



Coachella Valley Unified School District 2022-23 Local Control and Accountability Plan (LCAP) Overview

State Priorities



1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

Local Control Funding Formula

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students, especially for English learner, foster youth, and low-income students.

Local Control Accountability and Plan

The Local Control Accountability and Plan (LCAP) shows how these funds will improve student outcomes and performance for all students.

Student Enrollment

Ethnicity	Percent of Enrollment
American Indian	0.4%
African American	0.2%
Asian	0.1%
Filipino	0.0%
Hispanic/Latino	97.9%
Pacific Islander	0.0%
White	.9%
Multiple	0.1%
Not Reported	0.3%

Student Group	Percent of Enrollment
English Learners	43.4%
Low Income	87.9%
Foster Youth	.6%

Our Community



Coachella, Thermal, Oasis, Mecca,
North Shore, Desert Center, and Indio
Communities Served



16,625

Students



21

Schools



1,950

Staff

2022-23 LCAP Funding Overview

Funding Source	Totals
LCFF Funds	\$73,615,037
Other State Funds	\$5,448,498
Local Funds	
Federal Funds	\$16,316,046
Total Funds	\$95,379,581

Type	Totals
Personnel	\$70,407,493
Non-Personnel	\$24,972,088



LCAP 2022-23 Goals and Objectives

Goal



CVUSD will ensure a safe, positive, and respectful school environment and culture for all students and staff.

Metrics to measure Goal 1 outcomes: (page 50)

- School Attendance (Priority 5)
- Chronic Absenteeism (Priority 5)
- Middle School Dropout Rate (Priority 5)
- High School Dropout Rate (Priority 5)
- Pupil Suspension Rate (Priority 6)
- Pupil Expulsion Rate (Priority 6)
- School Climate & Social-emotional Learning Surveys (Priority 6)

1.1

Multi-Tiered System of Support (MTSS) to meet students' social and emotional learning needs.

Implement a Multi-Tiered System of Support (MTSS) that aligns resources and supports to meet students' social and emotional needs; promotes attendance, engagement, and a positive school climate; and incorporates transformational justice.

Resources and supports include:

- Social Emotional Counseling & Social Emotional Program Support (\$2,086,800)
- Transformational Justice Program Support (\$1,262,902)
- Support & Implementation Staff (\$4,344,264)
- School Wellness Centers (\$313,020)

\$8,006,986



Low Income

1.2

District-wide Safety Protocols

Refine implementation of safety protocols district-wide with input from district staff, public safety organizations, and the community

Promote attendance, engagement, and a positive school climate; and incorporates transformational justice.

Implement district-wide safety protocols that provide enhanced MTSS supports to further promote attendance, engagement, and a positive school climate; and incorporates transformational justice. Safety protocols will be analyzed each year with input from district staff, public safety organizations, and the community to ensure implementation is continuously improved to meet the needs of our most vulnerable students.

Resources and supports include:

- Nurses (\$816,598)
- Health Technicians (\$1,848,845)

\$2,665,444



Low Income




Goal


2




CVUSD students will be prepared to leave CVUSD with the academic, career, and social-emotional skills needed to achieve their personal and professional goals.

Metrics to measure Goal 2 outcomes (Page 61):

- Implementation of State Standards (Priority 2)
- Academic Indicator & College/Career Indicator (Priorities 2, 4, 8): CAASPP ELA & Math
- English Learners who make progress towards English Proficiency: ELPAC (Priorities 2, 4)
- English Learner Reclassification Rate (Priorities 2, 4)
- Graduation Rate (Priority 5)
- A-G Completion Rate (Priority 4)
- Advanced Placement Exams (Priority 4)
- Dual Enrollment (Priority 7)
- State Seal of Bi-literacy (Priority 4)
- Appropriately Assigned Teachers (Priorities 1, 2, 4, 5, 8)
- Access to Curriculum-aligned Instructional Materials (Priorities 1, 2, 4, 5, 8)
- Safe, Clean, and Functional School Facilities (Priority 1)

<p>2.1</p>	<p>2.1 Multi-Tiered System of Support (MTSS) to increase academic success.</p> <p>Implement a Multi-Tiered System of Support (MTSS) that aligns resources and supports to increase the academic success for all students.</p> <p>Resources and Supports include:</p> <ul style="list-style-type: none"> • District-wide guides and assessment tools, resources, and supports to monitor student progress (\$1,56,524) • Support and implementation staff (\$252,274) • Intervention Supports () • Universal support for all students (supported through 2.2) <ul style="list-style-type: none"> ○ After school Tutoring ○ Saturday School ○ Intervention programs and supports ○ Instructional Specialists • Supplemental support for students that are at-risk of underperforming (supported through 2.2) • Targeted support for students that need specialized support (supported through 2.2) 	<p>\$1,608,998</p>	 <p>Low Income</p>
<p>2.2 Provide districtwide educational and enrichment opportunities for all students.</p>			
	<p>2.2a Broad Course of Study</p> <p>Resources and Supports include:</p> <ul style="list-style-type: none"> • Aquatics (\$503,250) • Athletics (\$2,674,789) • Ethnic Studies (\$1,178,077) • PUENTE (\$104,340) • Music Teacher (WSHS) (\$94,347) • Dual Language Program (\$679, 283) • Pathways to Success Teachers (Elementary VAPA) (\$3,199,805) • Other (Transportation (\$12,215,950), Reduced Class size (\$4,461,941), Activities (\$286,258) 	<p>\$25,398,040</p>	 <p>Low Income</p>
	<p>2.2b Career Readiness</p> <p>Career Technical Education (CTE) Programs Resources and Supports</p> <p>Resources and Supports include:</p> <ul style="list-style-type: none"> • CTE Instructional Resources, CTE Professional Development, and Activities (\$3,268,440) • CTE Support Staff (\$3,769,185) 	<p>\$6,320,742</p>	 <p>Low Income</p>

	<p>2.2c College Readiness</p> <p>Resources and Supports include:</p> <ul style="list-style-type: none"> • College Readiness Support & Advancement Via Individual Determination Program (\$1,235,109) • College & Career Coordinator (\$191,036) 	\$1,426,145	 Low Income
	<p>2.2d Extended Learning</p> <p>Resources and Supports include:</p> <ul style="list-style-type: none"> • Expanded Learning Programs \$7,272,291) • Summer School (1,443,241) • Early Childhood Education (\$1,918,854) • Extended Day Kindergarten (\$5,034,108) • Migrant Program (\$1,178,966) • Support for Native American students (\$19,079) 	\$16,896,538	 Low Income
	<p>2.2e Alternative Education</p> <ul style="list-style-type: none"> • La Familia High School 	\$2,104,501	 Low Income
<p>2.3</p>	<p>Support for English Learners</p> <p>Resources and Supports include:</p> <ul style="list-style-type: none"> • English Learner Support Personnel (\$1,656,68) • Professional Development specific to the implementation of programs for EIs (\$16,976) • Designated and Integrated ELD (\$163,767) • Direct Support for Students (\$516,725) <ul style="list-style-type: none"> ○ Newcomer Academy ○ Mentors for English Learners ○ Summer School ○ Tutoring/Intervention ○ Other Support Services for English Learners • Family and Community Engagement for supporting English Learners (supported through LCAP 3.2) • Supplemental Instructional Materials (supported through LCAP 2.5) 	\$2,367,669	 English Learners

<p>2.4</p>	<p>Support for Foster & Homeless Students</p> <p>Resources and Supports include:</p> <ul style="list-style-type: none"> • Child Welfare & Attendance Support Personnel (Administration, Counselors, Foster/Homeless Liaison) (\$397,306) <p>Foster/Homeless Liaison supports foster students with various actions and interventions including but not limited to:</p> <ul style="list-style-type: none"> • Refer students to internal (CVUSD) and external agencies and resources to provide social-emotional or health services, basic needs (school supplies, clothing), college/career guidance, academic support, transportation (\$41,736) 	<p>\$439,042</p>	 <p>Foster Homeless</p>
<p>2.5</p>	<p>Maximize Access for instructional resources, materials, equipment and professional development.</p> <p>Resources and Supports include:</p> <ul style="list-style-type: none"> • Instructional professional development (\$784,926) • Site allocations of LCFF S/C and Title I funding to support program implementation (\$2,617,144) • Instructional equipment and materials (\$1,126,872) • Instructional Specialists (\$951,583) • Support personnel for instructional programs (\$5,688,841) • Additional non-student negotiated Teacher Professional development days (\$5,669,147) 	<p>\$16,838,513</p>	 <p>Low Income</p>
<p>2.6</p>	<p>Recruitment, hiring, retention and professional growth of all staff members</p> <p>Resources and Supports include:</p> <ul style="list-style-type: none"> • Peer Assistance and Review and New Teacher Induction Support (\$707,701) • Recruitment and Professional Development for classified, certificated, and administrative personnel (\$3,648,750) • Assistant Administrators of Instructional Improvement (\$1,213,207) • Secondary Assistant Principals (\$560,053) 	<p>\$6,129,711</p>	 <p>Low Income</p>



Goal

3

CVUSD will increase engagement and collaboration among students, parents, staff and community members.

Metrics to measure Goal 3 outcomes (page 90):

- School Climate Surveys – Families (Priority 3)
- Parent and Family Engagement Self-Reflection Tool (Priority 3)

3.1	<p>Communication</p> <p>Provide timely, relevant communication and involve students, parents, and staff in meaningful decision making at both the school and district level.</p> <p>Resources and Supports include:</p> <ul style="list-style-type: none">• Translator Salaries (\$241,135)• Other language supports (\$208,680)• Outreach and advertising, materials, supplies (\$462,091)• Program/Support Staff (\$676,820)	\$1,588,726	 Low Income
3.2	<p>Parent Engagement</p> <p>Provide a comprehensive parent education program intended to enhance and support their child's academic and social development.</p> <p>Resources and Supports include:</p> <ul style="list-style-type: none">• Parent Community Engagement support personnel (\$637,947)• Site Parent Liaisons (1,415,506)• Site Parent Resource Centers, Parent Workshops & Parent Engagement Activities (\$570,904)	\$2,624,357	 Low Income

Partnerships with Community Based Organizations

3.3

Build strong partnerships with community based groups that enhance and support educational opportunities for students and staff.

\$247,286



Low Income

Resources and Supports include:

- Community partnerships (\$247,286)

We welcome feedback from our Educational Partners at any time.

Please submit comments through our online LCAP comment form at <https://bit.ly/LCAPCOMMENTS>

or

send an email to LCAP@cvusd.us