	N/A
Suspension Rate (K-12)		High 5.4%	Increased +0.6%
Graduation Rate (9-12)		Medium 86.6%	Increased +4.2%
College/Career (9-12) <small>Select for one year of available data</small>		Low 24.8%	N/A
English Language Arts (3-8)		Very Low 70.9 points below level 3	Maintained +0.9 points
Mathematics (3-8)		Low 90.9 points below level 3	Maintained +2.6 points

### Performance Levels:

Red (Lowest Performance)    Orange    Yellow    Green    Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

# English Learners Student Group Report

## Coachella Valley Unified - Riverside County






Enrollment: 18,501    Socioeconomically Disadvantaged: 94.3%    English Learners: 50.2%

Dashboard Release:

Foster Youth: 0.3%    Grade Span: P-Adult    Charter School: No

Fall 2017

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism <a href="#">↗</a>	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 4.3%	Maintained -0.2%
English Learner Progress (1-12)		Medium 74.1%	Increased +3.4%
Graduation Rate (9-12)		Low 81.8%	Increased Significantly +8.4%
College/Career (9-12) <small>Select for one year of available data</small>		Low 11.9%	N/A
English Language Arts (3-8)		Very Low 79.8 points below level 3	Maintained +0.3 points
Mathematics (3-8)		Very Low 96.5 points below level 3	Maintained +1.7 points

### Performance Levels:

 Red (Lowest Performance)     Orange     Yellow     Green     Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

# Socioeconomically Disadvantaged Student Group Report

## Coachella Valley Unified - Riverside County





Enrollment: 18,501    Socioeconomically Disadvantaged: 94.3%    English Learners: 50.2%

Dashboard Release:

Foster Youth: 0.3%    Grade Span: P-Adult    Charter School: No

Fall 2017

This report shows the performance levels for Socioeconomically Disadvantaged on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism <a href="#">↗</a>	N/A	N/A	N/A
Suspension Rate (K-12)		High 5.5%	Increased +0.6%
Graduation Rate (9-12)		Medium 86.3%	Increased +4%
College/Career (9-12) <small>Select for one year of available data</small>		Low 24.2%	N/A
English Language Arts (3-8)		Very Low 73.1 points below level 3	Maintained +0.7 points
Mathematics (3-8)		Low 92.9 points below level 3	Maintained +2.3 points

### Performance Levels:

 Red (Lowest Performance)     Orange     Yellow     Green     Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

# Students with Disabilities Student Group Report

## Coachella Valley Unified - Riverside County






Enrollment: 18,501    Socioeconomically Disadvantaged: 94.3%    English Learners: 50.2%

Dashboard Release:

Foster Youth: 0.3%    Grade Span: P-Adult    Charter School: No

Fall 2017

This report shows the performance levels for Students with Disabilities on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
<a href="#">Chronic Absenteeism</a> 	N/A	N/A	N/A
Suspension Rate (K-12)		Very High 9.5%	Maintained -0.1%
Graduation Rate (9-12)		Low 75.2%	Declined -2.5%
College/Career (9-12) <small>Select for one year of available data</small>		Very Low 3.5%	N/A
English Language Arts (3-8)		Very Low 153.6 points below level 3	Maintained -2.2 points
Mathematics (3-8)		Very Low 180.8 points below level 3	Declined -5.2 points

### Performance Levels:

 Red (Lowest Performance)     Orange     Yellow     Green     Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.




# American Indian Student Group Report

## Coachella Valley Unified - Riverside County

Enrollment: 18,501    Socioeconomically Disadvantaged: 94.3%    English Learners: 50.2%  
 Foster Youth: 0.3%    Grade Span: P-Adult    Charter School: No

Dashboard Release:  
 Fall 2017

This report shows the performance levels for American Indian on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism <a href="#">↗</a>	N/A	N/A	N/A
Suspension Rate (K-12)		Very High 14.3%	Increased Significantly +2.3%
Graduation Rate (9-12)		*	*
College/Career (9-12) <small>Select for one year of available data</small>		*	N/A
English Language Arts (3-8)		Very Low 98 points below level 3	Maintained +0.5 points
Mathematics (3-8)		Very Low 131.6 points below level 3	Increased +7.6 points

### Performance Levels:

 Red (Lowest Performance)     Orange     Yellow     Green     Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

# African American Student Group Report

## Coachella Valley Unified - Riverside County


Enrollment: 18,501    Socioeconomically Disadvantaged: 94.3%    English Learners: 50.2%

Dashboard Release:

Foster Youth: 0.3%    Grade Span: P-Adult    Charter School: No

Fall 2017

This report shows the performance levels for African American on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism <a href="#">↗</a>	N/A	N/A	N/A
Suspension Rate (K-12)		High 5%	Declined Significantly -15.9%
Graduation Rate (9-12)		*	*
College/Career (9-12) <small>Select for one year of available data</small>		*	N/A
English Language Arts (3-8)		Low 64.9 points below level 3	*
Mathematics (3-8)		Very Low 125.8 points below level 3	*

### Performance Levels:

 Red (Lowest Performance)     Orange     Yellow     Green     Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.


# Two or More Races Student Group Report

## Coachella Valley Unified - Riverside County

Enrollment: 18,501    Socioeconomically Disadvantaged: 94.3%    English Learners: 50.2%  
 Foster Youth: 0.3%    Grade Span: P-Adult    Charter School: No

Dashboard Release:  
 Fall 2017

This report shows the performance levels for Two or More Races on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
<a href="#">Chronic Absenteeism</a> 	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		Very High 11.8%	Increased Significantly +3.1%
<a href="#">Graduation Rate (9-12)</a>		*	*
<a href="#">English Language Arts (3-8)</a>		*	*
<a href="#">Mathematics (3-8)</a>		*	*

### Performance Levels:

 Red (Lowest Performance)   
  Orange   
  Yellow   
  Green   
  Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.



# White Student Group Report

## Coachella Valley Unified - Riverside County




Enrollment: 18,501    Socioeconomically Disadvantaged: 94.3%    English Learners: 50.2%

Dashboard Release:

Foster Youth: 0.3%    Grade Span: P-Adult    Charter School: No

Fall 2017

This report shows the performance levels for White on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism <a href="#">↗</a>	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 4.2%	Declined Significantly -4.3%
Graduation Rate (9-12)		Low 80%	Increased +3.2%
College/Career (9-12) <small>Select for one year of available data</small>		Medium 46.7%	N/A
English Language Arts (3-8)		Low 49.1 points below level 3	Increased +10.6 points
Mathematics (3-8)		Low 73.9 points below level 3	Increased +8.6 points

### Performance Levels:

 Red (Lowest Performance)     Orange     Yellow     Green     Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

# Hispanic Student Group Report

## Coachella Valley Unified - Riverside County





Enrollment: 18,501    Socioeconomically Disadvantaged: 94.3%    English Learners: 50.2%

Dashboard Release:

Foster Youth: 0.3%    Grade Span: P-Adult    Charter School: No

Fall 2017

This report shows the performance levels for Hispanic on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism <a href="#">↗</a>	N/A	N/A	N/A
Suspension Rate (K-12)		High 5.3%	Increased +0.6%
Graduation Rate (9-12)		Medium 86.8%	Increased +4.2%
College/Career (9-12) <a href="#">Select for one year of available data</a>		Low 24.7%	N/A
English Language Arts (3-8)		Very Low 71 points below level 3	Maintained +0.9 points
Mathematics (3-8)		Low 90.8 points below level 3	Maintained +2.6 points

### Performance Levels:

 Red (Lowest Performance)     Orange     Yellow     Green     Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

# Foster Youth Student Group Report

## Coachella Valley Unified - Riverside County


Enrollment: 18,501    Socioeconomically Disadvantaged: 94.3%    English Learners: 50.2%

Dashboard Release:

Foster Youth: 0.3%    Grade Span: P-Adult    Charter School: No

Fall 2017

This report shows the performance levels for Foster Youth on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism <a href="#">↗</a>	N/A	N/A	N/A
Suspension Rate (K-12)		Very High 14%	Increased Significantly +5.1%
Graduation Rate (9-12)		*	*
College/Career (9-12) <a href="#">Select for one year of available data</a>		*	N/A
English Language Arts (3-8)		Very Low 80.9 points below level 3	Maintained -1.6 points
Mathematics (3-8)		Very Low 101.2 points below level 3	Increased +11.5 points

### Performance Levels:

 Red (Lowest Performance)     Orange     Yellow     Green     Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

# Homeless Student Group Report

## Coachella Valley Unified - Riverside County





Enrollment: 18,501    Socioeconomically Disadvantaged: 94.3%    English Learners: 50.2%

Dashboard Release:

Foster Youth: 0.3%    Grade Span: P-Adult    Charter School: No

Fall 2017

This report shows the performance levels for Homeless on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism <a href="#">🔗</a>	N/A	N/A	N/A
Suspension Rate (K-12)		High 5.1%	Declined -1.2%
Graduation Rate (9-12)		Low 78.1%	Increased +1.2%
College/Career (9-12) <a href="#">Select for one year of available data</a>		Low 21.9%	N/A
English Language Arts (3-8)		Very Low 76.5 points below level 3	Maintained -1.6 points
Mathematics (3-8)		Very Low 98.1 points below level 3	Increased +3 points

### Performance Levels:

 Red (Lowest Performance)     Orange     Yellow     Green     Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

# Coachella Valley Unified School District

## List of Schools

This page lists the names of all schools within the district, and shows their performance levels for all students on the state indicators.

School Name ^	Suspension Rate ↕	English Learner Progress ↕	English Language Arts ↕	Mathematics ↕	Graduation Rate ↕
<b>Coachella Valley Unified</b>					
Bobby Duke Middle					
Cahuilla Desert Academy Junior High					
Cesar Chavez Elementary					
Coachella Valley High					
Coral Mountain Academy					
Desert Mirage High					
John Kelley Elementary					
La Familia Continuation High					
Las Palmitas Elementary					
Mecca Elementary					
Mountain Vista Elementary					
Oasis Elementary					
Palm View Elementary					
Peter Pendleton Elementary					
Saul Martinez Elementary					
Sea View Elementary					
Toro Canyon Middle					
Valle del Sol Elementary					
Valley View Elementary					
West Shores High					
Westside Elementary					

### Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.