

# **Local Control Accountability Plan**

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

Formula (LCFF). Finally, this work cannot be done without our approximately 1200 employees, consisting

As part of our California Dashboard Local Indicators, we surveyed our teacher leaders across campuses on standards implementation and access to the instructional materials/professional learning needed to be successful in state standards. Based on this feedback, teachers reported that the biggest successes in the 20-21 school year were the implementation of priority standards, feeling supported in professional learning through facilitators and instructional coaches, and Middle School

When reflecting on the 20-21 school year, our biggest success was the ability to offer on-campus school for all students for the entire school year. We dedicated our time to learning and developing processes to keep the school open while also committing to keeping students safe. Throughout school closures and the 20-21 school year, family and student connections have become the center of our focus. The liaisons held Welcome Meetings for over 345 new families virtually. They helped over 1,000 families through the enrollment process. In Spring of 2021, the FACE Depa0 0 -1 671 52.65299027 52.65299988 Tmmngs

to be a parent at my child's



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

Based on the California Dashboard, Suspension Conditions and Climate Performance Indicator, we found our performance level for all students to be in “Yellow”, as we decreased the number of suspensions from the previous year for all students and the majority of student groups. Although this

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



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

**Goal #3 Proficiency for All**

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

**Comprehensive Support and Improvement**

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

**Schools Identified**

List of the schools in the LEA  
 (G3

# Stakeholder Engagement

A summary of

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

Principal and Central Administrator Input Meetings:

4/12/21: Principals' Council Meeting

4/19/21: Principals' Council Meeting

4/26/21: Principals' Council Meeting

5/3/21: Principals' Council Meeting

Student Gallup Poll Survey- May 2021

SELPA Feedback June 15, 2021

Governing Board Presentation Goal 3 Draft May 11, 2021

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

CVUSD LCAP Committee Meeting: May 21, 2021

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

LCAP Governing Board Public Hearing: June 8, 2021

LCAP Adoption Board Meeting: June 22, 2021

A summary of the feedback provided by specific stakeholder groups.

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

Goal 1:

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

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

Goal 2:

Student wellness. addressing needs of the w88 11.2 11.25599957 Tm [( BT 1 0 0 -1 396.20599365 11.250cm /P A MCID 381 x d 61.25599957 -

Ongoing Social-emotional support for staff.

Need for districtwide norms for standards of operation both in work processes and with interpersonal interactions.

Focus on positive interactions between all staff members and students

Clarity of student support within classrooms and front offices

Continuation of bimonthly



# Goals and Actions

## Goal

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



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





Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome
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Action #	Title	Description	Total Funds	Contributing
3	Computer Science Magnet Principal	The principal at Rios Elementary will provide an opportunity for students to enroll and engage in a school focused on building computer science skills essential for life and career. The intent of this branded school is to increase student access to a broad course of study and create early career connections for low-income students.	\$181,751.00	Yes
4	Site Visual and Performing Arts Funding	<del>2011?</del> Certificated site staff will provide		







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





Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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English Learners  
11.1% chronically





Metric	
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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statement, " This school is perfect for my child."

school always delivers on what it promises." 88% of respondents agreed with the statement, "I feel proud to be a parent at my child's school." 80%





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



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



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>21-22 school year. Teachers were introduced to the SEL priority standards during the 20-21 school year.</p>				<p>SEL priority standards.</p> <p>By 22-23: 75% of students will complete identified scope of SEL lessons that align to the SEL priority standards</p> <p>By 23-24: 80% of students will complete identified scope of SEL lessons that align to the SEL priority standards</p>
<p>Safety and Security Metrics</p>	<p>Based on local survey data of admin and office staff: 53.3% reported “I can use</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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of Lockbloks based on a yearly audit. Professional learning has been completed at all sites through

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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safety and security threats in VMS.  
 Lockblok: 100% of classrooms have a Lockblok installed properly.  
 Professional Learning: 90% of all



Metric





Action #	Title	Description	Total Funds	Contributing
11	StopFinder- Transportation Family Notification System	Transportation staff will use online software track daily bus routes and provide real time family engagement with student transportation services.	\$2,296.00	No
12	District Security & Safety Coordinator	The Coordinator of Safety and Security will develop and support districtwide implementation of		



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

Action #	Title	Description	Total Funds	Contributing
		receive: No cost EDP, Camp, Backpack & supplies, Chrome book insurance, transportation, clothing, and shoes gift cards		
28	Transportation Foster Youth	The District Homeless Liaison will coordinate transportation options for students in foster care. This support is a key to ensuring school stability for children in out-of-home care, particularly in maintaining consistency within		



# Goals and Actions

## Goal

Goal #	Description
3	All students



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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52% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3.

50% of African American students are expected to reach "one year's growth" by diagnostic #3.

60% of American Indian



Metric	Baseline	Year
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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2 (one grade level

below):

Asian:

Tier 1 (on or above grade level): 40%

Tier 2 (one grade level below): 28%

Tier 3 (two of more grade levels



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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth 58.8 points below standard Increased 22.3 points  White: 14.1 points below standard Increased 4.1 points Green Filipino 35.2 points above standard				







Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	50% of White students are expected to reach "one year's growth" by diagnostic #3.				
	48% of Hispanic students are expected to reach "one year's growth" by diagnostic #3.				
	58% of Foster students are expected to reach "one year's growth" by diagnostic #3.				
	53% of Homeless students are expected to reach "one year's growth" by diagnostic #3.				

iReady Diagnostic Results (Math)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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Students









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







Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome
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Action #	Title	Description	Total Funds	Contributing
9	Library Software/Librarian	Library Media Technicians will utilize online software to check		

Action #	Title	Description	Total Funds	Contributing
		experience and increase opportunities for unduplicated count students to demonstrate mastery of standards.		
<b>16</b>	Weekly Staff Collaboration Time	Site staff		





## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.37%	\$28,220,714

**The Budgeted Expenditures for Actions identified as**





A centralized professional learning

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

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

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

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

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

Certificated staff will provide student learning plans using a technology platform allowing for personalization and the communication of objectives, timelines, progress tracking, and digital learning tools to support the academic growth of students primarily represented in the unduplicated count. The use of a learning management system allows for increased differentiation of instruction based on a student's

current level. (The 2019-2020 State Plan for Education and the State Plan for Education - BDC BT 1 0 0 -1 3 > C BT 1 0 0 -1 170.78399621591.11(u)44061 25.05500031

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

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



Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds
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Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
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Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	9	All	Library Software/Librarian	\$30,000.00				\$30,000.00
3	10	English Learners Foster Youth Low Income	Computer Service Technician	\$579,833.00				\$579,833.00

Low

Low

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	23	English						





Goal

Action #



Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Site Supplemental Concentration Funding	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,214,033.00	\$2,214,033.00
3	6	Supplemental Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$750,000.00	\$750,000.00
3	8	EL & FACE Director	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$107,515.00	\$107,515.00
3	10	Computer Service Technician	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$579,833.00	\$579,833.00
3	12	Technology Replacement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	\$150,000.00
3	13	Chief Technology Officer	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$313,670.00	\$313,670.00
3	14	Software/Database Specialist	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$107,651.00	\$107,651.00
3	15	Professional Learning Cohorts	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$100,000.00
3	16	Weekly					

Goal	Action #	Action Title
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**Annual Update Table Year 1 [2021-22]**

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and



# Plan Summary

## **Purpose**

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

# Stakeholder Engagement

## Purpose

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

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the

- c) Notified members of the public<sup>in</sup> of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local







**Metric:** Indicate how progress is being measured using a metric.

**Baseline:** Enter the baseline







climate that does not



- **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