LCFF Budget Overview for Parents

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

CDS Code: 19-64436-6012447

School Year: 2024-25

LEA contact information:

Josie Paredes, Ed.D.

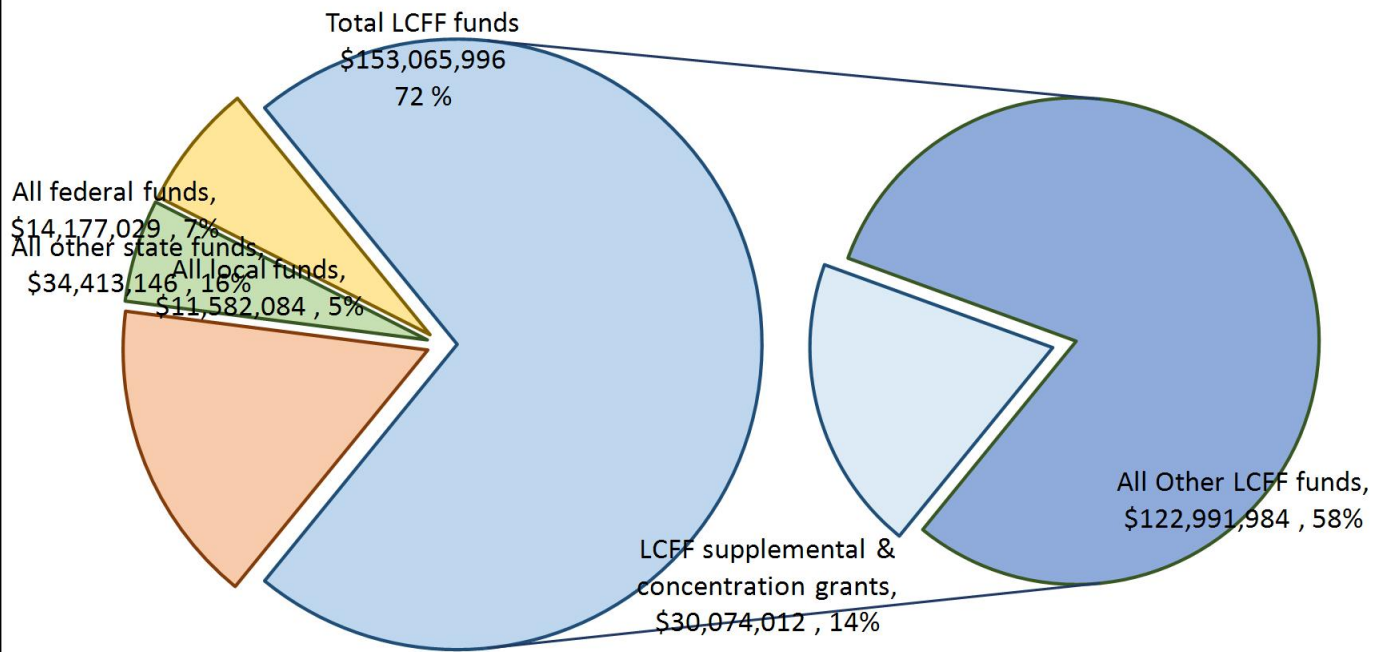Assistant Superintendent, Educational Services

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626-974-7000

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$153,065,996
72 %

All federal funds,
$14,177,029 , 7%

All other state funds,
$34,413,146 , 16%

All local funds,
$11,582,084 , 5%

LCFF supplemental &
concentration grants,
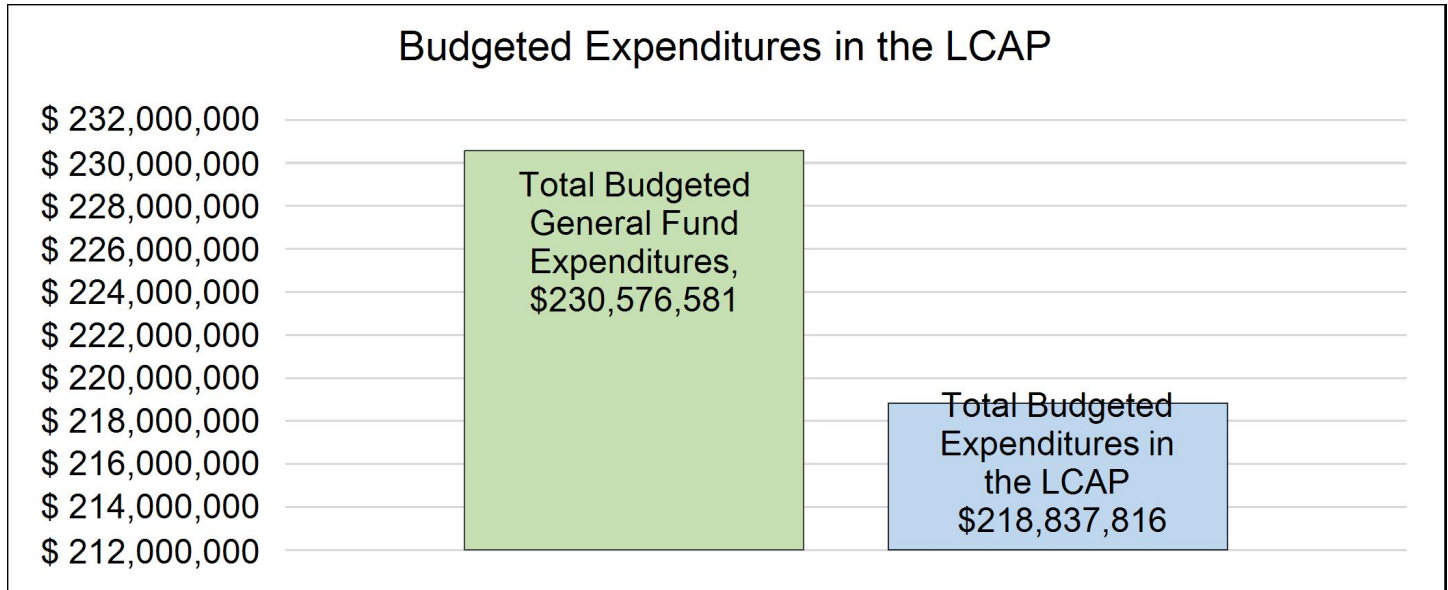$30,074,012 , 14%

All Other LCFF funds,
$122,991,984 , 58%

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

The text description for the above chart is as follows: The total revenue projected for Covina-Valley Unified School District is $213,238,255, of which $153,065,996 is Local Control Funding Formula (LCFF), $34,413,146 is other state funds, $11,582,084 is local funds, and $14,177,029 is federal funds. Of the $153,065,996 in LCFF Funds, $30,074,012 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $230,576,581	
	Total Budgeted Expenditures in the LCAP $218,837,816

Y-axis values: $ 232,000,000 / $ 230,000,000 / $ 228,000,000 / $ 226,000,000 / $ 224,000,000 / $ 222,000,000 / $ 220,000,000 / $ 218,000,000 / $ 216,000,000 / $ 214,000,000 / $ 212,000,000

This chart provides a quick summary of how much Covina-Valley Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Covina-Valley Unified School District plans to spend $230,576,581 for the 2024-25 school year. Of that amount, $218,837,816 is tied to actions/services in the LCAP and $11,738,765 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
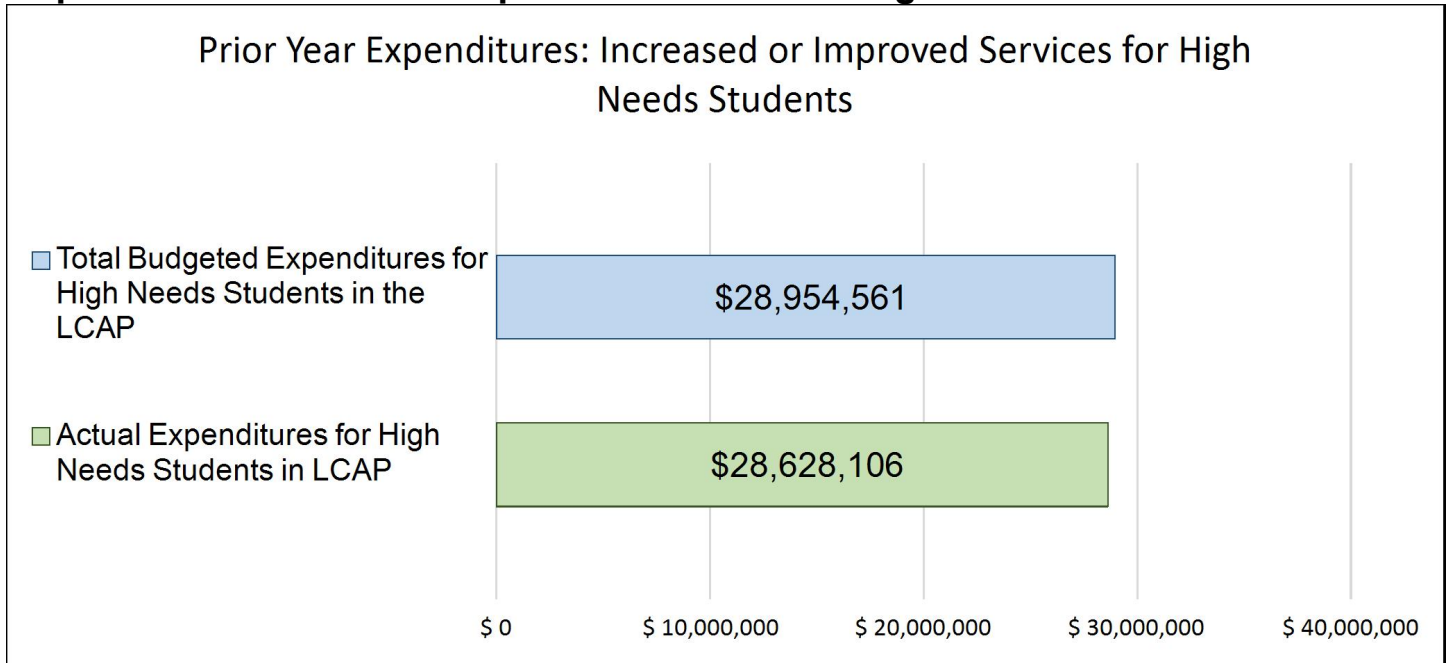
Covina-Valley Unified School District is the Administrative Unit for the SELPA, the District records all expenditures for the SELPA, tuition paid for students attending other district Special Education programs or county programs and payments made for long term debt for HVAC replacement units and Qualified Zone Academy Bonds (QZAB).

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Covina-Valley Unified School District is projecting it will receive $30,074,012 based on the enrollment of foster youth, English learner, and low-income students. Covina-Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Covina-Valley Unified School District plans to spend $32,416,241 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $28,954,561

☐ Actual Expenditures for High Needs Students in LCAP — $28,628,106

$ 0 $ 10,000,000 $ 20,000,000 $ 30,000,000 $ 40,000,000

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

The text description of the above chart is as follows: In 2023-24, Covina-Valley Unified School District's LCAP budgeted $28,954,561 for planned actions to increase or improve services for high needs students. Covina-Valley Unified School District actually spent $28,628,106 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $326,455 had the following impact on Covina-Valley Unified School District's ability to increase or improve services for high needs students:

Despite this material difference between the total actual expenditures and the total budgeted expenditures for actions and services aimed at increasing or improving services for high-needs students in 2023-24, Covina-Valley Unified School District implemented the planned actions as intended. The district had budgeted $28,954,561, but actual expenditures amounted to $28,628,106, which is a small difference of $326,455, caused by minor variations in contract and material costs in multiple actions and services aimed at increasing or improving services for high-needs students.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Covina-Valley Unified School District	Josie Paredes, Ed.D. Assistant Superintendent, Educational Services	jparedes@c-vusd.org 626-974-7000

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services	Teacher mis-assignments: 0 Fully Credentialed Teachers: 100% Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0 (School Accountability Report Cards and Quarterly Williams Reports 2021)	Teacher mis-assignments: 0 Fully Credentialed Teachers: 100% Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0 (School Accountability Report Cards and Quarterly Williams Reports 2022)	Teaching Assignment Monitoring Outcomes: 4.4% (Out-of-Field) 0.5% (Ineffective) Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0 (DataQuest, 2020-21, School Accountability Report Cards and Quarterly Williams Reports 2022-2023)	Teaching Assignment Monitoring Outcomes: 4.8% (Out-of-Field) 0.5% (Ineffective) Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0 (DataQuest, 2021-22, School Accountability Report Cards and Quarterly Williams Reports 2023-2024)	Teaching Assignment Monitoring Outcomes: No more than 4% Out-of-Field & Ineffective Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0 (DataQuest, School Accountability Report Cards and Quarterly Williams Reports 2024)
SBAC ELA Achievement	All Students: 54% Socioeconomically Disadvantaged: 46% Hispanic/Latino: 50% Students with Disabilities: 15% English Learners 7%	All Students 54% Socioeconomically Disadvantaged: 46% Hispanic/Latino: 50% Students with Disabilities: 15% English Learners 7%	All Students: 49.87% Socioeconomically Disadvantaged: 43.81% Hispanic/Latino: 47.14% Students with Disabilities: 15%	All Students: 52.85% Socioeconomically Disadvantaged: 47.43% Hispanic/Latino: 49.33% Students with Disabilities: 18.06%	All Students: 65% Socioeconomically Disadvantaged: 55% Hispanic/Latino: 60% Students with Disabilities: 25% English Learners 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Data Dashboard 2019) i-Ready K-8: 49.9% Illuminate 11: 48% (Local Database 2020)	(Data Dashboard 2019--No Dashboard 2020 or 2021) i-Ready K-8: 49% Illuminate 11: 10% (Local Database 2021)	English Learners 10.84% (Data Dashboard 2022) i-Ready K-8: 51% Illuminate 11: -- (not given in 2022 because of the return of CAASPP) (Local Database 2022)	English Learners 8.72% (Data Dashboard 2023) i-Ready K-8: 54% Illuminate 11: -- (not given in 2022-2024 because of the return of CAASPP) (Local Database 2023)	(Data Dashboard 2023-2024) i-Ready K-8 - 65% Illuminate 11 - 65% (Local Database 2024)
SBAC Math Achievement	All Students: 38% Socioeconomically Disadvantaged: 34% Hispanic/Latino: 33% Students with Disabilities: 12% English learners 8% (Data Dashboard 2019) i-Ready K-8 - 40% Illuminate 11 - 31% (Local Database 2020)	All Students: 38% Socioeconomically Disadvantaged:34% Hispanic/Latino: 33% Students with Disabilities: 12% English learners 8% (Data Dashboard 2019--No Dashboard 2020 or 2021) i-Ready K-8: 30% Illuminate 11: 10% (Local Database 2021)	All Students: 30.13% Socioeconomically Disadvantaged: 24.92% Hispanic/Latino: 25.88% Students with Disabilities: 9.58% English Learners 12.10% (Data Dashboard 2022) i-Ready K-8: 43% Illuminate 11: -- (not given in 2022 because of the return of CAASPP)	All Students: 35.41% Socioeconomically Disadvantaged: 30.20% Hispanic/Latino: 31.15% Students with Disabilities: 16.13% English Learners: 13.34% (Data Dashboard 2023) i-Ready K-8: 43% Illuminate 11: -- (not given in 2022-2024 because of the return of CAASPP)	All students: 50% Socioeconomically Disadvantaged: 45% Hispanic/Latino: 45% Students with Disabilities: 25% English Learners 15% (Data Dashboard 2023-2024) i-Ready K-8 - 50% Illuminate 11 - 50% (Local Database 2024)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			(Local Database 2022)	(Local Database 2023)	
English Learner Proficiency	English Learner Progress towards English Proficiency: 44.3% (Data Dashboard 2019)	English Learner Progress towards English Proficiency: 44.3% (Data Dashboard 2019-No Dashboard 2020 or 2021)	English Learner Progress towards English Proficiency: 52.2% (Data Dashboard 2022)	English Learner Progress towards English Proficiency: 50.1% (Data Dashboard 2023)	English learner Progress towards English Proficiency 49% (Data Dashboard 2023-24)
Parent Involvement & Family Engagement - Participation Metric	My school effectively prepares my child for the next grade level: 67.28% Parent Participation in Back to School Night: 69.67% Participation in Parent Conferences: 64.35% Participation in PTA meetings & events: 50.11% (Local Qualtrics Survey 2020-2021)	My school effectively prepares my child for the next grade level: 74% Parent Participation in Back to School Night: 67% Participation in Parent Conferences: 67% Participation in PTA meetings & events: 43% (Local Qualtrics Survey 2021-2022)	My school effectively prepares my child for the next grade level: 74.14% Parent Participation in Back to School Night: 69.51% Participation in Parent Conferences: 53.24% Participation in PTA meetings & events: 29.31% (Local Qualtrics Survey 2022-2023)	My school effectively prepares my child for the next grade level: 90% Parent Participation in Back to School Night: 74% Participation in Parent Conferences: 55% Participation in PTA meetings & events: 35% (Local Qualtrics Survey 2023-2024)	My school effectively prepares my child for the next grade level: 90% Parent Participation in Back to School Night: 75% Parent Participation in Parent Conferences: 75% Participation in PTA meetings & events: 60% (Local Qualtrics Survey 2024)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
UC/CSU A-G Subject Requirement Course Completion	All Students: 67.7% English Learners: 42.4% Foster Youth: 47.4% Homeless Youth: 46.6% Students with Disabilities: 29.6% Socioeconomically Disadvantaged: 65.9% (DataQuest CDE 2020)	All Students: 66.1% English Learners: 55.3% Foster Youth: 27.3% Homeless Youth: 61% Students with Disabilities: 26.9% Socioeconomically Disadvantaged: 63% (DataQuest CDE 2021)	All Students: 65.5% English Learners: 40.5% Foster Youth: 46.2% Homeless Youth: 45.6% Students with Disabilities: 27.7% Socioeconomically Disadvantaged: 61.3% (DataQuest CDE 2022)	All Students: 65.1% English Learners: 40.9% Foster Youth: 36.4% Homeless Youth: 52.1% Students with Disabilities: 24.3% Socioeconomically Disadvantaged: 60.7% (DataQuest CDE 2023)	All Students: 75% English Learners: 50% Foster Youth 53% Homeless Youth: 52% Students with Disabilities: 35% Socioeconomically Disadvantaged: 72% (DataQuest CDE 2023-2024)
Graduation Rates	All Students: 97.4% English Learners: 90.8% Foster Youth: 100% Homeless Youth: Students with Disabilities: 87.8% Socioeconomically Disadvantaged: 97.4% (DataQuest CDE 2020)	All Students: 96.2% English Learners: 90.5% Foster Youth: 84.6% Homeless Youth: 90.5% Students with Disabilities: 90.8% Socioeconomically Disadvantaged: 95.7% (DataQuest CDE 2021)	All Students: 95.6% English Learners: 72.5% Foster Youth: 76.5% Homeless Youth: 96.8% Students with Disabilities: 84.9% Socioeconomically Disadvantaged: 95.2% (DataQuest CDE 2022)	All Students: 95.8% English Learners: 86.3% Foster Youth: 73.3% Homeless Youth: 91.3% Students with Disabilities: 84.4% Socioeconomically Disadvantaged: 95.0% (DataQuest CDE 2023)	All Students: 98.5% English Learners: 94% Foster Youth: 96% Homeless Youth: Students with Disabilities: 92% Socioeconomically Disadvantaged: 98.5% (DataQuest CDE 2023-2024)
Career Technical Education (CTE) Pathway Completion	All Students: 16.9% English Learners: 10.5%	All Students: 24.6% English Learners: 4.7%	All Students: 26.5% English Learners: 14.3%	All Students: 30.5% English Learners: 16.1%	All: 27% English Learners: 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged: 18.1% Students with Disabilities: 16.7% Foster Youth: 12.5% Homeless: 22% (CCI Data Dashboard 2020)	Socioeconomically Disadvantaged: 25.5% Students with Disabilities: 17.0% Foster Youth: 18.2% Homeless: 20.2% (CCI Data Dashboard 2021)	Socioeconomically Disadvantaged: 25.3% Students with Disabilities: 16.9% Foster Youth: 10.0% Homeless: 28.3% (CCI Data Dashboard 2021)	Socioeconomically Disadvantaged: 29.1% Students with Disabilities: 25.6% Foster Youth: 12.5% Homeless: 25.3% (CCI Data Dashboard 2023)	Socioeconomically Disadvantaged: 26% Students with Disabilities: 26% Foster Youth: 22% Homeless: 32% (CCI Data Dashboard 2024)
English Learner Reclassification Rate	Reclassification Rate: 21.9% (DataQuest CDE 2020)	Reclassification Rate: 6.4% (DataQuest CDE 2021)	Reclassification Rate: 6.4% (DataQuest CDE 2021--2022 Data not yet released)	Reclassification Rate: 20.1% (DataQuest CDE 2022--2023 Data not yet released--Rate listed locally calculated)	Reclassification Rate 22% (DataQuest CDE 2023-2024)
Advanced Placement Passing Rate (Score of 3 or Higher)	All Students: 48% (CollegeBoard Database 2020)	All Students: 33% (CollegeBoard Database 2021)	All Students: 39% (CollegeBoard Database 2021)	All Students: 46% (CollegeBoard Database 2023)	All Students: 60% (CollegeBoard Database 2023-2024)
UC/CSU English Language Arts Readiness (EAP Exempt and Conditionally Exempt)	All Students: 53% Socioeconomically Disadvantaged: 46% Hispanic/Latino: 50% Students with Disabilities: 15% English Learners 7%	All Students: 53% Socioeconomically Disadvantaged: 46% Hispanic/Latino: 50% Students with Disabilities: 15% English Learners 7%	All Students: 49.87% Socioeconomically Disadvantaged: 43.81% Hispanic/Latino: 47.14% Students with Disabilities: 15%	All Students: 55.21% Socioeconomically Disadvantaged: 49.69% Hispanic/Latino: 51.31% Students with Disabilities: 12.96%	All Students: 67% Socioeconomically Disadvantaged: 60% Hispanic/Latino: 60% Students with Disabilities: 25% English Learners 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Data Dashboard 2019 and Local Metrics Combined 2019)	(Data Dashboard 2019 and Local Metrics Combined 2019-No Data Dashboard in 2020 or 2021)	English Learners 10.84% (Data Dashboard 2022)	English Learners: 2.00% (Data Dashboard 2023)	(Data Dashboard 2023-24 and Local Metrics Combined 2023-24)
UC/CSU Mathematics College Readiness (EAP Exempt and Conditionally Exempt)	All Students: 37% Socioeconomically Disadvantaged: 34% Hispanic/Latino: 33% Students with Disabilities: 12% English Learners 8% (Data Dashboard 2019 and Local Metrics Combined 2019)	All Students: 37% Socioeconomically Disadvantaged: 34% Hispanic/Latino: 33% Students with Disabilities: 12% English Learners 8% (Data Dashboard 2019 and Local Metrics Combined 2019-No Data Dashboard in 2020 or 2021)	All Students: 30.13% Socioeconomically Disadvantaged: 24.92% Hispanic/Latino: 25.88% Students with Disabilities: 9.58% English Learners 12.10%	All Students: 23.10% Socioeconomically Disadvantaged: 18.03% Hispanic/Latino: 18.45% Students with Disabilities: 4.59% English Learners: 7.70% (Data Dashboard 2023)	All students 50% Socioeconomically Disadvantaged: 50% Hispanic/Latino: 50% Students with Disabilities: 25% English Learners 20% (Data Dashboard 2023-24 and Local Metrics Combined 2023-24)
CTE/A-G Crossover Completion	Students Completing A-G and CTE All Students: 15.7% Socioeconomically Disadvantaged: 16% English Learners: 5% Foster Youth: 10.5% (CALPADS Reports 3.15 and 15.2, 2020)	Students Completing A-G and CTE All Students: 18.8% Socioeconomically Disadvantaged: 19.0% English Learners: 4.7% Foster Youth: 18.2% (CALPADS Reports 3.15 and 15.2, 2021)	Students Completing A-G and CTE All Students: 20.1% Socioeconomically Disadvantaged: 18.1% English Learners: 5.4% Foster Youth: 10.0% (CALPADS Reports 3.15 and 15.2, 2021)	Students Completing A-G and CTE All Students: 22.5% Socioeconomically Disadvantaged: 20.3% English Learners: 10.7% Foster Youth: 6.3% (CALPADS Reports 3.15 and 15.2, 2023)	Students Completing A-G and CTE All Students: 30% Socioeconomically Disadvantaged: 28% English Learners: 20% Foster Youth: 25% (CALPADS Reports 3.15 and 15.2, 2024)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FAFSA Application Local Indicator	Senior Completion: 78% (812 students) (California Student Aid Commission-CSAC 2020)	Senior Completion: 66% (724 students) (California Student Aid Commission-CSAC 2021)	Senior Completion: 80% (857 students) (California Student Aid Commission-CSAC 2022)	Senior Completion: 86% (923 students) (California Student Aid Commission-CSAC 2023)	Senior Completion: 85% (California Student Aid Commission-CSAC 2024)
CAST Achievement	All Students: 29.08% Socioeconomically Disadvantaged: 26% Hispanic/Latino: 25.68% Students with Disabilities: 5.96% English Learners: 3.23% (DataQuest CDE, 2019-no CAST data for 2020)	All Students: 29.08% Socioeconomically Disadvantaged: 26% Hispanic/Latino: 25.68% Students with Disabilities: 5.96% English Learners: 3.23% (DataQuest CDE, 2019-no CAST data for 2021)	All Students: 23.75% Socioeconomically Disadvantaged: 20.09% Hispanic/Latino: 20.31% Students with Disabilities: 6.60% English Learners: 1.13% (DataQuest CDE, 2022)	All Students: 27.02% Socioeconomically Disadvantaged: 21.61% Hispanic/Latino: 22.93% Students with Disabilities: 7.00% English Learners: 2.27% (DataQuest CDE, 2023)	All Students: 40% Socioeconomically Disadvantaged: 36% Hispanic/Latino: 35.68% Students with Disabilities: 15.96% English Learners: 13.23% (DataQuest CDE 2023-24)

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All actions and services for Goal 1, which aims to ensure all students are prepared and eligible for college and career upon graduation, were implemented mainly as planned. There were no substantive differences in the implementation of Goal 1 actions. These actions, designed to bolster educational outcomes and preparedness, spanned various student groups, encountering a mix of successes and challenges. Each action contributed to the overarching objective of enhancing student readiness for post-secondary paths, though discrepancies in outcomes have necessitated ongoing refinements and more tailored strategies.

Certificated Assignments (Action 1): The Personnel Department successfully maintained high standards in hiring and assigning fully credentialed teachers, ensuring quality education delivery.

Strategic Guidance Programs (Action 2): Full implementation of comprehensive guidance programs at high schools demonstrated progress in developing four-year plans that aligned well with intended goals.

College and Career Pathways (Action 3): Full implementation showed partial success, with diverse pathways introduced, though completion rates among vulnerable groups indicated a need for more targeted support.

College and Career Readiness (Action 4): Active and full implementation and alignment with planned actions, though outcomes highlighted the need for enhanced strategies to improve completion rates for disadvantaged groups.

AVID—Advancement Via Individual Determination (Action 5): The integration of AVID strategies was fully implemented, and it increased organizational skills and college readiness, reflecting strong parent support.

Student Participation for Low-Income Students (Action 6): Programs preparing low-income students for AP courses were fully implemented in 9th and 10th grade. This action showed promise but revealed a need for more focused interventions to enhance outcomes.

College Readiness Exams (Action 7): Free exams and waivers were provided to high school students across the district, significantly enhancing readiness resources and benefiting target demographics.

College and Career Counseling for Unduplicated Students (Action 8): Fully implemented support from counselors in helping students meet graduation and A-G requirements, demonstrating the necessity and success of comprehensive services.

College Readiness Supports through EL Leadership (Action 9): All High School students in ELD courses attended the California Association for Bilingual Education High School Student Academy, which unlocked their leadership potential, explored their cultural heritage, delved into exciting career possibilities, and paved the way for college success.

College Preparation and Curriculum (Action 10): New instructional materials for AP/IB and standardized assessments were introduced and implemented, and their effectiveness needs to be monitored on an ongoing basis.

College Readiness Staffing (Action 11): Although CTE course offerings were fully implemented and sections were expanded, engagement and completion rates for vulnerable groups remained low, indicating a need for improved strategies.

21st Century Educational Leadership (Action 12): Professional development focused on the 4Cs was fully implemented, requiring continuous assessment to ensure impact on student outcomes.

College and Community Partnership (Action 13): Partnership expansion and Internship opportunities were partially implemented. These partnerships enhanced preparation for post-secondary success, showing strategic alignment with planned actions.

Assessment and Progress Monitoring of Unduplicated Students (Action 14): Fully implemented data-driven systems were critical in identifying and supporting at-risk students, particularly English Learners.

Professional Learning Communities—PLC (Action 15): Fully implemented PLCs focused on data-driven instruction for unduplicated students, though intensified efforts were necessitated by significant disparities in assessment outcomes.

Non-certificated Classified Support Staffing (Action 16): Hiring support staff helped foster environments conducive to learning, directly reflecting planned actions and goals.

Challenges and Adjustments-
Variability in Preparedness and Achievement: Discrepancies in college and career readiness rates across student groups required targeted interventions beyond the initial implementation scope of LCAP actions.

Resource Allocation and Engagement: Ensuring that resources and support services are effectively reaching and engaging the intended student populations remained a challenge, prompting ongoing adjustments in strategy implementation.
Monitoring and Evaluation: The need for continuous monitoring and adjustment became apparent as data revealed areas where implementation differed from initial plans, particularly in actions aimed at CTE and AP/IB readiness.

Continued dedication to evaluating effectiveness and making necessary adjustments is essential for achieving the desired outcomes stipulated in the LCAP.

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

Actions and services for Goal 1, aimed at guaranteeing that all students are eligible and ready for college and career upon graduation, were generally expended as intended, with a few exceptions. Below are the material differences of 15% or more between budgeted and estimated actual expenditures.

Material differences were noted in Action 2 (Strategic Guidance Program), Action 5 (AVID), Action 6 (Pre-Advanced Placement Program), and Action 8 (College and Career Counseling) due to under-budgeted salary projections. During the 2023-24 school year, Covina-Valley negotiated a raise that was not accounted for in the 2023-24 LCAP budget. Additionally, the hiring of additional counselors contributed to the material difference in expenditures for Action 2 (Strategic Guidance Program).

The material differences between budgeted and estimated actual expenditures in Action 7 (College Readiness Exams) and Action 12 (21st Century Educational Leadership) were a result of over-budgeting contracts and materials costs. This overestimation led to a variance in the actual expenditures.

Material differences in Action 10 (College Preparation and Curriculum) and Action 14 (Assessment and Progress Monitoring of Unduplicated Students) were due to under-budgeted substitute costs, extra-hourly pay, and material costs for supplemental instructional materials and assessment building.

Despite these material differences, the services in Actions 2, 5, 6, 7, 8, 10, 12, and 14 were fully implemented based on identified needs. The budgeted expenditures have been updated accordingly for the 2024-25 LCAP. All unspent funds from the 2023-24 budget will be carried over to expand and enhance actions in the upcoming year.

During the three-year LCAP cycle, various actions were implemented to achieve the district's goal of ensuring college and career readiness. The following analysis assesses the effectiveness or ineffectiveness of specific actions, grouped by their strategic similarities, in producing the desired results. This evaluation considers the extent to which each action or group of actions succeeded in impacting relevant metrics and highlights areas needing further attention and improvement.

Action 1: Certificated Assignments
The Personnel Department successfully maintained a high standard in hiring fully credentialed teachers, as evidenced by the low percentage of out-of-field (4.8%) and ineffective teachers (0.5%). Training for site administrators on credentialing and master scheduling was effective in ensuring appropriate teacher assignments throughout the year.

Action 2: Strategic Guidance Program
The full implementation of strategic guidance programs across high schools has demonstrated significant progress in developing 4-year plans for students in grades 9-12, aimed at enhancing college and career readiness. This aligns well with the district's goals and planned actions. However, the 2023 CCI data shows that preparedness levels vary significantly among student groups: 51.9% of all students are prepared, but only 30.2% of English Learners and 13.3% of Foster Youth are prepared for post-secondary challenges. Additionally, graduation rates and UC/CSU requirement fulfillment further underscore the need for targeted support, particularly for English Learners (86.3% graduation rate and 40.9% meeting UC/CSU requirements) and Foster Youth (73.3% graduation rate and 36.4% meeting UC/CSU requirements). These insights suggest that while the guidance programs are robust, enhanced focus and personalized strategies are necessary to improve outcomes for underrepresented student groups.

Action 3: College and Career Pathways
The implementation of diverse College and Career Pathways aimed at preparing students for future success has shown partial success but also highlights areas needing improvement. According to the 2023 CCI data, the completion rates for at least one Career Technical Education (CTE) pathway are notably low for English Learners at 16.1% and even lower for Foster Youth at 12.5%. Additionally, overall preparedness rates for college and careers are 30.2% for English Learners and 13.3% for Foster Youth, which further underscores the urgency for enhanced support and targeted engagement strategies. These interventions are crucial to elevate the effectiveness of the pathways and ensure that these vulnerable student groups are better prepared for their future educational and career endeavors..

Action 4: College and Career Readiness
The readiness platform, aimed at fostering self-discovery and career exploration among disadvantaged student groups, has been actively implemented and aligns with planned actions. However, the 2023 CCI data reveals that while the overall college and career preparedness stands at 51.9% for all students, it is notably lower for English Learners at 30.2% and Foster Youth at 13.3%. Additionally, the four-year adjusted cohort graduation rate for English Learners is 86.3%, and only 40.9% of them meet UC/CSU requirements. These figures underscore the need for further efforts and targeted interventions to enhance the effectiveness of the readiness platform, particularly to increase A-G course completion rates among English Learners and other disadvantaged groups.

Action 5: AVID - Advancement Via Individual Determination

The integration of AVID strategies across elementary and secondary levels has been a proactive measure toward increasing organizational skills and college readiness. Parents' overall positive feedback on college preparation indicates effective action implementation. Parent feedback supports this implementation, with 90% agreeing that schools prepare students well for the next grade level. Continuous monitoring and support are required to maintain momentum.

Action 6: Student Participation for Low-Income Students
This program, which aims to prepare Low-Income students in early high school grades for Advanced Placement courses, is aligned with planned actions and shows promise in its implementation. However, with the overall Advanced Placement pass rate standing at 46% according to the College Board, there is a clear indication that further evaluations and targeted strategies are necessary to enhance the performance of these students. Future assessments should focus on specific advancements in student performance to ensure that the preparation provided truly translates into success in AP courses.

Action 7: College Readiness Exams
The provision of free PSAT, SAT, and exam waivers has been fully implemented, significantly enhancing the availability of college readiness resources to all students. This strategic action has been particularly beneficial for target demographics, including Low-Income, English Learners, and Foster Youth. Despite these efforts, college readiness rates indicate that Low-Income students are 47.5% prepared, English Learners at 30.2%, and Foster Youth at 13.3%, as reported by the College/Career Indicator on the California Dashboard. These figures underscore the necessity for enhanced support and additional preparation strategies to improve preparedness levels across these groups. Ongoing monitoring and targeted interventions are essential to elevate these readiness scores further.

Action 8: College and Career Counseling for Foster Youth/English Language Learners/Low-Income Students
Counselors have actively provided targeted support for Foster Youth, English Learners, and Low-Income students, ensuring alignment with planned actions and contributing positively to students' readiness for college and career paths. Counseling has effectively supported students in meeting A-G and graduation requirements, as reflected in the graduation rates (86.3% for English Learners and 73.3% for Foster Youth), showcasing the necessity and success of these comprehensive services.

Action 9: College Readiness Supports through EL Leadership
Through the EL Leadership programs, the district has significantly increased participation and awareness among English Learners and their parents, effectively aligning with planned actions to enhance educational engagement and leadership opportunities. With 50.1% of English Learners making progress towards language proficiency and a Long-Term English Learner rate of 7.5%, these programs are crucial in promoting active involvement and improving educational outcomes for English Learners. The increased engagement facilitated by these leadership programs supports both students and their families in navigating the educational system and advocating for necessary resources and support.

Action 10: College Preparation and Curriculum
The purchase and implementation of new instructional materials for AP, IB, and standardized assessments have been geared toward increasing coursework achievement. However, effectiveness should be further monitored given the mixed outcomes in high-stakes testing results, especially considering the mixed outcomes in pass rates: 46% for AP and 70% for IB.

Action 11: College Readiness Staffing
The increase in CTE course offerings is aligned with planned actions. Despite the expansion of CTE courses, the percentage of students who completed at least one CTE pathway remains low, particularly among English Learners (16.1%) and Foster Youth (12.5%). This data highlights the need for enhanced strategies to improve engagement and success rates in CTE pathways for these groups. Further support and targeted interventions could better align course offerings with the needs and interests of these students to increase participation and completion rates.

Action 12: 21st-Century Educational Leadership
Increasing professional development and providing instructional materials for teaching the 4Cs have been effectively implemented, as evidenced on the CA Dashboard by a 7.5-point increase in ELA and a 13.1-point increase in math student achievement. However, continued assessment and adaptation are needed to ensure these initiatives translate into improved student learning outcomes.

Action 13: College and Community Partnership
The expansion of College and Community partnerships and REACH opportunities has been instrumental in preparing students for post-secondary success, as evidenced by the CA Dashboard College/Career Indicator, with 51.9% of students prepared.

Action 14: Assessment and Progress Monitoring of Unduplicated Students
The establishment of a data-driven assessment system has been foundational in monitoring and supporting the progress of English Learners. With 50.1% of these students making progress toward English language proficiency and a Long-Term English Learner rate of 7.5%, this system plays a critical role in identifying at-risk students early. The data underscores the necessity of continuing to refine and focus interventions specifically for Long-Term English Learners and other vulnerable groups to improve their educational outcomes and proficiency rates.

Action 15: Professional Learning Communities
The implementation of Professional Learning Communities (PLC) and Achievement Teams has been strategic and data-driven, particularly in addressing the educational needs of unduplicated students. However, the 2023 Smarter Balanced Summative Assessments indicate significant challenges. While 52.85% of all students met or exceeded standards in ELA, only 8.72% of English Learners did. Similarly, in mathematics, only 13.34% of English Learners met or exceeded standards, with a concerning distance from standard at 66 points below. This data demonstrates a critical need for PLCs to intensify their focus on these groups, utilizing targeted instructional strategies to close these substantial achievement gaps. Enhanced efforts are required to address these disparities and support unduplicated students in meeting educational standards more effectively.

Action 16: Non-certificated Classified Support Staffing
Hiring non-certificated staff to support a broad range of student needs has been integral to fostering environments that connect students to learning and support the achievement of all students, directly reflecting planned actions and goals.

Overall, the assessment of these actions reveals a range of effectiveness in achieving the desired results. While some initiatives have proven to be highly successful, others show areas for improvement. To better meet the targeted goal and metrics, ongoing evaluation and refinement

of these strategies are necessary. Continuous feedback and adjustments will be crucial in enhancing the overall impact and effectiveness of the district's efforts.

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

In reviewing our practices and outcomes from the previous year, several adjustments have been made to the metrics and actions associated with our district's goals, reflecting insights gained from educational partner feedback and local data analysis. These modifications aim to better align our strategies with our overarching objectives and improve the effectiveness of our educational programs.

Updated Metrics in the 2025-26 LCAP-

- English Learner Progress, Parent Involvement, and EL Reclassification Rate have been shifted to become metrics for Goal #2. This realignment emphasizes their relevance to enhancing educational programs and practices for specific student populations..

New metrics have been introduced in the 2025-26 LCAP-

- College/Career Indicator Percentage of Students Prepared: This will gauge the effectiveness of our preparatory programs in equipping students for post-secondary success.
- International Baccalaureate Pass Rate: As a measure of high academic standards, this will help assess the achievement levels in our IB programs.
- PSAT and SAT Participation and Mean Scores: These metrics will provide insights into college readiness and standardized testing performance.

Action Adjustments in the 2024-25 LCAP-

- Actions 1 (Certificated Assignments), 2 (Strategic Guidance Program), 5 (AVID - Advancement Via Individual Determination), 6 (Student Participation for Low-Income Students), 7 (College Readiness Exams), 13 (College and Community Partnership), 14 (Assessment and Progress Monitoring of Unduplicated Students), 15 (Professional Learning Communities), and 16 (Non-certificated Classified Support Staffing) retain their core intents but include updated wording to clarify objectives and expected outcomes.
- Actions 3 (College and Career Pathways) and 11 (College Readiness Staffing) have been combined to consolidate efforts and resources, enhancing their impact and efficiency.
- Actions 4 (College and Career Readiness) and 8 (College and Career Counseling for Foster Youth/English Language Learners/Low-Income Students) were combined to streamline efforts and resources focusing on similar outcomes.
- Action 9 (College Readiness Supports through EL Leadership) has been identified as non-contributing.
- Action 10 (College Preparation and Curriculum) has been revised to specifically support the International Baccalaureate program, reflecting our commitment to high academic standards and global awareness.

- Action 12 (21st Century Educational Leadership) was integrated into several other actions to enhance overall strategy coherence and effectiveness across the LCAP.

New actions have been added to the 2024-25 LCAP-

- College Campus Visits: To enhance exposure to post-secondary environments and assist students in making informed educational choices.
- Career Readiness Competency: Including financial literacy and soft skills development, aimed at equipping students with the necessary tools for career success.

These changes are intended to refine our focus and resources towards metrics and actions that directly contribute to the achievement of our district's goals, ensuring that our strategies are both effective and responsive to the needs of our students and educational partners.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA	All Students 54% Socioeconomically Disadvantaged: 46% Hispanic/Latino: 50% Students with Disabilities: 15% English Learners 7% (Data Dashboard 2019) i-Ready K-8 - 43% Illuminate 11 - 48% (Local Database 2020)	All Students 54% Socioeconomically Disadvantaged: 46% Hispanic/Latino: 50% Students with Disabilities: 15% English Learners 7% (Data Dashboard 2019--No Dashboard 2020 or 2021) i-Ready K-8: 33% Illuminate 11: 10% (Local Database 2021)	All Students: 49.87% Socioeconomically Disadvantaged: 43.81% Hispanic/Latino: 47.14% Students with Disabilities: 15% English Learners 10.84% (Data Dashboard 2022) i-Ready K-8: 51% Illuminate 11: -- (not given in 2022 because of the return of CAASPP) (Local Database 2022)	All Students: 52.85% Socioeconomically Disadvantaged: 47.43% Hispanic/Latino: 49.33% Students with Disabilities: 18.06% English Learners 8.72% (Data Dashboard 2023) i-Ready K-8: 54% Illuminate 11: -- (not given in 2022-2024 because of the return of CAASPP) (Local Database 2023)	All Students 55.2% Socioeconomically Disadvantaged: 48.5% Hispanic/Latino: 52.6% Students with Disabilities: 17.8% English Learners: 9.2% (Data Dashboard 2023-2024) i-Ready K-8: 53% Illuminate 11: 65% (Local Database 2023)
SBAC Math	All Students: 38%	All Students: 38%	All Students: 30.13%	All Students: 35.41%	All students 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged: 34% Hispanic/Latino: 33% Students with Disabilities: 12% English Learners 8% (Data Dashboard 2019) i-Ready K-8: 37% Illuminate 11: 31% (Local Database 2020)	Socioeconomically Disadvantaged:34% Hispanic/Latino: 33% Students with Disabilities: 12% English learners 8% (Data Dashboard 2019--No Dashboard 2020 or 2021) i-Ready K-8: 25% Illuminate 11: 10% (Local Database 2021)	Socioeconomically Disadvantaged: 24.92% Hispanic/Latino: 25.88% Students with Disabilities: 9.58% English Learners 12.10% (Data Dashboard 2022) i-Ready K-8: 43% Illuminate 11: -- (not given in 2022 because of the return of CAASPP) (Local Database 2022)	Socioeconomically Disadvantaged: 30.20% Hispanic/Latino: 31.15% Students with Disabilities: 16.13% English Learners: 13.34% (Data Dashboard 2023) i-Ready K-8: 43% Illuminate 11: -- (not given in 2022-2024 because of the return of CAASPP) (Local Database 2023)	Socio-economically Disadvantaged: 45% Hispanic/Latino: 45% Students with Disabilities: 25% English learners 15% (Data Dashboard 2023-2024) i-Ready K-8 - 47% Illuminate 9-12 - 41% (Local Database 2023)
English Learner Proficiency	English Learner Progress towards English Proficiency: 44.3% (DataQuest CDE 2020)	English Learner Progress towards English Proficiency: 44.3% (Data Dashboard 2019-No Dashboard 2020 or 2021)	English Learner Progress towards English Proficiency: 52.2% (Data Dashboard 2022)	English Learner Progress towards English Proficiency: 50.1% (Data Dashboard 2023)	English learner Progress towards English Proficiency 49% (Data Dashboard 2023)
Parent Involvement & Family Engagement Participation Metric	My school effectively prepares my child for	My school effectively prepares my child for	My school effectively prepares my child for	My school effectively prepares my child for	My school effectively prepares my child for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the next grade level: 67.28% Parent Participation in Back to School Night: 69.67% Participation in Parent Conferences: 64.35% Participation in PTA meetings & events: 50.11% (Local Qualtrics Survey 2020-2021)	the next grade level: 74% Parent Participation in Back to School Night: 67% Participation in Parent Conferences: 67% Participation in PTA meetings & events: 43% (Local Qualtrics Survey 2021-2022)	the next grade level: 74.14% Parent Participation in Back to School Night: 69.51% Participation in Parent Conferences: 53.24% Participation in PTA meetings & events: 29.31% (Local Qualtrics Survey 2022-2023)	the next grade level: 90% Parent Participation in Back to School Night: 74% Participation in Parent Conferences: 55% Participation in PTA meetings & events: 35% (Local Qualtrics Survey 2023-2024)	the next grade level: 90% Parent Participation in Back to School Night: 75% Parent Participation in Parent Conferences: 75% Participation in PTA meetings & events: 60% (Local Qualtrics Survey 2024)
English Learner Reclassification Rates	Reclassification Rate: 21.9% (DataQuest CDE 2020)	Reclassification Rate: 6.4% (DataQuest CDE 2021)	Reclassification Rate: 6.4% (DataQuest CDE 2021--2022 Data not yet released)	Reclassification Rate: 20.1% (DataQuest CDE 2022--2023 Data not yet released--Rate listed locally calculated)	Reclassification Rate 22% (DataQuest CDE 2023)
EL Access to ELA CCSS and ELD/ELA Standards	All Students K-8: 100% 9-12: 100% (Local Metric Curriculum Adoption 2020)	All Students K-8: 100% 9-12: 100% (Local Metric Curriculum Adoption 2021)	All Students K-8: 100% 9-12: 100% (Local Metric Curriculum Adoption 2022)	All Students K-8: 100% 9-12: 100% (Local Metric Curriculum Adoption 2023)	All students K-8 100% 9-12 100% (Local Metric Curriculum Adoption 2023)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of Common Core State Standards	All Students (K-12): 100% (Local Metric Curriculum 2020)	All Students (K-12): 100% (Local Metric Curriculum 2021)	All Students (K-12): 100% (Local Metric Curriculum 2022)	All Students (K-12): 100% (Local Metric Curriculum 2023)	All Students K-12 100% (Local Metric Curriculum 2023)
Access to Broad Course of Study	CTE Course Participation (9-12): 1,820 students (42.5%) (CALPADS 2020)	CTE Course Participation (9-12): 1,833 students (42%) (CALPADS 2021)	CTE Course Participation (9-12): students (60.7%) (CALPADS 2022)	CTE Course Participation (9-12): students (45%) (CALPADS 2023)	CTE Course participation 9-12 55% (CALPADS 2023)
CAST Achievement	All Students: 29.08% Socioeconomically Disadvantaged: 26% Hispanic/Latino: 25.68% Students with Disabilities: 5.96% English Learners: 3.23% (DataQuest CDE, 2019-no CAST data for 2020)	All Students: 29.08% Socioeconomically Disadvantaged: 26% Hispanic/Latino: 25.68% Students with Disabilities: 5.96% English Learners: 3.23% (DataQuest CDE, 2019-no CAST data for 2021)	All Students: 23.75% Socioeconomically Disadvantaged: 20.09% Hispanic/Latino: 20.31% Students with Disabilities: 6.60% English Learners: 1.13% (DataQuest CDE, 2022)	All Students: 27.02% Socioeconomically Disadvantaged: 21.61% Hispanic/Latino: 22.93% Students with Disabilities: 7.00% English Learners: 2.27% (DataQuest CDE, 2023)	All Students: 40% Socioeconomically Disadvantaged: 36% Hispanic/Latino: 35.68% Students with Disabilities: 15.96% English Learners: 13.23% (DataQuest CDE 2023)

Goal Analysis

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

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

The past year saw effective implementation of Goal #2, designed to lift educational achievements across Covina-Valley Unified School District's diverse student body through targeted, innovative, and research-based initiatives. The alignment of planned actions with actual implementations contributed to many successes, underscoring the district's ongoing commitment to enhancing student achievement and expanding access to quality education.

Transitional Kindergarten (Action 1): This early intervention program was fully implemented, significantly benefiting English Learners by enhancing language acquisition and providing foundational skills to Low-Income and Foster Youth.

21st Century Technology Integration - Staff (Action 4) and Students (Action 8): The districtwide rollout of 1:1 devices and their effective utilization in classrooms were fully implemented, substantially improving access to educational resources. This marked a successful integration of technology across the district, facilitating enhanced learning environments and resource availability for both staff and students.

Professional Development Initiatives (Action 13): Targeted professional development programs were fully implemented, significantly enhancing teachers' abilities to integrate technology and implement innovative teaching strategies. These initiatives were part of a broader strategic effort to develop and apply best practices explicitly tailored to the unique needs of unduplicated students at each site.

Critical Thinking and Creative Analysis (Action 11): The continued implementation and reboot of Thinking Maps were instrumental in boosting critical thinking abilities, aiding both content and language acquisition for English Learner students, and notably improving their proficiency by 8.72%, as per SBAC ELA scores.

Writing Competency and Support 6-12 (Action 7): Targeted support was implemented to enhance the writing skills of English Learners, showing notable progress in literacy.

Differentiated Instructional Strategies and Grouping (Action 9): This strategy aimed to provide targeted 1:1 instruction and was fully implemented, adapting to students' varied learning needs and continually seeking improvement.

Innovative Software (Action 10): The use of innovative software was fully implemented. Though yielding mixed outcomes, it represented a significant advancement in integrating technology to support educational results.

21st Century Transition and Professional Learning Community Support (Actions 12 and 15): These data-driven instructional initiatives were strategically implemented with fidelity and improved performance across the district, emphasizing C-VUSD's commitment to data-informed educational practices.

Dual Language Programs (Action 22): The Dual Language Programs were fully implemented as planned and successfully enhanced linguistic fluency among participants, effectively supporting English Learners in acquiring proficiency in both their native language and English. The rationale behind this approach is rooted in research suggesting that bilingual education can lead to improved cognitive flexibility and academic performance, thereby supporting a more inclusive learning environment that respects and utilizes cultural diversity.

Increased Instructional Minutes (Action 26): Implementing a 7th-period day at the secondary level provided more instructional time, aiming to enhance educational outcomes through a proactive extension of learning opportunities.

Reading Aides and Reading Instruction Support, Tier III Intervention, Focused Schools Instructional Leadership, Covina-Valley Learning Options Academy (Actions 6, 20, 28, 29, & 30): These initiatives were successfully implemented and bolstered support and instructional leadership, improving student engagement and performance significantly.

Challenges and Adjustments-

English Learner Support Services and English Language Development Teacher On Special Assignment (Actions 3 & 23): Despite full implementation efforts, these initiatives required intensified efforts and better-targeted interventions to meet the specific needs of English Learners, as reflected by low English proficiency (8.72% for ELs) and SBAC scores.

Targeted Math Interventions and Supports (Action 17): Despite focused efforts and full implementation, SBAC Math scores for Foster Youth and Low-Income students raised concerns (30.20% and 31.15%, respectively), indicating a need for more effective and comprehensive strategies.

Professional Development for Support Staff (Action 14): Continuous improvement in support staff training implementation is essential to enhancing their effectiveness in supporting student achievement.

Technology and Assessment Training (Action 5): Full implementation was achieved. However, continuous training is crucial as technology integration advances, ensuring it maximizes its impact on student engagement and achievement.

Goalbook Pathways (Action 2): While fully implemented and beneficial, a reassessment of priorities may lead to greater overall benefits to student outcomes given current resource allocations.

Extended Hours, School Tutoring, Intervention, and Coding and Computer Science Integration (Actions 21 & 25): These areas encountered implementation challenges, including staffing availability and the timing of C-VUSD's science curriculum adoption, signaling a need for strategic reevaluation and focus.

Next Generation Science Standards Transition (Action 24): While the transition to Next Generation Science Standards (NGSS) aimed to engage English Learners more deeply in the science curriculum through inquiry-based learning and real-world applications, it presented challenges. Implementing NGSS required a significant shift from traditional learning methods to practices that made science more accessible and relevant, which can be difficult for students still developing language skills. Although this approach is intended to boost scientific understanding and enhance language development, the complexity of the standards and the integrated academic vocabulary demand high levels of support and adaptation to ensure all students can benefit effectively.

By building on these successes and addressing the identified challenges, the district can further align its strategies to maximize academic achievement for all students.

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

Actions and services for Goal 2, to implement innovative, research-based programs and practices to ensure the highest level of achievement for all students, were generally expended as intended, with a few exceptions. Below are the actions with a 15% or more material difference between budgeted and estimated actual expenditures.

A significant focus in C-VUSD in 2023-24 was to increase academic achievement and provide additional interventions and support to students to close achievement gaps. As a result, several actions were over-expended, creating material differences between budgeted and estimated actual expenditures.

Material differences in Action 6, which included Reading Aides and Reading Instruction Support, Action 23, which included an English Language Development Teacher On Special Assignment (TOSA), and Action 29, for additional teachers and a counselor at Covina-Valley Learning Options Academy, stemmed from under-budgeted certificated and classified salaries due to salary projections. Similarly, Action 7, aimed at Writing Competency and Support for grades 6-12, and Action 3, English Language Support Specialist, were under-budgeted because of salary projections and related substitute costs. The negotiations for a raise during the 2023-24 school year impacted increases in salary and health and welfare costs that were not accounted for in the 2023-24 LCAP budget.

In Action 11, focusing on Critical Thinking and Creative Analysis, and Action 12, involving 21st Century Transition, the material differences were due to under-budgeted substitute costs, extra-hourly pay, and contracts and materials costs for providing Thinking Maps training, Achievement Team training, and supplies.

Action 28, which provided Focused Schools Instructional Leadership, was also impacted. This action aimed to give teachers release time and the necessary supplies or materials to conduct specific instructional strategies based on best practices observed during instructional walks. The action was expanded to include additional teachers, resulting in the 2023-24 budget being under-budgeted due to increased interest and need.

Conversely, several actions were under-expended, creating material differences between budgeted and estimated expenditures. In Action 4, which focused on 21st Century Technology Integration for staff, Action 8, targeting 21st Century Technology Integration for students, and Action 10, centered on Innovative Software, there were over-budgeted estimates based on the projected need and costs for teacher and student device repairs, as well as new devices. Although these actions were fully implemented based on need, there was a notable difference between budgeted and estimated actuals. Furthermore, some academic software was cut before implementation during the 2023-24 school year based on feedback from educational partners.

Actions such as Action 14, Professional Development for Support Staff-Classified, Action 18, Summer Professional Development; Action 20, Tier III Intervention; Action 24, Next Generation Science Standards Transition and Support; and Action 25, Coding and Computer Science Integration, had material differences due to overestimating contracts, materials costs, and professional development services. This overestimation led to variances in actual expenditures.

Despite these material differences, Actions 3, 4, 6, 7, 8, 10, 11, 12, 14, 18, 20, 23, 24, 25, 28, and 29 services were fully implemented based on identified needs. The budgeted expenditures have been updated accordingly for the 2024-25 LCAP. All unspent funds from the 2023-24 budget will be carried over to expand and enhance actions in the upcoming year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the past three years, various actions have been implemented to make progress in goal 2 as outlined in the LCAP. These actions have shown varying levels of effectiveness in enhancing student performance and achieving the desired outcomes. The analysis below provides a comprehensive review of how each action has contributed to goal 2, highlighting areas of success and opportunities for further improvement.

Action 1: Transitional Kindergarten
Transitional Kindergarten has proven to be highly effective, as evidenced by marked improvements in early literacy rates and kindergarten readiness scores. The action has significantly benefited English Learners by enhancing their language acquisition skills and providing Low-Income and Foster Youth with a solid instructional foundation.

Action 2: Goalbook Pathways
Goalbook Pathways has shown moderate effectiveness. While it has enhanced instructional strategies across classrooms, the action has not significantly impacted SBAC Math and ELA scores as anticipated. However, it continues to be a valuable tool for differentiated instruction.

Action 3: English Learner Support Services
This action has been effective but hasn't significantly raised the SBAC ELA scores for English Learners, which remain low at 8.72%. Despite the comprehensive nature of the services provided, the English Learner Progress towards English Proficiency at 50.1% indicates that the desired improvement in language proficiency is not being met.

Action 4: 21st Century Technology Integration - Staff
The integration of technology among staff has been highly effective, evidenced by participation rates in technology training programs. This has enabled teachers to more effectively use digital tools in their instruction, enhancing the educational experience for students.

Action 5: Technology and Assessment Training
This action has moderately improved the technological skills of staff, as reflected in qualitative feedback from teachers who report increased ease and frequency of technology use in their daily teaching practices. However, ongoing training remains necessary to maximize its impact.

Action 6: Reading Aides and Reading Instruction Support
Highly effective in improving early reading skills, this action has seen positive outcomes in reading proficiency among K-3 students, particularly in transitioning kindergartners who are now more prepared for grade-level reading challenges.

Action 7: Writing Competency and Support 6-12
This initiative has been less effective in improving SBAC ELA outcomes for middle and high school English Learners. Despite targeted interventions, the persistence of low literacy scores suggests the need for a reevaluation of the strategies employed.

Action 8: 21st Century Technology Integration - Students
The action has been highly effective in promoting the use of technology among students, with engagement rates indicating broad usage of educational software like i-Ready and ALEKS. This 1:1 technology integration has facilitated enhanced learning across various subjects.

Action 9: Differentiated Instructional Strategies and Grouping
Moderately effective, this strategy has adapted to the varied learning needs of students, resulting in improved student engagement in small groups. Teacher observations support these findings, highlighting better personalized learning experiences.

Action 10: Innovative Software
The use of innovative software such as ALEKS and i-Ready has been moderately effective, facilitating some learning improvements evidenced by a rise in i-Ready K-8 scores to 54%. However, the direct impact on standardized testing remains mixed.

Action 11: Critical Thinking and Creative Analysis
This action has moderately enhanced critical thinking and creative analysis skills among students. Teachers report improved student ability to analyze and solve complex problems, although the direct correlation to academic performance improvements is not clearly defined.

Action 12: 21st Century Transition
Highly effective, this action has led to improved educational strategies across the district. Enhanced student performance metrics in technology-enabled assessments affirm the positive impact of this transition.

Action 13: Professional Development Release Day
Extremely effective, with post-training evaluations showing heightened teacher proficiency and satisfaction. This professional development has aligned well with LCAP goals, directly impacting instructional quality and efficacy.

Action 14: Professional Development for Support Staff
Moderately effective, with improvements noted in the support staff's ability to aid student learning. Feedback from staff indicates increased confidence and capability in facilitating student interactions, although continuous training is needed to fully realize potential benefits.

Action 15: Professional Learning Community Support
Highly effective, this initiative has significantly enhanced collaborative teaching strategies. The use of data to inform day-to-day instruction has led to observed improvements in student academic outcomes, demonstrating the success of PLC teams.

Action 16: Intervention and Acceleration Software
Moderately effective; while the software provided critical support for unduplicated students and was highly engaged with, the significant gains in academic performance were inconsistent across all user groups. For example, usage data shows high engagement, yet the expected improvement in performance, particularly for English Learners in SBAC Math, was less than anticipated.

Action 17: Targeted Math Interventions and Supports
This action has shown limited effectiveness in significantly improving math scores for Foster Youth and Low-Income students, with SBAC Math scores lingering at 16.13% and 30.20% respectively. The targeted training has not yet yielded the expected outcomes, indicating a need for enhanced or different intervention strategies.

Action 18: Summer Professional Development
Moderately effective; this initiative has positively impacted teacher instruction and curriculum knowledge as evidenced by high attendance rates and positive feedback during post-session evaluations. However, translating this professional growth into student performance gains remains a challenge.

Action 19: New Teachers Materials
Effective; new teachers report that the support, mentoring, and resources provided have substantially increased their classroom engagement and instructional effectiveness. This support is crucial for early-career educators and has positively influenced their teaching practices.

Action 20: Tier III Intervention
Moderately effective; while it has provided essential support for the lowest-performing students, resulting in some academic performance improvements, the overall impact on closing the achievement gap remains modest. Continued refinement of the intervention strategies is necessary to enhance their effectiveness.

Action 21: Extended Hours, School Tutoring, Intervention
This action has been moderately effective; it provided additional academic support and was well-attended by students needing extra help. However, translating these efforts into measurable academic improvement across standardized tests has been challenging.

Action 22: Dual Language
Highly effective; this program has not only increased bilingual fluency among participants but also fostered greater cultural understanding. Participants have shown measurable progress in acquiring a second language, contributing positively to their academic and social development.

Action 23: English Language Development Teacher On Special Assignment (TOSA)
This initiative has been moderately effective in significantly boosting overall English proficiency. The action points to a need for further enhancement of support mechanisms and instructional methods to better serve English Learners.

Action 24: NGSS Transition and Support
Moderately effective; while the initiative has increased engagement in the science curriculum, the complexity of implementing these standards has presented challenges, particularly in fully reaching English Learners. Continuous professional development and resource allocation are needed to optimize the effectiveness of this transition.

Action 25: Coding and Computer Science Integration
Moderately effective; this initiative has increased student engagement in computer science, particularly among unduplicated students, fostering interest and developing relevant skills for future careers. However, further efforts are required to align these skills with academic performance metrics.

Action 26: Increased Instructional Minutes
Highly effective; by increasing instructional minutes, this action has facilitated more comprehensive learning experiences, directly contributing to improved student engagement and academic performance.

Action 27: Summer School Enrichment
Highly effective; the summer school programs have provided critical intervention and enrichment opportunities that have been well-received by students, leading to improved preparedness and performance in the following academic year.

Action 28: Focused Schools Instructional Leadership
Moderately effective; this action has fostered the implementation of evidence-based instructional strategies that have seen some success in improving teaching practices. However, the direct impact on student achievement varies and requires ongoing monitoring and adjustment.

Action 29: Covina-Valley Learning Options Academy - Additional Teachers and Counselor
Highly effective; providing additional staffing and resources has significantly improved the instructional support for students in this virtual learning environment, leading to increased satisfaction and academic achievement among enrolled students.

Action 30: Covina-Valley Learning Options Academy - Other Certificated and Classified Staff, PD, and Materials
Effective; this action has enhanced the support system within the virtual academy, contributing to an engaging and responsive learning environment for students with unique educational needs. The provision of professional development and materials has bolstered the capabilities of the staff, enhancing student engagement and success.

By assessing these actions, it is evident that while some initiatives have been highly effective in achieving desired results, others require reevaluation and modification to better meet the targeted goals and metrics. Continuous feedback and adjustment are essential to enhance the overall effectiveness of the strategies employed.

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

In response to comprehensive reflections on prior practices and detailed data analysis from the Dashboard and other local assessments, Covina-Valley Unified School District has made adjustments to the metrics and actions planned for the 2024-25 LCAP. These changes are designed to refine strategies and better align with C-VUSD's educational objectives while keeping the goal descriptions unchanged.

Updated Metrics in the 2024-25 LCAP-

- EL Annual Reclassification Rate: Added to track and monitor progress in English proficiency among English learners.
- 4-year Adjusted Cohort Graduation Rate: Included to monitor graduation rates more accurately.
- Graduates Meeting UC/CSU Requirements: These are included to ensure students are prepared for university admissions standards.
- College/Career Indicator: Introduced to assess readiness for post-secondary opportunities.
- Implementation of Common Core State Standards: Focused on evaluating how well these standards are applied in classrooms.
- Parent Satisfaction (Survey Results): Incorporated to gauge parent engagement and satisfaction with the school environment.
- Long-term EL Rate: Added to monitor the persistence of English learning among students over time.

Action Adjustments in the 2024-25 LCAP-

- Actions 3 (English Learner Support Services), 4 (21st Century Technology Integration-Staff), 7 (Writing Competency and Support 6-12), 8 (21st Century Technology Integration- Students), 10 (Innovative Software), 11 (Critical Thinking and Creative Analysis), 13 (Professional Development Release Day), 14 (Professional Development for Support Staff (Classified), 15 (Professional Learning Community Support), 17 (Targeted Math Interventions and Supports), 18 (Summer Professional Development), 20 (Tier III Intervention), 21 (Extended hours, school tutoring, intervention), 22 (Dual Language), 23 (English Language Development Teacher On Special Assignment - TOSA), 26 (Increased Instructional Minutes), 27 (Summer School Enrichment), and 29 (Covina-Valley Learning Options Academy - Additional Teachers and Counselor) have undergone minor wording modifications to enhance their clarity and potential effectiveness. These revisions are meant to ensure that all educational partners clearly understand each action's purpose and expected outcomes, facilitating better implementation and monitoring, with the intent of cultivating better effectiveness in 2024-25.
- Actions 1 (Transitional Kindergarten) and 6 (Reading Aides and Reading Instruction Support) have been combined into a single, streamlined action. This consolidation is intended to integrate early literacy efforts more cohesively, ensuring that resources are maximally utilized to support reading development in the earliest grades.
- Actions 9 (Differentiated Instructional Strategies and Grouping) and 26 (Increased Instructional Minutes) have been merged to align similar strategic objectives. This merger optimizes resource allocation and ensures that instructional strategies are effectively implemented to enhance learning time and outcomes.
- Actions 24 (Next Generation Science Standards Transition and Support) and 25 (Coding and Computer Science Integration) have been combined and shifted to goal 3. This move reflects a strategic emphasis on engaging students with contemporary science and technology curricula, aiming to enhance student interest and achievement in these fields.
- Action 19 (New Teachers Materials) has been realigned under goal 3 to integrate more effectively with targeted intervention strategies. This realignment ensures that the action aligns with the broader objectives of enhancing student engagement and achievement.
- Actions 2 (Goalbook Pathways) and 16 (Intervention and Acceleration Software - Repeated Expenditure 2.10) have been merged with Action 10, integrating all innovative software solutions.
- Action 5 (Technology and Assessment Training) has been cut, not due to ineffectiveness, but because less support is now needed. This decision allows C-VUSD to reallocate resources toward more impactful programs and initiatives. An induction program has been added to action 28 (Focused Schools Instructional Leadership). This addition aims to provide greater support for new staff, facilitating their professional growth and effectiveness in the classroom.
- Action 30 (Covina-Valley Learning Options Academy - Other Certificated and Classified Staff, PD, and Materials) has been merged into actions under goal 1. This change consolidates efforts to focus on core educational priorities, particularly enhancing instructional quality and support across the district.

These modifications by C-VUSD are driven by feedback from educational partners and aim to refine the approach to achieving desired outcomes more effectively. Adjustments to actions that were not as effective have been adjusted in the 2024-25 LCAP, and all actions align strategically with Covina-Valley's mission, vision, and goals.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Involvement & Family Engagement - Participation	My school effectively prepares my child for the next grade level: 67.28% Parent Participation in Back to School Night: 69.67% Participation in Parent Conferences: 64.35% Participation in PTA meetings & events: 50.11% (Local Qualtrics Survey 2020-2021)	My school effectively prepares my child for the next grade level: 74% Parent Participation in Back to School Night: 67% Participation in Parent Conferences: 67% Participation in PTA meetings & events: 43% (Local Qualtrics Survey 2021-2022)	My school effectively prepares my child for the next grade level: 74.14% Parent Participation in Back to School Night: 69.51% Participation in Parent Conferences: 53.24% Participation in PTA meetings & events: 29.31% (Local Qualtrics Survey 2022-2023)	My school effectively prepares my child for the next grade level: 90% Parent Participation in Back to School Night: 74% Participation in Parent Conferences: 55% Participation in PTA meetings & events: 35% (Local Qualtrics Survey 2023-2024)	My school effectively prepares my child for the next grade level: 90% Parent Participation in Back to School Night: 75% Parent Participation in Parent Conferences: 75% Participation in PTA meetings & events: 60% (Local Qualtrics Survey 2024)
Basic Services	Teacher misassignments: 0 Textbook Insufficiencies: 0	Teacher misassignments: 0 Textbook Insufficiencies: 0	Teaching Assignment Monitoring Outcomes: 4.4% (Out-of-Field) 0.5% (Ineffective)	Teaching Assignment Monitoring Outcomes: 4.8% (Out-of-Field) 0.5% (Ineffective)	Teaching Assignment Monitoring Outcomes: No more than 4% Out-of-Field & Ineffective

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Facilities Inspections: 100% Number of Uniform Complaints: 0 (School Accountability Report Cards, Quarterly Williams Reports, 2021)	Facilities Inspections: 100% Number of Uniform Complaints: 0 (School Accountability Report Cards, Quarterly Williams Reports, 2022)	Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0 (DataQuest, 2020-21, School Accountability Report Cards and Quarterly Williams Reports 2022-2023)	Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0 (DataQuest, 2022-23, School Accountability Report Cards and Quarterly Williams Reports 2023-2024)	Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0 (DataQuest, School Accountability Report Cards and Quarterly Williams Reports 2024)
Student Engagement	Student Gallup Survey- Engagement: 4.1 Hope: 4.4 Entrepreneurial Aspiration: 2.5 Career/Financial Literacy: 3.2 (Gallup Survey Results 2019-2020) Student interviews will also be conducted about overall satisfaction with school climate on each site.	Student Gallup Survey- Engagement: 4.1 Hope: 4.4 Entrepreneurial Aspiration: 2.5 Career/Financial Literacy: 3.2 (Gallup Survey Results 2019-2020-No Gallup Survey in 2022) Student interviews will also be conducted about overall satisfaction with school climate on each site.	Student Gallup Survey- Engagement: 4.1 Hope: 4.4 Entrepreneurial Aspiration: 2.5 Career/Financial Literacy: 3.2 (Gallup Survey Results 2019-2020-No Gallup Survey in 2023) Student interviews will also be conducted about overall satisfaction with school climate on each site.	Student Gallup Survey- Engagement: 4.1 Hope: 4.4 Entrepreneurial Aspiration: 2.5 Career/Financial Literacy: 3.2 (Gallup Survey Results 2019-2020-No Gallup Survey in 2024) Student interviews will also be conducted about overall satisfaction with the school climate on each site.	Student Gallup Survey- Engagement: 4.5 Hope: 4.8 Entrepreneurial Aspiration: 3.5 Career/Financial Literacy: 4.0 (Gallup Survey Results) Student interviews will also be conducted about overall satisfaction with school climate on each site. What is your level of engagement in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	What is your level of engagement in school?: 87% Involved (Local Qualtrics Survey 2021)	What is your level of engagement in school?: 90% Involved (Local Qualtrics Survey 2021)	What is your level of engagement in school?: 93.4% Involved (Local Qualtrics Survey 2023)	What is your level of engagement in school?: 93% Involved (Local Qualtrics Survey 2024)	school?: 95% Involvement (Local Qualtrics Survey 2023-2024)
Suspension Rates	All Students: 2.8% English Learners: 2.7% Foster Youth: 5.2% Socioeconomically Disadvantaged: 3.3% Students With Disabilities: 4.6% African-American: 5% Hispanic: 2.7% Pacific Islander: 6% White: 3.4% (DataQuest CDE 2020)	All Students: 0.1% English Learners: 0% Foster Youth: 0% Socioeconomically Disadvantaged: 0.1% Students With Disabilities: 0.1% African-American: 0.3% Hispanic: 0% Pacific Islander: 0% White: 0.2% (DataQuest CDE 2021)	All Students: 2.4% English Learners: 1.9% Foster Youth: 8.8% Socioeconomically Disadvantaged: 2.9% Students With Disabilities: 4.2% African-American: 3.4% Hispanic: 2.5% Pacific Islander: 5.0% White: 3.4% (DataQuest CDE 2022)	All Students: 2.6% English Learners: 2.5% Foster Youth: 9.6% Socioeconomically Disadvantaged: 3.1% Students With Disabilities: 4.2% African-American: 5.2% Hispanic: 2.8% Pacific Islander: 5.0% White: 2.7% (DataQuest CDE 2023)	All Students: 1.5% English Learners: 1.5% Foster Youth: 1.5% Socioeconomically Disadvantaged: 1.5% Students With Disabilities: 1.5% African-American: 1.5% Hispanic: 1.5% Pacific Islander: 1.5% White: 1.5% (DataQuest CDE 2023-2024)
Student Expulsion Rates	All Students: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students With Disabilities: 0% (DataQuest CDE 2020)	All Students: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students With Disabilities: 0% (DataQuest CDE 2021)	All Students: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students With Disabilities: 0% (DataQuest CDE 2022)	All Students: 0% English Learners: 0% Socioeconomically Disadvantaged: 0.1% Students With Disabilities: 0% (DataQuest CDE 2023)	All Students: 0% English learners: 0% Socioeconomically Disadvantaged: 0% Students With Disabilities: 0% (DataQuest CDE 2023-2024)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance	All Students: 96.34% (P2 Reporting Period 2021)	All Students: 93.72% (P2 Reporting Period 2022)	All Students: 93.52% (P2 Reporting Period 2023)	All Students: 94.63% (P2 Reporting Period 2024)	All Students: 98% (P2 Reporting Period 2024)
Parent Involvement & Family Engagement - Decision Making	Decision-Making: 100% School Site Councils at all Schools: 100% English Language Advisory Council at all schools: 100% District Advisory Council with representatives from all schools: 100% District English Language Advisory Council with representatives from all schools: 100% (Local Metrics through School Site plans 2020)	Decision-Making: 100% School Site Councils at all Schools: 100% English Language Advisory Council at all schools: 100% District Advisory Council with representatives from all schools: 100% District English Language Advisory Council with representatives from all schools: 100% (Local Metrics through School Site plans 2021)	Decision-Making: 100% School Site Councils at all Schools: 100% English Language Advisory Council at all schools: 100% District Advisory Council with representatives from all schools: 100% District English Language Advisory Council with representatives from all schools: 100% (Local Metrics through School Site plans 2022)	Decision-Making: 100% School Site Councils at all Schools: 100% English Language Advisory Council at all schools: 100% District Advisory Council with representatives from all schools: 100% District English Language Advisory Council with representatives from all schools: 100% (Local Metrics through School Site plans 2023)	Decision-Making: 100% School Site Councils at all schools: 100% English Language Advisory Council at all schools: 100% District Advisory Council with representatives from all schools: 100% District English Language Advisory Council with representatives from all schools: 100% (Local Metrics through School Site plans 2023-2024)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rates	All Students: 0%, English Learners: 0%, Socioeconomically Disadvantaged: 0% Students With Disabilities: 0% (Calpads EOY 2019-2020)	All Students: 0%, English Learners: 0%, Socioeconomically Disadvantaged: 0% Students With Disabilities: 0% (Calpads EOY 2020-2021)	All Students: 0%, English Learners: 0%, Socioeconomically Disadvantaged: 0% Students With Disabilities: 0% (Calpads EOY 2021-2022)	All Students: 0%, English Learners: 0%, Socioeconomically Disadvantaged: 0% Students With Disabilities: 0% (Calpads EOY 2022-2023)	All Students: 0%, English Learners: 0%, Socioeconomically Disadvantaged: 0% Students With Disabilities: 0% (Calpads EOY 2023-2024)
High School Drop Rates	All Students: 1.1% English Learners: 3.1% Foster Youth: 0% Homeless Youth: 0.8% Students with Disabilities: 3.8% Socioeconomically Disadvantaged:1.4% (DataQuest CDE 2020)	All Students: 1.3% English Learners: 2.4% Foster Youth: 15.4% Homeless Youth: 4.3% Students with Disabilities: 2.3% Socioeconomically Disadvantaged:1.4% (DataQuest CDE 2021)	All Students: 2.9% English Learners: 11.8% Foster Youth: 17.6% Homeless Youth: 3.2% Students with Disabilities: 8.4% Socioeconomically Disadvantaged: 3.2% (DataQuest CDE 2022)	All Students: 2.6% English Learners: 5.9% Foster Youth: 26.7% Homeless Youth: 6.3% Students with Disabilities: 7.4% Socioeconomically Disadvantaged: 3.2% (DataQuest CDE 2023)	All Students: 0.5%, English Learners: 0.5% Foster Youth: 0% Homeless Youth: 0.5% Students with Disabilities: 0.5% Socioeconomically Disadvantaged: 0.5% (DataQuest CDE 2023-2024)
Chronic Absenteeism	All Students: 10.1% English Learners: 10.1% Foster Youth: 14.3% Homeless: 20.8% Socioeconomically Disadvantaged: 11.5% Students With Disabilities: 15.1%	All Students: 8.5% English Learners: 10.5% Foster Youth: 29% Homeless: 24.4% Socioeconomically Disadvantaged: 10.9%, Students With Disabilities: 14.9%	All Students: 23.8% English Learners: 23.2% Foster Youth: 41.7% Homeless: 34.9% Socioeconomically Disadvantaged: 27.6% Students With Disabilities: 33.0%	All Students: 21.9% English Learners: 23.4% Foster Youth: 35.6% Homeless: 42.1% Socioeconomically Disadvantaged: 25.4% Students With Disabilities: 31.6%	All Students: 2.0% English Learners: 2.0% Foster Youth: 6% Homeless: 9% Socioeconomically Disadvantaged: 2.5%, Students With Disabilities: 3.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(DataQuest CDE 2019-No Absentee Data for 2020)	(DataQuest CDE 2021)	(DataQuest CDE 2022)	(DataQuest CDE 2023)	(DataQuest CDE 2024)
School Connectedness and Safety	Survey Data: Teachers Connectedness 78% Safety: Not Available for Baseline Parent Data: I feel welcomed and treated with respect when I come to my child's school: 94% Strongly Agree/Agree Safety: Not Available for Baseline School connectedness (5th Grade): 49% School connectedness (7th Grade): 26% School connectedness (9th Grade): 20% School connectedness (11th Grade): 16%	Survey Data: Teachers Connectedness 70% Safety: 72% Parent Data: I feel welcomed and treated with respect when I come to my child's school: 91% Strongly Agree/Agree Safety: Not Available School connectedness (5th Grade): 72% School connectedness (7th Grade): 61% School connectedness (9th Grade): 54% School connectedness (11th Grade): 59% Feel safe at school (5th Grade): 89%	Survey Data: Teachers Connectedness 80.92% Safety: 84.34% Parent Data: I feel welcomed and treated with respect when I come to my child's school: 94.35% Strongly Agree/Agree Safety: Covina-Valley school campuses are safe. 78% Strongly Agree/Agree School connectedness (5th Grade): 72% School connectedness (7th Grade): 61% School connectedness (9th Grade): 54%	Survey Data: Teachers Connectedness: 81% Safety: 87% Parent Data: I feel welcomed and treated with respect when I come to my child's school: 95% Strongly Agree/Agree Safety: Covina-Valley school campuses are safe. 79% Strongly Agree/Agree School connectedness (5th Grade): 70% School connectedness (7th Grade): 56% School connectedness (9th Grade): 55% School connectedness (11th Grade): 57%	Survey Data: Teachers Connectedness 95% Safety: 95% Parent Data: I feel welcomed and treated with respect when I come to my child's school: 98% Strongly Agree/Agree Safety: Covina-Valley school campuses are safe. 85% Strongly Agree/Agree School connectedness (5th Grade): 82% School connectedness (7th Grade): 71% School connectedness (9th Grade): 64% School connectedness (11th Grade): 69%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Feel safe at school (5th Grade): 82% School perceived as very safe or safe (7th Grade): 63% School perceived as very safe or safe (9th Grade): 64% School perceived as very safe or safe(11th Grade): 58% (Healthy Kids Survey 2018) I feel welcomed and treated with respect when I come to school.: 81% Strongly Agree/Agree	School perceived as very safe or safe (7th Grade): 69% School perceived as very safe or safe (9th Grade): 64% School perceived as very safe or safe(11th Grade): 73% (Healthy Kids Survey 2021) I feel welcomed and treated with respect when I come to school.: 81% Strongly Agree/Agree	School connectedness (11th Grade): 59% Feel safe at school (5th Grade): 89% School perceived as very safe or safe (7th Grade): 69% School perceived as very safe or safe (9th Grade): 64% School perceived as very safe or safe(11th Grade): 73% (Healthy Kids Survey 2021-- 2022-23 results not yet available) I feel welcomed and treated with respect when I come to school.: 85.39% Strongly Agree/Agree	Feel safe at school (5th Grade): 81% School perceived as very safe or safe (7th Grade): 58% School perceived as very safe or safe (9th Grade): 56% School perceived as very safe or safe(11th Grade): 58% (Healthy Kids Survey 2023) I feel welcomed and treated with respect when I come to school.: 85% Strongly Agree/Agree	Feel safe at school (5th Grade): 95% School perceived as very safe or safe (7th Grade): 67% School perceived as very safe or safe (9th Grade): 74% School perceived as very safe or safe(11th Grade): 83% (Healthy Kids Survey 2022-2023) I feel welcomed and treated with respect when I come to school.: 90% Strongly Agree/Agree

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All actions and services for Goal 3, which aims to foster innovative, positive environments within and outside the classroom to connect students to school and learning, were implemented mainly as planned. These actions, designed to enhance student engagement and school connection, spanned various student groups, encountering a mix of successes and challenges. Each action contributed to the overarching objective, though outcome discrepancies have necessitated ongoing refinements and more tailored strategies.

High-Quality Learning Environments—Facilities (Action 1): The district successfully maintained its facilities, ensuring they were safe and conducive to learning. This action was fully implemented and directly aligned with the planned goal of creating effective learning environments for students and staff.
Parent Education and Academies (Action 2): Parent education was fully implemented, even beyond what was planned, and included various topics that were effectively provided, achieving high participation rates. Notably, 90% of parents reported that schools effectively prepare their children for the next grade level. Back to School Night also saw a 74% participation rate, indicating strong parent engagement.
STEM and CTE Course Participation (Action 3): The district fully implemented high engagement in CTE courses, with 45% of high school students participating. This successful implementation demonstrated significant student interest and enhanced career readiness.
Innovation Resources and Professional Development (Action 4): Materials were purchased, and professional development sessions were provided as planned. The positive feedback from these sessions indicated effective teaching practices, which supported unduplicated students in achieving better educational outcomes.
Mental Health and Well-Being Support (Action 5): Dedicated mental health staff and support programs were fully implemented across the district. These initiatives created positive school climates and increased student engagement, aligning well with the intended goal.
Extra and Co-Curricular Engagement Activities (Action 6): Various activities, including athletics, field trips, coding, foreign language, science, and art, were fully implemented. This resulted in high student participation, increasing overall engagement and involvement in school life.
Arts Education and Enrichment (Action 7): The Visual and Performing Arts programs were fully implemented and expanded, including elementary music for Low-Income students. This expansion increased student exposure and engagement, fulfilling the district's goals for arts education.
Social Emotional and Behavior Support (Action 8): Additional staff were hired beyond planned implementation to provide social, emotional, and behavioral support for unduplicated students in grades 6-12. These efforts effectively guided students through challenges, ensuring their success in school.
International Baccalaureate (IB) (Action 9): The district fully and successfully implemented the IB diploma program for Low-Income students. This provided rigorous educational opportunities and increased access to prestigious colleges, aligning with the district's goals for academic excellence.
College and Career Preparation - World Languages (Action 10): Second language courses were fully implemented and offered at grades 6-12 schools. This initiative enhanced students' college and career readiness in a global society, fulfilling the district's objectives for language education.

Challenges and Adjustments-

Fully Credentialed Teachers (Action 11): Individual plans were created for all teachers who were not fully credentialed or appropriately assigned. However, an unexpected increase in the number of teachers needing support caused delays in the credentialing process. Additional personnel were hired to manage the workload.

STEM Declining Enrollment (Action 12): The district executed a comprehensive communication and marketing plan to stem declining enrollment. Despite this, the plan required broader community outreach to address misconceptions about district offerings. This adaptation improved enrollment rates over time.

English Learner Support (Action 13): English Learner Progress towards English Proficiency was 50.1%, with a Reclassification Rate of 20.1%. These low proficiency and reclassification rates indicated challenges in providing effective support for English Learners, necessitating further improvements in instructional strategies and resources.

The implementation of actions under Goal 3 has shown both successes and challenges. Key successes include high parent engagement, effective CTE course participation, and the provision of high-quality learning environments. The district's commitment to fostering innovative and positive environments is evident in the successful roll-out of mental health support and professional development initiatives. However, the district faces challenges in academic achievement disparities, particularly among socioeconomically disadvantaged students, English Learners, and students with disabilities. Efforts to improve attendance and engagement have shown modest success, but further targeted interventions are necessary. Additionally, resource and staffing challenges have impacted the timely implementation of specific actions. Continued dedication to evaluating effectiveness and making necessary adjustments is essential for achieving the desired outcomes stipulated in the LCAP.

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

Actions and services for Goal 3, aimed at fostering innovative, positive environments both inside and outside the classroom to connect students to school and learning, were generally expended as planned, with some exceptions. Below is a detailed explanation of the actions with a material difference of 15% or more between budgeted and estimated actual expenditures.

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

A significant increase in learning opportunities before, during, and after school, as well as on Saturdays, was necessary during the 2023-24 school year. To address student needs, additional materials, resources, and contracts were required for extended learning activities and interventions. This led to a notable increase in expenditures for Action 6 (Saturday School and Extended School Day Interventions and Activities) and Action 8 (Increased Engagement in School).

Increased social, emotional, and behavioral support necessitated hiring two additional staff members to meet the needs of C-VUSD's unduplicated students. These enhanced services resulted in a material difference in expenditures for Action 7 (Social Emotional and Behavioral Support).

Covina-Valley expanded its parent education academies to better engage and support families. The additional resources and contracts with Educational Achievement Services for the Family Leadership Institute and the Parent Institute for Quality Education (PIQE) led to expenditures exceeding budgeted amounts by more than 15% for Action 9 (Parent Education Academies).

Material differences for Action 14 (Extra and Co-Curricular Engagement Activities), Action 15 (Arts Education and Enrichment), and Action 16 (Career Technology Pathways) were due to under-budgeted salary projections. A raise negotiated for Covina-Valley employees during the 2023-24 school year was not accounted for in the original LCAP budget, resulting in material differences.

For Action 3 (High Quality Learning Environments—Materials) and Action 5 (Advanced Student Achievement), contracts and materials costs were over-budgeted. While the actions were implemented, the estimated costs for materials, resources, and contracts were lower than anticipated, resulting in unexpended LCFF funds.

For Action 1 (Fully Credentialed Teachers) and Action 10 (Science, Technology, Engineering, and Math - STEM), budgeted funds exceeded actual expenditures. The actual costs of materials, resources, and contracts were less than projected, leading to unspent funds.

For Action 18 (Mental Health and Well-Being), some services under this action were funded through the California Community Schools Partnership Program: Implementation Grant. This external funding led to reduced reliance on budgeted LCFF funds, resulting in a material difference.

Despite these material differences in Actions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16, and 18, all actions were fully implemented based on identified needs. Budgeted expenditures for the 2024-25 LCAP have been adjusted to reflect these learnings. Unspent funds from the 2023-24 budget will be carried over to expand and enhance actions in the upcoming year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the past three years, various actions have been implemented to make progress in goal 3 as outlined in the LCAP. These actions have shown varying levels of effectiveness in enhancing student performance and achieving the desired outcomes. The analysis below provides a comprehensive review of how each action has contributed to goal 3, highlighting areas of success and opportunities for further improvement.

Action 1: Fully Credentialed Teachers
This action was highly effective. By meeting individually with teachers and creating tailored plans, the district ensured that all teachers were fully credentialed and appropriately assigned. This directly contributed to improved student success and knowledge acquisition, as students benefited from the expertise of highly qualified teachers. The success of this action is evidenced by an increase in teacher retention rates and student performance metrics.

Action 2: Stem Declining Enrollment

Despite implementing a comprehensive communication and marketing plan, the action was ineffective in significantly stemming declining enrollment. While there was some improvement in community engagement and awareness, the enrollment figures did not show a substantial increase. Further analysis indicated that external factors, such as demographic changes and competition from other districts, played a more significant role than anticipated.

Action 3: High Quality Learning Environments - Materials
This action was effective in ensuring that all staff and students had access to high-quality materials and services. The consistent provision of necessary supplies contributed to a stable and productive learning environment. Student achievement levels improved as teachers could deliver more engaging and effective lessons using updated resources.

Action 4: High Quality Learning Environments - Facilities
The focus on maintaining facilities in good repair and ensuring safe spaces was highly effective. Regular maintenance and upgrades to school infrastructure created a conducive learning environment, which positively impacted student attendance and engagement. Surveys indicated high satisfaction levels among students and staff regarding the condition of school facilities.

Action 5: Mental Health Support
Effectiveness:
Providing mental health staff and fostering positive relationships through restorative practices proved to be very effective. The training of staff in restorative techniques resulted in a noticeable increase in student engagement and positive behavior. Metrics such as reduced suspension rates and higher attendance among Foster Youth showed significant improvement.

Action 6: Saturday School and Extended School Day Interventions and Activities
This action was effective in increasing attendance and student engagement for Foster Youth, EL, and Low-Income students. The extended academic support provided through Saturday enrichment and extended day interventions led to improved academic performance and higher engagement levels, as reflected in the increased attendance rates and positive feedback from participants.

Action 7: Social Emotional and Behavior Support
The provision of additional social, emotional, and behavioral support was highly effective. Hiring additional staff to address these needs resulted in better guidance for unduplicated students through their challenges. The success of this action was evident in improved student behavior and higher levels of academic and social success.

Action 8: Increased Engagement in School
Implementing a comprehensive attendance program and model SARB program was effective in increasing attendance and reducing suspensions/expulsions for Foster Youth and Low-Income students. The attendance celebrations and targeted interventions led to higher attendance rates and a more positive school climate.

Action 9: Parent Education and Academies

This action was effective in engaging parents and equipping them to support their children's education. The parent academies and provision of 1:1 devices for Low-Income students enhanced parental involvement and monitoring, leading to better student outcomes and increased use of educational technology.

Action 10: Science Technology Engineering and Math (STEM)
The implementation of STEM courses for Foster Youth and Low-Income students was effective in increasing their access to STEM careers. The courses led to higher engagement and attendance, as well as increased interest in STEM fields. This was reflected in improved STEM-related performance metrics and greater student participation in STEM activities.

Action 11: College and Career Preparation - World Languages
Offering second language courses was effective in preparing students for college and careers in a global society. Students who participated in these courses showed improved language skills, which are crucial for global competitiveness. Enrollment in world language courses increased, and students reported higher levels of satisfaction with their preparedness for college.

Action 12: Innovation Resources
This action was effective in providing necessary resources and professional development to support unduplicated students. The new materials and extended day enrichment opportunities led to better academic performance and higher engagement among EL, Foster Youth, and Low-Income students. The professional development for staff ensured that instructional strategies were effective and up-to-date.

Action 13: International Baccalaureate (IB)
Implementing the IB diploma program was effective in providing rigorous educational opportunities for Low-Income students. The program increased academic rigor and provided students with the chance to earn college credit, leading to higher college acceptance rates and improved academic outcomes for participants.

Action 14: Extra and Co-Curricular Engagement Activities
Providing various extra and co-curricular engagement activities was effective in increasing school engagement for EL, Foster Youth, and Low-Income students. Participation in athletics, field trips, coding, foreign language, science, and art activities enhanced student engagement and led to better overall school participation.

Action 15: Arts Education and Enrichment
Expanding Visual and Performing Arts programs was effective in increasing art exposure and engagement among Low-Income students. The traveling teachers' model ensured that students across the district had access to quality arts education, leading to higher student satisfaction and improved creative skills.

Action 16: Career Technology Pathways
Developing and expanding CTE pathways was highly effective in providing EL, Low-Income, and Foster Youth students with trade-specific skills. The increased opportunities for employment upon graduation were evident in higher enrollment in CTE courses and better preparedness for the workforce.

Action 17: Partnerships and Expansion for CTE
Supporting partnerships with CTE programs was effective in expanding course access and providing internships and work experience opportunities for unduplicated students. These partnerships led to increased career readiness and higher employment rates for students post-graduation.

Action 18: Mental Health and Well Being
Providing dedicated mental health staffing and fostering positive environments was highly effective in increasing student engagement and success. The comprehensive program of engagement and support from social workers and counselors significantly improved the mental health and well-being of unduplicated students, resulting in better academic and social outcomes.

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

After a thorough analysis of prior actions and services and reflection on the data from the Dashboard and other local sources, C-VUSD has made several changes to our planned actions, metrics, and desired outcomes for the coming year. These changes are intended to enhance our educational programs, better align with our LCAP goals, and address identified areas of need. Below is a detailed description of the changes made:

Updated Metrics in the 2024-25 LCAP-

- Student Engagement Metric Removed: The Gallup Student Survey, previously used to measure student engagement, has been removed as Gallup no longer provides this survey.
- No New Metrics Added: At this time, no new metrics have been introduced to replace those that were removed.

Action Adjustments in the 2024-25 LCAP-

- Actions 1 (Fully Credentialed Teachers), 3 (High-Quality Learning Environments - Materials), 4 (High-Quality Learning Environments - Facilities), 5 (Mental Health Support), 6 (Saturday School and Extended School Day Interventions and Activities), 7 (Social Emotional and Behavior Support), 8 (Increased Engagement in School), 9 (Parent Education and Academies), 12 (Innovation Resources), 14 (Extra and Co-Curricular Engagement Activities), 15 (Arts Education and Enrichment), 17 (Partnerships and Expansion for CTE), and 18 (Mental Health and Well-Being) have undergone minor wording modifications to enhance their clarity and potential effectiveness. These revisions are intended to clearly articulate each action's purpose and expected outcomes, ensuring alignment with Goal 2.
- Action 2 (Stem Declining Enrollment): This action has been renumbered as Action 4 and renamed Community Engagement. The focus remains on addressing the declining enrollment by implementing strategies to attract and retain students.

- Action 10 (Science, Technology, Engineering, and Math): This action has been combined with Actions 2.24, 2.25, and 3.10 to create a comprehensive STEM initiative. By consolidating these actions, the district aims to streamline efforts and resources to provide a more cohesive and effective STEM education program across all schools.
- Action 11 (College and Career Preparation - World Languages): This action was cut from Goal 3 but will be added to certificated assignments in Goal 1. This adjustment ensures that the focus on college and career preparation through world language instruction is integrated into the broader goals for preparing students for post-secondary success.
- Action 13 (International Baccalaureate): Previously listed as 3.13, this action has been moved to Goal 1 to align with the focus on College and Career Readiness. The International Baccalaureate program supports this goal by providing rigorous academic standards and preparing students for global citizenship and higher education.
- Action 16 (Career Technology Pathways): This action has been combined with CTE Action 3 under Goal 1. The integration of Career Technology Pathways with other CTE initiatives aims to enhance career readiness programs by providing students with comprehensive and cohesive technical education and career exploration opportunities.

These changes reflect the district's commitment to continuous improvement and ensuring that actions are effectively supporting students' academic achievement and well-being. The district will continue to monitor and evaluate the impact of these changes to ensure they meet the desired outcomes and goals.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.
- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    ▪ The reasons for the ineffectiveness, and
    ▪ How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Covina-Valley Unified School District	Josie Paredes, Ed.D. Assistant Superintendent, Educational Services	jparedes@c-vusd.org 626-974-7000

Plan Summary [2024-25]

General Information

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

For more than a century, the Covina-Valley Unified School District has been a cornerstone of educational excellence, diligently serving the communities of Covina, West Covina, Glendora, San Dimas, and Irwindale. Established with a commitment to providing quality education, the District has played a vital role in shaping the academic and personal journeys of countless students.

The enrollment data for C-VUSD reveals a diverse student body with varying racial and ethnic backgrounds. The largest proportion of students falls under the Hispanic or Latino category, constituting 79.5% of the total enrollment. Asian students make up a significant portion, accounting for 7.5% of the student body, followed by White students at 5.7%. African American students represent 2.4%, while American

Indian or Alaska Native students and Pacific Islanders each make up a minimal 0.2%. Additionally, Filipino students contribute 2.8%, and those identifying with Two or More Races account for 1.3%. A small percentage, 0.4%, chose not to report their racial or ethnic background. The enrollment data for C-VUSD not only highlights the diversity in terms of racial and ethnic backgrounds but also provides insights into various student groups. Among these groups, English Learners constitute 10.2%, while Foster Youth and Homeless Youth each make up 0.7% and 1.4%, respectively. Students with Disabilities account for a significant portion, comprising 13.5% of the student body. Additionally, a substantial majority, 66.2%, fall under the category of Socioeconomically Disadvantaged. This comprehensive overview of student group data alongside the racial and ethnic distribution emphasizes the inclusivity and varied needs of the student population within C-VUSD.

Covina-Valley boasts a comprehensive array of instructional programs designed to meet the diverse needs of its student population. These programs are strategically offered across nine elementary schools (TK-5), three middle schools (6-8), three comprehensive high schools (9-12), one alternative education high school, and an online learning academy. Covina-Valley extends its commitment to education to include the Covina Children's Center, catering to preschool children and recognizing the importance of lifelong learning through Adult Education. The District's outstanding educational programs cater to a diverse range of students, benefitting over 11,100 TK-12th grade students. While C-VUSD is a large district with just over 1,400 employees, families are provided with the personalized care and culture typical of a smaller district.

Over the years, the District and schools, from elementary through high school, have earned several awards that distinguish Covina-Valley Unified on a state and national level. The State of California has recognized Covina-Valley for having Distinguished Schools, Gold Ribbon Schools, Pivotal Practices, Inclusive Practices, a California School of Character, and a Model Continuation School. All Covina-Valley schools have also been recognized by the California Business for Education Excellence. The District has been recognized nationally for Title 1 Academic Achievement, Schools to Watch, and for excellence by US News and World Report, AVID, and the College Board for our Advanced Placement Program. The International Baccalaureate and Western Association of Schools and Colleges have also validated C-VUSD's strong academic programs.

In Covina-Valley Unified School District, the focus on maintaining or increasing enrollment and overall student achievement is evident through strategic initiatives. These encompass the enhancement of social-emotional learning and mental health services, the promotion of innovative programs and practices, the advancement of ELA, Math, and enrichment programs, improvements to college eligibility and readiness initiatives, the integration of the arts, and the ongoing enhancement of facilities. The District's commitment to addressing the needs of the whole child is reflected in the goals, actions, and services outlined in the Local Control Accountability Plan.

Fairvalley High School and Covina-Valley Learning Options Academy will benefit from the Local Control Funding Formula (LCFF) Equity Multiplier, which allocates additional funding to schools meeting non-stability and socioeconomically disadvantaged pupil thresholds in the prior year. Fairvalley High School reports a Non-Stability Rate of 52.66%, reflecting the percentage of students experiencing mobility and a socioeconomically disadvantaged rate of 77.29%. Similarly, Covina Valley Learning Options Academy, another recipient of Equity Multiplier funding, has a Non-Stability Rate of 30.25% and a socioeconomically disadvantaged rate of 75.63%. This funding is earmarked for evidence-based services and supports, ensuring equitable educational opportunities for students facing challenges in these schools.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Covina-Valley has achieved significant success in implementing its Local Control and Accountability Plan over the past year. Graduation rates, a key indicator of our District's success, have remained excellent, with graduates meeting UC/CSU a-g completion requirements thanks to the continued implementation and expansion of innovative programs such as Career Technical Education (CTE), Dual Language Immersion Programs, IB, Pre-AP, AP, and AVID. These programs support students in completing high school successfully and increasing their college and career readiness.

Social-emotional learning (SEL) and mental health are critical components of a student's well-being and academic success. C-VUSD has implemented programs and initiatives to increase SEL and mental health support services for all students. These include increased access to counseling services and social workers, mental health awareness campaigns, and professional development opportunities for teachers to integrate SEL into their lessons. The Health and Wellness Center promotes the overall health and well-being of students, families, and the community. The Health and Wellness Center houses the District's social workers and the entire Health and Student Services Department, including a team of registered and licensed vocational nurses.

Career Technical Education (CTE) programs provide students with the knowledge and skills necessary to succeed in high-demand careers. The District offers individual pathways with courses in agriculture, arts, media and entertainment, building and construction trades, business and finance, education, child development and family services, engineering and architecture, health sciences and medical technology, information and communication technologies, manufacturing and public development, and public services. Partnerships with local businesses and industry leaders have enhanced the quality and relevance of the District's CTE programs, positively impacting student engagement, retention, and post-secondary success.

The District has worked to provide students with greater access to technology, including computers, tablets, and other devices. This allows for more personalized and engaging learning experiences and helps to close the digital divide among students. Technology integration, innovative academic software, and one-to-one device implementation in TK-12 are thriving throughout the District.

The District has implemented new programs and services to support at-risk students by providing academic and behavioral support based on their individual needs. Initiatives such as restorative practices, tutoring programs, research-based interventions, and credit recovery options have resulted in greater support for these students. The District has invested in teacher professional development opportunities, resulting in improved classroom instruction. Professional development on curriculum, programs, and student progress ensures teachers are prepared to provide high-quality first instruction while adapting to meet the needs of their diverse student populations. Teachers have been able to collaborate and learn from each other through implementing Professional Learning Communities and have gained new skills and strategies to support student learning.

The District has made a concerted effort to engage parents and families in the education process, resulting in greater participation in parent-teacher conferences, school events, and other activities. New initiatives to promote parent involvement include family nights and parent education workshops.

Providing students with a safe, clean, modern learning environment is crucial for promoting academic success and well-being. C-VUSD

continues to maintain and modernize facilities with upgrades to technology infrastructure, installation of energy-efficient systems, and roofing projects.

Based on a review of performance on the state indicators and local performance indicators included on the California Dashboard, progress toward LCAP goals, local self-assessment tools, and educational partners' input, Covina-Valley is exceptionally proud of the following improvements and achievements. According to DataQuest, C-VUSD's 2022-23 Four-Year Adjusted Cohort Graduation Rate (95.8%) is 6.7% higher than the Statewide Graduation Rate (89.1%). The graduation rate for English Learners (86.3%), Foster Youth (73.3%), Homeless Youth (91.3%), and Socioeconomically Disadvantaged students (95%) --all but Foster Youth above the LA County rate. C-VUSD has successfully increased the percentage of high school seniors who meet all the (a-g) requirements for admission to a University of California or California State University school (65.1%), 13.3% above the Statewide rate. The a-g rate for English Learners (40.9%), Foster Youth (36.4%), Homeless Youth (52.1%), and Socioeconomically Disadvantaged students (60.7%) is also notable. According to the 2023 California School Dashboard, 50.1% of Covina-Valley's English Learners are making progress toward English language proficiency, which is 1.4% above the state average. Covina-Valley also met conditions and climate standards, as evidenced on the 2023 Dashboard. Local indicators were also met for measuring the percentage of appropriately assigned teachers, students' access to curriculum-aligned instructional materials, and safe, clean, and functional school facilities. The District has met the standard for parent and family engagement.

The actions and services outlined in Covina-Valley's 2024-25 LCAP will continue to build on these successes, increasing access to college and career coursework, enrichment activities, intervention strategies, and consistent support systems for all students. The achievements described above directly result from the goals, actions, and services the District provides its students.

The annual performance review of Covina-Valley Unified School District, based on the California School Dashboard and local data, indicates significant areas across multiple schools and student groups, especially as reflected in the red indicators:

District-Wide Red Indicators:
- Chronic absenteeism for English Learners
- High suspension rates for Foster Youth
- Chronic absenteeism for Homeless Students
- Chronic absenteeism for Two or More Races

Barranca Elementary:
- English Learner Progress Indicator (ELPI) for English Learners (EL) and ELA challenges and Students with Disabilities (SWD), respectively, signaling the need for enhanced language support and specialized instruction.

Ben Lomond Elementary:
- Chronic Absenteeism affecting multiple student groups (ALL, EL, Hispanic, Socioeconomically Disadvantaged-SED, SWD), highlighting a critical need for engagement and support strategies at the school.

Covina High:
- Challenges in ELPI for English Learners and college/career readiness for SWD point to the necessity for targeted academic and career planning services and supports.

Covina-Valley Learning Options Academy:
- Displays red indicators in math and ELA for socioeconomically disadvantaged (SED) students, and in math for the all student group and Hispanic students. Additionally, chronic absenteeism is prevalent across all students, indicating a pressing need for comprehensive academic support and targeted attendance interventions.

Cypress Elementary:
- Chronic absenteeism is prevalent across all student groups (ALL, EL, Hispanic, SED, SWD, White), requiring broad-based strategies to improve attendance and school connectivity.

Fairvalley High School:
- Significant concerns with graduation rates and college/career readiness for ALL students, particularly Hispanic and SED groups, indicating an urgent need for enhanced guidance and support programs.

Grovecenter Elementary:
- Chronic absenteeism occurs across multiple student groups (ALL, EL, Hispanic, SED, White), emphasizing the necessity for targeted attendance and engagement initiatives.

Las Palmas Middle:
- Encounters high suspension rates and chronic absenteeism for ELs, with the need for behavioral interventions and supportive school climate strategies.

Manzanita Elementary:
- Chronic absenteeism is pervasive across EL, Hispanic, SED, and SWD groups, indicating a significant need for regular school attendance interventions.

Merwin Elementary:
- Experiences academic challenges with red indicators in ELPI for ELs, ELA, and math for SWD, alongside chronic absenteeism, highlighting the need for comprehensive academic support and specialized instructional strategies.

Northview High:
- Shows challenges with ELPI for English Learners and both math achievement and suspension rates for SWD, underscoring the need for tailored instructional and behavioral support systems.

- Rowland Avenue Elementary:
Chronic absenteeism affects all students (ALL, Hispanic, SED, SWD), indicating a systemic issue that needs addressing through community engagement and support programs.

Sierra Vista Middle:

- Red indicators in ELA for both ELs and SWDs, coupled with chronic absenteeism, suggest a need for enhanced instructional support and strategies to improve school engagement.

South Hills High:
- Has concerns in ELA, math, and college/career readiness for SWD, emphasizing the need for targeted academic support and post-secondary preparation strategies.

Traweek Middle:
- Reports high suspension rates for Hispanic, SED, and SWD groups, along with chronic absenteeism for SWD and White students, and a red indicator for English Learners in ELA, highlighting the need for academic and behavioral interventions and inclusivity programs.

Workman Avenue Elementary:
- Exhibits chronic absenteeism across multiple student groups (ALL, EL, Hispanic, SWD) and academic challenges in math and ELA for SWD, pointing to the need for enhanced academic support and attendance interventions.

This comprehensive review underscores the need for district-wide strategic actions to support identified needs, focusing on improving attendance (Actions 3.6, 3.7, and 3.8), reducing suspension rates (Action 3.5 and 3.7), enhancing academic achievement (Actions 1.13, 2.11, 2.12, 2.14, and 2.19), improving English language progress (2.1 and 2.17) and improving college and career readiness and graduation rates (Action 1.2 and 1.4) principally directed towards unduplicated student groups and additionally supporting all student groups identified with the lowest performance level on the CA Dashboard indicators.

The 2023 Smarter Balanced Summative Assessments and additional metrics provide a comprehensive overview of academic performance among various student groups within a school district. Here's a summary and analysis of the key data points:

ELA Performance:
- Met or Exceeded Standard: 52.85% of all students met or exceeded the standard in ELA, with noticeable disparities among subgroups. English Learners (EL) performed significantly lower, with only 8.72% meeting standards, while Socioeconomically Disadvantaged (SED) students and Foster Youth (FY) also lagged behind the district average with 47.43% and 38.46%, respectively.
- Distance from Standard: The district's average was 1.3 points above the standard, but all subgroups except the general population were below, with ELs facing the largest deficit at 49.2 points below the standard. This indicates a critical need for targeted interventions in language arts, particularly for English Learners and other vulnerable groups.

Math Performance:
- Met or Exceeded Standard: Overall, 35.41% of students met or exceeded standards in math, with ELs again showing significantly lower performance at 13.34%. SED and FY students also showed lower performances at 30.20% and 20.00%, respectively.
- Distance from Standard: The deficits were more pronounced in math, with the general student population 43.2 points below standard and English Learners 66 points below. Homeless students and FY had even larger gaps at 73 and 103.1 points below standard, respectively, highlighting severe challenges in math achievement across these groups.

Science Performance:
- Met or Exceeded Standard: Only 27.02% of all students met or exceeded the standard in science, with the lowest performance among ELs at just 2.27%. SED, Homeless, and FY students also struggled significantly in this area.

English Learner Progress Indicator:
- 50.1% of ELs are making progress towards English language proficiency, indicating that just over half of the EL population is on track in their language acquisition.

Graduation Rates:
- The overall graduation rate is high at 95.8%, but there are disparities among subgroups. ELs and FY have lower graduation rates at 86.3% and 73.3%, respectively, indicating that these groups might face additional barriers to completing high school within the standard four-year period.

UC/CSU Eligibility:
- While 65.1% of all students meet UC/CSU requirements, only 40.9% of ELs and 36.4% of FY students meet these criteria, suggesting lower college readiness among these groups.

Overall, the data reveals academic achievement gaps between the general student population and unduplicated student groups such as English Learners, Socioeconomically Disadvantaged students, and Foster Youth. These disparities are most pronounced in ELA, math, and science proficiency, as well as in college readiness metrics. The district will prioritize educational support and resources tailored to these groups to improve equity in academic outcomes.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Fairvalley Continuation High School has been identified for Comprehensive Support and Improvement (CSI) under the Every Student Succeeds Act (ESSA).

Support for Identified Schools

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

Fairvalley Continuation High School, in collaboration with the district, has developed a comprehensive plan to address the needs identified through a school-level needs assessment process. This plan involved input from educational partners, including administrators, teachers, staff, students, parents, and community members.

School-level Needs Assessment: Fairvalley's needs assessment utilized various data sources, including academic achievement data, student attendance and behavior data, educational partner surveys, and input from staff and community members. This assessment helped identify specific areas of need, such as low proficiency in certain subject areas, high rates of absenteeism, and behavioral challenges.

Evidence-based Interventions: Based on the needs assessment findings, Fairvalley Continuation High School has selected evidence-based interventions tailored to address the identified challenges. These interventions include targeted academic support programs, mentoring and counseling services, implementation of restorative justice practices, and professional development opportunities for staff to enhance instructional practices.

Identification of Resource Inequities: The CSI plan includes a thorough examination of resource allocation to ensure equity and fairness. Any resource inequities identified will be addressed through the implementation of the CSI plan. This may involve reallocating existing resources, utilizing additional CSI funding sources, and leveraging community partnerships to supplement resources.

Monitoring and Evaluating Effectiveness

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

Fairvalley Continuation High School is committed to monitoring and evaluating the implementation and effectiveness of the CSI plan to ensure continuous improvement in student outcomes and school performance.

Data-driven Decision Making: The district and Fairvalley will regularly collect and analyze data related to key performance indicators outlined in the CSI plan, such as student academic progress, attendance rates, discipline referrals, and educational partner perceptions. This data will inform adjustments to interventions and strategies as needed.

Educational Partner Engagement: C-VUSD will actively engage educational partners, including parents, students, staff, and community members, in the monitoring and evaluation process. Feedback collected through surveys, focus groups, and meetings will be used to assess the effectiveness of interventions and identify areas for improvement.

Continuous Improvement: Fairvalley Continuation High School will establish regular review cycles to assess progress toward goals outlined in the CSI plan. This will involve conducting regular meetings with educational partners to review data, evaluate implementation fidelity, celebrate successes, and make necessary adjustments to ensure alignment with the overarching goal of improving student outcomes.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers and Other School Personnel	LCAP metrics were reviewed and analyzed at monthly teacher and classified staff meetings as part of the engagement process for teachers and other school personnel. Input on goals, actions, and services was collected through collaborative discussions and feedback activities, ensuring staff insights and perspectives were integrated into the LCAP development. Additionally, in February and March 2024, all certificated and classified staff received surveys to provide their insights and recommendations for the district's goals and actions.
Principals and Administrators	LCAP metrics were reviewed and analyzed at monthly principal meetings as part of the engagement process for principals and administrators in LCAP development. Feedback on goals, actions, and services was gathered through interactive discussions and structured feedback activities. Site principals regularly met with the Educational Services and the Business Services teams to review budget expenditures related to LCAP actions and services, ensuring alignment with identified priorities and effective resource allocation. Additionally, in February and March 2024, all certificated management received surveys to provide their insights and recommendations for the district's goals and actions.
Local Bargaining Units	Association Consultation Meeting Dates- March 1, 2024: CSEA March 11, 2024: CVASP March 14, 2024: CUEA

Educational Partner(s)	Process for Engagement
	During meetings with Local Bargaining Units, participants engaged in discussions to share their insights, challenges, and recommendations regarding the LCAP. This engagement process included reviews of LCAP with open feedback. These sessions provided a platform for union representatives to voice their members' perspectives, ensuring that the needs and priorities of teachers, classified staff, and psychologists were accurately reflected in the LCAP development. Through this collaborative approach, bargaining unit members contributed valuable input on goals, actions, and services.
Students	LCAP Student Advisory Council Meeting Dates- February 1, 2024: Coving High School February 2, 2024: Northview High School February 5, 2024: South Hills High School February 7, 2024: Fairvalley High School February 9, 2024: Las Palmas Middle School February 15, 2024: Sierra Vista Middle School February 28, 2024: Traweek Middle School March 27, 2024: Superintendent's Advisory The engagement process for LCAP development with student advisory councils involved multiple meetings to ensure meaningful student participation. Students reviewed LCAP metrics during these meetings and discussed their overall school experience. Facilitated discussions allowed students to share their perspectives on current challenges and potential solutions. Feedback activities included interactive advisory sessions, surveys, and brainstorming sessions, during which students provided input on initiatives and priorities. This input was crucial for identifying areas directly impacting student engagement and success. Additionally, surveys were distributed to students in grades 5, 7, 9, and 11 during February and March 2024 to collect their perspectives and suggestions for the LCAP. By incorporating student voices, the LCAP development process became more attuned to the actual needs and priorities of the student body.
LCAP Parent Advisory Committee	Advisory Dates- October 11, 2023: LCAP Overview

Educational Partner(s)	Process for Engagement
	November 15, 2023: LCAP Goals and Services Input and Feedback January 17, 2024: LCAP Priorities Input and Feedback February 7, 2024: LCAP Updates & Final LCAP Input and Feedback The LCAP Parent Advisory Committee actively participated in regular meetings, thoroughly exploring LCAP metrics and offering insights and feedback on goals and strategies through interactive sessions, targeted surveys, and breakout sessions focusing on specific topics or goals within the LCAP.
District Advisory Committee (DAC)/District English Learner Advisory Committee (DELAC)	Advisory Dates- November 8, 2023: LCAP Overview January 10, 2024: LCAP Actions & Services Priorities Input and Feedback March 13, 2024: LCAP Goals Input and Feedback May 15, 2024: LCAP Goals, Actions, and Services Updates and Adjustments At the DAC/DELAC LCAP advisory meetings, participants analyzed data related to student performance, attendance, and other key metrics, which helped identify areas of need and prioritize actions within the LCAP. Attendees reviewed draft sections of the LCAP and provided feedback on specific actions, goals, and metrics. The engagement process involved collaborative discussions to ensure a comprehensive approach to addressing the identified needs and implementing effective strategies.
Parents	Parents were actively involved in developing the LCAP through participation in the LCAP Parent Advisory Committee and DAC/DELAC, where they contributed their perspectives and recommendations. Additionally, a survey was sent to all parents to gather their feedback and input on goals and actions. Principals also shared this information with parents and then provided the gathered insights to the Educational Services team for further consideration.
Special Education Local Plan Area (SELPA)	SELPA Consultation Meeting Date- February 26, 2024

Educational Partner(s)	Process for Engagement
Board of Education and Community	Advisory Dates- October 9, 2023: LCAP Data Presentation November 13, 2023: ELD Presentation January 8, 2024: LCAP Data Presentation February 13, 2024: LCAP Mid-Year Update Presentation May 26, 2024: LCAP Data Presentation June 24, 2024: LCAP Public Hearing June 28, 2024: LCAP Board Approval & Local Indicator Presentation Community Advisory Meetings- February 29, 2024: South Hills High School March 14, 2024: Covina High School March 28, 2024: Northview High School Additionally, surveys were sent to parents and community members in February and March 2024 to gather their feedback and input on district goals and actions.
Covina-Valley Learning Options Academy and Fairvalley Continuation High School Educational Partners (Equity Multiplier)	Advisory Dates- February 6, 2024 (Staff and Administrators) February 7, 2024 (Student Advisory) February 7, 2024 (Parent and Community Advisory) The engagement process for the Equity Multiplier focus goal and the use of Equity Multiplier funds with C-VLOA and Fairvalley educational partners involved meetings to discuss equity needs and fund allocation. Data and insights were shared during these meetings, breakout sessions facilitated focused discussions, and input was gathered through feedback activities and surveys.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The process for engaging educational partners involved several steps. Initially, the District identified and reached out to a diverse range of partners, including parents, community organizations, staff, and students. These partners participated in advisory groups and surveys and provided feedback on the District's goals and proposed actions. Subsequently, the district reviewed the input provided by educational partners and used it to refine and improve the proposed goals and actions in the LCAP. This feedback also identified new strategies or initiatives to support student success. Finally, the District considered the input from educational partners as part of the overall review process

for the LCAP. This included ensuring that the plan's goals and actions were aligned with state and federal requirements, feasible, and supported by available resources. Overall, engaging educational partners was a critical part of the LCAP process, as it helped ensure that the plan reflected the needs and priorities of the broader community and would effectively support student learning and success.

During meetings, teachers, principals, administrators, other school personnel, local bargaining units, parents, and students engaged in the development of the LCAP in the following ways:
- Collaborative Discussions: During these meetings, participants engaged in structured discussions to share their insights, challenges, and recommendations regarding the LCAP. This collaborative approach ensured diverse perspectives were considered.
- Review and Feedback: Attendees reviewed draft sections of the LCAP and provided feedback on specific actions, goals, and metrics. This iterative process allowed for continuous refinement of the plan based on collective input.
- Data Analysis: Educational partners analyzed data related to student performance, attendance, and other key metrics. This analysis helped identify areas of need and prioritize actions within the LCAP.
- Breakout Sessions: During the meetings, breakout sessions focused on specific topics or goals within the LCAP. These smaller groups facilitated more in-depth discussions and allowed for targeted input.
- School Site Council Participation: Principals played a key role in School Site Council meetings, facilitating discussions on the LCAP and ensuring alignment with school improvement plans.

In addition to attending meetings, educational partners were engaged through surveys and questionnaires to gather their input and suggestions. Specific focus groups were organized to delve deeper into particular areas of the LCAP, ensuring that detailed feedback from various staff members was collected. The inclusion of all the above educational partners ensured that all voices within the school community were heard, providing a comprehensive view of the needs and priorities across different roles. These comprehensive engagement strategies ensured that the development of the LCAP was inclusive, data-driven, and reflective of the needs and priorities of the entire school community.

Educational partners advocated for various measures to enhance parent engagement, including interpreters and translation services. They also prioritized campus and school safety, including standard emergency response protocols and mental health and wellness programs facilitated by counselors. Additionally, educational partners emphasized the importance of college and career readiness, encompassing Career Technical Education (CTE) pathways, academic interventions, academic counseling support, and enrichment programs. They also stressed the need for highly qualified teachers, parent education initiatives, after-school sports programs, support services for English learners (EL), and opportunities in STEM education. The SELPA Consultation feedback confirmed that the Covina-Valley LCAP aligns with the District's plan for special education students. The plans adequately address the needs of Special Education students. The plan presented during the consultation aligns with the Goals and Services of the SELPA. The District is the host school district for the SELPA and has a close relationship with its staff. As the SELPA continues to develop its local plan, C-VUSD will work closely to ensure that its LCAP continues to set goals, including actions and services, and increase achievement for students in Special Education.

Fairvalley and Covina-Valley Learning Options Academy (C-VLOA) collaborated with educational partners to develop the LCAP's required focus goal for each eligible school. This partnership ensured that the goals established reflect the unique needs and contexts of the schools generating Equity Multiplier funds, fostering a more equitable and inclusive educational environment. Educational partners were consulted through meetings, surveys, and public forums, ensuring their feedback was incorporated into the LCAP Equity Multiplier development. Fairvalley and Covina-Valley Learning Options Academy collaborated closely with these partners to establish a focus goal tailored to their unique needs. This collaborative process involved reviewing data, identifying priorities, and leveraging Equity Multiplier funds to enhance

support services and improve educational outcomes. In line with feedback from educational partners, Fairvalley and C-VLOA are committed to providing evidence-based services and support for students. To support students' college and career readiness, additional support and student workshops will be provided on campus and addressing staffing changes, including reinstating an assistant principal position. Educational partners have emphasized leveraging Equity Multiplier funds to enhance the online curriculum at C-VLOA. In response, a focused goal aimed at improving the virtual learning experience was developed in this LCAP. This includes providing evidence-based services and support tailored to our online platform in order to increase achievement.

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

Goal 1:
- Expanding and increasing college and career opportunities for students
- Offering academic programs, including AVID, Pre-AP, AP, and IB
- Offering and expanding Career Technical Education pathways
- Offering college readiness exams such as PSAT/SAT, AP, and IB (including study materials and curriculum)
- Providing comprehensive counseling support
- increasing English language arts and mathematics achievement

Goal 2:
- Providing innovative technology resources, software programs, and platforms (including 1:1 student devices)
- Implementing additional targeted interventions and supports (including support for students with disabilities)
- Providing tutoring and enrichment opportunities during and after school (including summer enrichment opportunities)
- Providing professional development for teachers and staff
- Implementing and expanding Next Generation Science Standards support and Science, Technology, Engineering, and Mathematics (STEM)
- Providing additional English Learner support services

Goal 3:
- Providing clean and safe campuses (including Standard Emergency Response Protocols)
- Providing social-emotional support and mental health programs and services
- Providing professional development for staff regarding behavioral supports/interventions, mental health interventions, school safety, job-specific training, and differentiated instruction
- Increasing parent education opportunities, including motivating your child, college financial aid, college requirements, mental health awareness, and strategies to build positive self-esteem
- Continuing to expand the Dual Language Immersion program and world language offerings
- Creating partnerships for Career Technology Education and enhancing pathways
- Providing enrichment opportunities (including VAPA)

Goal 4:
- Providing additional administrative support (need an Assistant Principal)
- Ensuring a clean and safe campus for all students, teachers, and staff
- Enhance on-campus engagement facilities
- Providing college and career readiness support
- Implementing a standards-aligned online curriculum

Covina-Valley consulted with the advisory groups listed above on the stated dates to review and plan the LCAP/Annual Review and Analysis. All educational partner meetings and activities provided insight and direction for the LCAP goals, actions, and services. Before finalizing the LCAP, all feedback was collected, analyzed, shared, and considered.

The LCAP plan was presented to the District Advisory Committee (DAC)/District English Learner Advisory Committee (DELAC) on May 15, 2024.

The advisory committees provided positive feedback on the work done within the presented plan, and the Superintendent responded in writing to all comments from the DAC/DELAC. Before the public hearing, our educational partners, including the community, were notified that the plan draft was available for review. Educational partners, including the community, were provided with opportunities and instructions on providing written comments regarding specific actions and expenditures in the LCAP. On June 24, 2024, a public hearing was held to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP annual update. The public hearing was advertised in writing and online in English and Spanish. School sites advertised the public hearing to their families, and the District advertised district-wide. DAC/DELAC members were personally invited to attend the hearing. The LCAP plan was adopted at the Board Meeting that followed the public hearing. This meeting was held on June 28, 2024. Local indicator results were reported to the Board of Education on June 28, 2024, at the same meeting at which the LCAP was adopted. The 2024-2025 budget was also adopted at the June 28, 2024 Board Meeting.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Our District will guarantee all students are eligible and prepared for college and careers upon graduation. Progress will be measured by CA Dashboard Academic Indicators, graduation rate, and graduates meeting UC/CSU or a-g completion requirements.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Covina-Valley Unified School District developed Goal #1, "Our District will guarantee all students are eligible and prepared for college and careers upon graduation," in response to several key factors and educational imperatives:

Educational Equity: The district recognizes the imperative to ensure that all students, regardless of background or circumstance, have equal access to opportunities for higher education and successful careers. By setting this goal, the district aims to bridge the gap between students who traditionally have more resources and support for post-secondary pathways and those who may face barriers to accessing such opportunities.

Economic and Workforce Trends: In today's rapidly evolving economy, a high school diploma alone may not be sufficient for students to secure stable and fulfilling careers. The district considers the increasing demand for skilled workers in various industries and recognizes the importance of preparing students to meet these workforce needs. The district seeks to equip students with the knowledge, skills, and experiences necessary to thrive in the 21st-century job market by emphasizing college and career readiness.

Alignment with State and National Standards: State and national standards emphasize college and career readiness as essential outcomes of K-12 education. By aligning its goals with these standards, the Covina-Valley Unified School District ensures its educational priorities align with broader educational objectives and expectations.

Community Expectations and Educational Partner Input: This goal was developed with input from various educational partners, including parents, educators, and community members. Through community engagement processes, the district identified a collective desire to prioritize college and career readiness to foster individual success and community prosperity.

Long-Term Student Success: Ultimately, the district recognizes that preparing students for college and careers is not just about immediate outcomes upon graduation but also about setting them on a path toward long-term success and fulfillment. By establishing this goal, the district demonstrates its commitment to empowering students to pursue higher education, confidently enter the workforce, and contribute meaningfully to society.

Based on the 2023 CA Dashboard, Covina-Valley Unified School District saw varied student performance across subjects, with English Language Arts (ELA) showing the highest performance at 52.85%, meeting or exceeding the standard, slightly above by 1.3 points, but with significant disparities among student groups. Socioeconomically Disadvantaged students performed at 47.43%, 13.1 points below the standard, while English Learners had the lowest performance at 8.72%, trailing 49.2 points below. Homeless students and Foster Youth also fell below the standard, at 38.10% and 38.46% respectively. Math performance was lower overall, with only 35.41% meeting or exceeding the standard, a gap of 43.2 points, and similar disparities among student groups. English Learners also had the lowest performance in Math, with only 13.34% meeting or exceeding the standard, 66 points below. Science had the lowest performance of all subjects, with only 27.02% of all students meeting or exceeding the standard, and similar disparities among student groups. These results highlight a significant achievement gap between different student groups in the district, emphasizing the need for targeted interventions and support to ensure all students, regardless of background, have the opportunity to meet academic standards and succeed.

In 2023, Covina-Valley Unified School District achieved a Four-Year Adjusted Cohort Graduation Rate of 95.8% for all students, indicating a high level of overall success in graduating students within the standard four-year timeframe. However, there were disparities among student groups, with Socioeconomically Disadvantaged students achieving a slightly lower rate of 95.0%. In comparison, English Learners had a graduation rate of 86.3%, Homeless students at 91.3%, and Foster Youth (FY) at 73.3%. The rates were lower across the board when considering graduates meeting University of California/California State University (UC/CSU) requirements. The overall rate was 65.1%. Among student groups, Socioeconomically Disadvantaged had a rate of 60.7%, English Learners at 40.9%, Homeless students at 52.1%, and Foster Youth at 36.4%. These figures suggest a need for additional support and resources to ensure that all students have the opportunity to meet these higher education entrance requirements, particularly among English Learners, Homeless students, and Foster Youth, where rates are notably lower.

Regarding the College/Career Indicator, on the CA Dashboard, 51.9% of all students were considered prepared for college or career readiness in 2023. While this indicates a majority of students meeting this standard, there were notable differences among student groups. Socioeconomically Disadvantaged had 47.5% prepared, English Learners had 30.2%, Homeless students had 36.7%, and Foster Youth had 13.3% prepared, highlighting the need for targeted support and resources to ensure all students are adequately prepared for college or careers, particularly among English Learners, Homeless students, and Foster Youth, where rates are significantly lower than the district average.

In 2023, Covina-Valley Unified School District had 30.5% of all students complete at least one Career Technical Education (CTE) pathway, indicating moderate participation in vocational or specialized career-focused programs. However, there were disparities among student groups, with Socioeconomically Disadvantaged students at 29.1%, English Learners at 16.1%, Homeless students at 25.3%, and Foster Youth at 12.5%, suggesting that these groups may face additional challenges or barriers in completing CTE pathways.

Data highlights disparities in performance and achievement among unduplicated student groups, indicating the presence of barriers to

success for these populations. The actions and services in Goal 1 are primarily directed toward these unduplicated populations.

By guaranteeing that all students are eligible and prepared for college and careers upon graduation, the district aims to provide every student with the opportunities and support they need to thrive in an increasingly complex and competitive world. Additional support for the development of this goal and actions was determined with input from all educational partners in Covina-Valley Unified, including:
- Expanding and increasing college and career opportunities for students
- Offering academic programs, including AVID, Pre-AP, AP, and IB
- Offering and expanding Career Technical Education pathways
- Offering college readiness exams such as PSAT/SAT, AP, and IB, including study materials and curriculum
- Providing comprehensive counseling support
- increasing English language arts and mathematics achievement

Through data analysis conducted with educational partners, Covina-Valley uses various metrics to assess progress toward Goal 1. These include performance on Smarter Balanced Summative Assessments to evaluate proficiency in core subjects and the Four-Year Adjusted Cohort Graduation Rate to measure graduation success. The district also tracks Graduates Meeting UC/CSU Requirements, CTE Pathway Completion, and the College Career Index (CCI) to ensure students are prepared for post-secondary education and careers. PSAT and SAT Participation and Scores are closely monitored to further assess college readiness. These assessments provide critical data on students' readiness for college-level work, benchmarked against national standards, and help identify areas where students may need additional support to improve their performance. Advanced Placement and International Baccalaureate pass rates indicate the level of rigor and college readiness, while the English Learner Progress Indicator (ELPI) monitors language acquisition progress. Additionally, FAFSA Application rates through the California Student Aid Commission are a local indicator of college readiness. Parent Involvement & Family Engagement are assessed through local surveys. Basic Services such as teacher quality, instructional materials, and facilities are evaluated using data from the CA Dashboard and local indicators. These metrics collectively provide insights into Covina-Valley's efforts to support student achievement, college and career readiness, and family engagement, guiding strategies for continuous improvement aligned with Goal 1 objectives.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Four-Year Adjusted Cohort Graduation Rate (DataQuest-CDE)	C-VUSD 2023 Cohort Rate 95.8% (All Students) 95.0% (SED) 86.3% (EL) 91.3% (Homeless) 73.3% (FY)			C-VUSD 2026 Cohort Rate 97.3% (All Students) 96.5% (SED) 87.8% (EL) 92.8% (Homeless) 74.8% (FY)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fairvalley High 2023 Cohort Rate 67.3% (All Students) 66.7% (HI)			Fairvalley High 2026 Cohort Rate 68.8% (All Students) 68.2% (HI)	
1.2	Graduates Meeting UC/CSU or a-g Completion Requirements (DataQuest-CDE)	2023 Cohort Rate 65.1% (All Students) 60.7% (SED) 40.9% (EL) 52.1% (Homeless) 36.4% (FY)			2026 Cohort Rate 66.6% (All Students) 62.2% (SED) 42.4% (EL) 53.6% (Homeless) 37.9% (FY)	
1.3	College/Career Indicator (CA Dashboard)	2023 C-VUSD 51.9% Prepared (All Students) 47.5% Prepared (SED) 30.2% Prepared (EL) 36.7% Prepared (Homeless) 13.3% Prepared (FY) Covina High 5.6% Prepared (SWD) Fairvalley High 0% Prepared (All Students) 0% Prepared (HI) 0% Prepared (SED) South Hills High 8.8% Prepared (SWD)			2026 C-VUSD 57.9% Prepared (All Students) 53.5% Prepared (SED) 36.2% Prepared (EL) 42.7% Prepared (Homeless) 19.3% Prepared (FY) Covina High 11.6% Prepared (SWD) Fairvalley High 6% Prepared (All Students) 6% Prepared (HI)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					6% Prepared (SED) South Hills High 14.8% Prepared (SWD)	
1.4	CTE Pathway Completion (CA Dashboard-CTE Pathway Completion Report)	Completed at Least One Career Technical Education (CTE) Pathway 2023 30.5% (All Students) 29.1% (SED) 16.1% (EL) 25.3% (Homeless) 12.5% (FY)			Completed at Least One Career Technical Education (CTE) Pathway 2026 36% (All Students) 35% (SED) 22% (EL) 31% (Homeless) 18% (FY)	
1.5	CTE & a-g Completion (CA Dashboard-Met UC/CSU Requirements and CTE Pathway Completion Report)	Met UC/CSU Requirements AND Completed at Least One CTE Pathway 2023 22.5% (All Students) 20.3% (SED) 10.7% (EL) 17.7% (Homeless) 6.3% (FY)			Met UC/CSU Requirements AND Completed at Least One CTE Pathway 2026 27% (All Students) 24.8% (SED) 15.2% (EL) 22.2% (Homeless) 10.8% (FY)	
1.6	FAFSA Application (California Student Aid Commission-Local Indicator)	Total Financial Aid Applications 2023: 923 (All Students)			Total Financial Aid Applications 2026: 940 (All Students)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	English Learner Progress Indicator (CA Dashboard)	2023 C-VUSD 50.1% Making Progress Towards English Language Proficiency Barranca Elementary 43.2% Making Progress Towards English Language Proficiency Covina High 31.3% Making Progress Towards English Language Proficiency Merwin Elementary 34.1% Making Progress Towards English Language Proficiency Northview High 35.4% Making Progress Towards English Language Proficiency			2026 C-VUSD 56.1% Making Progress Towards English Language Proficiency Barranca Elementary 49.2% Making Progress Towards English Language Proficiency Covina High 37.3% Making Progress Towards English Language Proficiency Merwin Elementary 40.1% Making Progress Towards English Language Proficiency Northview High 41.4% Making Progress Towards English Language Proficiency	
1.8	Advanced Placement (College Board) and International Baccalaureate	2023 46% (AP-All Students) 70% (IB-All Students)			2026 49% (AP-All Students)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(International Baccalaureate) - Score of 3 or higher				73% (IB-All Students)	
1.9	PSAT and SAT Participation and Scores (College Board)	2023 PSAT Participation: 946 Mean Score: 877 2023 SAT Participation: 989 Mean Score: 926			2026 PSAT Participation: 976 Mean Score: 898 2026 SAT Participation: 1,010 Mean Score: 941	
1.10	Parent Satisfaction (Local Survey)	2023 My overall satisfaction with my student's academic preparation: 89% Satisfied/Very Satisfied C-VUSD schools provide the necessary academic support to students who are struggling: 80% Agree/Strongly Agree Covina-Valley Unified and its schools provide me with resources and/or ideas for supporting my student: 80% Agree/Strongly Agree			2026 My overall satisfaction with my student's academic preparation: 92% Satisfied/Very Satisfied C-VUSD schools provide the necessary academic support to students who are struggling: 86% Agree/Strongly Agree Covina-Valley Unified and its schools provide me with resources and/or ideas for supporting my	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					student: 86% Agree/Strongly Agree	
1.11	Smarter Balanced Summative Assessments - ELA (ETS-CDE)	Met or Exceeded Standard for ELA (2023) C-VUSD 52.85% (All Students) 47.43% (SED) 8.72% (EL) 38.10% (Homeless) 38.46% (FY) Barranca Elementary 15.14% (SWD) C-VLOA 30.95% (SED) Merwin Elementary 9.31% (SWD) Sierra Vista Middle 3.85% (EL) 11.23% (SWD) South Hills High 15.55% (SWD) Traweek Middle 5.56% (EL) Workman Elementary 13.22% (SWD)			Met or Exceeded Standard for ELA (2026) C-VUSD 58.85% (All Students) 53.43% (SED) 14.72% (EL) 44.1% (Homeless) 44.46% (FY) Barranca Elementary 21.14% (SWD) C-VLOA 36.95% (SED) Merwin Elementary 15.31% (SWD) Sierra Vista Middle 9.85% (EL) 17.23% (SWD) South Hills High 21.55% (SWD) Traweek Middle 11.56% (EL)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Distance From Standard for ELA (2023) C-VUSD 1.3 points above (All Students) 13.1 points below (SED) 49.2 points below (EL) 35.6 points below (Homeless) 41.4 points below (FY) Barranca Elementary 109.8 points below standard (SWD) C-VLOA 85.1 points below standard (SED) Merwin Elementary 114.1 points below standard (SWD) Sierra Vista Middle 91.6 points below standard (EL) 110.7 points below standard (SWD) South Hills High 117.5 points below standard (SWD) Traweek Middle			Workman Elementary 19.22% (SWD) Distance From Standard for ELA (2026) C-VUSD 16.3 points above (All Students) 1.9 points above (SED) 34.2 points below (EL) 20.6 points below (Homeless) 26.4 points below (FY) Barranca Elementary 94.8 points below standard (SWD) C-VLOA 70.1 points below standard (SED) Merwin Elementary 99.1 points below standard (SWD) Sierra Vista Middle 76.6 points below standard (EL)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		71.3 points below standard (EL) Workman Elementary 116.1 points below standard (SWD)			95.7 points below standard (SWD) South Hills High 102.5 points below standard (SWD) Traweek Middle 56.3 points below standard (EL) Workman Elementary 101.1 points below standard (SWD)	
1.12	Smarter Balanced Summative Assessments - Math (ETS-CDE)	Met or Exceeded Standard for Math (2023) C-VUSD 35.41% (All Students) 30.20% (SED) 13.34% (EL) 34.79% (Homeless) 20.00% (FY) C-VLOA 14.52% (All Students) 9.76% (SED) 11.32% (HI) Northview High 3.23% (SWD) South Hills High 2.22% (SWD)			Met or Exceeded Standard for Math (2026) C-VUSD 29.41% (All Students) 24.20% (SED) 7.34% (EL) 28.79% (Homeless) 14.00% (FY) C-VLOA 20.52% (All Students) 15.76% (SED) Northview High 9.23% (SWD)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Workman Elementary 17.78% (SWD) Distance From Standard for Math (2023) C-VUSD 43.2 points below (All Students) 56.6 points below (SED) 66 points below (EL) 73 points below (Homeless) 103.1 points below (FY) C-VLOA 133.6 points below standard (All Students) 160.5 points below standard (SED) 121.9 points below standard (HI) Northview High 233.4 points below standard (SWD) South Hills High 204 points below standard (SWD) Workman Elementary 125.2 points below standard (SWD)			South Hills High 8.22% (SWD) Workman Elementary 23.78% (SWD) Distance From Standard for Math (2026) C-VUSD 28.2 points below (All Students) 41.6 points below (SED) 51 points below (EL) 58 points below (Homeless) 88.1 points below (FY) C-VLOA 118.6 points below standard (All Students) 145.5 points below standard (SED) Northview High 218.4 points below standard (SWD) South Hills High 189 points below standard (SWD)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Workman Elementary 110.2 points below standard (SWD)	
1.13	Smarter Balanced Summative Assessments - Science (ETS-CDE)	Met or Exceeded Standard for Science (2023) 27.02% (All Students) 21.61% (SED) 2.27% (EL) 18.18% (Homeless) 15.38% (FY)			Met or Exceeded Standard for Science (2026) 34% (All Students) 29% (SED) 10% (EL) 26% (Homeless) 23% (FY)	
1.14	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA (ETS-CDE)	11th Grade 2023 22.01% Standard Exceeded (Ready) 33.20% Met (Conditionally Ready			11th Grade 2026 28% Standard Exceeded (Ready) 39% Met (Conditionally Ready	
1.15	Early Assessment Program (EAP) - Percentage of Students Prepared for College – Math (ETS-CDE)	11th Grade 2023 8.57% Standard Exceeded (Ready) 14.53% Met (Conditionally Ready			11th Grade 2026 15% Standard Exceeded (Ready) 21% Met (Conditionally Ready	
1.16	Basic Services: Teachers (CA Dashboard/Local Indicator)	2023 Appropriately Assigned Teachers: 84.4% as measured by Teaching Assignment Monitoring Outcomes (TAMO)			2026 Appropriately Assigned Teachers: 90% as measured by Teaching Assignment	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Monitoring Outcomes (TAMO)	
1.17	Basic Services: Instructional Materials (CA Dashboard/Local Indicator)	2023 Access to Standards Aligned Materials: 100% as measured by Williams Legislation Survey			2026 Access to Standards Aligned Materials: 100% as measured by Williams Legislation Survey	
1.18	Basic Services: Facilities (CA Dashboard/Local Indicator)	2023 Facilities in "Good" Repair as measured by Facility Inspection Tool: 100%			2026 Facilities in "Good" Repair as measured by Facility Inspection Tool: 100%	

Goal Analysis

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Staffing Assignments	The Personnel Department will prioritize hiring fully credentialed teachers and appropriately assigning them. The Personnel and Educational Services Departments will train administrators on credentialing, assignment procedures, and scheduling. Both departments will monitor schedules and assignments to optimize staff placement and ensure subject expertise for all students. (LCFF Base)	$84,236,665.00	No
1.2	Strategic Guidance Program	All Covina-Valley schools will maintain guidance programs, monitoring outcomes yearly for TK-12 students. Comprehensive counseling services will be provided to all TK-12 students. Counselors will provide tailored support to students and align resources for families as needed, ensuring progress toward college and career goals for all students. (LCFF Base)	$3,286,345.00	No
1.3	Career Technical Education (CTE) Pathways	The District will employ Career Technical Education CTE teachers to implement and refine Career Pathways for grades 6-12. Students will enroll in multi-year pathways to prepare for post-graduation success. The Educational Services Department will expand CTE pathways to provide access for English Learners, Low Income and Foster Youth students, focusing on various fields. These pathways will enhance trade-specific skills, increasing employment opportunities for unduplicated students upon graduation. Courses will be offered outside the traditional core instructional day.	$3,121,464.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(4412 and CTEIG)		
1.4	College and Career Readiness Counseling and Support	The district will create a comprehensive TK-12 plan to provide English Learners, Foster Youth, and Low Income students with personalized academic, college, and career self-discovery, exploration, and readiness. The plan will include grade-level actions, career assessments, and individual college and career plans. The individual college and career plans will be created before students transition to high school. (4407)	$1,154,905.00	Yes
1.5	Advancement Via Individual Determination (AVID)	The Advancement Via Individual Determination (AVID) program and strategies will be implemented to enhance college and career readiness for Low Income students. This will involve training teachers in AVID methodologies, introducing AVID elective classes at the secondary level, and integrating AVID strategies schoolwide. Support and resources will be provided to ensure effective implementation. (4401)	$1,268,998.00	Yes
1.6	Pre-Advanced Placement Program	Access to the Pre-Advanced Placement (Pre-AP) program and materials will be provided for all Low Income students in grades 9 and 10 to prepare them for Advanced Placement (AP) courses and enhance their readiness for college and careers. (4404)	$79,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	College Readiness Exams (PSAT, SAT, AP & IB)	The district will facilitate college entry exam preparation by providing free administration of the PSAT 8/9, PSAT, and SAT during the school day for students in grades 8-12. Additionally, AP and IB waivers will be offered to Low Income and Foster Youth in grades 9-12. (4406)	$200,000.00	Yes
1.8	College Readiness Supports through EL Leadership	Site administration and ELD teachers will expand leadership opportunities and amplify the voices of English Learners by providing enrichment activities and leadership opportunities. ELD teachers will work with EL students to identify and meet their specific needs, while students will actively engage with school programs, college, and careers, ensuring support for EL students. (Title III)	$47,697.00	No
1.9	College Preparation and Supplemental Instructional Materials	Secondary department teams will identify, obtain, and implement standards and SBAC-aligned supplemental instructional materials to increase academic performance in college preparation coursework and assessments for Low Income students. (4411)	$60,789.00	Yes
1.10	International Baccalaureate	The District will implement the International Baccalaureate (IB) Diploma Program, specifically targeting Low-Income students to enhance their educational opportunities. This initiative will provide them with rigorous coursework and the chance to earn college credits through IB examinations, boosting their acceptance rates to prestigious colleges. This effort ensures equitable access to transformative educational experiences for Low-Income students, preparing them for advanced higher education opportunities.	$325,782.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(4422)		
1.11	College and Community Partnership	High school counselors will devise, execute, and broaden College and Community collaborations to prepare Low Income, English Learners, and Foster Youth students for collegiate and career paths. They will offer Summer REACH opportunities tailored for unduplicated students, including involvement in a business-focused summer camp at the University of LaVerne. Counselors will actively engage students intrigued by the business field, prioritizing unduplicated students during recruitment efforts. (4414)	$5,000.00	Yes
1.12	Assessment Development and Progress Monitoring of Unduplicated Students	Site Instructional Leadership Teams will develop formative assessments and data analysis protocols to close the achievement gap for Low Income, Foster Youth, and English Learners. This includes identifying long-term English Learners and setting reclassification targets. Assessment cycles will guide classroom interventions. (4415)	$5,000.00	Yes
1.13	Professional Learning Communities	Low Income, English Learners, and Foster Youth will receive targeted instruction based on individualized needs through the Professional Learning Community (PLC) process. Site administration and PLC leaders will establish effective Achievement Teams to use student data for instructional decision-making, ensuring that teaching practices align with the needs of unduplicated students. These teams will facilitate collaborative reflection among teachers, enabling the selection of research-based instructional approaches to close achievement gaps, enrich learning, and improve practices for unduplicated students. Stipend positions will be allocated for PLC leads, Engagement, and Enrichment roles.	$943,564.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(4416)		
1.14	College Campus Visits	The district will provide elementary, middle, and high school students with exposure to college campuses, fostering a college-going culture and increasing awareness of post-secondary education options for Low Income, English Learners, and Foster Youth. (4423)	$50,493.00	Yes
1.15	Classified Support Staffing	The district will employ non-certificated classified staff to ensure college and career readiness, implement innovative, research-based programs for academic achievement, and create engaging environments to connect students to learning both inside and outside the classroom. These support staff will work directly with all students and families. (LCFF Base)	$12,496,296.00	No
1.16	Career Readiness Competency	The district will integrate financial literacy education and essential soft skills training into the appropriate curriculum to enhance career readiness. This will enable students to enter the workforce as well-rounded, competent individuals who can contribute effectively to their workplaces and manage their financial affairs. (Repeated Expenditure 1.1 and 3.2)	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students. Progress will be measured by student achievement data and progress monitoring.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Covina-Valley Unified School District developed Goal #2, "Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students," as a response to several key factors and considerations:

Educational Excellence: C-VUSD strives for the highest level of achievement for all students. It will provide programs, skills, and knowledge that meet the needs of the whole child. The district aims to maintain educational excellence by implementing innovative, research-based programs, ensuring every student receives the best education possible to thrive in college, career, and life.

Continuous Improvement: Education evolves constantly, requiring constant improvement. C-VUSD's goal of implementing innovative programs reflects its commitment to staying abreast of new research and best practices. This ensures that teaching methods and curriculum remain up-to-date and aligned with the latest evidence-based approaches, facilitating the development of critical thinking, collaboration, and problem-solving skills.

Equity and Inclusion: Addressing equity and inclusion is essential to achieving the highest level of achievement for all students. This means providing resources, support, and opportunities for every student, regardless of their background, abilities, or circumstances. By implementing innovative programs and practices, C-VUSD can better meet the diverse needs of its student population and create a more inclusive learning environment.

Preparation for College, Career, and Life: The mission and vision statements in Covina-Valley emphasize the overarching goal of preparing students for college, career, and life success. By ensuring the highest level of achievement for all students through innovative and research-based approaches, C-VUSD equips students with the essential skills and knowledge they need to confidently navigate various paths after graduation and thrive in diverse settings.

In 2023, the Covina-Valley Unified School District's data revealed notable academic challenges and some progress across various metrics, including the Smarter Balanced Summative Assessment, English Learner Progress Indicator, and the Four-Year Adjusted Cohort Graduation Rate.

For the English Learner Progress Indicator, 50.1% of English Learners were making progress toward English language proficiency, indicating that a significant portion still face language acquisition barriers that may impact their academic performance across subjects. Additionally, the analysis of Long-Term English Learners (LTEL) data shows that 7.5% of students in 2023 were classified as Long-Term English Learners, underscoring the persistent challenges faced by this student group in achieving language proficiency despite extended periods of instruction.

Regarding the Four-Year Adjusted Cohort Graduation Rate, overall success was relatively high, with 95.8% of all students graduating within four years. However, disparities among subgroups were evident: Socioeconomically Disadvantaged students had a graduation rate of 95.0%, English Learners were notably lower at 86.3%, Homeless students achieved a rate of 91.3%, and Foster Youth faced the most significant challenge with only 73.3% graduating on time.

Moreover, when considering the cohort's ability to meet University of California/California State University (UC/CSU) requirements, the rates dropped substantially: only 65.1% of all students met these criteria, with Socioeconomically Disadvantaged at 60.7%, English Learners at 40.9%, Homeless at 52.1%, and Foster Youth at a notably lower rate of 36.4%. These figures illustrate critical gaps in readiness for higher education, particularly among vulnerable groups.

As measured by the Smarter Balanced Summative Assessments, the academic achievement further highlighted the educational disparities. Only 52.85% of all students met or exceeded standards in English Language Arts, with significant performance gaps noted among Socioeconomically Disadvantaged, English Learners, Homeless, and Foster Youth students. Math and Science proficiency were even lower across these groups, with severe deficiencies in foundational knowledge and skills necessary for academic and career success.

These findings underscore the need for targeted support and strategic interventions to address the unique challenges faced by these student groups, ensuring equitable opportunities for all students to achieve academic and life success.

By implementing innovative, research-based programs and practices to ensure the highest level of achievement for all students, the district aims to cultivate a dynamic learning environment that fosters academic excellence, encourages critical thinking, and promotes holistic development. Additional support for the development of this goal and actions was determined with input from all educational partners in Covina-Valley Unified, including:
Goal 2:
- Providing innovative technology resources, software programs, and platforms (including 1:1 student devices)
- Implementing additional targeted interventions and supports (including support for students with disabilities)
- Providing tutoring and enrichment opportunities during and after school (including summer enrichment opportunities)
- Providing professional development for teachers and staff
- Implementing and expanding Next Generation Science Standards support and Science, Technology, Engineering, and Mathematics (STEM)
- Providing additional English Learner support services
- Providing Dual Language Immersion

Through collaborative data analysis with educational partners, Covina-Valley evaluates various metrics to assess progress toward Goal 2, which focuses on implementing innovative, research-based programs and practices to ensure the highest level of achievement for all students. These metrics include performance on Smarter Balanced Summative Assessments to gauge proficiency in core subjects. Additionally, the district examines the English Learner Progress Indicator (ELPI) to track language acquisition progress, annual English Learner Reclassification Rates, and Long-Term English Learners (LTEL) data to assess the effectiveness of language support programs. Ensuring English Learner (EL) access to English Language Arts Common Core State Standards (ELA CCSS) and English Language Development (ELD/ELA) Standards are prioritized, along with evaluating the implementation of Common Core State Standards. Covina-Valley also measures access to a broad course of study to provide students with diverse educational opportunities.

Furthermore, the district monitors the Four-Year Adjusted Cohort Graduation Rate to track the percentage of students who graduate within a four-year period and the percentage of graduates meeting UC/CSU requirements, which reflects readiness for post-secondary education in California's public university systems. The College/Career Indicator is reviewed to evaluate the preparedness of students for post-secondary opportunities based on a variety of criteria, including completion of career technical education paths and dual enrollment courses. Additionally, parent satisfaction is assessed through a local survey, offering insights into community perceptions and satisfaction with the educational experience provided by the district. These metrics collectively inform the district's efforts to implement evidence-based strategies and innovative approaches aimed at fostering the academic success of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Smarter Balanced Summative Assessments - ELA (ETS-CDE)	Met or Exceeded Standard for ELA (2023) C-VUSD 52.85% (All Students) 47.43% (SED) 8.72% (EL) 38.10% (Homeless) 38.46% (FY) Barranca Elementary 15.14% (SWD) C-VLOA 30.95% (SED)			Met or Exceeded Standard for ELA (2026) C-VUSD 58.85% (All Students) 53.43% (SED) 14.72% (EL) 44.1% (Homeless) 44.46% (FY) Barranca Elementary 21.14% (SWD)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Merwin Elementary 9.31% (SWD) Sierra Vista Middle 3.85% (EL) 11.23% (SWD) South Hills High 15.55% (SWD) Traweek Middle 5.56% (EL) Workman Elementary 13.22% (SWD) Distance From Standard for ELA (2023) C-VUSD 1.3 points above (All Students) 13.1 points below (SED) 49.2 points below (EL) 35.6 points below (Homeless) 41.4 points below (FY) Barranca Elementary 109.8 points below standard (SWD) C-VLOA			C-VLOA 36.95% (SED) Merwin Elementary 15.31% (SWD) Sierra Vista Middle 9.85% (EL) 17.23% (SWD) South Hills High 21.55% (SWD) Traweek Middle 11.56% (EL) Workman Elementary 19.22% (SWD) Distance From Standard for ELA (2026) C-VUSD 16.3 points above (All Students) 1.9 points above (SED) 34.2 points below (EL) 20.6 points below (Homeless) 26.4 points below (FY)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		85.1 points below standard (SED) Merwin Elementary 114.1 points below standard (SWD) Sierra Vista Middle 91.6 points below standard (EL) 110.7 points below standard (SWD) South Hills High 117.5 points below standard (SWD) Traweek Middle 71.3 points below standard (EL) Workman Elementary 116.1 points below standard (SWD)			Barranca Elementary 94.8 points below standard (SWD) C-VLOA 70.1 points below standard (SED) Merwin Elementary 99.1 points below standard (SWD) Sierra Vista Middle 76.6 points below standard (EL) 95.7 points below standard (SWD) South Hills High 102.5 points below standard (SWD) Traweek Middle 56.3 points below standard (EL) Workman Elementary 101.1 points below standard (SWD)	
2.2	Smarter Balanced Summative Assessments - Math (ETS-CDE)	Met or Exceeded Standard for Math (2023)			Met or Exceeded Standard for Math (2026)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		C-VUSD 35.41% (All Students) 30.20% (SED) 13.34% (EL) 34.79% (Homeless) 20.00% (FY) C-VLOA 14.52% (All Students) 9.76% (SED) 11.32% (HI) Merwin Elementary 16.28% (SWD) Northview High 3.23% (SWD) South Hills High 2.22% (SWD) Workman Elementary 17.78% (SWD) Distance From Standard for Math (2023) C-VUSD 43.2 points below (All Students) 56.6 points below (SED) 66 points below (EL) 73 points below (Homeless) 103.1 points below (FY)			C-VUSD 29.41% (All Students) 24.20% (SED) 7.34% (EL) 28.79% (Homeless) 14.00% (FY) C-VLOA 20.52% (All Students) 15.76% (SED) 17.32% (HI) Merwin Elementary 22.28% (SWD) Northview High 9.23% (SWD) South Hills High 8.22% (SWD) Workman Elementary 23.78% (SWD) Distance From Standard for Math (2026) C-VUSD 28.2 points below (All Students)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		C-VLOA 133.6 points below standard (All Students) 160.5 points below standard (SED) 121.9 points below standard (HI) Merwin Elementary 113.3 points below standard (SWD) Northview High 233.4 points below standard (SWD) South Hills High 204 points below standard (SWD) Workman Elementary 125.2 points below standard (SWD)			41.6 points below (SED) 51 points below (EL) 58 points below (Homeless) 88.1 points below (FY) C-VLOA 118.6 points below standard (All Students) 145.5 points below standard (SED) 106.9 points below standard (HI) Merwin Elementary 98.3 points below standard (SWD) Northview High 218.4 points below standard (SWD) South Hills High 189 points below standard (SWD) Workman Elementary 110.2 points below standard (SWD)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Smarter Balanced Summative Assessments - Science (ETS-CDE)	Met or Exceeded Standard for Science (2023) 27.02% (All Students) 21.61% (SED) 2.27% (EL) 18.18% (Homeless) 15.38% (FY)			Met or Exceeded Standard for Science (2026) 34% (All Students) 29% (SED) 10% (EL) 26% (Homeless) 23% (FY)	
2.4	Four-Year Adjusted Cohort Graduation Rate (DataQuest-CDE)	C-VUSD 2023 Cohort Rate 95.8% (All Students) 95.0% (SED) 86.3% (EL) 91.3% (Homeless) 73.3% (FY) Fairvalley High 2023 Cohort Rate 67.3% (All Students) 66.7% (HI)			C-VUSD 2026 Cohort Rate 97.3% (All Students) 96.5% (SED) 87.8% (EL) 92.8% (Homeless) 74.8% (FY) Fairvalley High 2026 Cohort Rate 68.8% (All Students) 68.2% (HI)	
2.5	Graduates Meeting UC/CSU or a-g Requirements (DataQuest-CDE)	2023 Cohort Rate 65.1% (All Students) 60.7% (SED) 40.9% (EL) 52.1% (Homeless) 36.4% (FY)			2026 Cohort Rate 66.6% (All Students) 62.2% (SED) 42.4% (EL) 53.6% (Homeless) 37.9% (FY)	
2.6	College/Career Indicator (CA Dashboard)	2023 C-VUSD 51.9% Prepared (All Students) 47.5% Prepared (SED)			2026 C-VUSD 57.9% Prepared (All Students)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		30.2% Prepared (EL) 36.7% Prepared (Homeless) 13.3% Prepared (FY) Covina High 5.6% Prepared (SWD) Fairvalley High 0% Prepared (All Students) 0% Prepared (HI) 0% Prepared (SED) South Hills High 8.8% Prepared (SWD)			53.5% Prepared (SED) 36.2% Prepared (EL) 42.7% Prepared (Homeless) 19.3% Prepared (FY) Covina High 11.6% Prepared (SWD) Fairvalley High 6% Prepared (All Students) 6% Prepared (HI) 6% Prepared (SED) South Hills High 14.8% Prepared (SWD)	
2.7	Access to Broad Course of Study (CALPADS)	2023 CTE Course Participation (9-12): 45%			2026 CTE Course Participation (9-12): 49.5%	
2.8	Access to Standards-Aligned Instructional Materials (Williams' Textbook Sufficiency Report)	2023 TK-5: 100% 6-8: 100% 9-12: 100%			2026 TK-5: 100% 6-8: 100% 9-12: 100%	
2.9	Implementation of Common Core State	2023			2023	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standards (Local Survey)	What is your overall comfort level in implementing the California Standards that you are responsible for teaching?: 90% Very Comfortable/Comfortable My school's instructional practices and activities facilitate access for diverse student needs.: 90% Strongly Agree/Agree I receive sufficient professional development/training to effectively perform the duties of my job assignment?: 90% Strongly Agree/Agree			What is your overall comfort level in implementing the California Standards that you are responsible for teaching?: 93% Very Comfortable/Comfortable My school's instructional practices and activities facilitate access for diverse student needs.: 93% Strongly Agree/Agree I receive sufficient professional development/training to effectively perform the duties of my job assignment?: 93% Strongly Agree/Agree	
2.10	Long-Term English Learners Rate (CDE-DataQuest)	2023 7.5% (of English Learners)			2026 4.5% (of English Learners)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	English Learner Annual Reclassification Rate (CALPADS)	2023 20.1%			2026 23%	
2.12	English Learner Progress Indicator (CA Dashboard)	2023 C-VUSD 50.1% Making Progress Towards English Language Proficiency Barranca Elementary 43.2% Making Progress Towards English Language Proficiency Covina High 31.3% Making Progress Towards English Language Proficiency Merwin Elementary 34.1% Making Progress Towards English Language Proficiency Northview High 35.4% Making Progress Towards English Language Proficiency			2026 C-VUSD 56.1% Making Progress Towards English Language Proficiency Barranca Elementary 49.2% Making Progress Towards English Language Proficiency Covina High 37.3% Making Progress Towards English Language Proficiency Merwin Elementary 40.1% Making Progress Towards English Language Proficiency Northview High 41.4% Making Progress Towards English Language Proficiency	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	Parent Satisfaction (Local Survey)	2023 My overall satisfaction with my student's academic preparation: 89% Satisfied/Very Satisfied C-VUSD schools provide the necessary academic support to students who are struggling: 80% Agree/Strongly Agree Covina-Valley Unified and its schools provide me with resources and/or ideas for supporting my student: 80% Agree/Strongly Agree			2026 My overall satisfaction with my student's academic preparation: 95% Satisfied/Very Satisfied C-VUSD schools provide the necessary academic support to students who are struggling: 86% Agree/Strongly Agree Covina-Valley Unified and its schools provide me with resources and/or ideas for supporting my student: 86% Agree/Strongly Agree	

Goal Analysis

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Learner Support Services	The District will enhance support for English Learners through the implementation of C-VUSD's comprehensive Title III plan. A credentialed Teacher on Special Assignment will collaborate with colleagues to enhance English Learner proficiency, facilitate completion of A-G coursework, and deepen the implementation of ELA/ELD standards and frameworks. This support will include providing professional development, implementing the OPTEL (Observational Protocol for Teachers of English Learners), enhancing parent education and communication, and establishing additional long-term English Learner support. Interventions will be offered during the school day, as well as during the summer, to support EL students at all academic levels. (Title III)	$89,878.00	No
2.2	Technology Integration - Staff	The District will enhance the utilization of academic software and other technology tools by providing laptops and offering professional development on technology integration for teachers and staff working with unduplicated students. This integration aims to improve access to content and support for English Learners, Foster Youth, and Low Income students through teacher instruction and support. Teachers' expertise will be	$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		leveraged to ensure the successful implementation of 1:1 student devices and improve access to content. (2201)		
2.3	Early Elementary Support	Covina-Valley Unified School District will enhance early education across all elementary schools, focusing on early intervention to support English Learners, Low Income students, and Foster Youth. This action includes instructional and enrichment activities designed to improve language acquisition for English Learners and foundational skills for targeted groups. Additionally, the district will increase small group reading instruction and interventions in TK-3rd grade. This initiative will be supported by employing instructional aides and teachers and ongoing professional development for teachers and aides. The goal is to facilitate a smoother and more successful transition into the early stages of education and ensure that students are reading at grade level by the third grade. (2204)	$2,559,738.00	Yes
2.4	Writing and Literacy Instruction and Assessment	The district will increase the percentage of English Learners successfully meeting or exceeding standards on the Smarter Balanced Assessment Consortium (SBAC) exams, specifically targeting writing and literacy instruction to close gaps in understanding and elevate academic achievement in English Language Arts. English teachers will be provided additional release/collaboration time to develop common formative expository, narrative, and persuasive writing assessments, calibrate scoring, and plan data-driven instruction, focusing on helping EL students support claims with valid reasoning and evidence while analyzing texts. (2205)	$33,486.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Technology Integration - Students	The district will maintain access to essential technology like Chromebooks for Low Income students and provide targeted professional development for teachers on integrating this technology effectively. Classroom instruction will focus on using these tools to help students meet grade-level standards and enhance their understanding of content, aiming to improve educational outcomes and ensure equitable technology access district-wide. (2206)	$3,347,278.00	Yes
2.6	Innovative Software	The district will deploy innovative software programs to accelerate learning for English Learners, Foster Youth, and Low Income students. Teachers will be critical in facilitating these programs and monitoring student progress. These software programs are designed to provide extended support and targeted interventions, enhancing these vulnerable student groups' educational experiences and outcomes. (2208)	$1,154,914.00	Yes
2.7	Critical Thinking and Creative Analysis - Thinking Maps	The district plans to increase the critical thinking and creative analysis skills of English Learners by expanding the use of Thinking Maps. These are graphic organizers linked to eight specific cognitive processes designed to support learning across all content areas. The district will ensure that teachers are well-trained in the methodologies of Thinking Maps, enabling them to effectively implement these strategies in their classrooms to support both content acquisition and language development for English Learners. (2209)	$72,053.00	Yes
2.8	Capacity Building and Program Support	Educational Services will improve academic outcomes for Low Income students, English Learners, and Foster Youth by strengthening the	$942,419.00	Yes

Action #	Title	Description	Total Funds	Contributing
		capacity of administrators, teachers, and staff through implementing comprehensive professional development opportunities and program support designed to provide the skills and knowledge necessary to implement instructional best practices and support programs for students effectively. (2210)		
2.9	Professional Development Release Day	The district will implement a district-wide professional development day for all teachers and counselors. During this day, targeted strategies will be developed for Low Income students, English Learners, and Foster Youth, utilizing best practices strategically planned to meet their specific needs as identified by each site. As a result, unduplicated students will benefit from instruction, interventions, and enrichment activities designed to support their educational needs, which will be aligned with LCAP goals. (2211)	$400,000.00	Yes
2.10	Professional Development - Classified Support Staff	The district Educational Services Team will offer professional development opportunities for classified staff, focusing on enhancing support for Low Income students, English Learners, and Foster Youth. This training will encompass a variety of topics, including but not limited to reading strategies, the Common Core State Standards, Thinking Maps, Google tools, AVID methodologies, Restorative Practices, Positive Behavior Support Intervention, and additional programs aimed at boosting student engagement and achievement. (2212)	$25,000.00	Yes
2.11	Professional Learning Community Support	The district will improve student achievement and enhance student engagement by implementing a dedicated time for PLC team meetings at the elementary level. Certificated staff will provide PLC teams with time to	$840,442.00	Yes

Action #	Title	Description	Total Funds	Contributing
		utilize data-driven strategies to optimize daily instruction and boost achievement for C-VUSD students. Through targeted interventions and enrichment based on detailed data analysis, PLC teams will assess and address the educational needs of Low Income, English Learners, and Foster Youth students. (2213)		
2.12	Targeted Math Interventions and Supports	Through specialized training, teachers will create math lessons rooted in academic standards, develop assessments aligned with the CAASPP, and utilize effective instructional strategies. This initiative aims to boost mathematics achievement principally directed towards English Learners, Foster Youth, Low Income students. (2217)	$120,755.00	Yes
2.13	Summer Professional Development	The Educational Services team will conduct summer professional development sessions for teachers and staff, focusing on enhancing instruction and curriculum to boost academic performance among English Learners, Foster Youth, and Low Income students. The training will include programs like Advanced Placement (AP), International Baccalaureate (IB), AVID, collaborations with the University of California, Irvine (UCI), specialized training in English Language Development and reading strategies, as well as training on technology tools and software. Funding for this initiative will cover teacher salaries, educational materials, and fees for external trainers. (2218)	$25,000.00	Yes
2.14	Multi-Tiered System of Supports (MTSS)	The Educational Services team will develop and implement a comprehensive Multi-Tiered System of Support (MTSS) program to close the achievement gap. This MTSS program will be executed and monitored	$391,441.00	Yes

Action #	Title	Description	Total Funds	Contributing
		at each site, principally directed toward English Learners, Foster Youth, and Low Income students. Tier 1 will involve teachers using an assessment and monitoring system to inform instruction, identify "at-risk" students, and provide core instruction. Tier II will offer targeted intervention through small group instruction or remediation through credit recovery or parallel classes to support student success in core subjects. Tier III will provide intensive daily intervention with core replacement courses for students significantly below grade level. (2225)		
2.15	Extended Library Hours, Academic Tutoring, and Intervention	Qualified staff will provide tutoring and homework assistance for Low Income, Foster Youth, and English Learners before and after school to enhance academic achievement in core and elective courses. Additionally, library hours will be extended to offer additional support for homework help, tutoring, and targeted interventions. (2226)	$284,500.00	Yes
2.16	Dual Language Immersion Programs	The district will enhance Dual Language programs for English Learners by ensuring smaller class sizes by hiring additional teachers and instructional aides, offering specialized teacher stipends, providing additional instructional materials, and creating professional development opportunities above and beyond those provided with LCFF base funding. This initiative is designed to expand students' access to enriched Dual Language instruction and improve fluency in multiple languages, student engagement, school connectedness, and academic achievement outcomes. (2228)	$2,872,424.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.17	English Learner Support Team	The District will enhance support for English Learners through additional teacher coaching, teacher training, parent education sessions, and individualized support and assessments. These services will be delivered collaboratively by the English Learner support team and school site personnel. (2229 & Title III)	$220,141.00	Yes
2.18	Increased Instructional Minutes	The district has implemented a standardized bell schedule to ensure that all Low Income, English Learners, and Foster Youth have equitable learning opportunities at each site. This new schedule increases instructional minutes across the LEA by an average of 1800 minutes, exceeding the minimum requirements. This increase allows for an additional period in the day for grades 6-12, enabling English Learner students to take extra elective and college preparatory courses alongside their designated English Language Development (ELD) period. Low Income and Foster Youth students will have access to an additional college or career preparatory or intervention course. The extended minutes also facilitate modified days dedicated to professional development at every school, providing staff time to engage in vertical and horizontal collaboration to analyze and act on student data effectively. (2250)	$5,310,739.00	Yes
2.19	Summer School Enrichment and Intervention	The district will expand its summer school programs and enrichment opportunities LEA-wide to enhance intervention and enrichment for all Low Income, English Learners, Foster Youth. This initiative aims to improve grade-level performance by providing targeted learning experiences that address academic gaps and foster educational advancement throughout the district. (2215)	$650,764.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.20	New Teacher Induction, Development, and Support	To enhance the effectiveness and retention of new educators, C-VUSD will implement a new teacher induction, development, and support program. This initiative will include mentorship, professional development, and essential teaching tools, equipping new teachers with a research-based toolkit and strategies to maximize support and achievement for Low Income students, English Learners, and Foster Youth. (2223)	$220,000.00	Yes
2.21	Covina-Valley Learning Options Academy	The district will enhance support for Low Income, English Learners, and Foster Youth who have distinct educational needs through the Covina-Valley Learning Options Academy, an alternative online learning program. Through this program, students will receive both instructional and counseling services in a virtual setting tailored to accommodate their diverse needs. (2251)	$586,859.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning. Progress will be measured by overall engagement and school climate data.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Covina-Valley Unified School District developed Goal #3, "Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning," as a response to several key factors and considerations:

Whole Child Approach: C-VUSD prioritizes addressing the comprehensive needs of students, encompassing not just academic progress but also their social, emotional, and physical well-being. This approach involves creating nurturing environments both inside and outside the classroom to support the holistic development of students.

Engagement and Connection: Establishing a comprehensive program of engagement across the school is essential for fostering strong connections between students and their learning environment. This initiative acknowledges the significance of involving students in various aspects of school life, both in and out of class, to enrich their educational experiences. Through building a sense of belonging within the school community, students are more likely to feel motivated, engaged, and ultimately successful in their academic pursuits.

Safety and Well-being: Ensuring a safe and healthy learning atmosphere stands as a fundamental commitment for C-VUSD. This objective considers the importance of cultivating positive surroundings that not only safeguard students' well-being but also actively contribute to their overall success. It involves addressing factors such as the school climate, providing social-emotional support, and promoting student engagement in various aspects of school life.

Parent Education and Engagement: Recognizing the critical role parents play in their child's education, C-VUSD acknowledges the importance of educating parents about various aspects of engagement. This includes providing resources and opportunities for parents to understand the school's programs and curriculum and how they can support their child's learning at home. By involving parents in the educational process and fostering their understanding of school activities, C-VUSD aims to strengthen the partnership between home and school, ultimately enhancing student engagement and success.

In the Covina-Valley Unified School District's analysis of chronic absenteeism, the data reveal varied absenteeism rates across different student groups. The overall rate for All Students is 22.7%, reflecting a modest improvement with a 1.3% decrease. However, notable disparities are apparent among specific groups. English Learners have an absenteeism rate of 22.4%, with no significant change noted. Homeless students present a concerning rate of 44.5%, which has increased by 10.2%. Conversely, Foster Youth have seen an improvement, with their rate decreasing by 10.9% to 21.3%. Socioeconomically Disadvantaged students have an absenteeism rate of 25.9%, with a slight decrease of 1.8%. These variations underscore the need for targeted actions to address absenteeism, especially among vulnerable groups, to ensure equitable access to education and enhance overall student outcomes in the district.

The Suspension Rate indicator also shows differing rates across student groups in Covina-Valley. The overall rate for All Students is stable at 2.6%, indicating a consistent management of suspensions. In contrast, Foster Youth have a notably higher suspension rate of 9%, showing an increase of 0.6%. Homeless students have a suspension rate of 4.7%, with an increase of 1.3%. English Learners have a suspension rate of 2.5%, with a slight increase of 0.6%. Socioeconomically Disadvantaged students maintain a suspension rate of 3.1%, also increasing by 0.2%. These figures highlight the need for more focused interventions, including equitable disciplinary practices and support systems, to address the higher suspension rates among certain groups.

By creating a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning, the district aims to promote a comprehensive approach to student well-being and academic success. Additional support for the development of this goal and actions was determined with input from all educational partners in Covina-Valley Unified, including:
- Providing clean and safe campuses (including Standard Emergency Response Protocols)
- Providing social-emotional support and mental health programs and services
- Providing professional development for staff regarding behavioral supports/interventions, mental health interventions, school safety, job-specific training, and differentiated instruction
- Increasing parent education opportunities, including motivating your child, college financial aid, college requirements, mental health awareness, and strategies to build positive self-esteem
- Continuing to expand the Dual Language Immersion program and world language offerings
- Creating partnerships for Career Technology Education and enhancing pathways
- Providing enrichment opportunities (including VAPA)

Through collaborative data analysis with educational partners, Covina-Valley assesses various metrics to gauge progress toward Goal 3, aimed at establishing a school-wide program of engagement to cultivate innovative, positive environments both inside and outside the classroom, ultimately fostering a stronger connection between students and their learning environment. These metrics encompass Basic Services such as teacher quality, instructional materials, and facilities, as indicated by data from the CA Dashboard and local indicators. Additionally, the district evaluates Parental Involvement & Engagement through local surveys, alongside Pupil Engagement and School Connectedness and Safety, which are also assessed through local surveys. Furthermore, Covina-Valley tracks Chronic Absenteeism, Suspension Rates, Expulsion Rate, and Dropout Rates using data from DataQuest-CDE/Dashboard. These comprehensive metrics provide insights into the effectiveness of the district's efforts to create a supportive and engaging educational environment conducive to student success and well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Basic Services: Teachers (CA Dashboard/Local Indicator)	2023 Appropriately Assigned Teachers: 84.4% as measured by Teaching Assignment Monitoring Outcomes (TAMO)			2026 Appropriately Assigned Teachers: 90% as measured by Teaching Assignment Monitoring Outcomes (TAMO)	
3.2	Basic Services: Instructional Materials Dashboard/Local Indicator)	2023 Access to Standards Aligned Materials: 100% as measured by Williams Legislation Survey			2026 Access to Standards Aligned Materials: 100% as measured by Williams Legislation Survey	
3.3	Basic Services: Facilities (CA Dashboard/Local Indicator)	2023 Facilities in "Good" Repair as measured by Facility Inspection Tool: 100%			20236 Facilities in "Good" Repair as measured by Facility Inspection Tool: 100%	
3.4	Chronic Absenteeism (DataQuest-CDE/Dashboard)	2023 C-VUSD 21.9% (All Students) 25.4% (SED) 23.4% (EL) 42.1% (Homeless) 35.6% (FY) 25.3% (MR)			2026 C-VUSD 15.9% (All Students) 19.4% (SED) 17.4% (EL) 36.1% (Homeless) 29.6% (FY)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Ben Lomond Elementary 21.2% (All Students) 27.1% (EL) 23.5% (HI) 26.5% (SED) 39% (SWD) C-VLOA 26.8% (All Students) Cypress Elementary 31.5% (All Students) 31.6% (EL) 31.5% (HI) 35.4% (SED) 34.5% (SWD) 45.9% (WH) Grovecenter Elementary 25.6% (All Students) 20.9% (EL) 28.6% (HI) 29.2% (SED) 38.2% (WH) Las Palmas Middle 27.8% (EL) Manzanita Elementary 24.5% (EL) 21.2% (HI) 22.7% (SED) 22.8% (SWD)			19.3% (MR) Ben Lomond Elementary 15.2% (All Students) 21.1% (EL) 17.5% (HI) 20.5% (SED) 33% (SWD) C-VLOA 20.8% (All Students) Cypress Elementary 25.6% (All Students) 25.6% (EL) 25.5% (HI) 29.4% (SED) 28.5% (SWD) 39.9% (WH) Grovecenter Elementary 19.6% (All Students) 14.9% (EL) 22.6% (HI) 23.2% (SED) 32.2% (WH) Las Palmas Middle 21.8% (EL)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Merwin Elementary 22.2% (SWD) Rowland Elementary 27.9% (All Students) 31.1% (HI) 30.1% (SED) 36.5% (SWD) Sierra Vista Middle 34.2% (EL) 39.1% (SWD) Traweek Middle 34.5% (SWD) 25.8% (WH) Workman Elementary 26.1% (All Students) 22.8% (EL) 27% (HI) 28.9% (SWD)			Manzanita Elementary 18.5% (EL) 15.2% (HI) 16.7% (SED) 16.8% (SWD) Merwin Elementary 16.2% (SWD) Rowland Elementary 21.9% (All Students) 25.1% (HI) 24.1% (SED) 30.5% (SWD) Sierra Vista Middle 28.2% (EL) 33.1% (SWD) Traweek Middle 28.5% (SWD) 19.8% (WH) Workman Elementary 20.1% (All Students) 16.8% (EL) 21% (HI) 22.9% (SWD)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	School Connectedness (CA Healthy Kids Survey and Local Survey)	2023 Student School Connectedness (items-HKS) Do you feel close to people at/from this school? Are you happy to be at/with this school? Do you feel like you are part of this school? Do teachers treat students fairly? 5th Grade-70% 7th Grade-56% 9th Grade-55% 11th Grade-57% Staff School Connectedness: My school(s)/worksite is/are a place where staff members feel that they "belong." 83% Strongly Agree/Agree Parent School Connectedness: I feel welcomed and treated with respect when I come to my student's school(s). 94% Strongly Agree/Agree			2026 Student School Connectedness (5 items-HKS) Do you feel close to people at/from this school? Are you happy to be at/with this school? Do you feel like you are part of this school? Do teachers treat students fairly? Do you feel safe at school? 5th Grade-76% 7th Grade-62% 9th Grade-61% 11th Grade-63% Staff School Connectedness: My school(s)/worksite is/are a place where staff members feel that they "belong." 86% Strongly Agree/Agree Parent School Connectedness: I feel welcomed and treated with	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					respect when I come to my student's school(s). 97% Strongly Agree/Agree	
3.6	School Safety (CA Healthy Kids Survey & Local Survey)	2023 Feel safe at school-- 5th Grade-81% 7th Grade-58% 9th Grade-56% 11th Grade-58% Staff-87% Parents/Community-79%			2026 Feel safe at school-- 5th Grade-81% 7th Grade-58% 9th Grade-56% 11th Grade-58% Staff-87% Parents/Community-79%	
3.7	Parental Involvement & Engagement-Participation (Local Survey)	2023 Participation in Back to School Night: 75% Participation in Open House/Showcase: 64% Participation in Parent Conferences: 52% Participation in Family Nights: 51%			2026 Participation in Back to School Night: 81% Participation. in Open House/Showcase: 70% Participation in Parent Conferences: 52% Participation in Family Nights: 57%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Parental Involvement & Engagement-Decision Making (Local Documentation: School Site Council and District Advisory Compliance)	2023 School Site Councils at all Schools: 100% English Language Advisory Council at all schools: 100% District Advisory Council with representatives from all schools: 100% District English Language Advisory Council with representatives from all schools: 100%			2026 School Site Councils at all Schools: 100% English Language Advisory Council at all schools: 100% District Advisory Council with representatives from all schools: 100% District English Language Advisory Council with representatives from all schools: 100%	
3.9	Attendance Rate (Aeries)	2023 Second Principal Apportionment (P-2) Reporting 93.52%			2026 Second Principal Apportionment (P-2) Reporting 96.52%	
3.10	Middle School Dropout Rate (CALPADS)	2023 0.045% (1 student)			2026 0% (0 students)	
3.11	High School Drop Out Rates (DataQuest-CDE)	2023 2.6% (All Students) 3.2% (SED) 5.9% (EL) 6.3% (Homeless)			2026 1.1% (All Students) 1.7% (SED) 4.4% (EL)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		26.7% (FY)			4.8% (Homeless) 23.7% (FY)	
3.12	Suspension Rates (DataQuest-CDE/Dashboard)	2023 C-VUSD 2.6% (All Students) 3.1% (SED) 2.5% (EL) 4.7% (Homeless) 9.6% (FY) Las Palmas Middle 13.8% (EL) Traweek Middle 8.7% (HI) 9.5% (SED) 15.4% (SWD) Northview High 8.7% (SWD)			2026 C-VUSD 1.6% (All Students) 2.1% (SED) 1.5% (EL) 3.7% (Homeless) 6.6% (FY) Las Palmas Middle 9.3% (EL) Traweek Middle 5.7% (HI) 6.5% (SED) 10.9% (SWD) Northview High 5.7% (SWD)	
3.13	Expulsion Rate (Dataquest-CDE)	2023 0.0% (All Students) 0.1% (SED) 0.0% (EL) 0.4% (Homeless) 0.0% (FY)			2026 0.0% (All Students) 0.0% (SED) 0.0% (EL) 0.0% (Homeless) 0.0% (FY)	

Goal Analysis

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Credential Monitoring	In an effort to attract, support, and retain high-performing, highly qualified credentialed teachers, personnel will meet regularly to monitor the credentialing process and provide ongoing assistance to address any challenges. This will enhance student learning and success. (LCFF Bsse)	$106,530.00	No
3.2	High Quality Learning Environments-Materials	The district is dedicated to providing high-quality, effective learning environments by equipping all Covina-Valley employees and students with the essential staff, supplies, and services needed to promote success across the LEA. (LCFF Base)	$63,571,891.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	High Quality Learning Environments- Facilities	The district will guarantee high-quality, effective learning environments, ensuring that all facilities are safe, clean, appropriately maintained, and conducive to student learning. This commitment includes providing the necessary staff, supplies, and services to maintain facilities in good repair and create a secure environment for all employees and students. (LCFF Base)	$19,897,894.00	No
3.4	Community Engagement	The district will strengthen community engagement and enhance its appeal to attract and retain students effectively. The district will adopt a targeted communication and marketing strategy that connects with community values and showcases the district's commitment to excellence and innovation, highlighting the unique strengths and opportunities available at C-VUSD. (LCFF Base)	$780,759.00	No
3.5	Positive Campus Climates	The Student Services Department will establish positive campus climates for all Foster Youth by promoting positive relationships through restorative practices. Staff will be trained in restorative techniques to enhance student engagement and attendance and encourage positive behavior. (3304)	$147,250.00	Yes
3.6	Saturday School and Extended School Day Interventions and Activities	The District will offer Saturday enrichment programs, educational opportunities, and extended-day interventions aimed at boosting attendance and engagement among Foster Youth, English Learners, Low Income, and Homeless students. Activities will provide additional academic	$317,965.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support specifically for unduplicated students, leading to enhanced educational outcomes. (3306)		
3.7	Positive Behavior and Attendance Support	The district will provide additional staff to support positive behavior and attendance, helping Low Income students, English Learners, and Foster Youth develop effective behavior management strategies and address social and emotional challenges. This action will foster a supportive school environment, enhance student engagement, reduce disciplinary issues, and support each student's holistic development. (3307)	$548,657.00	Yes
3.8	Comprehensive Attendance Program	The Student Services Department will enhance the district's comprehensive attendance program to improve engagement and reduce chronic absenteeism for English Learners, Foster Youth and Low Income students. To encourage consistent attendance, students showing improvement throughout the school year will be celebrated, reinforcing positive attendance and promoting ongoing engagement. (3308)	$15,500.00	Yes
3.9	Parent Education	The district will support Low Income students, English Learners, and Foster Youth and their families by implementing parent education academies to enhance family engagement and support student learning. These academies will provide workshops on navigating the educational system, digital literacy, and fostering positive educational habits at home, empowering parents to actively participate in their children's education and strengthening the school-family partnership. (3309)	$75,228.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	Science, Technology, Engineering, and Mathematics (STEM)	The district will enhance Science, Technology, Engineering, and Mathematics (STEM) education by expanding access to an integrated STEM curriculum, increasing student engagement in STEM activities, and improving STEM learning outcomes for Low Income students, English Learners, and Foster Youth across all grade levels. (3310)	$318,205.00	Yes
3.11	Innovation Resources	The district will launch an innovation initiative to enhance resources for Low Income students, English Learners, and Foster Youth and increase student and parent engagement. This initiative includes acquiring specialized educational materials, technologies, and social-emotional resources and providing professional development for educators and parent education to support effective student engagement strategies. Additionally, student enrichment opportunities will be integrated to ensure students are equipped with the tools and support needed to thrive academically and emotionally in enriched learning environments. (3313)	$1,220,861.00	Yes
3.12	Extra and Co-Curricular Engagement Activities	The district will provide English Learners, Foster Youth, and Low Income students with various extracurricular and co-curricular engagement activities, including, but not limited to, athletics, physical education, field trips, coding, world language, science, music, and art. These activities will increase engagement and participation in school. (3315)	$222,559.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.13	Arts Education and Enrichment	The Educational Services Team will expand and maintain Visual and Performing Arts programs, focusing on providing elementary music education to Low Income students. The district will utilize traveling teachers to deliver a district-wide music and performing arts program, broadening access to the arts for Low Income students across the district. (3316)	$1,175,683.00	Yes
3.14	Partnerships and Expansion for CTE	The Educational Services leadership team will foster partnerships with community-based businesses to enhance CTE pathway courses for English Learners, Foster Youth, and Low Income students. These partnerships will provide valuable internships and work experiences, increasing students' access to career opportunities. These initiatives aim to improve students' chances of securing employment in their chosen fields post-graduation by offering practical experience and direct career opportunities outside the instructional school day. (3322)	$30,000.00	Yes
3.15	Mental Health and Well Being	The district will enhance health and wellness across the LEA by hiring and retaining nurses, social workers, and mental health counselors specifically to support Low Income students, English Learners, and Foster Youth at every school. By focusing on social, emotional, and physical health, the program aims to provide comprehensive support that addresses students' holistic well-being, ensuring they thrive in all aspects of school life. (3324 and California Community Schools Partnership Program: Implementation Grant)	$2,358,746.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2027, Fairvalley and Covina-Valley Learning Options Academy commit to elevating student engagement and academic outcomes, as well as enhancing the effectiveness and support systems for our educators. Progress will be measured by chronic absenteeism rates, Smarter Balanced Summative Assessment scores, stability rates, and surveys assessing student and teacher satisfaction and engagement.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Fairvalley and Covina-Valley Learning Options Academy (C-VLOA) are dedicated to ensuring each student's academic excellence and personal growth. With the support of Equity Multiplier funds, the goal is to intensify student engagement and raise academic performance while reinforcing educators' support and effectiveness. This goal embodies the district's commitment to addressing the comprehensive needs of these unique learning communities.

The district proactively sought the perspectives of a broad range of educational partners through consultative meetings. Teachers, administrators, parents, community members, and students collectively contributed to an understanding of the unique challenges at Fairvalley and C-VLOA. This feedback and input informed the LCAP Equity Multiplier goal to align with the most pressing needs highlighted by Dashboard indicators. Performance data revealed critical gaps in student engagement and academic outcomes, particularly among socioeconomically disadvantaged students, thus prioritizing interventions in these areas.

In 2023, at Fairvalley, Smarter Balanced Summative Assessments revealed that just 15.38% of all students and 16.67% of socioeconomically disadvantaged (SED) students met or exceeded the ELA standards, with both groups significantly below the standard by over 114 points. Even more concerning, no students met the math standard, with the distance from standard exceeding 173 points. The stability rate for all students was low at 47.3% and even lower for SED students at 41.9%, indicating an environment that may be contributing to these educational challenges. Additionally, the Hispanic student group was at the lowest performance level in graduation rate on the 2023 CA Dashboard, with only 66.7% graduating—a decline of 17% from the previous year.

In 2023, C-VLOA reported that 38.71% of all students achieved or surpassed the ELA standards, though only 30.95% of socioeconomically disadvantaged (SED) students reached these standards, lagging behind by 85.1 points. Math results were notably weaker, with just 14.52% of all students, 9.76% of SED students, and 11.32% of Hispanic students meeting the expected standards, indicating significant gaps. Chronic absenteeism, affecting more than a quarter of the student body, highlights a significant obstacle in educational engagement.

Additionally, C-VLOA maintains a stability rate of 69.7% for all students and 65.6% for SED students.

Recognizing the challenges identified by state metrics and local insights, the Equity Multiplier Goal for Fairvalley and Covina-Valley Learning Options Academy is based on a commitment to student and educator support, including:
- Providing additional administrative support
- Ensuring a clean and safe campus for all students, teachers, and staff
- Enhancing on-campus engagement facilities
- Providing students supports
- Implementing a standards-aligned online curriculum

Covina-Valley utilizes multiple metrics in collaboration with educational partners to monitor progress toward Goal 4. This includes data from Smarter Balanced Summative Assessments for core subject proficiency, chronic absenteeism, and stability rates. These metrics collectively inform the district's strategies to enhance student achievement and engagement, aligning efforts with the objectives of Goal 4 for continuous improvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Smarter Balanced Summative Assessments (ETS-CDE)	Fairvalley High Met or Exceeded Standard for ELA (2023) 15.38% (All Students) 16.67% (SED) Distance From Standard for ELA (2023) 114.6 points below (All Students) 114.2 points below (SED) Met or Exceeded Standard for Math (2023) 0% (All Students)			Fairvalley High Met or Exceeded Standard for ELA (2026) 24% (All Students) 25% (SED) Distance From Standard for ELA (2026) 84.6 points below (All Students) 84.2 points below (SED) Met or Exceeded Standard for Math (2026) 10% (All Students)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0% (SED) Distance From Standard for Math (2023) 173.7 points below (All Students) 186.8 points below (SED) C-VLOA Met or Exceeded Standard for ELA (2023) 38.71% (All Students) 30.95% (SED) Distance From Standard for ELA (2023) 63 points below (All Students) 85.1 points below (SED) Met or Exceeded Standard for Math (2023) 14.52% (All Students) 9.76% (SED) Distance From Standard for Math (2023) 133.6 point below (All Students)			10% (SED) Distance From Standard for Math (2026) 143.7 points below (All Students) 156.8 points below (SED) C-VLOA Met or Exceeded Standard for ELA (2026) 47.71% (All Students) 39.95% (SED) Distance From Standard for ELA (2026) 33 points below (All Students) 55.1 points below (SED) Met or Exceeded Standard for Math (2026) 23.52% (All Students) 18.76% (SED) Distance From Standard for Math (2026)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		160.5 points below (SED)			103.6 point below (All Students) 130.5 points below (SED)	
4.2	Chronic Absenteeism (DataQuest-CDE/Dashboard)	C-VLOA 2023 26.8% (All Students) 25.5% (SED)			C-VLOA 2026 20.8% (All Students) 19.5% (SED)	
4.3	Stability Rate (DataQuest-CDE)	Fairvalley High 2023 47.3% (All Students) 41.9% (SED) C-VLOA 2023 69.7% (All Students) 65.6% (SED)			Fairvalley High 2026 57.3% (All Students) 51.9% (SED) C-VLOA 2026 79.7% (All Students) 75.6% (SED)	

Goal Analysis

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Strengthening Administrative Support	Recruit and hire an additional administrator to support curriculum and instruction, student services, and student engagement. This role will also focus on monitoring educational data and enhancing parent engagement, ensuring that interventions and strategies effectively align with student needs and academic goals while actively involving parents in the learning process. (7399)	$319,759.00	No
4.2	Standards-Aligned Online Curriculum	The district will implement a standards-aligned online curriculum for C-VLOA that will provide flexible, personalized learning options that cater to individual student needs, enhancing academic achievement and preparing students for college and career readiness.	$0.00	No
4.3	High Quality Learning Environments-Facilities	The district will guarantee high-quality, effective learning environments, ensuring that all facilities are safe, clean, appropriately maintained, and conducive to student learning. This commitment includes providing the necessary staff, supplies, and services to maintain facilities in good repair and create a secure environment for all employees and students. (LCFF Base-Repeated Expenditure 3.3)	$0.00	No

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$30,074,012.00	$2,975,146

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.832%	1.917%	$2,342,228.31	26.749%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Career Technical Education (CTE) Pathways **Need:** Covina-Valley Unified School District is committed to ensuring English Learners, Low Income and Foster Youth students are prepared for post-graduation success, aligning with the district's Goal #1.Data from the 2023 College/Career Indicator (CA Dashboard) reveals significant disparities in preparedness	By employing CTE teachers and expanding CTE pathways, the district aims to provide equitable access to high-quality career education for all students, including those from underserved communities such as English Learners, Low Income and Foster Youth. Enrolling students in multi-year pathways ensures continuity and depth in their career preparation, starting in middle school and continuing through high school. This comprehensive approach removes barriers to participation, enhances students' readiness for	College/Career Indicator (Metric 1.3) CTE Pathway Completion (Metric 1.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	among different student groups. While 51.9% of all students are prepared for college or a career, only 47.5% of socioeconomically disadvantaged students, 30.2% of English Learners, 36.7% of homeless students, and 13.3% of Foster Youth meet this criterion. Furthermore, completion rates for at least one Career Technical Education (CTE) pathway in 2023 show similar disparities: 30.5% for all students, 29.1% for SED students, 16.1% for EL students, 25.3% for homeless students, and 12.5% for FY students. These disparities highlight the need for enhanced career preparation programs designed to bridge these gaps and provide equitable academic and career success opportunities. By enhancing CTE pathways and making them accessible to unduplicated pupils, the district aims to improve post-graduation success rates and close the preparedness gap, **Scope:** Schoolwide	post-graduation endeavors, and allows them to develop foundational and advanced skills relevant to their chosen career paths. Additionally, the focus on unduplicated students acknowledges the specific challenges they may face and tailors support to their needs. By providing targeted resources and opportunities such as additional academic support, career counseling, or mentorship programs, the district aims to empower these students to succeed in CTE pathways and beyond, ensuring that all students have the opportunity to explore and develop skills in various career fields. Providing CTE pathways on a 6-12 schoolwide basis maximizes the reach and impact of the initiative within the specified grade range, ensuring that all students from middle school through high school have access to these valuable opportunities. Centralizing CTE programs at the 6-12 level enables efficient allocation of resources, including funding, staffing, and facilities, thus allowing for a broader range of CTE pathways and support services than would be possible at individual schools. Implementing CTE pathways consistently across the 6-12 spectrum fosters collaboration among schools, teachers, and educational partners, promoting a unified vision for career education and ensuring that all students receive a high-quality, standardized experience regardless of their school or background. This collective approach addresses systemic inequities and disparities in educational access, ensuring all students have equitable access to high-quality	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		CTE programs throughout their middle and high school years.	
1.4	**Action:** College and Career Readiness Counseling and Support **Need:** Data from the 2023 CA Dashboard reveals substantial disparities in graduation rates and college readiness among unduplicated student groups within Covina-Valley. Foster Youth have a particularly low graduation rate of 73.3%, significantly below the district average of 95.8%. Additionally, when considering graduates meeting University of California/California State University (UC/CSU) requirements, Low Income students and Foster Youth demonstrate lower success rates at 60.7% and 36.4%, respectively. Furthermore, C-VUSD's College/Career Indicator shows that only 30.2% of English Learners and 13.3% of Foster Youth are prepared for post-secondary opportunities, compared to 51.9% of all students. These figures underline the need for focused counseling support to ensure these students receive guidance and equitable access to college and career readiness resources. **Scope:** LEA-wide	By implementing a comprehensive college and career readiness support program tailored to identified student groups, the counselors will address the equity gap in access to vital resources and support. This program will provide personalized four-year plan and guidance sessions to help students navigate the complexities of college and career planning, ensuring they have the necessary tools and information to make informed decisions about their futures. The program's focus on academic planning and college preparation will support students in meeting A-G course requirements, increase their eligibility for admission to California's public universities, and expand their post-secondary opportunities. Counselors will provide targeted assistance with A-G coursework, graduation requirements, and securing fee waivers and financial aid, ensuring that underserved students receive the support they need to succeed academically. The program will support students at all grade levels to explore various career pathways and identify their interests and goals through self-discovery activities, career exploration resources, and personalized guidance sessions. The program aims to expand students' horizons and foster a culture of academic and career success among underserved populations by exposing students to	Four-Year Adjusted Cohort Graduation Rate (Metric 1.1) Graduates Meeting UC/CSU or a-g Requirements (Metric 1.2) College/Career Indicator (Metric 1.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		diverse career options and providing support for career exploration and planning. This increased or improved service will be provided on an LEA-wide basis principally directed towards English Learners, Foster Youth, Low Income students and additionally support all student groups identified with the lowest performance level for the College/Career and Graduation Rate Indicators, including Students With Disabilities and Hispanic students. Providing this comprehensive college and career readiness program ensures that all students within this critical phase of their academic journey receive equitable access to essential resources and support. By starting the focus in elementary school, the program can effectively target the needs of identified student groups during all stages of their educational development. Implementing the program on a TK-12 districtwide basis allows for efficient resource allocation, coordination of efforts, and consistent delivery of services across all grade levels within the high school setting. This targeted approach ensures that all identified students within the district have access to the support they need to navigate college and career pathways successfully, thereby promoting equity, access, and academic achievement for all.	
1.5	**Action:** Advancement Via Individual Determination (AVID) **Need:**	By implementing the Advancement Via Individual Determination (AVID) program and strategies, the district aims to address the identified need for enhanced college and career readiness among Low Income students. AVID provides proven methodologies and support structures to help	Four-Year Adjusted Cohort Graduation Rate (Metric 1.1) Graduates Meeting UC/CSU or a-g Requirements (Metric 1.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Covina-Valley Unified School District recognizes a distinct need to elevate support for Low Income students, who often face significant barriers in preparing for post-secondary opportunities. In 2023, the district reported that while the overall Four-Year Adjusted Cohort Graduation Rate was 95.8%, Low Income students had a slightly lower graduation rate of 95.0%. More concerning, only 60.7% of Low Income students met University of California/California State University (UC/CSU) entrance requirements, compared to a higher percentage of their peers. Additionally, only 47.5% of Socioeconomically Disadvantaged students were deemed prepared for college or careers, according to the College/Career Indicator. These statistics emphasize the need for enhanced educational support to ensure equity in college and career preparedness. **Scope:** Schoolwide	students develop academic skills, critical thinking abilities, and college-going behaviors necessary for post-secondary success. Training teachers in AVID methodologies and introducing AVID elective classes at the secondary level directly supports Low Income students by providing them with access to specialized instruction and support. These classes focus on essential skills such as note-taking, organization, time management, and collaborative learning, empowering students to excel academically and prepare for future educational opportunities. Integrating AVID strategies schoolwide ensures that all students, including Low Income students, benefit from the best practices and support structures promoted by the AVID program. By embedding AVID strategies across the curriculum and throughout the school environment, the district creates a college and career readiness culture that permeates all aspects of student learning and engagement. Implementing the AVID program and strategies on an LEA-wide basis ensures that all Low Income students within each AVID school site have equitable access to the resources and support necessary to enhance their college and career readiness. Providing AVID training to teachers and offering AVID elective classes at the secondary level (6-12) ensures consistent delivery of high-quality instruction and support across all schools. Additionally, integrating AVID strategies schoolwide at the elementary level fosters a cohesive approach to college and career	College/Career Indicator (Metric 1.3) Advanced Placement Pass Rates (Metric 1.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		readiness that benefits all students, regardless of socioeconomic background. By providing comprehensive support through the AVID program on a districtwide basis, the district demonstrates its commitment to equity, access, and academic success for all Low Income students.	
1.6	**Action:** Pre-Advanced Placement Program **Need:** The Covina-Valley Unified School District has identified a need to enhance college and career readiness among Low Income students. Data from 2023 reveals that the AP pass rate for all students is 46%, indicating room for improvement in overall academic performance. Specifically, Low Income students have demonstrated lower graduation rates and insufficient preparation for higher education and careers compared to their peers. Only 60.7% of Low Income students meet UC/CSU requirements, and just 47.5% are deemed prepared for college or careers, according to the 2023 College/Career Indicator. These figures reflect gaps that could limit future opportunities for Low Income students, underscoring the need for structured academic support early in their secondary education. **Scope:** LEA-wide	By guaranteeing access to the Pre-Advanced Placement (Pre-AP) program and materials for all Low Income students in grades 9 and 10, this action directly addresses the identified need for equitable access to advanced education opportunities. Providing access to Pre-AP courses allows Low Income students to receive the necessary preparation and support to excel in AP courses, enhancing their readiness for college-level coursework and future career pathways. Providing access to Pre-AP programs on an LEA-wide basis aligns with the district's commitment to educational equity and ensuring that all students are prepared for college and careers upon graduation. Implementing this action across all schools within the Covina-Valley Unified School District ensures consistency and fairness in providing opportunities for Low Income students to excel academically and pursue their post-secondary goals. This approach recognizes that addressing disparities in college and career readiness requires a systemic effort ultimately fostering a culture of inclusivity and opportunity for Low Income students.	Graduates Meeting UC/CSU or a-g Requirements (Metric 1.2) College/Career Indicator (Metric 1.3) Advanced Placement Pass Rates (Metric 1.8) Early Assessment Program (EAP) - ELA and Math (Metrics 1.14, 1.15)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	**Action:** College Readiness Exams (PSAT, SAT, AP & IB) **Need:** Covina-Valley has identified a pressing need to support college readiness among its diverse student body, especially focusing on Low Income students and Foster Youth. Performance disparities highlighted by the 2023 CA Dashboard indicate that while the overall Four-Year Adjusted Cohort Graduation Rate is high at 95.8%, there are notable gaps in meeting higher education entrance requirements and college/career preparedness. For example, only 60.7% of Socioeconomically Disadvantaged students, and 36.4% of Foster Youth met UC/CSU requirements, and just 47.5% of Socioeconomically Disadvantaged students and 36.4% of Foster Youth students are deemed prepared for college or careers. These statistics stress the need for targeted support in college entrance exam preparation and fee waivers to level the playing field and increase the likelihood of post-secondary success for these vulnerable groups. **Scope:** LEA-wide	By providing free administration of the PSAT 8/9, PSAT, and SAT during the school day for Low Income students and Foster Youth in grades 8-12, this action directly addresses the identified need for equitable access to college entry exam preparation. Removing financial barriers ensures that all students, regardless of socioeconomic status, have the opportunity to participate in exam preparation and gain valuable experience with these assessments. Offering AP and IB waivers to Low Income and Foster Youth in grades 9-12 further enhances access to advanced coursework and opportunities for college credit. Waivers alleviate financial burdens associated with AP and IB exam fees, enabling eligible students to participate in these rigorous programs without financial constraints. Implementing this action on an LEA-wide basis ensures that all students within the district have equal access to college entry exam preparation resources and opportunities. Providing free administration of college entry exams and offering AP and IB waivers promotes equity and eliminates disparities in access to advanced coursework and college entry exam preparation among Low Income and Foster Youth. This comprehensive approach aligns with the district's commitment to equitable access to education and supports all students in their pursuit of post-secondary success.	Advanced Placement and International Baccalaureate Pass Rates (Metric 1.8) PSAT and SAT Participation and Scores (Metric 1.9) Graduates Meeting UC/CSU or a-g Completion Requirements (Metric 1.2) College/Career Indicator (Metric 1.3)
1.9	**Action:** College Preparation and Supplemental Instructional Materials	Identifying, obtaining, and implementing new instructional and supplemental materials with professional development tailored for Low Income	Smarter Balanced Summative Assessments -

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The identified need for this action arises from recognizing the challenges Low Income students face in achieving academic success, particularly in coursework and high-stakes testing. Analysis of student data has revealed disparities in achievement levels between Low Income students and their peers, highlighting the need for targeted interventions to support their learning and academic progress. For instance, only 47.43% of Socioeconomically Disadvantaged students met or exceeded standards in English Language Arts, which is significantly lower than the district average. Additionally, the graduation rates and college readiness indicators further reflect the disparities, with only 60.7% of Socioeconomically Disadvantaged students meeting UC/CSU requirements and 47.5% prepared for college or careers. This data highlights a need for enhanced academic support to bridge the performance gap and ensure that Low Income students are adequately prepared for post-secondary success. **Scope:** LEA-wide	students directly addresses the identified need by offering targeted support to enhance their academic performance. By aligning these materials with CCSS and SBAC assessments, Covina-Valley ensures that students are equipped with resources that are closely aligned with their curriculum and assessment requirements. This alignment enables students to better understand and engage with the content, improving coursework and assessment performance. Additionally, by tailoring these materials specifically for Low Income students, Covina-Valley can address their unique learning needs and provide them with the support necessary to succeed academically. This action is provided on an LEA-wide basis at all 6-12 schools to ensure that all Low Income students across the Covina-Valley district have equitable access to high-quality instructional and supplemental materials and related professional development aligned with CCSS and SBAC assessments. By implementing this action, Covina-Valley can maximize its impact and reach more students who may benefit from these resources. Providing these materials on a broader scale promotes equity and fairness, ensuring that all students have the opportunity to succeed regardless of their socioeconomic background.	ELA, Math, and Science (Metrics 1.11, 1.12, 1.13) Early Assessment Program (EAP) - ELA and Math (Metrics 1.14, 1.15)
1.10	**Action:** International Baccalaureate **Need:** The identified need for implementing the International Baccalaureate (IB) Diploma	Implementing the International Baccalaureate (IB) Diploma Program addresses the need for equitable academic opportunities and enhanced college readiness for Low Income students. This action is due to the persistent achievement gaps and lower college preparation rates among	International Baccalaureate Participation and Pass Rates (Metric 1.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Program for Low Income students in Covina-Valley Unified School District arises from significant disparities in academic performance and college readiness among Socioeconomically Disadvantaged students. These students are performing notably below district averages in core subjects like English Language Arts and have lower college and career preparedness rates, with only 47.5% deemed ready in 2023. Additionally, their graduation rates and success in meeting UC/CSU entrance requirements are below those of their peers. The IB program aims to address these gaps by offering rigorous, globally recognized academic training that enhances educational outcomes and increases opportunities for higher education and successful careers. **Scope:** Schoolwide	Socioeconomically Disadvantaged students compared to their peers. By providing an IB program, the district ensures that Low Income students have access to a rigorous and enriching curriculum that prepares them for the demands of higher education. The schoolwide adoption promotes a unified teaching approach, maximizes resource efficiency, and supports the school's commitment to preparing students for global citizenship and success in college and beyond. This aligns with the district's broader goals of educational equity and excellence, making the implementation of the IB program a crucial step toward enhancing the overall academic environment at South Hills High School.	PSAT and SAT Participation and Scores (Metric 1.9) Graduates Meeting UC/CSU or a-g Requirements (Metric 1.2) College/Career Indicator (Metric 1.3)
1.11	**Action:** College and Community Partnership **Need:** The 2023 CA Dashboard for Covina-Valley Unified School District shows that only 51.9% of all students are prepared for college and careers, with significant readiness gaps among vulnerable groups: 47.5% of Socioeconomically Disadvantaged students, 30.2% of English Learners, 36.7% of Homeless students, and just 13.3% of Foster Youth. These disparities highlight the need for the establishment of College and Community	High school counselors directly address the identified need by devising, executing, and broadening College and Community collaborations by expanding access to resources and support networks for English Learners and Low Income and Foster Youth students. These collaborations provide students with valuable opportunities for mentorship, networking, and skill development, thereby better preparing them for success in higher education and the workforce. Additionally, offering Summer REACH opportunities, such as participation in a business-focused summer camp at the University of LaVerne, tailored for unduplicated students, further enhance their	College/Career Indicator (Metric 1.3)

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	collaborations to provide unduplicated students with the skills and opportunities they need for a successful transition to post-secondary education **Scope:** LEA-wide	readiness for collegiate and career paths by providing immersive experiences and exposure to potential pathways. This action is extended across the LEA at each high school to guarantee equitable access for all English Learners, Low Income, and Foster Youth students districtwide. Offering tailored opportunities for these underserved student populations marks the district's dedication to equity and excellence in education, ensuring that each student receives the necessary support and resources to pursue their future academic and career goals.	
1.12	**Action:** Assessment Development and Progress Monitoring of Unduplicated Students **Need:** Based on educational partner input and analysis of data-informed metrics, C-VUSD determined that our English Learners, Low Income, and Foster Youth need additional support. This conclusion is supported by developing formative assessments and data analysis protocols aimed at closing the achievement gaps. The 2023 assessment data for Covina-Valley Unified School District reveals achievement gaps among our unduplicated students, including Low Income, Foster Youth, and English Learners, compared to the overall student population. For instance, in English Language Arts (ELA), 52.85% of all students met or exceeded the standard, while only 8.72% of English Learners, 38.46% of	To address these disparities, Site Instructional Leadership Teams will develop formative assessments and data analysis protocols to close the achievement gap for Low Income, Foster Youth, and English Learners. This includes identifying long-term English Learners and setting reclassification targets. Assessment cycles will guide classroom interventions. Enhanced data collection and analysis and targeted interventions will ensure that student needs are addressed promptly and effectively. Specifically identifying long-term English Learners is crucial, as they may require strategies and interventions different from those of other student groups. Setting reclassification targets for these students ensures a clear pathway for their academic advancement and language proficiency. Providing this action on an LEA-wide basis ensures consistency and equity in addressing the	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 1.11, 1.12, 1.13) English Learner Progress Indicator (Metric 1.7) Long-Term English Learner Rate (Metric 2.10)

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	Foster Youth, and 47.43% of Low Income students did. In Mathematics, 35.41% of all students met or exceeded the standard, compared to 13.34% of English Learners, 20.00% of Foster Youth, and 30.20% of Low Income students. In Science, 27.02% of all students met or exceeded the standard, with only 2.27% of English Learners, 15.38% of Foster Youth, and 21.61% of Low Income students meeting the standard. Additionally, only 17.39% of English Learners were proficient on the summative ELPAC. **Scope:** LEA-wide	achievement gap across all unduplicated student populations. It also promotes collaboration and shared responsibility among educators, leading to a more cohesive approach to student success.	
1.13	**Action:** Professional Learning Communities **Need:** Covina-Valley Unified School District's Goal #1 is focused on ensuring all students are prepared for college and careers, specifically addressing the needs of Low Income, Foster Youth, and English Learners. Disparities highlighted by the 2023 CA Dashboard reveal lower performance in academic standards, highlighting the importance of strategic interventions to elevate their academic achievements and readiness for post-secondary success. In English Language Arts (ELA), 52.85% of all students met or exceeded the standard, but only 8.72% of English Learners, 47.43% of Low Income students, and 38.46% of Foster Youth did. In Mathematics, 35.41% of all students met or	Targeted instruction through the PLC process addresses the identified need by enabling educators to collaborate and use student data to customize instruction to individual needs. By establishing effective Achievement Teams, the district ensures that teaching practices align with the specific needs of identified student groups. These teams foster collaborative reflection among teachers, empowering them to choose research-based instructional approaches proven effective in closing achievement gaps and enhancing learning for identified student groups. This increased or improved service will be provided on an LEA-wide basis principally directed towards English Learners, Foster Youth, Low Income students, and additionally support all student groups identified with the lowest performance level on academic indicators, including Students With Disabilities. Providing	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 1.11, 1.12, 1.13)

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	exceeded the standard, compared to 13.34% of English Learners, 30.20% of Low Income students, and 20.00% of Foster Youth. In Science, 27.02% of all students met the standard, but only 2.27% of English Learners, 21.61% of Low Income students, and 15.38% of Foster Youth did. The establishment of Achievement Teams and the systematic use of data for instructional decision-making aim to close these gaps and enhance educational outcomes for identified student groups. **Scope:** LEA-wide	targeted instruction and support for unduplicated students on an LEA-wide basis ensures access to resources and opportunities for all students across the district. By implementing PLCs and allocating stipend positions for PLC leads, Engagement, and Enrichment roles districtwide, C-VUSD ensures consistent and comprehensive support for unduplicated students in every school within the district. This approach promotes consistency and alignment with the district's overarching goal of guaranteeing college and career readiness for all identified students.	
1.14	**Action:** College Campus Visits **Need:** Covina-Valley Unified School District's commitment to ensuring all students are eligible and prepared for college and careers is exemplified through its initiative to provide students across all grade levels with college campus experiences. This action responds to the identified need to foster a college-going culture and increase awareness of post-secondary education options, particularly for those who might not otherwise consider these opportunities. Data from the 2023 CA Dashboard illustrates significant disparities in college and career readiness, with only 51.9% of all students prepared, and notably lower readiness among Socioeconomically Disadvantaged (47.5%), English Learners (30.2%), and Foster Youth (13.3%). The	Providing elementary, middle, and high school students with exposure to college campuses directly addresses the need for access to opportunities for higher education and successful careers. By organizing campus visits, students gain firsthand experience of college life, demystifying the process and making it more accessible. These visits also give students insights into various post-secondary education options, helping them make informed decisions about their future paths. Additionally, immersing students in college environments helps instill a college-going culture, motivating them to aspire toward higher education and setting them on a trajectory for success. Providing these LEA-wide opportunities universally ensures that every student benefits from exposure to college campuses. This contributes to the district's overarching goal of guaranteeing that all students are eligible and prepared for college and	College/Career Indicator (Metric 1.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	initiative aims to bridge these gaps by enhancing exposure to higher education environments and inspiring and informing students about their future academic and career possibilities. This strategic approach aligns with the district's broader educational goals, addressing immediate and long-term student success. **Scope:** LEA-wide	careers upon graduation. Additionally, it aligns with the desires of educational partners, including parents, community members, and students, as a collaborative effort to prioritize college and career readiness and ensure that unduplicated students have the opportunity to visit college campuses.	
2.2	**Action:** Technology Integration - Staff **Need:** The district recognizes a need to boost technological integration and academic support for unduplicated students, aligning with its goal to elevate student achievement through innovative, research-based programs. Disparities indicated by the 2023 CA Dashboard, such as only 52.85% of all students meeting English Language Arts standards and lower rates for Socioeconomically Disadvantaged and English Learners, highlight the need for this action. Additionally, only 51.9% of students are prepared for college or careers, so it's clear that targeted technological and educational enhancements are necessary. The district plans to address these challenges by providing laptops, enhancing teacher professional development, and ensuring effective technology use to close achievement gaps for unduplicated students.	The district's action to enhance the utilization of academic software and technology tools directly addresses these needs by providing laptops and professional development focused on technology integration for teachers and staff. This strategy aims to improve instructional quality and access to engaging, personalized content for unduplicated students. By equipping teachers with the necessary tools and training, they can effectively integrate technology into their teaching, enhancing learning experiences and outcomes for these students. Offering this action LEA-wide is essential due to the identified needs across the district. Implementing and integrating technology districtwide ensures consistency in access to technology and support. This approach addresses the achievement gaps. It builds an infrastructure that adapts to evolving educational demands and maintains the district's commitment to continuous improvement and excellence for its students. This strategy also leverages districtwide resources more efficiently. It fosters a unified approach to	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	professional development and technological integration.	
2.3	**Action:** Early Elementary Support **Need:** Educational partners have identified a significant need for early intervention and academic support for the district's youngest learners, particularly English Learners, Low Income students, and Foster Youth. The need for this action is highlighted by the disparities in academic performance shown by the Smarter Balanced Summative Assessments, particularly in English Language Arts and Mathematics. For instance, the Distance From Standard for ELA shows that while all students are slightly above standard by 1.3 points, English Learners are 49.2 points below, Socioeconomically Disadvantaged students are 13.1 points below, and Foster Youth are 41.4 points below. In Mathematics, all students are 43.2 points below the standard, with greater deficiencies observed among English Learners (66 points below) and Foster Youth (103.1 points below). This data reveals that these student groups must catch up to their peers in critical academic areas from the onset of their educational journey. These performance gaps indicate a need for foundational educational support in the early stages to enhance language acquisition and readiness for subsequent academic challenges.	The district's action to expand early elementary support across all elementary schools directly targets these needs by providing early and intensive educational interventions. The TK-3rd grade program will focus on enhancing English learners' language skills and building foundational academic skills for all targeted groups, ensuring they receive a strong start in their educational journey. This approach includes using small group reading instruction and tailored interventions that instructional aides support. Additionally, ongoing professional development for teachers and aides ensures that the staff is equipped with the latest instructional strategies and tools to help these students effectively. This early intervention strategy is designed to increase kindergarten readiness and achieve grade-level reading proficiency by third grade. Implementing this program on an LEA-wide basis is essential to address the early academic disparities across the district. By standardizing this program throughout all elementary schools, C-VUSD ensures that students have access to high-quality early education regardless of their school. This approach allows for consistent implementation and evaluation of the program's effectiveness across the district. An LEA-wide initiative maximizes resource allocation and supports the district's overall educational standards, aligning with the district's goals.	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) English Learner Progress Indicator (Metric 2.12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.5	**Action:** Technology Integration - Students **Need:** C-VUSD has recognized a critical need to bridge the digital divide for Low Income students who may lack access to essential educational technology to address significant educational disparities in their academic performance. In 2023, Low Income students were 13.1 points below the standard in English Language Arts and 56.6 points below in Mathematics, according to the Smarter Balanced Summative Assessment. To address these gaps, the district plans to provide Chromebooks for students and targeted professional development so that teachers can integrate technology into instruction effectively. This initiative aims to improve engagement, understanding of the curriculum, and academic outcomes for Low Income students, ensuring they have the resources necessary to succeed in a technology-driven educational environment. Ensuring all Low Income students have access to technology is crucial for meeting and exceeding grade-level standards, especially as digital literacy and technology integration become increasingly important in educational environments. **Scope:**	The district's action plan addresses these needs by ensuring that Low Income students have consistent access to classroom technology devices like Chromebooks. This access is crucial for participating effectively in digital learning environments. Additionally, the district will provide professional development specifically designed for teachers of Low Income students, focusing on the effective integration of technology into teaching. This not only enhances the educational experience but also ensures that teachers are equipped to use technology as a tool to support student learning and close achievement gaps. Providing this technology initiative on an LEA-wide basis ensures that all Low Income students across the district receive support, fostering uniformity in educational opportunities and resource distribution. This districtwide approach allows for standardized implementation, which facilitates monitoring, evaluation, and adjustment of the strategies based on effectiveness. By implementing these actions LEA-wide, Covina-Valley can ensure that every school is equipped to support their Low Income students effectively, promoting equity across the district.	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.6	**Action:** Innovative Software **Need:** Data from 2023 shows substantial achievement gaps among unduplicated students in both English Language Arts and Mathematics. While the district average stands at 1.3 points above the standard in ELA, unduplicated groups such as Socioeconomically Disadvantaged, English Learners, and Foster Youth students perform well below the standard, with gaps of 13.1, 49.2, 35.6, and 41.4 points, respectively. The situation is even more severe in Mathematics, where all students are 43.2 points below the standard, and these gaps widen for Low Income, English Learners, and Foster Youth students, who are 56.6, 66, 73, and 103.1 points below the standard, respectively. These data support the need for enhanced instructional support and targeted interventions to close these gaps. In a local survey, educational partners also ranked Academic Software (i-Ready, Accelerated Reader, ALEKS, Lexia, Rosetta Stone, Pear Deck, ESGI) in the top three initiatives considered a high priority. The deployment of innovative software programs, aims to address these needs by enhancing instructional strategies and student engagement, improving educational outcomes for these key student demographics.	This action addresses the identified needs by integrating advanced educational technology into the curriculum for English Learners, Foster Youth, and Low Income students. The selected software programs are known for their efficacy in boosting learning outcomes through adaptive learning technologies, comprehensive content, and interactive modules. By having teachers facilitate and monitor the use of these programs, the district ensures that the software is effectively integrated into learning plans and that students receive the necessary guidance and support to maximize their learning potential. Offering these software programs on an LEA-wide basis ensures that all schools within the district can benefit from these advanced learning tools, promoting equity in educational technology access. A district-wide implementation allows for consistent teacher training, uniformity in monitoring progress, and equitable distribution of resources. This approach ensures that every English Learner, Foster Youth, and Low Income student across the district has the opportunity to enhance their learning outcomes, working towards closing the achievement gap and fostering academic success across all demographics.	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10) English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.7	**Action:** Critical Thinking and Creative Analysis - Thinking Maps **Need:** In 2023, only 50.1% of English Learners were making progress in English language proficiency. This language barrier impacts their broader academic performance, which is evident in their SBAC results, where English Learners remained 49.2 points below the standard in English Language Arts and 66 points below the standard in Mathematics. These gaps highlight the need for targeted interventions to support English Learners effectively. Many English Learners face challenges in processing information across different content areas due to language barriers. Thinking Maps help students by visualizing complex concepts and offers a structured way to navigate these challenges, making content more accessible and improving students' ability to think critically and analytically. **Scope:** LEA-wide	By expanding the use of Thinking Maps, the district directly targets the enhancement of cognitive skills essential for academic success in English Learner students. Training teachers to use these tools ensures that the strategies are consistently and effectively applied across content areas, providing English Learner students with a reliable framework to understand and retain complex information. This approach supports content mastery and facilitates language development as students learn to link language with cognitive skills through visual organization. Implementing this action on an LEA-wide basis ensures that all English Learner students across the district have access to these powerful learning tools. A uniform approach to training and implementation allows for consistency in teaching methods and educational outcomes. Additionally, the districtwide use of Thinking Maps creates a common language for thinking and learning among students and staff, fostering an inclusive and collaborative learning environment. This consistency is crucial for effectively monitoring the program's impact and making data-driven decisions to enhance its effectiveness further.	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10) English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12)
2.8	**Action:** Capacity Building and Program Support **Need:**	The proposed professional development program is designed to address identified needs by focusing on enhancing pedagogical skills, implementing best practices, and providing	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Through detailed data analysis and consultations with educational partners, Covina-Valley has recognized a need to enhance the instructional skills of its educators to better support unduplicated students. The data from 2023 illustrates stark educational disparities: only 52.85% of all students met or exceeded English Language Arts standards, with lower achievement among English Learners and Socioeconomically Disadvantaged students. In Mathematics, the performance gaps were even wider, with just 35.41% of all students meeting the standards and an even smaller percentage of English Learners achieving these benchmarks. To address these challenges, the district focuses on comprehensive professional development to equip educators with the skills to close these achievement gaps and effectively support vulnerable student groups. **Scope:** LEA-wide	sustained support and mentorship. Training will emphasize strategies, practices, and programs to meet the diverse needs of unduplicated students. PD will cover proven strategies for increasing student engagement and achievement, emphasizing integrating these practices. Following initial training, ongoing support will be provided through mentorship and collaborative learning groups, ensuring that administrators and staff continue to implement learned strategies effectively. This districtwide approach promotes a collaborative educational culture, where best practices are shared and standardized across all schools, enhancing overall teaching effectiveness. Additionally, implementing the program on an LEA-wide basis allows for more efficient use of resources, achieving cost-effectiveness in training and materials. It also facilitates the rapid scaling of successful strategies throughout the district, fostering improvements that contribute to its broader educational goals under the LCAP.	Long-Term English Learners Rate (Metric 2.10) English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12)
2.9	**Action:** Professional Development Release Day **Need:** In response to the challenges highlighted by the 2023 data, Covina-Valley has identified a need to enhance the skills of educators and support staff through a focused professional development release day. The district's data shows substantial disparities in academic performance among unduplicated students: only 52.85% of all students met or exceeded	The planned districtwide professional development day directly addresses these needs by dedicating time to develop and refine strategies specifically aimed at improving educational outcomes for unduplicated students. By aligning the training with LCAP goals, the district ensures that the strategies are evidence-based and focused on proven methods to enhance learning for these students. Educators will gain from this training practical tools and a deeper understanding of how to meet the specific needs identified at their respective schools, directly impacting the effectiveness of	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10) English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the standards in English Language Arts, with Socioeconomically Disadvantaged students 13.1 points below the standard, English Learners 49.2 points below, and Foster Youth 41.4 points below. These gaps are more pronounced in mathematics, with only 35.41% of all students meeting standards, and English Learners, for instance, 66 points below the standard. Additionally, only 50.1% of English Learners are making progress towards English language proficiency, with an annual reclassification rate of 20.1% and a long-term English Learner rate of 7.5%. This targeted professional development day is designed to equip teachers and counselors with the best practices and strategies to effectively support these students. It aims to close the achievement gaps and align instruction with the district's goal to ensure the highest level of achievement for all students. **Scope:** LEA-wide	instruction and support provided to unduplicated students. Implementing this professional development on an LEA-wide basis ensures that all teachers and counselors across the district receive uniform training, which promotes consistency in strategy implementation. This uniformity is crucial for ensuring that students benefit from high-quality instruction tailored to their specific needs no matter where they attend school within the district. Additionally, an LEA-wide approach fosters a collaborative environment among educators, encouraging the sharing of best practices and resources and ultimately leading to more efficient use of district resources in supporting our most vulnerable students.	
2.10	**Action:** Professional Development - Classified Support Staff **Need:** This need arises from the observed performance disparities in English Language Arts and Mathematics, as evidenced by the CA Dashboard metrics. In particular, English Learners and Foster Youth are significantly underperforming compared to their peers, with English Learners lagging behind by 49.2	Providing professional development to classified staff is designed to directly address these needs by equipping staff with the skills and knowledge necessary to support unduplicated student groups effectively. The training covers a broad spectrum of topics crucial for educational support and specialized programs. This comprehensive approach ensures that classified staff can employ diverse strategies and resources to better engage and support English Learners, Foster Youth, and other disadvantaged students, improving their academic performance and engagement.	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10) English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	points in English Language Arts and Foster Youth by 103.1 points in Mathematics. Additionally, classified staff members have indicated a need for job-specific professional development during LCAP advisory meetings, CSEA's LCAP consultation session, and through survey responses. The district's Educational Services Team plans to implement a comprehensive classified staff professional development program to address these challenges. This initiative aims to equip classified staff with the necessary skills and knowledge to implement effective instructional best practices and support programs, improving academic outcomes and closing achievement gaps for Low Income students, English Learners, and Foster Youth. **Scope:** LEA-wide	Offering this professional development on an LEA-wide basis is essential due to the widespread nature of the needs identified across the district. By implementing these training programs universally, the district ensures that all classified staff, regardless of their specific school site, have the necessary competencies to support every student effectively. This district-wide approach not only fosters consistency in the quality of support provided across all schools but also aligns with the district's overarching goals of educational excellence, continuous improvement, equity, and inclusion. Furthermore, this strategy ensures that all students, especially those most in need, benefit from a well-prepared staff ready to address their diverse educational needs comprehensively.	
2.11	**Action:** Professional Learning Community Support **Need:** In 2023, only 52.85% of all students met or exceeded English Language Arts (ELA) standards, with substantial gaps for English Learners, who scored 49.2 points below the standard, and Socioeconomically Disadvantaged students, who scored 13.1 points below. Additionally, only 50.1% of English Learners made progress toward English language proficiency, the annual reclassification rate was 20.1%, and the long-term English Learners rate was 7.5%. The	The district's action to implement a comprehensive program with dedicated time for PLC team meetings at the elementary level addresses the above-mentioned needs. By enabling certificated staff to use data-driven strategies during these dedicated PLC times, the program aims to optimize instruction specifically for unduplicated students' needs. The PLC teams will engage in continuous data analysis to develop targeted interventions and enrichment activities, ensuring these students receive the necessary support to meet and exceed academic standards. This structured approach allows for ongoing assessment and adjustment of teaching strategies based on actual student performance data,	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10) English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	gaps widen in Mathematics, with English Learners performing 66 points below the standard and Foster Youth performing 103.1 points below. There is a need for dedicated time for elementary PLC team meetings within the school day and to provide structured opportunities for teachers to develop and apply data-driven strategies tailored to the needs of Low Income, English Learner, and Foster Youth students, closing achievement gaps. **Scope:** LEA-wide	enhancing the responsiveness and effectiveness of educational interventions. Implementing this program on an LEA-wide basis to support unduplicated students and additionally support all student groups identified with the lowest performance level on academic indicators, including Students With Disabilities and Hispanic students, ensures that all elementary schools within the district can benefit from a uniform approach to improving student academic success. This districtwide implementation is essential to maintain consistency in quality, providing all unduplicated students with opportunities to succeed. It aligns with the district's goals of educational excellence, ensuring that every student receives the highest quality education to prepare them for their future. By scaling this program across all elementary schools, the district also leverages shared resources and professional learning that enhances the capacity of all staff to support diverse learner needs effectively.	
2.12	**Action:** Targeted Math Interventions and Supports **Need:** Covina-Valley Unified School District has pinpointed significant gaps in Mathematics achievement, particularly among Foster Youth and Low Income students. Data from the CA Dashboard highlights that these student groups are performing considerably below the standards. Foster Youth, for instance, remain 103.1 points below the standard despite showing some improvement, English Learners	The district's initiative to utilize specialized math training addresses the identified needs of unduplicated students by equipping teachers with the tools to develop standards-driven math lessons and CAASPP-aligned assessments. By focusing on effective instructional strategies, this training aims to directly impact the teaching quality received by identified student groups, improving their performance in Mathematics. The program also facilitates data-driven strategies, enabling teachers to identify specific areas where targeted interventions are necessary and apply the most effective teaching methods to address these gaps.	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3)

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	scored 66 points below standard, and Low Income students are scoring 56.6 points below standard. The initiative to incorporate training standards-aligned math training for teachers is a strategic response to these needs, aiming to equip teachers with the tools to enhance math instruction and ultimately improve the academic outcomes for these vulnerable student groups. **Scope:** LEA-wide	This increased or improved service will be provided on an LEA-wide basis principally directed towards English Learners, Foster Youth, Low Income students, and additionally support all student groups identified with the lowest performance level on the mathematics academic indicator, including Students With Disabilities and Hispanic students. Offering this training, LEA-wide ensures that all schools within the district are equipped with the necessary resources and skills to address the identified needs effectively. This widespread implementation promotes consistency in teaching standards and intervention strategies across the district. By scaling this approach, the district ensures that no matter the location, all Foster Youth and Low Income students have access to high-quality mathematics instruction tailored to their specific needs. This aligns with the district's broader goals of continuous improvement.	
2.13	**Action:** Summer Professional Development **Need:** To address the significant academic disparities highlighted by the 2023 data, Covina-Valley has recognized the necessity of enhancing instructional quality to better support English Learners, Foster Youth, and Low Income students. The data reveals that only 52.85% of students met or exceeded English Language Arts standards based on the Smarter Balanced Summative Assessments. Among unduplicated student groups, this proficiency rate was even lower. Additionally, the English	Providing summer professional development for teachers directly addresses these needs by equipping educators with enhanced instructional techniques and curriculum to meet the needs of unduplicated students. The training includes a focus on but is not limited to Advanced Placement, International Baccalaureate, AVID, and collaboration with the University of California, Irvine, alongside specialized training in English Language Development and reading strategies. These sessions will enable teachers to utilize data-driven strategies more effectively, improving their ability to boost academic performance in diverse classrooms.	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10) English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12) Advanced Placement Pass Rate (Metric 1.8)

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	Learner Progress Indicator data showed that only 50.1% of English Learners were progressing toward English language proficiency, indicating ongoing challenges that may affect their academic performance. Additionally, 80% of staff responses from the district's local survey indicated that June, July, or August are preferred months for professional development. This action aims to improve academic outcomes by equipping teachers with strategies to effectively support these vulnerable groups, aligning with the district's goal to implement innovative, research-based educational practices. **Scope:** LEA-wide	Implementing this LEA-wide professional development initiative is essential to ensure that all teachers across the district have access to these training resources, fostering uniformity in teaching quality and educational opportunities. Covina-Valley ensures that every student benefits from high-quality instruction and support by providing this training across all schools. This districtwide implementation also supports the overarching goal of preparing all students for successful futures by equipping them with the necessary skills and knowledge consistently and equitably.	
2.14	**Action:** Multi-Tiered System of Supports (MTSS) **Need:** Covina-Valley Unified School District has identified a need to address the educational disparities among its unduplicated student populations. Data from 2023 indicates these groups continue to perform significantly below their peers in English Language Arts and Mathematics. English Learners remain 49.2 points below the standard in English Language Arts and 66 points below in Mathematics, while Foster Youth are 103.1 points below the standard in Mathematics and 41.4 points below in English Language Arts. Low Income students are 56.6 points below the standard in Mathematics and 13.1 points below in English	Implementing a comprehensive Multi-Tiered System of Supports program directly addresses these identified needs of our unduplicated students by structuring support across three tiers to escalate interventions based on student needs. Tier 1 involves general assessments and monitoring to inform instruction and pinpoint at-risk students. Tier 2 offers targeted intervention, such as small group instruction, credit recovery, or parallel classes, to bolster success in core subjects. Tier 3 provides intensive, daily interventions in core subjects like math and English language arts for those significantly below grade level. This structured approach ensures that interventions are timely, targeted, and responsive to the specific challenges each student group faces, enhancing their opportunity for academic success.	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10) English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12) Four-Year Adjusted Cohort Graduation Rate (Metric 2.4) Graduates Meeting UC/CSU or a-g Requirements (Metric 2.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Language Arts. Additionally, only 50.1% of English Learners are making progress towards English language proficiency, with an annual reclassification rate of 20.1% and a long-term English Learner rate of 7.5%. In a locally administered survey, parents, staff, and the community ranked "extended opportunities to increase academic achievement for students" among the top three priorities for the district. Recognizing these needs, the district plans to implement a comprehensive Multi-Tiered System of Support programs targeting Low Income students, English Learners, Foster Youth to improve academic outcomes and close the achievement gap for these unduplicated student populations. **Scope:** LEA-wide	This increased or improved service will be provided on an LEA-wide basis principally directed towards English Learners, Foster Youth, Low Income students, and additionally support all student groups identified with the lowest performance level on the Mathematics and English Language Arts academic indicators, including Students With Disabilities. Implementing the MTSS program LEA-wide is crucial to ensure all schools within the district are equipped to support closing the achievement gap. By standardizing the support framework across all schools, the district can ensure that every student group receives the necessary interventions to succeed academically, regardless of location. This uniformity also helps measure the effectiveness of the interventions across the district, providing a clear metric for evaluating progress toward closing the achievement gap and achieving the district's overarching goals.	
2.15	**Action:** Extended Library Hours, Academic Tutoring, and Intervention **Need:** In 2023, Covina-Valley Unified School District's data revealed academic disparities among English Learners, Foster Youth, and Low-Income students. Proficiency rates were notably low for English Learners and Foster Youth in English Language Arts and Math, with only 8.72% and 13.34% of English Learners, and 38.46% and 20.00% of Foster Youth meeting standards in these subjects,	The initiative to provide tutoring and homework assistance both before and after school, led by qualified staff, is designed to specifically target and address the academic needs of Low Income, Foster Youth, and English Learner students. By extending learning opportunities beyond regular school hours and enhancing access to educational resources through extended library hours, the district aims to provide these students with additional academic support. This approach allows for personalized assistance, enabling students to deepen their understanding of core and elective subjects and to address specific areas of weakness in a supportive environment.	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10) English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	respectively. The academic achievement gaps are evident, with English Learners 49.2 points and Foster Youth 41.4 points below the standard in ELA, and in Math, English Learners and Foster Youth were 66 points and 103.1 points below the standard. Additionally, only 50.1% of English Learners are making progress towards English language proficiency, with an annual reclassification rate of 20.1% and a long-term English Learner rate of 7.5%. Given these challenges, the district is implementing an LCAP action to provide before and after-school tutoring and homework assistance by qualified staff, alongside extended library hours for additional support. In a locally administered survey, parents, staff, and the community ranked "extended opportunities to increase academic achievement for students" among the top three priorities for the district. This initiative aims to enhance academic achievement, targeting the substantial needs of these vulnerable groups. **Scope:** LEA-wide	Offering these services, LEA-wide ensures that all students across the district who are identified as needing extra support can benefit from the same quality of resources and instruction. By implementing this action across all schools, the district demonstrates its dedication to supporting all unduplicated students in achieving their highest potential. This districtwide support is crucial for leveling the playing field and closing the achievement gap.	
2.16	**Action:** Dual Language Immersion Programs **Need:** In response to the substantial academic gaps identified among English Learners, the district will continue to implement a Dual Language program to enhance language acquisition and academic achievement. Data from 2023	The district's initiative to expand Dual Language programs includes several targeted measures to enhance services beyond the core program. These measures involve hiring teachers with specialized B-CLAD credentials, lowering class sizes, providing additional supplemental curriculum, and increasing the number of classes offered at each grade level annually. By hiring B-CLAD credentialed teachers, the district ensures	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10)

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	highlights the need for this initiative: only 8.72% of English Learners met or exceeded the standard in ELA, with a significant 49.2 points below the standard, and in Math, only 13.34% met standards, 66 points below. Furthermore, the English Learner Progress Indicator shows that just over half (50.1%) are making progress towards English language proficiency. By ensuring smaller class sizes by hiring additional teachers and instructional aides, offering specialized teacher stipends, providing additional instructional materials, and creating professional development opportunities above and beyond those provided with LCFF base, this action intends to improve language fluency, student engagement, school connectedness, and academic achievement outcomes. These opportunities are crucial for improving English proficiency and empowering students with skills in their native languages, thereby fostering better academic outcomes and cultural literacy. **Scope:** LEA-wide	that instructors are specifically trained in bilingual education and capable of effectively teaching both English Learners and native speakers. The additional supplemental curriculum enhances the core curriculum, offering enriched content tailored to support bilingual education. Moreover, by gradually increasing the number of Dual Language classes at each grade level yearly, the district aims to broaden access to these programs for more English Learner students. This strategic action directly addresses the needs of students on an LEA-wide basis by facilitating Dual Language instruction that aims to increase student access to and fluency in multiple languages. The program supports English Learners and other student groups in developing strong bilingual skills, which are known to enhance overall academic performance, cognitive development, and social-emotional skills. By ensuring that foundational language skills are developed early, the district sets the stage for continued academic success in later grades.	English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12)
2.18	**Action:** Increased Instructional Minutes **Need:** The Covina-Valley Unified School District's decision to implement a standardized bell schedule is confirmed by the academic challenges faced by English Learners, Foster Youth, and Low Income students, as	By increasing instructional minutes across the LEA by an average of 1800 minutes, the district exceeds the minimum state requirements for instructional time, which allows for the addition of a period in the school day for grades 6-12. This additional period is utilized strategically to provide targeted support and enrichment opportunities that address the specific needs of these student groups. For English Learners, the extra period	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10)

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	evidenced by the 2023 Smarter Balanced Summative Assessments. English Learners demonstrated a significant gap, with only 8.72% meeting or exceeding standards in ELA and 13.34% in Math, positioned 49.2 and 66 points below the standards, respectively. Foster Youth also showed needs, with 38.46% meeting standards in ELA and only 20.00% in Math, falling 41.4 and 103.1 points below. Similarly, Low Income students lagged behind, with 47.43% in ELA and 30.20% in Math, 13.1 and 56.6 points below the standards. Additionally, only 50.1% of English Learners are making progress towards English language proficiency, with an annual reclassification rate of 20.1% and a long-term English Learner rate of 7.5%. These disparities highlight the necessity for a bell schedule, which extends instructional time and offers an additional period for grades 6-12. This adjustment allows for enriched elective and college preparatory opportunities for English Learners and targeted intervention or preparatory courses for Low Income and Foster Youth. Additionally, this schedule enhancement supports professional development days, enabling staff to better analyze and act on data, ultimately aiming to elevate the educational outcomes for these student groups in alignment with the district's LCAP goals. **Scope:** LEA-wide	allows for the inclusion of elective and college preparatory courses alongside their required English Language Development period. This helps improve their language skills, prepares them for college-level education, and enhances their overall academic profile. For Low-Income and Foster-Youth students, the additional period is used to offer courses focusing on college readiness, career preparation, or additional interventions as needed. These courses are designed to provide these students with the skills and knowledge necessary to succeed in post-secondary education and career paths, helping close the achievement gap. The increased instructional minutes allow for the implementation of modified days dedicated to professional development at every school. This dedicated time for professional development is crucial for teachers and staff to engage in vertical and horizontal collaboration, allowing them to share best practices, discuss student progress, and analyze data effectively. This collaborative approach ensures that the strategies employed are data-driven and tailored to meet the evolving needs of students, thereby improving instructional quality and student outcomes across the district. By standardizing schedules and instructional minutes across the 6-12 schools, the district reinforces its commitment to improving educational outcomes for all secondary unduplicated students. This ensures that professional development and student learning initiatives are implemented systematically and efficiently across all secondary	English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12) Four-Year Adjusted Cohort Graduation Rate (Metric 2.4) Graduates Meeting UC/CSU or a-g Requirements (Metric 2.5)

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		schools. Implementing this action, LEA-wide fosters a cohesive educational environment where all students, teachers, and administrators are aligned with the district's overarching goals of enhancing educational excellence and ensuring all students are well-prepared for futures. This consistent approach facilitates access to advanced courses and interventions tailored for specific groups such as English Learners, Low Income, and Foster Youth students. It also streamlines the scheduling process, making it easier to allocate resources effectively and monitor program impacts comprehensively.	
2.19	**Action:** Summer School Enrichment and Intervention **Need:** The need for expanded summer school programs and enrichment opportunities in the C-VUSD is demonstrated by the 2023 Smarter Balanced Summative Assessments. Only 8.72% of English Learners met or exceeded the ELA standards, with a significant deficit of 49.2 points below the standard, reflecting language and literacy barriers. Similarly, in Math, English Learners are 66 points below the standard, with only 13.34% achieving proficiency, highlighting critical gaps in foundational mathematical skills. Foster Youth also face challenges, with just 38.46% meeting ELA standards and 20.00% in Math, trailing by 41.4 and 103.1 points below the standards, respectively. Low Income students show a proficiency of 47.43% in ELA and 30.20% in Math, both below the standards by 13.1 and	The district's action to expand its summer school programs and enrichment opportunities addresses identified unduplicated student needs by focusing on intervention and enrichment tailored to the academic gaps of identified student groups. This initiative will provide additional learning time and resources to improve grade-level performance. By offering targeted learning experiences, the district aims to improve academic achievement and close the persistent performance gaps. These programs will incorporate innovative, research-based instructional strategies aligned with the district's commitment to continuous improvement. This increased or improved service will be provided on an LEA-wide basis principally directed towards English Learners, Foster Youth, Low Income students, and additionally support all student groups identified with the lowest performance level on the Mathematics and English Language Arts academic indicators, including Students With Disabilities and Hispanic students.	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10) English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12) Four-Year Adjusted Cohort Graduation Rate (Metric 2.4) Graduates Meeting UC/CSU or a-g Requirements (Metric 2.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	56.6 points. Additionally, only 50.1% of English Learners are making progress towards English language proficiency, with an annual reclassification rate of 20.1% and a long-term English Learner rate of 7.5%. These data indicate the need for tailored educational interventions to bridge these academic gaps during the summer months. By providing a summer program that includes both intervention and enrichment, the district aims to elevate these students' performance to their grade-level standards, fostering remediation, academic growth, and college and career readiness. **Scope:** LEA-wide	Providing these interventions on an LEA-wide basis is key to ensuring all identified student groups across the district receive the necessary resources and support. An LEA-wide implementation promotes uniformity in the quality and scope of educational opportunities available to every student, regardless of their school. By deploying these initiatives LEA-wide, the district maximizes the impact of its resources.	
2.20	**Action:** New Teacher Induction, Development, and Support **Need:** In addressing the specific needs of English Learners, Foster Youth, and Low Income students, the 2023 Smarter Balanced Summative Assessments for the Covina-Valley reveal academic gaps that necessitate enhanced support for educators. Specifically, English Learners exhibit difficulties, with only 8.72% meeting or exceeding standards in ELA and a distressing 66 points below standard in Math. Foster Youth also face academic challenges, with 38.46% meeting standards in ELA and 103.1 points below standard in Math. Low Income students show a proficiency of	The new teacher induction, development, and support program directly addresses these needs by enhancing the capabilities of new educators to teach and support unduplicated student groups. By providing mentorship, professional development, and essential teaching tools focused on research-based strategies, the program prepares teachers to better meet all students' diverse needs. This strategic focus on new teacher preparation is designed to improve classroom instruction and student learning outcomes for underperforming unduplicated students. A districtwide implementation will foster a collaborative culture of continuous learning and professional growth among teachers, contributing to the overall educational environment and student success. This comprehensive and inclusive	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) English Learner Progress Indicator (Metric 2.12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	47.43% in ELA and 30.20% in Math, both significantly below standards. Additionally, only 50.1% of English Learners are making progress toward English language proficiency. These disparities underscore the need for a new teacher induction, development, and support program that equips educators with targeted, research-based strategies to specifically address the needs of these groups. By providing mentorship, professional development, and essential teaching tools, the initiative aims to improve educational outcomes for these students and enhance teacher preparedness and retention. **Scope:** LEA-wide	approach is integral to achieving C-VUSD's goal of providing a high-quality education to all unduplicated students, preparing them for college and careers while addressing specific educational disparities highlighted through data-driven assessments.	
2.21	**Action:** Covina-Valley Learning Options Academy **Need:** The analysis of district data and feedback from educational partners highlight significant educational disparities affecting Low Income, English Learners, and Foster Youth. Some unduplicated students face unique challenges not fully met by traditional learning environments, demonstrating a clear need for educational options and interventions. A need has been identified to adapt and enhance educational delivery methods to accommodate diverse learning styles and overcome barriers. The need for a flexible and responsive program ensures that all unduplicated	The Covina-Valley Learning Options Academy addresses these identified needs by providing an alternative online learning platform designed to facilitate instructional and counseling services in a virtual environment, making education more accessible and suited to the individual needs of identified unduplicated students. The program supports customized learning experiences. This targeted support enhances student engagement and learning outcomes. The Covina-Valley Learning Options Academy is implemented as a program, ensuring that all unduplicated students needing an alternative learning environment can benefit from this resource. This action will be provided on a LEAwide basis because this program meets the immediate educational needs of students seeking	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Parent Satisfaction - Survey (Metric 2.13)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students receive the personalized support necessary to succeed academically. **Scope:** Schoolwide	an alternative setting and supports the district's overarching goal of improving student achievement.	
3.5	**Action:** Positive Campus Climates **Need:** Disparities in suspension and absenteeism rates emphasize the need for positive campus climates for Foster Youth in Covina-Valley Unified. Specifically, Foster Youth exhibit a higher suspension rate of 9% and a chronic absenteeism rate of 21.3%. These figures indicate engagement challenges, emphasizing the need for targeted interventions to support this vulnerable student group. The district recognizes that Foster Youth face complex social and emotional challenges impacting their academic performance and attendance, necessitating comprehensive approaches to support. **Scope:** LEA-wide	The proposed action by the Student Services Department addresses these needs by establishing positive campus climates specifically tailored for Foster Youth. Promoting positive relationships through restorative practices and training staff in restorative techniques aims to reduce suspension and absenteeism rates among Foster Youth. Restorative practices focus on building connections and resolving conflicts through dialogue and mutual respect, which can help address behavioral issues more constructively. This approach aims to enhance student engagement and encourage positive behavior, creating a safer and more supportive school environment for Foster Youth. This increased or improved service will be provided on an LEA-wide basis principally directed towards Foster Youth and additionally support all student groups identified with the lowest performance level on the CA Dashboard Suspension Indicator, including English Learners, Students With Disabilities, Low Income students, and Hispanic students. Implementing this action on an LEA-wide basis is crucial due to the consistent need across the district to support Foster Youth in a manner that aligns with C-VUSD's broader goals of promoting safety, well-being, and engagement among all students. By training staff districtwide in restorative techniques,	Suspension Rates(Metric 3.12) Chronic Absenteeism Rate (Metric 3.4) Attendance Rate (Metric 3.9)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the initiative ensures a uniform approach to student discipline and support, fostering consistency in handling conflicts and building positive relationships. Additionally, this LEA-wide implementation facilitates the sharing of best practices and resources across schools, enhancing the program's overall effectiveness and ensuring that all Foster Youth receive support and opportunities for success.	
3.6	**Action:** Saturday School and Extended School Day Interventions and Activities **Need:** Covina-Valley Unified School District's data analysis reveals notable disparities in absenteeism and suspension rates among specific student groups, particularly Foster Youth, English Learners, Low Income and Homeless students. The chronic absenteeism rate for the Homeless is the highest, at 42.1, while English Learners stand at 22.4%. Additionally, the chronic absenteeism rate among Low Income students is 25.4%, and Foster Youth students are 25.6%. At the same time, Low Income students and English Learners' suspension rates are at 3.1% and 2.5%, respectively, and Foster Youth face a suspension rate of 9%. These statistics highlight the need for targeted support to enhance engagement and reduce absenteeism, essential for these students' academic success and well-being. This data also underscores the importance of fostering a sense of belonging and connection within the	The offer of Saturday enrichment, educational opportunities, and extended-day interventions directly addresses these needs by providing academic support and engagement initiatives. These programs cater to the challenges faced by Foster Youth, English Learners, Low Income, and Homeless students, aiming to enhance their academic achievement and school attendance. By engaging these students in additional learning opportunities and supportive interventions outside the regular school hours, the district seeks to bridge educational gaps and foster a more inclusive and supportive learning environment. This increased or improved service will be provided on an LEA-wide basis principally directed towards English Learners, Foster Youth, Low Income students, and additionally support all student groups identified with the lowest performance level on the CA Dashboard Attendance Indicator, including Students With Disabilities, Homeless students, White students, and Hispanic students. Implementing this action on an LEA-wide basis ensures that all schools within the district are equipped to consistently and effectively support the needs of Foster Youth,	Chronic Absenteeism Rate (Metric 3.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	school community to support positive student outcomes. **Scope:** LEA-wide	English Learners, Low Income, and Homeless students. This widespread implementation allows the district to allocate resources efficiently and ensure no student is left behind. By standardizing these enrichment and intervention programs across the district, Covina-Valley can better monitor progress, evaluate outcomes, and make necessary adjustments to meet the evolving needs of its diverse student population.	
3.7	**Action:** Positive Behavior and Attendance Support **Need:** The Covina-Valley Unified School District has identified significant disparities in chronic absenteeism and suspension rates among Foster Youth, English Learners, and Socioeconomically Disadvantaged students. With chronic absenteeism rates as high as 35.6% for Foster Youth, 25.9.5% for Socioeconomically Disadvantaged students, and 23.4% for English Learners, and suspension rates peaking at 9.6% for Foster Youth, 3.1% for Socioeconomically Disadvantaged students, and 2.5% for English Learners, targeted interventions are needed to address these data. These rates highlight the challenges the identified student groups face in maintaining consistent school attendance and managing behaviors within the school environment, which can impede their academic and social progress. **Scope:**	Providing additional staff to support positive behavior and attendance directly addresses these identified needs by focusing on behavior management and emotional support. This initiative involves engaging with the identified student groups to help them overcome social and emotional barriers to attendance and learning. By providing dedicated support, the district aims to reduce absenteeism and suspensions by fostering a more inclusive and supportive environment that encourages positive behaviors and consistent attendance. This support is crucial for helping students feel valued and understood, enhancing their engagement and success in school. This increased or improved service will be provided on an LEA-wide basis principally directed towards English Learners, Foster Youth, Low Income students, and additionally support all student groups identified with the lowest performance level on the Suspension and Attendance indicators on the CA Dashboard, including Homeless students, White students, Students With Disabilities, and Hispanic students. Providing this support on an LEA-wide basis for middle and high schools ensures that all	Suspension Rate (Metric 3.12) Explosion Rate (Metric 3.13) Chronic Absenteeism Rate (Metric 3.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	unduplicated students in grades 6-12 across Covina-Valley receive consistent and equitable support. A district-wide implementation allows for a standardized approach to managing absenteeism and behavioral issues, particularly crucial during middle and high school transitional years. These years are often marked by significant social and emotional development, and addressing challenges uniformly across all schools helps mitigate disparities in student experiences and outcomes.	
3.8	**Action:** Comprehensive Attendance Program **Need:** The CA Dashboard reveals significant challenges with chronic absenteeism among specific student groups within Covina-Valley, especially for English Learners, Low Income students, and Foster Youth. While there has been a notable improvement, rates remain high, with chronic absenteeism rates as high as 35.6% for Foster Youth, 25.9.5% for Socioeconomically Disadvantaged students, and 23.4% for English Learners. These rates highlight a need for targeted strategies to improve attendance and engagement among these student groups, ensuring they have opportunities to succeed academically and socially. **Scope:** LEA-wide	The enhancement of the district's comprehensive attendance program is designed to directly address these needs by increasing the focus on English Learners, Low Income students, and Foster Youth. The program includes monitoring attendance closely, identifying trends or patterns in absenteeism, and providing targeted interventions to address these students' specific challenges. Celebrating attendance improvements is a motivational strategy, reinforcing positive attendance and promoting a stronger connection to the school community. This approach aims to reduce absenteeism and enhance overall student engagement, which is vital for academic and personal development. This increased or improved service will be provided on an LEA-wide basis principally directed towards English Learners, Foster Youth, Low Income students, and additionally support all student groups identified with the lowest performance level on the Attendance Indicator on the CA Dashboard, including White students, Students With Disabilities, and Hispanic students.	Chronic Absenteeism Rate (Metric 3.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Providing the enhanced attendance program across all elementary, middle, and high schools within the district ensures consistent support for English Learners, Hispanic students, Low Income students, Students with Disabilities, and White students at every educational level. Implementing this initiative, LEA-wide allows Covina-Valley to apply a uniform approach to attendance monitoring and intervention, facilitating the sharing of strategies and resources across all schools. By extending the program to all schools, the district can effectively track progress, streamline interventions, and ensure that every student benefits from a supportive and engaging learning environment. This districtwide implementation underscores Covina-Valley's commitment to fostering and supporting the holistic development of every student.	
3.9	**Action:** Parent Education **Need:** Covina-Valley's educational partners have identified a need to enhance family engagement and support for student learning. According to responses from a locally administered survey, parent education ranked sixth among district priority initiatives. Data from the California Dashboard indicates substantial chronic absenteeism and high suspension rates among Foster Youth, English Learners, and Low Income students, highlighting barriers to consistent school attendance and positive school engagement. Parental involvement is key to improving these	The implementation of parent education academies addresses these needs by empowering parents with knowledge and resources to support their children's education. Workshops focusing on navigating the educational system, providing social, emotional, and mental health support, and fostering positive educational habits at home are designed to equip parents with the tools necessary to actively participate in their children's education. This support is crucial for reinforcing learning at home, reducing absenteeism, and mitigating behavioral issues. By enhancing parental engagement, the district aims to create a stronger partnership between home and school, ultimately contributing to better student academic and behavioral outcomes.	Parent Involvement and Engagement - Survey (Metric 3.7) School Connectedness - Parent (Metric 3.5) Chronic Absenteeism Rate (Metric 3.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	metrics and supporting students' overall success. When asked about the types of parent education opportunities needed on the 2024 C-VUSD LCAP Parent/Guardian and Community Survey, the top five responses were motivating your student(s) (51%), college financial aid (47%), child safety/online safety (44%), strategies to build student's positive self-esteem (44%), and mental health awareness (42%). **Scope:** LEA-wide	Providing parent education academies on an LEA-wide basis ensures that all families across the district have access to the support needed to engage effectively in their children's education. This districtwide approach allows for consistently implementing family engagement strategies, which is essential for addressing the widespread challenges identified in the CA Dashboard metrics. By integrating parent education, Covina-Valley affirms its commitment to a comprehensive approach that includes students and their families, enhancing the educational experience and outcomes districtwide.	
3.10	**Action:** Science, Technology, Engineering, and Mathematics (STEM) **Need:** Covina-Valley recognizes the need to enhance STEM education, especially for Foster Youth, Low Income students, and English Learners, who face higher rates of absenteeism and disciplinary issues. Based on feedback from parents and the community in a locally administered survey, STEM (Science, Technology, Engineering, Math) was ranked fourth among priority district initiatives. According to 2023 SBAC results, In 2023, only 2.27% of English Learners met or exceeded the standard in science, while 13.34% did so in math, with these students scoring 66 points below the standard in math; similarly, only 15.38% of Foster Youth met or exceeded the standard in science, and 20.00% did so in math, with these students scoring 103.1 points	The district's action to enhance STEM education by expanding access to an integrated curriculum and increasing engagement through hands-on activities directly addresses the need for more accessible and engaging STEM learning, particularly for unduplicated students. By improving the quality of STEM education with curricula aligned with industry standards and enhancing engagement through laboratory experiments and technology-based projects, the district aims to spark students' interest in STEM fields, reduce absenteeism, and equip them with critical thinking and problem-solving skills. This initiative also includes professional development for teachers to ensure effective delivery of the enhanced curriculum and meaningful student engagement, fostering a deeper understanding of STEM concepts and inspiring a passion for these subjects across all grade levels. This district-wide approach is essential for addressing the gaps identified in the CA	Chronic Absenteeism Rate (Metric 3.4) Smarter Balanced Assessments - ELA, Math and Science (Metrics 1.12, 1.13, 1.14)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	below the standard in math; and only 21.61% of Low Income students met or exceeded the standard in science, while 30.20% did so in math, with these students scoring 56.6 points below the standard in math. These data highlights significant achievement gaps. The district plans to address these disparities by expanding access to integrated STEM curriculum and increasing engagement in STEM activities. This action aims to equip all unduplicated students with skills in scientific inquiry, technological proficiency, engineering design, and mathematical analysis, which are essential for future academic and career success. **Scope:** LEA-wide	Dashboard data, as it standardizes the quality of STEM education across all grade levels and schools. By implementing this action across the district, Covina-Valley can more effectively utilize resources, monitor the impact of the new STEM initiatives, and ensure consistent educational experiences for all unduplicated students.	
3.11	**Action:** Innovation Resources **Need:** Based on feedback from staff, parents, the community, and students in a locally administered survey, enrichment opportunities were ranked fourth among priority district initiatives. To address the needs of English Learners, Foster Youth, and Low-Income students, Covina-Valley's action involves launching an innovation initiative to enhance resources and boost engagement for these groups. This initiative is crucial, as indicated by concerning data—chronic absenteeism rates of 23.4% for English Learners, 35.6% for Foster Youth, and 25.4% for Low Income	The district's site innovation initiative addresses these challenges by enhancing educational resources and professional development for educators. Acquiring specialized educational materials, technologies, and social-emotional resources and providing professional development focused on effective student engagement strategies aims to make learning more accessible and engaging. Additionally, decisions regarding the specific resources and strategies are made collaboratively through the school site council, ensuring that actions are tailored to the unique needs of each school's unduplicated student population. These decisions are then documented in the School Plan for Student Achievement, providing transparency and accountability for implemented initiatives.	Chronic Absenteeism Rate (Metric 3.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students, alongside suspension rates of 2.5%, 9.6%, and 3.1%, respectively. Additionally, school connectedness data reveals a need for increased engagement, particularly among older students, with only 55% to 57% feeling connected in 7th to 11th grade. This initiative plans to acquire specialized educational materials, technologies, and social-emotional resources and provide professional development for educators and parent education programs. Student enrichment opportunities will also be integrated to ensure students are equipped to thrive academically and emotionally. Strengthening connectedness through these interventions will foster an educational environment that promotes academic success, emotional resilience, and a strong sense of community among students. **Scope:** LEA-wide	Implementing this initiative across the district ensures that all unduplicated students benefit from consistent access to enhanced resources and support. Site-specific customization through school site council decision-making further enhances the initiative's effectiveness. This approach addresses unduplicated students' academic and social-emotional needs and fosters a more inclusive educational community. It strengthens the role of school site councils in shaping educational strategies and enhancing the collaborative environment necessary for achieving student success across the district.	
3.12	**Action:** Extra and Co-Curricular Engagement Activities **Need:** Based on feedback from staff, parents, the community, and students in a locally administered survey, enrichment opportunities were ranked fourth among priority district initiatives. Data from 2023 shows chronic absenteeism rates of 23.4% for English Learners, 35.6% for Foster Youth, and 25.4%	In response to these identified needs, the district's action aims to provide a variety of extra- and co-curricular activities specifically targeted at English Learners, Foster Youth, and Low-Income students. Activities including athletics, field trips, coding, foreign language, science, music, and art are designed to increase school engagement and participation, which are vital for reducing absenteeism rates and disciplinary actions. By offering these enriching experiences, the district seeks to create a more inclusive and supportive	Chronic Absenteeism Rate (Metric 3.4) Suspension Rate (Metric 3.12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	for Low Income students, higher than the 21.9% district average. Suspension rates also reflect a disparity, with Foster Youth facing a suspension rate of 9.6%, markedly higher than 2.6% overall, with English Learners at 2.5% and Low Income at 3.1%. Additionally, school connectedness data indicates that only 55% of 9th graders feel connected to their school, a metric essential for fostering a supportive educational environment. As evidenced by higher rates of chronic absenteeism, suspensions, and lower levels of school connectedness compared to their peers, English Learners, Foster Youth, and Low Income students, C-VUSD needs targeted engagement strategies to improve educational outcomes and increase school participation for these vulnerable groups. **Scope:** LEA-wide	school environment that encourages regular attendance and positive behavior, addressing the root causes of the disparities observed in the data. Providing these activities on an LEA-wide basis is essential due to the pervasive nature of the challenges faced across the district. A LEA-wide approach ensures that all English Learners, Foster Youth, and Low Income students, regardless of their specific school of attendance, have access to these beneficial programs. This inclusivity is crucial for fostering a sense of belonging and community among students, which can significantly impact their academic and social success.	
3.13	**Action:** Arts Education and Enrichment **Need:** Covina-Valley Unified School District identifies gaps in engagement and access to enriched learning experiences for Low Income students, particularly in the Visual and Performing Arts, due to the high cost of instruments, which poses a substantial barrier. Chronic absenteeism rates stand at 25.4% for Socioeconomically Disadvantaged students, significantly higher than the district average of 21.9%. Based on feedback from staff in a	Expanding and maintaining Visual and Performing Arts programs, specifically focusing on elementary music education for Low Income students, is pivotal to addressing these needs. By employing traveling teachers to deliver a districtwide music and performing arts curriculum, the district ensures that Low Income students across all elementary schools receive access to high-quality arts education. This initiative aims to enhance student engagement by making arts education accessible and appealing, potentially reducing absenteeism and increasing feelings of connectedness within the school community.	Chronic Absenteeism Rate (Metric 3.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	locally administered survey, the elementary school music program ranked fifth among priority district initiatives. Additionally, school connectedness is notably low among these students, with only 70% of 5th graders feeling connected to their school environment. These figures highlight the urgency for initiatives that foster greater school engagement and participation among Low Income students. The expense of purchasing musical instruments can deter participation in VAPA programs, further widening the gap in access to these enriching activities. **Scope:** LEA-wide	The needs of Low Income students across the district informed the decision to implement this LEA-wide action. By providing a districtwide program, the district ensures that every elementary school has resources and that every Low Income student has access to the same quality of arts education. This LEA-wide approach promotes consistency and supports building a cohesive district culture that values and nurtures students' artistic talents.	
3.14	**Action:** Partnerships and Expansion for CTE **Need:** The analysis of the College and Career Indicator for 2023 reveals specific needs among unduplicated pupils, with only 51.9% of all students being prepared for college and careers, while the rates are notably lower for Socioeconomically Disadvantaged students (47.5%), English learners (30.2%), and Foster Youth (13.3%). Additionally, CTE pathway completion rates are similarly low, with only 30.5% of all students completing at least one pathway, and the percentages dropping further for Socioeconomically Disadvantaged (29.1%), English learners (16.1%), and Foster Youth (12.5%). To address these needs, developing Career Technical Education partnerships is	To directly address these needs, the district's action to foster partnerships with community-based businesses aims to enhance CTE pathway courses specifically for English Learners, Foster Youth, and Low Income students. By providing internships and work experiences through these partnerships, the district facilitates hands-on learning and real-world application of soft skills. This approach connects education with tangible career opportunities and seeks to engage students more deeply, potentially reducing absenteeism and increasing school connectedness by making school more relevant and interesting to their future aspirations. Implementing this action, LEA-wide, is key to ensuring that all English Learners, Foster Youth, and Low Income high school students across the district have access to enhanced CTE pathways	Chronic Absenteeism Rate (Metric 3.4) CTE Pathway Completion Rate (Metric 1.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	crucial. These partnerships can provide valuable internships and work experiences, significantly enhancing students' access to career opportunities. By integrating practical experience and direct career opportunities outside the traditional instructional school day, the goal is to improve the overall preparedness of unduplicated pupils. Enhanced career readiness, increased employment opportunities, exposure to industry standards, and networking opportunities are among the key benefits. To maximize the impact, the district will collaborate with local businesses to develop comprehensive internship programs, align CTE pathways with the academic curriculum, and provide necessary support and resources. By focusing on these strategies, the aim is to improve CTE pathway completion rates and overall career readiness for unduplicated pupils, ensuring they are well-prepared for future employment and success in their chosen careers. **Scope:** LEA-wide	and the accompanying benefits regardless of their specific school location. This districtwide approach allows for the scaling of successful business partnerships and maximizes the impact of these programs across the entire district, helping to standardize experiences and outcomes for all students in these student groups.	
3.15	**Action:** Mental Health and Well Being **Need:** The district has identified needs in the holistic well-being of English Learners, Foster Youth, and Low Income students, highlighted by higher rates of chronic absenteeism and disciplinary actions compared to their peers. In	The district's strategic decision to hire and retain nurses, social workers, and mental health counselors aims to meet the identified needs by providing support services directly within the school environment. This initiative focuses on improving the social, emotional, and physical well-being of English Learners, Foster Youth, and Low Income students. By offering such comprehensive support, the district intends to mitigate factors	Chronic Absenteeism Rate (Metric 3.4) Suspension Rate (Metric 3.12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023, chronic absenteeism affected 23.4% of English Learners, 35.6% of Foster Youth, and 25.4% of Socioeconomically Disadvantaged students, surpassing the district average of 21.9%. Additionally, suspension rates were disproportionately high, especially for Foster Youth at 9.6% and Socioeconomically Disadvantaged students at 3.1%. These elevated rates call attention to the need for targeted interventions to address the social, emotional, and physical health challenges that these groups face, which are critical barriers to their engagement and success in school. Based on feedback from staff, parents, the community, and students in a locally administered survey, health and wellness/mental health support services were ranked in the top five among priority district initiatives. **Scope:** LEA-wide	contributing to absenteeism and disciplinary issues, fostering a more inclusive and supportive educational experience that enhances student engagement and reduces barriers to academic success. Offering this health and wellness initiative across the entire LEA ensures that all unduplicated students have access to essential support services, no matter their school. Standardizing these services provides every unduplicated student benefits from a nurturing and supportive environment. This approach strengthens the district's overall educational community by supporting the holistic development of its most vulnerable students.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.4	**Action:** Writing and Literacy Instruction and Assessment	Providing English teachers with additional release and collaboration time is designed to improve the academic performance of English Learners (ELs)	Smarter Balanced Summative Assessments -

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Covina-Valley recognizes the need to improve academic performance, particularly among English Learners, through targeted improvements in English Language Arts proficiency. The 2023 Smarter Balanced Assessment Consortium data shows English Learners were 49.2 points below the ELA standard. Additionally, only 50.1% of EL students are making progress toward English language proficiency, the annual reclassification rate is 20.1%, and the long-term English Learner rate is 7.5%. These indicators highlight the importance of enhancing writing and literacy instruction to bridge understanding gaps and boost academic achievement. The district's commitment to this goal aligns with Goal #2, focusing on implementing innovative, research-based programs to ensure all students reach their highest potential. By emphasizing writing, Covina-Valley aims to equip English Learners with the skills needed to support claims with reasoning and evidence. This approach is anticipated to improve both SBAC performance and overall English proficiency. **Scope:** Limited to Unduplicated Student Group(s)	in Covina-Valley by developing common formative writing assessments, calibrating scoring, and planning data-driven instruction. Teachers can ensure consistency and alignment with the curriculum by developing common formative writing assessments and providing a standardized approach to evaluating students' writing skills. This process helps identify areas where EL students may need additional support, allowing for targeted instructional strategies that address their unique needs. Calibrating scoring ensures that all students, particularly ELs, are assessed equitably and consistently. This calibration process facilitates a better understanding of each student's progress and challenges and highlights areas requiring further attention. Additionally, planning data-driven instruction allows teachers to analyze assessment data to identify trends, strengths, and areas for improvement among EL students. This targeted approach ensures that instructional strategies are tailored to meet the specific needs of ELs, enhancing the overall effectiveness of teaching and learning processes. Offering this initiative, LEA-wide ensures that all English Learner students across the district receive uniform support and resources. Implementing this program across all secondary (6-12) schools allows for common formative assessments across the LEA and collaborative planning among educators, enhancing overall effectiveness. This districtwide approach also facilitates easier monitoring and assessment of progress, helping to refine strategies and ensure that the goals of improving literacy and writing	ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10) English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		skills among EL students are met comprehensively.	
2.17	**Action:** English Learner Support Team **Need:** C-VUSD has recognized a need to enhance support for English Learners, as demonstrated by the 2023 Smarter Balanced Summative Assessments, where only 8.72% of ELs met or exceeded standards in ELA, and they were 49.2 points below the standard. Similarly, in Math, only 13.34% met standards, with a 66-point deficit from the standard. The English Learner Progress Indicator further emphasizes these academic challenges, with only 50.1% making progress toward English proficiency and a long-term English Learner rate of 7.5%. Four schools specifically received the lowest performance level for the English Learner Progress Indicator on the 2023 CA Dashboard: Barranca, Covina High, Merwin, and Northview High. In response, the district plans to bolster EL support through additional teacher coaching, teacher training, parent education sessions, and individualized support and assessments. These services, delivered in collaboration between the EL support team and school site personnel, aim to address these educational disparities and improve academic outcomes, ensuring EL students are better equipped for academic success and meet essential educational benchmarks. **Scope:**	The district's strategy to provide additional teacher coaching, training, and parent education sessions is tailored specifically to uplift English Learners. By enhancing teacher capabilities through professional development, the district equips educators with the necessary tools and methodologies to effectively support English Learners in the classroom. This includes training on best practices for language acquisition and adapting the curriculum to be more inclusive and accessible. Additionally, involving parents through education sessions ensures that learning extends beyond the classroom, fostering an environment that supports students' educational journeys at home as well. The initiative also includes individualized support and assessments, ensuring that interventions are personalized and responsive to student needs. This comprehensive approach addresses the immediate academic challenges and builds a stronger foundation for long-term educational success.	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10) English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		

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

Not Applicable

Additional Concentration Grant Funding

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

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

Additional concentration grant add-on funding will be allocated to existing Goal 2 Action 18 to increase instructional minutes across the LEA above the minimum requirement to provide an extra period and targeted tier I interventions. The district will provide additional teachers and an extra period for grades 6-12 to maintain class size ratios, give unduplicated students increased instructional support during the school day, and improve achievement by providing tier I intervention. All secondary schools in C-VUSD have a high concentration (above 55 percent) of Foster Youth, English Learners, and Low-Income students. Thus, funds to increase the number of credentialed staff to provide direct services to students at all secondary schools meet the criteria for additional staffing support.

Action 2.18:
The district has implemented a standardized bell schedule to ensure that all Low Income, English Learners, and Foster Youth have equitable learning opportunities at each site. This new schedule increases instructional minutes across the LEA by an average of 1800 minutes, exceeding the minimum requirements. This increase allows for an additional period in the day for grades 6-12, enabling English Learner students to take extra elective and college preparatory courses alongside their designated English Language Development (ELD) period. Low Income and Foster Youth students will have access to an additional college or career preparatory or intervention course. The extended minutes also facilitate modified days dedicated to professional development at every school, providing staff time to engage in vertical and horizontal collaboration to analyze and act on student data effectively.

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Elementary School: 1 FTE:25 Middle School: 1 FTE:43 High School: 1 FTE:45
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Elementary School: 1 FTE:17 Middle School: 1 FTE:18 High School: 1 FTE:19

2024-25 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	121,110,477	30,074,012.00	24.832%	1.917%	26.749%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$144,685,653.00	$63,486,510.00	$1,469,606.00	$9,196,047.00	$218,837,816.00	$167,636,964.00	$51,200,852.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Certificated Staffing Assignments	All		No				2024-2027	$84,236,665.00	$0.00	$48,738,219.00	$33,115,544.00	$102,270.00	$2,280,632.00	$84,236,665.00	0
1	1.2	Strategic Guidance Program	All		No				2024-2027	$3,286,345.00	$0.00	$2,535,819.00	$750,526.00	$0.00	$0.00	$3,286,345.00	0
1	1.3	Career Technical Education (CTE) Pathways	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools 6-12	2024-2027	$29,347.00	$3,092,117.00	$2,692,286.00	$429,178.00	$0.00	$0.00	$3,121,464.00	0
1	1.4	College and Career Readiness Counseling and Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$32,917.00	$1,121,988.00	$1,154,905.00	$0.00	$0.00	$0.00	$1,154,905.00	0
1	1.5	Advancement Via Individual Determination (AVID)	Low	Income	Yes	Schoolwide	Low Income	Specific Schools: Ben Lomond Elementary School, Cypress Elementary School, Merwin Elementary School, Las Palmas Middle School, Sierra	2024-2027	$166,161.00	$1,102,837.00	$1,268,998.00	$0.00	$0.00	$0.00	$1,268,998.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Vista Middle School, Traweek Middle School, Covina High School, Northview High School, and South Hills High School TK-12									
1	1.6	Pre-Advanced Placement Program	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Covina High School, Northview High School, and South Hills High School 9-10	2024-2027	$79,500.00	$0.00	$79,500.00	$0.00	$0.00	$0.00	$79,500.00	0
1	1.7	College Readiness Exams (PSAT, SAT, AP & IB)	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: Las Palmas Middle School, Sierra Vista Middle School, Traweek Middle School, Covina High School, Northview High School, and South Hills High School 8-12	2024-2027	$200,000.00	$0.00	$200,000.00	$0.00	$0.00	$0.00	$200,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	College Readiness Supports through EL Leadership	English Learners	No				2024-2027	$42,697.00	$5,000.00	$0.00	$0.00	$0.00	$47,697.00	$47,697.00	0
1	1.9	College Preparation and Supplemental Instructional Materials	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Las Palmas Middle School, Sierra Vista Middle School, Traweek Middle School, Covina High School, Fairvalley High School, Northview High School, and South Hills High School 6-12	2024-2027	$54,789.00	$6,000.00	$60,789.00	$0.00	$0.00	$0.00	$60,789.00	0
1	1.10	International Baccalaureate	Low Income	Yes	Schoolwide	Low Income	Specific Schools: South Hills High School 9-12	2024-2027	$313,482.00	$12,300.00	$325,782.00	$0.00	$0.00	$0.00	$325,782.00	0
1	1.11	College and Community Partnership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Covina High School, Fairvalley High School, Northview High School, and South Hills High School 9-12	2024-2027	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	0

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.12	Assessment Development and Progress Monitoring of Unduplicated Students	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	0
1	1.13	Professional Learning Communities	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-5	2024-2027	$943,564.00	$0.00	$943,564.00	$0.00	$0.00	$0.00	$943,564.00	0
1	1.14	College Campus Visits	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-5	2024-2027	$16,893.00	$33,600.00	$50,493.00	$0.00	$0.00	$0.00	$50,493.00	0
1	1.15	Classified Support Staffing	All		No				2024-2027	$12,496,296.00	$0.00	$2,608,829.00	$4,580,232.00	$0.00	$5,307,235.00	$12,496,296.00	0
1	1.16	Career Readiness Competency	All		No				2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.1	English Learner Support Services	English Learners		No				2024-2027	$89,878.00	$0.00	$0.00	$0.00	$0.00	$89,878.00	$89,878.00	0
2	2.2	Technology Integration - Staff	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$300,000.00	$0.00	$300,000.00	$0.00	$0.00	$0.00	$300,000.00	0
2	2.3	Early Elementary Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools TK	2024-2027	$2,559,738.00	$0.00	$2,559,738.00	$0.00	$0.00	$0.00	$2,559,738.00	0
2	2.4	Writing and Literacy Instruction and Assessment	English Learners		Yes	Limited to Unduplicated Student Group(	English Learners	Specific Schools: Las Palmas Middle School, Sierra	2024-2027	$33,486.00	$0.00	$33,486.00	$0.00	$0.00	$0.00	$33,486.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)		Vista Middle School, Traweek Middle School, Covina High School, Fairvalley High School, Northview High School, and South Hills High School 6-12									
2	2.5	Technology Integration - Students	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$0.00	$3,347,278.00	$3,347,278.00	$0.00	$0.00	$0.00	$3,347,278.00	0
2	2.6	Innovative Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$0.00	$1,154,914.00	$1,154,914.00	$0.00	$0.00	$0.00	$1,154,914.00	0
2	2.7	Critical Thinking and Creative Analysis - Thinking Maps	English Learners	Yes	LEA-wide	English Learners	All Schools Specific Schools: All Schools TK-12	2024-2027	$42,614.00	$29,439.00	$72,053.00	$0.00	$0.00	$0.00	$72,053.00	0
2	2.8	Capacity Building and Program Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$486,807.00	$455,612.00	$942,419.00	$0.00	$0.00	$0.00	$942,419.00	0
2	2.9	Professional Development Release Day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools Specific Schools:	2024-2027	$0.00	$400,000.00	$400,000.00	$0.00	$0.00	$0.00	$400,000.00	0

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Low Income	All Schools TK-12									
2	2.10	Professional Development - Classified Support Staff	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$25,000.00	$0.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	0
2	2.11	Professional Learning Community Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools TK-5	2024-2027	$824,942.00	$15,500.00	$840,442.00	$0.00	$0.00	$0.00	$840,442.00	0
2	2.12	Targeted Math Interventions and Supports	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$36,525.00	$84,230.00	$120,755.00	$0.00	$0.00	$0.00	$120,755.00	0
2	2.13	Summer Professional Development	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$25,000.00	$0.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	0
2	2.14	Multi-Tiered System of Supports (MTSS)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$366,441.00	$25,000.00	$391,441.00	$0.00	$0.00	$0.00	$391,441.00	0
2	2.15	Extended Library Hours, Academic Tutoring, and Intervention	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$284,500.00	$0.00	$284,500.00	$0.00	$0.00	$0.00	$284,500.00	0
2	2.16	Dual Language Immersion Programs	English	Learners	Yes	LEA-wide	English Learners	Specific Schools: Manzanita Elementa	2024-2027	$2,700,011.00	$172,413.00	$2,872,424.00	$0.00	$0.00	$0.00	$2,872,424.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ry School, Mesa Elementary School, Las Palmas Middle School, Sierra Vista Middle School, Northview High School, and South Hills High School TK-12									
2	2.17	English Learner Support Team	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: All Schools TK-12	2024-2027	$220,141.00	$0.00	$220,141.00	$0.00	$0.00	$0.00	$220,141.00	0
2	2.18	Increased Instructional Minutes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools 6-12	2024-2027	$5,310,739.00	$0.00	$5,310,739.00	$0.00	$0.00	$0.00	$5,310,739.00	0
2	2.19	Summer School Enrichment and Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$610,764.00	$40,000.00	$650,764.00	$0.00	$0.00	$0.00	$650,764.00	0
2	2.20	New Teacher Induction, Development, and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$0.00	$220,000.00	$220,000.00	$0.00	$0.00	$0.00	$220,000.00	0
2	2.21	Covina-Valley Learning Options Academy	English Learners Foster Youth	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: C-VLOA	2024-2027	$586,859.00	$0.00	$586,859.00	$0.00	$0.00	$0.00	$586,859.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	K-12									
3	3.1	Credential Monitoring	All	No				2024-2027	$106,530.00	$0.00	$106,530.00	$0.00	$0.00	$0.00	$106,530.00	0
3	3.2	High Quality Learning Environments-Materials	All	No				2024-2027	$36,345,317.00	$27,226,574.00	$38,317,507.00	$22,416,443.00	$1,367,336.00	$1,470,605.00	$63,571,891.00	0
3	3.3	High Quality Learning Environments-Facilities	All	No				2024-2027	$9,240,451.00	$10,657,443.00	$19,443,097.00	$454,797.00	$0.00	$0.00	$19,897,894.00	0
3	3.4	Community Engagement	All	No				2024-2027	$408,613.00	$372,146.00	$519,411.00	$261,348.00	$0.00	$0.00	$780,759.00	0
3	3.5	Positive Campus Climates	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools Specific Schools: All Schools TK-12	2024-2027	$0.00	$147,250.00	$147,250.00	$0.00	$0.00	$0.00	$147,250.00	0
3	3.6	Saturday School and Extended School Day Interventions and Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$317,965.00	$0.00	$317,965.00	$0.00	$0.00	$0.00	$317,965.00	0
3	3.7	Positive Behavior and Attendance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Las Palmas, Sierra Vista, Traweek, Covina High, Northview High, and South Hills High 6-12	2024-2027	$548,657.00	$0.00	$548,657.00	$0.00	$0.00	$0.00	$548,657.00	0
3	3.8	Comprehensive Attendance Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$0.00	$15,500.00	$15,500.00	$0.00	$0.00	$0.00	$15,500.00	0

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.9	Parent Education	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$50,228.00	$25,000.00	$75,228.00	$0.00	$0.00	$0.00	$75,228.00	0
3	3.10	Science, Technology, Engineering, and Mathematics (STEM)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$192,500.00	$125,705.00	$318,205.00	$0.00	$0.00	$0.00	$318,205.00	0
3	3.11	Innovation Resources	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$267,615.00	$953,246.00	$1,220,861.00	$0.00	$0.00	$0.00	$1,220,861.00	0
3	3.12	Extra and Co-Curricular Engagement Activities	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$198,264.00	$24,295.00	$222,559.00	$0.00	$0.00	$0.00	$222,559.00	0
3	3.13	Arts Education and Enrichment	Low	Income	Yes	LEA-wide	Low Income	Specific Schools: Elementary Schools TK-5	2024-2027	$1,083,083.00	$92,600.00	$1,175,683.00	$0.00	$0.00	$0.00	$1,175,683.00	0
3	3.14	Partnerships and Expansion for CTE	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools 9-12	2024-2027	$30,000.00	$0.00	$30,000.00	$0.00	$0.00	$0.00	$30,000.00	0
3	3.15	Mental Health and Well Being	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$2,147,746.00	$211,000.00	$1,200,063.00	$1,158,683.00	$0.00	$0.00	$2,358,746.00	0
4	4.1	Strengthening Administrative Support	All		No				2024-2027	$297,894.00	$21,865.00	$0.00	$319,759.00	$0.00	$0.00	$319,759.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.2	Standards-Aligned Online Curriculum	All	No				2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
4	4.3	High Quality Learning Environments-Facilities	All	No				2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type		Total LCFF Funds
121,110,477	30,074,012.00	24.832%	1.917%	26.749%	$32,416,241.00	0.000%	26.766 %	**Total:**		$32,416,241.00
								LEA-wide Total:		$27,288,689.00
								Limited Total:		$253,627.00
								Schoolwide Total:		$4,873,925.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Career Technical Education (CTE) Pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools 6-12	$2,692,286.00	0
1	1.4	College and Career Readiness Counseling and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$1,154,905.00	0
1	1.5	Advancement Via Individual Determination (AVID)	Yes	Schoolwide	Low Income	Specific Schools: Ben Lomond Elementary School, Cypress Elementary School, Merwin Elementary School, Las Palmas Middle School, Sierra Vista Middle	$1,268,998.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						School, Traweek Middle School, Covina High School, Northview High School, and South Hills High School TK-12		
1	1.6	Pre-Advanced Placement Program	Yes	LEA-wide	Low Income	Specific Schools: Covina High School, Northview High School, and South Hills High School 9-10	$79,500.00	0
1	1.7	College Readiness Exams (PSAT, SAT, AP & IB)	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: Las Palmas Middle School, Sierra Vista Middle School, Traweek Middle School, Covina High School, Northview High School, and South Hills High School 8-12	$200,000.00	0
1	1.9	College Preparation and Supplemental Instructional Materials	Yes	LEA-wide	Low Income	Specific Schools: Las Palmas Middle School, Sierra Vista Middle School, Traweek Middle School, Covina High School, Fairvalley High School, Northview High School, and South Hills High School 6-12	$60,789.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.10	International Baccalaureate	Yes	Schoolwide	Low Income	Specific Schools: South Hills High School 9-12	$325,782.00	0
1	1.11	College and Community Partnership	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Covina High School, Fairvalley High School, Northview High School, and South Hills High School 9-12	$5,000.00	0
1	1.12	Assessment Development and Progress Monitoring of Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$5,000.00	0
1	1.13	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-5	$943,564.00	0
1	1.14	College Campus Visits	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-5	$50,493.00	0
2	2.2	Technology Integration - Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$300,000.00	0
2	2.3	Early Elementary Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools TK	$2,559,738.00	0
2	2.4	Writing and Literacy Instruction and Assessment	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Las Palmas Middle School, Sierra Vista Middle School, Traweek Middle School, Covina High School, Fairvalley	$33,486.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						High School, Northview High School, and South Hills High School 6-12		
2	2.5	Technology Integration - Students	Yes	LEA-wide	Low Income	All Schools Specific Schools: All Schools TK-12	$3,347,278.00	0
2	2.6	Innovative Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$1,154,914.00	0
2	2.7	Critical Thinking and Creative Analysis - Thinking Maps	Yes	LEA-wide	English Learners	All Schools Specific Schools: All Schools TK-12	$72,053.00	0
2	2.8	Capacity Building and Program Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$942,419.00	0
2	2.9	Professional Development Release Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$400,000.00	0
2	2.10	Professional Development - Classified Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$25,000.00	0
2	2.11	Professional Learning Community Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools TK-5	$840,442.00	0
2	2.12	Targeted Math Interventions and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$120,755.00	0
2	2.13	Summer Professional Development	Yes	LEA-wide	English Learners Foster Youth	All Schools Specific Schools:	$25,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	All Schools TK-12		
2	2.14	Multi-Tiered System of Supports (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$391,441.00	0
2	2.15	Extended Library Hours, Academic Tutoring, and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$284,500.00	0
2	2.16	Dual Language Immersion Programs	Yes	LEA-wide	English Learners	Specific Schools: Manzanita Elementary School, Mesa Elementary School, Las Palmas Middle School, Sierra Vista Middle School, Northview High School, and South Hills High School TK-12	$2,872,424.00	0
2	2.17	English Learner Support Team	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: All Schools TK-12	$220,141.00	0
2	2.18	Increased Instructional Minutes	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools 6-12	$5,310,739.00	0
2	2.19	Summer School Enrichment and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$650,764.00	0
2	2.20	New Teacher Induction, Development, and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$220,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.21	Covina-Valley Learning Options Academy	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: C-VLOA K-12	$586,859.00	0
3	3.5	Positive Campus Climates	Yes	LEA-wide	Foster Youth	All Schools Specific Schools: All Schools TK-12	$147,250.00	0
3	3.6	Saturday School and Extended School Day Interventions and Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$317,965.00	0
3	3.7	Positive Behavior and Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Las Palmas, Sierra Vista, Traweek, Covina High, Northview High, and South Hills High 6-12	$548,657.00	0
3	3.8	Comprehensive Attendance Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$15,500.00	0
3	3.9	Parent Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$75,228.00	0
3	3.10	Science, Technology, Engineering, and Mathematics (STEM)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$318,205.00	0
3	3.11	Innovation Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$1,220,861.00	0
3	3.12	Extra and Co-Curricular Engagement Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$222,559.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.13	Arts Education and Enrichment	Yes	LEA-wide	Low Income	Specific Schools: Elementary Schools TK-5	$1,175,683.00	0
3	3.14	Partnerships and Expansion for CTE	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools 9-12	$30,000.00	0
3	3.15	Mental Health and Well Being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$1,200,063.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$221,305,509.00	$224,060,662.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Certificated Assignments	No	$84,658,181.00	$88,133,550.00
1	1.2	Strategic Guidance Program	No	$2,192,809.00	$3,120,682.00
1	1.3	College and Career Pathways	No	$0.00	$0.00
1	1.4	College and Career Readiness	Yes	$31,000.00	$31,717.00
1	1.5	AVID - Advancement Via Individual Determination	Yes	$1,211,221.00	$1,494,244.00
1	1.6	Student Participation for Low-Income Students	Yes	$60,000.00	$79,173.00
1	1.7	College Readiness Exams	Yes	$200,000.00	$113,300.00
1	1.8	College and Career Counseling for Foster Youth/English Language Learners/Low-Income Students	Yes	$542,281.00	$1,267,805.00
1	1.9	College Readiness Supports through EL Leadership	Yes	$5,000.00	$4,800.00
1	1.10	College Preparation and Curriculum	Yes	$19,999.00	$56,227.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	College Readiness Staffing	Yes	$2,165,682.00	$2,188,109.00
1	1.12	21st Century Educational Leadership	Yes	$50,000.00	$41,940.00
1	1.13	College and Community Partnership	Yes	$5,000.00	$5,000.00
1	1.14	Assessment and Progress Monitoring of Unduplicated Students	Yes	$5,000.00	$19,360.00
1	1.15	Professional Learning Communities	Yes	$1,024,337.00	$940,722.00
1	1.16	Non-certificated Classified Support Staffing	No	$9,735,336.00	$9,488,791.00
2	2.1	Transitional Kindergarten (Repeated Expenditure 2.6)	Yes	$0.00	$0.00
2	2.2	Goalbook Pathways	No	$68,276.00	$72,293.00
2	2.3	English Learner Support Services	No	$91,102.00	$134,653.00
2	2.4	21st Century Technology Integration-Staff	Yes	$300,000.00	$85,481.00
2	2.5	Technology and Assessment Training	Yes	$143,342.00	$149,927.00
2	2.6	Reading Aides and Reading Instruction Support	Yes	$1,914,486.00	$2,312,229.00
2	2.7	Writing Competency and Support 6-12	Yes	$24,382.00	$32,917.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	21st Century Technology Integration- Students	Yes	$2,617,207.00	$1,308,938.00
2	2.9	Differentiated Instructional Strategies and Grouping (Repeated Expenditure 2.26)	Yes	$0.00	$0.00
2	2.10	Innovative Software	Yes	$1,070,120.00	$907,959.00
2	2.11	Critical Thinking and Creative Analysis	Yes	$37,382.00	$68,773.00
2	2.12	21st Century Transition	Yes	$551,114.00	$708,739.00
2	2.13	Professional Development Release Day	Yes	$400,000.00	$400,000.00
2	2.14	Professional Development for Support Staff (Classified)	Yes	$25,000.00	$20,918.00
2	2.15	Professional Learning Community Support	Yes	$705,869.00	$714,032.00
2	2.16	Intervention and Acceleration Software (Repeated Expenditure 2.10)	Yes	$0.00	$0.00
2	2.17	Targeted Math Interventions and Supports	Yes	$112,953.00	$104,304.00
2	2.18	Summer Professional Development	No Yes	$584,088.00	$77,518.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.19	New Teachers Materials (Repeated Expenditure Goal 3.3)	No	$0.00	$0.00
2	2.20	Tier III Intervention	Yes	$75,000.00	$11,768.00
2	2.21	Extended hours, school tutoring, intervention	Yes	$284,500.00	$273,965.00
2	2.22	Dual Language	Yes	$2,800,262.00	$2,578,742.00
2	2.23	English Language Development Teacher On Special Assignment (TOSA)	Yes	$205,635.00	$284,682.00
2	2.24	Next Generation Science Standards Transition and Support	Yes	$121,000.00	$71,600.00
2	2.25	Coding and Computer Science Integration	Yes	$50,000.00	$35,000.00
2	2.26	Increased Instructional Minutes	Yes	$5,310,739.00	$5,310,739.00
2	2.27	Summer School Enrichment	No	$751,279.00	$822,113.00
2	2.28	Focused Schools Instructional Leadership	Yes	$15,000.00	$22,481.00
2	2.29	Covina-Valley Learning Options Academy - Additional Teachers and Counselor	Yes	$860,759.00	$756,816.00
2	2.30	Covina-Valley Learning Options Academy - Other Certificated and Classified Staff, PD, and Materials (Repeated Expenditure 1.1 and 1.16)	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Fully Credentialed Teachers	No	$132,439.00	$71,299.00
3	3.2	Stem Declining Enrollment	No	$392,105.00	$511,194.00
3	3.3	High Quality Learning Environments - Materials	No	$68,190,717.00	$52,622,388.00
3	3.4	High Quality Learning Environments - Facilities	No	$23,382,423.00	$36,638,530.00
3	3.5	Mental Health Support	Yes	$200,000.00	$156,168.00
3	3.6	Saturday School and Extended School Day Interventions and Activities	Yes	$150,000.00	$345,473.00
3	3.7	Social Emotional and Behavior Support	Yes	$190,108.00	$518,242.00
3	3.8	Increased Engagement in School	Yes	$8,500.00	$13,145.00
3	3.9	Parent Education and Academies	Yes	$123,186.00	$178,458.00
3	3.10	Science Technology Engineering and Math	Yes	$10,000.00	$0.00
3	3.11	College and Career Preparation - World Languages	No	$2,172,193.00	$2,162,910.00
3	3.12	Innovation Resources	Yes	$1,221,244.00	$1,279,339.00
3	3.13	International Baccalaureate	Yes	$170,050.00	$179,485.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.14	Extra and Co-Curricular Engagement Activities	Yes	$220,000.00	$285,183.00
3	3.15	Arts Education and Enrichment	Yes	$990,053.00	$1,087,954.00
3	3.16	Career Technology Pathways	Yes	$999,288.00	$1,821,332.00
3	3.17	Partnerships and Expansion for CTE	Yes	$30,000.00	$29,982.00
3	3.18	Mental Health and Well Being	Yes	$1,697,862.00	$1,907,573.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$30,286,220	$28,954,561.00	$28,628,106.00	$326,455.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	College and Career Readiness	Yes	$31,000.00	$31,717.00	0%	0%
1	1.5	AVID - Advancement Via Individual Determination	Yes	$1,211,221.00	$1,494,244.00	0%	0%
1	1.6	Student Participation for Low-Income Students	Yes	$60,000.00	$79,173.00	0%	0%
1	1.7	College Readiness Exams	Yes	$200,000.00	$113,300.00	0%	0%
1	1.8	College and Career Counseling for Foster Youth/English Language Learners/Low-Income Students	Yes	$542,281.00	$1,267,805.00	0%	0%
1	1.9	College Readiness Supports through EL Leadership	Yes	$5,000.00	$4,800.00	0%	0%
1	1.10	College Preparation and Curriculum	Yes	$19,999.00	$56,227.00	0%	0%
1	1.11	College Readiness Staffing	Yes	$2,165,682.00	$2,188,109.00	0%	0%
1	1.12	21st Century Educational Leadership	Yes	$50,000.00	$41,940.00	0%	0%
1	1.13	College and Community Partnership	Yes	$5,000.00	$5,000.00	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Assessment and Progress Monitoring of Unduplicated Students	Yes	$5,000.00	$19,360.00	0%	0%
1	1.15	Professional Learning Communities	Yes	$1,024,337.00	$940,722.00	0%	0%
2	2.1	Transitional Kindergarten (Repeated Expenditure 2.6)	Yes	$0.00	$0.00	0%	0%
2	2.4	21st Century Technology Integration-Staff	Yes	$300,000.00	$85,481.00	0%	0%
2	2.5	Technology and Assessment Training	Yes	$143,342.00	$149,927.00	0%	0%
2	2.6	Reading Aides and Reading Instruction Support	Yes	$1,914,486.00	$2,312,229.00	0%	0%
2	2.7	Writing Competency and Support 6-12	Yes	$24,382.00	$32,917.00	0%	0%
2	2.8	21st Century Technology Integration- Students	Yes	$2,617,207.00	$1,308,938.00	0%	0%
2	2.9	Differentiated Instructional Strategies and Grouping (Repeated Expenditure 2.26)	Yes	$0.00	$0.00	0%	0%
2	2.10	Innovative Software	Yes	$1,070,120.00	$907,959.00	0%	0%
2	2.11	Critical Thinking and Creative Analysis	Yes	$37,382.00	$68,773.00	0%	0%
2	2.12	21st Century Transition	Yes	$551,114.00	$708,739.00	0%	0%
2	2.13	Professional Development Release Day	Yes	$400,000.00	$400,000.00	0%	0%
2	2.14	Professional Development for Support Staff (Classified)	Yes	$25,000.00	$20,918.00	0%	0%
2	2.15	Professional Learning Community Support	Yes	$705,869.00	$714,032.00	0%	0%
2	2.16	Intervention and Acceleration Software (Repeated Expenditure 2.10)	Yes	$0.00	$0.00	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.17	Targeted Math Interventions and Supports	Yes	$112,953.00	$104,304.00	0%	0%
2	2.18	Summer Professional Development	Yes	$0.00	$32,242.00	0%	0%
2	2.20	Tier III Intervention	Yes	$75,000.00	$11,768.00	0%	0%
2	2.21	Extended hours, school tutoring, intervention	Yes	$284,500.00	$273,965.00	0%	0%
2	2.22	Dual Language	Yes	$2,800,262.00	$2,578,742.00	0%	0%
2	2.23	English Language Development Teacher On Special Assignment (TOSA)	Yes	$205,635.00	$195,064.00	0%	0%
2	2.24	Next Generation Science Standards Transition and Support	Yes	$121,000.00	$71,600.00	0%	0%
2	2.25	Coding and Computer Science Integration	Yes	$50,000.00	$35,000.00	0%	0%
2	2.26	Increased Instructional Minutes	Yes	$5,310,739.00	5,310,739.00	0%	0%
2	2.28	Focused Schools Instructional Leadership	Yes	$15,000.00	$22,481.00	0%	0%
2	2.29	Covina-Valley Learning Options Academy - Additional Teachers and Counselor	Yes	$860,759.00	$756,816.00	0%	0%
3	3.5	Mental Health Support	Yes	$200,000.00	$156,168.00	0%	0%
3	3.6	Saturday School and Extended School Day Interventions and Activities	Yes	$150,000.00	$345,473.00	0%	0%
3	3.7	Social Emotional and Behavior Support	Yes	$190,108.00	$518,242.00	0%	0%
3	3.8	Increased Engagement in School	Yes	$8,500.00	$13,145.00	0%	0%
3	3.9	Parent Education and Academies	Yes	$123,186.00	$178,458.00	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.10	Science Technology Engineering and Math	Yes	$10,000.00	$0.00	0%	0%
3	3.12	Innovation Resources	Yes	$1,221,244.00	$1,279,339.00	0%	0%
3	3.13	International Baccalaureate	Yes	$170,050.00	$179,485.00	0%	0%
3	3.14	Extra and Co-Curricular Engagement Activities	Yes	$220,000.00	$285,183.00	0%	0%
3	3.15	Arts Education and Enrichment	Yes	$990,053.00	$1,087,954.00	0%	0%
3	3.16	Career Technology Pathways	Yes	$999,288.00	$1,190,828.00	0%	0%
3	3.17	Partnerships and Expansion for CTE	Yes	$30,000.00	$29,982.00	0%	0%
3	3.18	Mental Health and Well Being	Yes	$1,697,862.00	$1,018,818.00	0%	0%

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$122,163,269	$30,286,220	0.56%	25.352%	$28,628,106.00	0.000%	23.434%	$2,342,228.31	1.917%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        ▪ **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    o All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

    o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

    o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal
Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  o Indicate the school year to which the baseline data applies.

  o The baseline data must remain unchanged throughout the three-year LCAP.

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

o   For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

o   As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

o   These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  o   **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  o   Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  o   Professional development for teachers.

  o   If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions
For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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