

# 2022-2023 Local Control Accountability Plan (LCAP)

June 14, 2022

# LCAP Overview

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 school districts to share their stories of how, what, and why programs and services are selected to meet their local needs.

The components of the LCAP for the 2022–2023 LCAP year must be posted as one document assembled in the following order:

- LCFF Budget Overview for Parents
- Supplement to the Annual Update to the 2021–22 LCAP
- 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

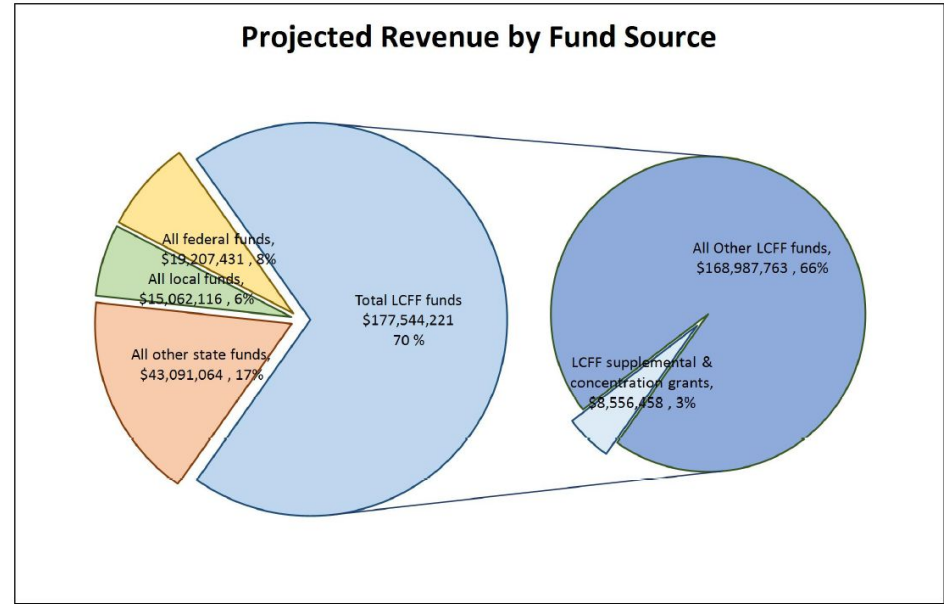
## Projected Revenue for 2022-2023:

- LCFF Total: \$177,544,221
- Supplemental: \$8,508,806

## Projected LCAP Expenditures for 2022-2023:

- Total: \$24,936,072
- Address Foster Youth, English Learner, and Low-Income Students: \$9,274,232

## Budget Overview for the 2022-23 School Year



# Plan Summary: Reflections

## Successes

- Expanding secondary core literature lists
- Adopting materials compliant with California Healthy Youth Act (CHYA)
- Establishing Wellness Centers at all high schools
- Adopting new elementary ELA/ELD Wonders curriculum
- Completing gender diversity training to all elementary and secondary teachers
- Adopting Ethnic Studies pilot course as optional elective course for 2022-2023
- Ongoing co-teaching opportunities at secondary level

## Identified Needs

- Formalizing on-going and new efforts to **expand access** for Students with Disabilities into the general education setting
- Strengthening high quality, Tier 1 **first instruction** to support equitable student performance outcomes
- Increasing all students, and in particular key student groups, achievement of **UC/CSU A-G requirements** through student/family education and intervention
- Continuing **social-emotional learning** opportunities through the expansion of Wellness Centers and social emotional learning TK-12

# Engaging Educational Partners

## Engagement with educational partners includes:

- 80 total meetings with CVUSD Advisory Councils/Task Force - AADAC, DAC, DELAC, ETF, GATEDAC, LGBTQ+AC, SEDAC, SDAC
- 9 meetings of the Budget LCAP Committee
- LCAP presentations to AADAC, DAC, DELAC, SEDAC and DAC
- LCAP webinar available and advertised to all CVUSD families
- Survey: LCAP Feedback, April 2022 (4,948 responses)
- CVUSD Board Study Session, April 5, 2022

## Highlighted input impacting 2022-23 LCAP:

- Inclusion Plan for Students with Disabilities
- A-G completion
- Analysis of student groups
- Increasing understanding of LCAP metrics and actions
- Social emotional learning
- Increasing staff that represent marginalized student groups

# LCAP Goals: Highlighted New/Modified Metrics

- Least Restrictive Environment (LRE) - Measuring the percent of Student with Disabilities accessing the general education setting for 80% of the school day
- A-G Completion Rate - Measuring the percent of high school students meeting the UC/CSU A-G requirements
- Secondary D/F Rate (# of students receiving one or more D or F grade) - Expanding analysis and reporting to all students, Black or African American, Hispanic/Latino, White, English Learners, and Student with Disabilities.
- ELA and Math SBAC - Removed metrics noting the “distance from met” and replaced with the percent of students who “meet” or “exceed” standards according to assessment results.
- Ongoing survey of professional learning opportunities in order to determine effectiveness and adjustments to future training.

# LCAP Goals: Highlighted New/Modified Actions

- Inclusion Plan for Students with Disabilities - Multiple new and ongoing actions. Some actions/services include:
  - Continued training and implementation of Universal Design for Learning (UDL)
  - UDL Teacher on Special Assignment
  - Increasing secondary co-teaching classes with ongoing teacher training
  - Reviewing existing inclusive preschool programs and access to general education preschool settings
  - Restructuring HS Adapted PE classes to be co-taught in the General Education setting
  - Continued participation in secondary school Unified Sports/Youth Athletes Program
- CSU/UC A-G Completion - Hiring A-G Coordinator positions at each comprehensive high school to increase number of students meeting A-G requirements through intervention and proactive student/family education.
- Expand Wellness Centers at middle schools
- Provide required anti-bias training to all administrators and supervisors. Bias incident response training required for all school administrators.
- Hire Assistant Director of Diversity, Equity and Inclusion

# LCAP Local Indicators: Highlighted Priorities

## Priority 1: Basic Services - Met

- 100% of students have access to adopted materials as noted on textbook sufficiency reports and Williams reports.

## Priority 2: Implementation of Academic Standards - Met

- This year, CVUSD implemented the following new, board adopted curriculum: ELA/ELD (TK-5), History/Social Studies (6-8), and Comprehensive Sexual Health (7-12).

## Priority 3: Parent and Family Engagement – Met

- Expansion of advisory councils to include AADAC and LGBTQ+AC
- Ongoing weekly communication snapshot, including daily snapshot messages from 1/6/2022 to 1/25/2022

## Priority 6: School Climate - Met

- 96% of elementary students, 89% of middle school students, and 87% of high school students feel their teachers care about them

## Priority 7: Access to a Broad Course of Study - Met

- All students offered a broad course of study as evidenced through school master schedules



# Questions?