

Local Control and Accountability Plan (LCAP)

April 4, 2023

District Advisory Council



What is the Local Control Accountability Plan (LCAP)?

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

What are the pieces of the LCAP?

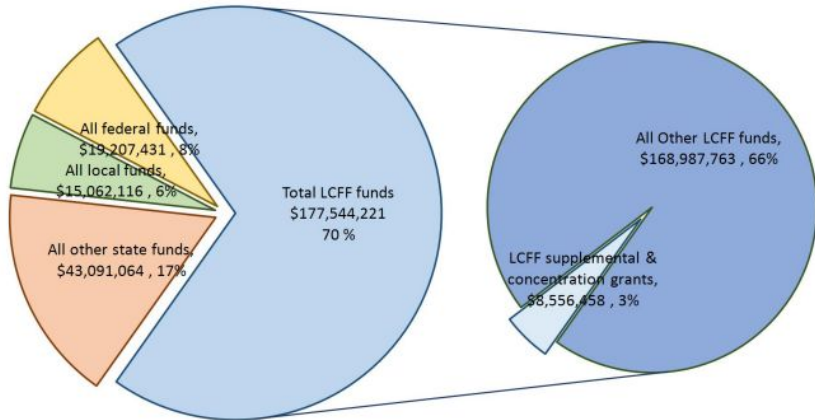
The components of the LCAP for the 2023–2024 LCAP year must be posted as one document assembled in the following order:

- LCFF Budget Overview for Parents
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-income students
- Action Tables
- Instructions

Budget Overview For Parents - 2022/2023

Total Projected LCAP \$25,069,991 with \$10,667,117 for low-income students, English Learners and foster youth.

Projected Revenue by Fund Source



Budgeted Expenditures in the LCAP



**More detailed budget information to be presented during the 2023-24 Proposed Budget*

CVUSD's 4 LCAP Goals

CVUSD maintains 4 broad LCAP goals, established during the 2017-2018 school year. These goals have persisted overtime and allow CVUSD to continue to make necessary adjustments overtime within these 4 goals.

Each school's School Plan For Student Achievement (SPSA) must align with these 4 LCAP goals.

Goal 1: Implement targeted actions and services that support positive student outcomes. (Student focused)

For Example:

- Increase co-teaching and mainstreaming opportunities, while keeping SAI classes smaller
- Maintain reduced class size (21.5 to 1) for grades TK-3, below state mandate of 24 to 1
- Emphasize diversity, equity and inclusion through curriculum and core literature
- Bilingual classified personnel*
- Staffing for elementary academic specialists and secondary intervention and support*

* Action principally directed at Foster Youth, English Learners, and Low-Income students

Goal 2: Ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes. (Internal focused)

For Example:

- Recruit and retain special education paraeducators including maintaining full-time positions
- Maintain Technology Teacher on Special Assignment
- Provide required training to teachers on: UDL, social-emotional learning, English Language Development, and diversity, equity and inclusion
- Provide English Language Development professional learning with teachers to increase integrated ELD strategies across the content areas*

* Action principally directed at Foster Youth, English Learners, and Low-Income students

Goal 3: Provide communication and targeted outreach that informs the community of programs & opportunities that support positive student outcomes. (Community focused)

For Example:

- Advertise and market all schools and signature programs (i.e. SHINE, Century)
- Stipend for families participating in TK-12 SHINE program
- Maintain Student Support Services direct outreach to Foster and McKinney Vento students/families*
- Maintain Student Support Services weekly outreach within the community to provide access to District information, resources and supplies*
- Maintained the Project 2Inspire classes for English Learner parents and developed the Multilingual Parent Leaders program to increase parental engagement*
- Rent caps and gowns for graduating seniors*

* Action principally directed at Foster Youth, English Learners, and Low-Income students

Goal 4: Enhance the social, emotional and physical well-being for all students through targeted actions that support positive student outcomes.
(Student and school focused)

For Example:

- Implement student SEL screener and explicit social-emotional learning instruction for grades TK-8
- Create and staff Wellness Centers at all high schools
- Strengthen and expand SEL structure, content and implementation across all sites
- Initiate restorative justice training and practices
- Hire one additional Title I Social Worker for elementary Title I schools*
- Maintain Breakthrough Student Assistance Program and community events*

* Action principally directed at Foster Youth, English Learners, and Low-Income students

Can Changes Be Made To A 3-Year Plan?

Each year, we are able to make revisions to the 3-Year Plan based on feedback from educational partners and progress made on actions/services. Each year in May/June, the next year's LCAP is brought forward with updates and changes to the public and the board of education two times - once for a public hearing and as information/comments, and a second time for possible approval by the Board of Education.

Changes will be noted specifically on the 2023-24 LCAP in which metrics and actions/services may be removed, added, or adjusted.

Parent/Guardian Survey Results 2727 responses

- My child seems eager to go to school most days - 48% Agree, 36% Strongly Agree
- The staff at my child's school work to create an inclusive environment - 47.8% Agree, 38.6% Strongly Agree
- My child's school is an inclusive environment that values all people - 47% Agree, 47% Strongly Agree
- My child's school supports student social-emotional wellbeing - 49% Agree, 34.7% Strongly Agree
- My child's school is physically safe - 52.8% Agree, 33.3% Strongly Agree
- I am informed about my child's academic progress - 50% Agree, 41% Strongly Agree

Parent/Guardian Survey Results 2727 responses

- My child is being appropriately challenged academically at school - 53.5% Agree, 33.7% Strongly Agree
- My child received adequate academic support at school - 52.7% Agree, 32.4% Strongly Agree
- There are classroom materials/lessons that reflect who my child is as a person - 44.4% Agree, 23% Strongly Agree, 24% I don't know
- The teachers and staff in my child's school treat me respectfully - 44.2% Agree, 48.4% Strongly Agree
- I am comfortable sharing my thoughts and ideas at this school - 46% Agree, 37.9% Strongly Agree
- The health and support services in the school meet the needs of my child - 49.1% Agree, 34.2% Strongly Agree
- The faculty and physical environment of my child's school is appealing - 55.4% Agree, 33% Strongly Agree

Digging Deeper

Select one question to discuss and chart: 1) What's working? 2) What might improve?

1. The staff at my child's school work to create an inclusive environment - 47.8% Agree, 38.6% Strongly Agree
2. My child's school supports student social-emotional wellbeing - 49% Agree, 34.7% Strongly Agree
3. My child received adequate academic support at school - 52.7% Agree, 32.4% Strongly Agree
4. There are classroom materials/lessons that reflect who my child is as a person - 44.4% Agree, 23% Strongly Agree, 24% I don't know
5. My child is being appropriately challenged academically at school - 53.5% Agree, 33.7% Strongly Agree
6. My child's school is physically safe - 52.8% Agree, 33.3% Strongly Agree

Digging Deeper ([link](#))



Select one question to discuss and chart: 1) What's working? 2) What might improve?

- Group 1. My child's school supports student social-emotional wellbeing - 49% Agree, 34.7% Strongly Agree
- Group 2. The staff at my child's school work to create an inclusive environment - 47.8% Agree, 38.6% Strongly Agree
- Group 3. My child received adequate academic support at school - 52.7% Agree, 32.4% Strongly Agree
- Group 4. There are classroom materials/lessons that reflect who my child is as a person - 44.4% Agree, 23% Strongly Agree, 24% I don't know
- Group 5. My child is being appropriately challenged academically at school - 53.5% Agree, 33.7% Strongly Agree
- Group 6. My child's school is physically safe - 52.8% Agree, 33.3% Strongly Agree

