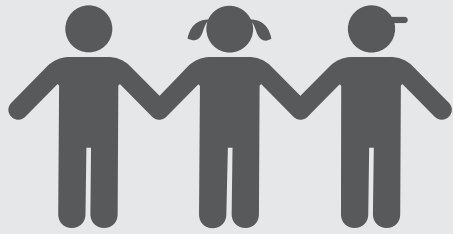




Local Control and Accountability Plan

Plan Summary, 2021-22

DISTRICT STORY



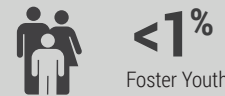
6,325 9th-12th grade STUDENTS



High School: 3
Continuation School: 1
Independent Study School: 1



STUDENT GROUPS



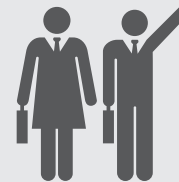
Prepare Students for College

We will provide all students with the guidance and support necessary to ensure that they graduate with as many opportunities for furthering their education after high school as possible.



Prepare Students for Careers

Our schools offer numerous opportunities for work-based learning to provide students with the preparation necessary to succeed in their future careers.



Prepare Students for Life

Beyond success in college and career, we strive to help our students make good decisions that make their life and this world better.



LCAP HIGHLIGHTS



Close Achievement Gaps

GOAL	Highlighted Actions & Expenditures	
#1	1002 - Provide increased work-based learning opportunities and internships	\$2,550,771
	1004 - Implement a designated language instruction program	\$110,872



Engage Students, Families, and the Community

GOAL	Highlighted Actions & Expenditures	
#2	2001 - Increase social, emotional, and mental health supports	\$3,718,416
	2003 - Provide family engagement opportunities & parent education workshops	\$204,416



Provide all Students with a High Quality Education

GOAL	Highlighted Actions & Expenditures	
#3	3001 - Support the further integration of technology into the classroom	\$726,164
	3005 - Implement the co-teaching instructional model	\$462,947

REFLECTIONS: SUCCESSES



Increased Graduation Rate

Indicator: CA School Dashboard



Status: 91.2%
Change: Increased

Increased College and Career Readiness



Indicator: CA School Dashboard



Status: 34.7%
Change: Increased

Planned Actions to Maintain Progress:

- 1001** - Provide Low Income students, English Learners, and Foster Youth with increased access to college readiness coursework and support.
- 1002** - Expand access to Career Technical Education academies and pathways and provide increased work-based learning opportunities and internships.
- 1005** - Increase access to academic supports, particularly for students struggling with coursework or deemed not on track for meeting graduation requirements.

REFLECTIONS: IDENTIFIED NEEDS



Reduce Suspension Rate

Indicator: CA School Dashboard



Status: 3.6%
Change: Increased

Continue to Increase Math Proficiency



Indicator: CA School Dashboard



Change: Increased

Planned Actions to Address Needs:

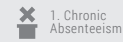
- 2002** - Create a supportive & engaging physical environment supported by staff who implement trauma-informed practices, positive behavior interventions and supports, and a restorative practices approach to behavior management.
- 3005** - Implement the co-teaching instructional model in order to provide additional academic support in English, Mathematics, Science, and Social Studies.
- 3011** - Consistently monitor student progress utilizing assessment data to establish instructional priorities, inform classroom instruction, & place students in intervention programs.

PERFORMANCE GAPS

Subgroup in Need:



State Indicators:



- 2. Suspension Rate
- 3. English Learner
- 4. Graduation Rate
- 5. College/Career Readiness
- 6. ELA Assessment
- 7. Math Assessment

English Learners



Foster Youth



Students with Disabilities



Planned Actions to Address Performance Gaps:

- 1003** - Provide Long-Term English Learners (LTELs) with specific academic support structures including data chats with staff LTEL mentors and designated language instruction in cohorted support classes with bilingual college tutors.
- 1007** - Provide Low Income, English Learner, and Foster Youth students with access to A-G courses and English language development coursework during the summer.
- 3007** - Engage in strategic efforts to recruit, hire, and retain diverse staff.

COMPREHENSIVE SUPPORT & IMPROVEMENT

IDENTIFIED SCHOOL



Lloyde Continuation High School

PROVIDE SUPPORT FOR SCHOOL

Centinela Valley UHSD supported this school in developing CSI plans through:



- Identification of resource inequities
- Identification of evidence-based practices to implement
- School-level needs assessments

MONITOR & EVALUATE EFFECTIVENESS

Implementation & effectiveness of the CSI plan will be monitored through:



- Disaggregation and analysis of survey and assessment data
- Quarterly plan reviews
- Regular site visits



GOAL
#1



CLOSE
ACHIEVEMENT GAPS

Overall Status:



In Progress

✚ Outcomes - Highlighted Achievements	Expected Metrics	Actual Metrics	Achieved	Progress	Outcome Totals	Progress
1.2 - Increase students scoring 3 or better on AP exam	41%	53%	✓	✓	10 planned	80%
1.4 - Increase students meeting/exceeding SBAC math standard	15%	15.2%	✓	✓		
1.5 - Increase juniors that are college ready in ELA	16%	17%	✓	✓	6 achieved	
1.6 - Increase juniors that are college ready in Math	5%	3.9%	🕒	✓	8 progressed	
1.7 - Increase students completing CTE pathway	+ 2%	+ 3.1%	✓	✓		
1.10 - Increase A-G completion rate	39%	46.7%	✓	✓		



GOAL
#2



ENGAGE STUDENTS, FAMILIES,
AND THE COMMUNITY

Overall Status:



Met

✚ Outcomes - Highlighted Achievements	Expected Metrics	Actual Metrics	Achieved	Progress	Outcome Totals	Progress
2.4 - Increase attendance rate	96%	94.1%	🕒	✓	10 planned	100%
2.5 - Decrease the rate of chronic absenteeism	< 17%	16%	✓	✓		
2.6 - Decrease dropout rate	< 6%	8.8%	🕒	✓	7 achieved	
2.7 - Increase high school graduation rate	increase overall	increased overall	✓	✓	10 progressed	
2.9 - Decrease suspension rate	decrease overall	decreased overall	✓	✓		
2.10 - Increase CHKS state and similar schools percentile	+ 2%	+ 8%	✓	✓		





GOAL
#3



**PROVIDE ALL STUDENTS WITH
A HIGH QUALITY EDUCATION**

Overall Status:



In Progress

✚ Outcomes - Highlighted Achievements	Expected Metrics	Actual Metrics	Achieved	Progress	Outcome Totals	Progress
3.2 - Maintain access to standards-aligned instructional materials	100%	100%	✓	✓	7 planned	71%
3.3 - Maintain all school facilities in good condition	100%	100%	✓	✓		
3.4 - Increase staff rating CVUHSD as a supportive workplace	88%	90%	✓	✓	4 achieved	
3.5 - Increase AP course enrollment	+ 2%	+ 5.7%	🕒	✓	5 progressed	
3.6 - Increase CTE course enrollment	+ 2%	+ 7.9%	✓	✓		
3.7 - Increase enrollment in A-G required courses	+ 2%	- 0.4%	✓	✓		





SURVEYS
Conducted



STUDENT FOCUS GROUP SESSIONS



TOWN HALL SESSIONS



PUBLIC HEARING
Convened

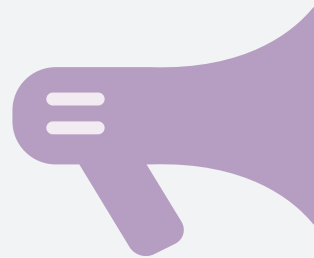
17 GROUPS
Involved

Groups include:
Parents, Students, Teachers, Staff, Administrators, Cabinet, Trustees, DELAC, CSEA, DPAC, AAATF, CVSTA, SELPA.



Checklist of Items Shared:

- District Profile Data
- State Education Priorities
- LCAP & LCFF Overview
- School Site Plans
- California School Dashboard



CVUHSD has informed, consulted, & involved school stakeholders in the process of creating the LCAP as summarized above. Communications to stakeholders includes:

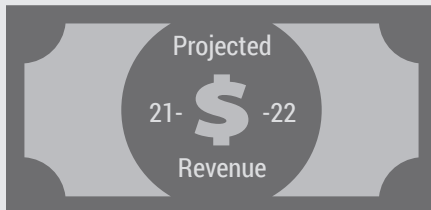


Website, email, phone, word of mouth, virtual & in-person meetings, social media.

Budget Overview & Service Improvement



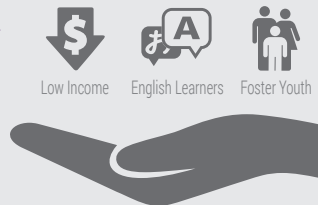
California law mandates Local Control Funding Formula consisting of the following tiers...



Concentration Grant	\$18,281,558
Supplemental Grant	\$57,386,458
Other Revenue (state & local)	\$19,763,777
Federal Revenue	\$30,209,149

Total Revenue: \$125,640,942

...targeting disadvantaged students...

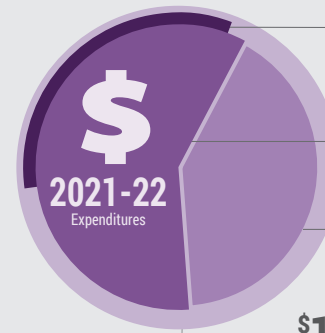


...resulting in increased service of...

32%

2021-22 Expected Service Improvement Using:
\$18,281,558
In Total Concentration & Supplemental Grants

...to spend on expenditures in the district...



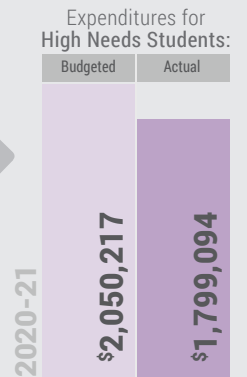
LCAP Expenditures for High Needs Students:
\$36,321,198

LCAP Expenditures:
\$63,760,550

Expenditures not included in the LCAP:
\$45,204,738

Total General Fund Expenditures:
\$108,965,288

...which is reported on the following year



GOAL #1



Close Achievement Gaps

GOAL DETAILS

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









STATUS

- New
- Modified
- Unchanged




EXPECTED 2023-24 MEASURABLE OUTCOMES

<p>1.1</p> <p>INCREASE STUDENTS TAKING AP EXAM</p> <table border="1"> <tr> <td>2023-24</td> <td>↑ 30%</td> <td>Baseline</td> <td>↔ 24%</td> </tr> </table>	2023-24	↑ 30%	Baseline	↔ 24%	<p>1.2</p> <p>INCREASE STUDENTS PASSING AP EXAM WITH A SCORE OF 3 OR HIGHER</p> <table border="1"> <tr> <td>2023-24</td> <td>↑ 59%</td> <td>Baseline</td> <td>53%</td> </tr> <tr> <td></td> <td>students passing 1+ AP exam</td> <td></td> <td></td> </tr> <tr> <td>2023-24</td> <td>↑ 49.6%</td> <td>Baseline</td> <td>43.6%</td> </tr> <tr> <td></td> <td>AP exams of score 3 or higher</td> <td></td> <td></td> </tr> </table>	2023-24	↑ 59%	Baseline	53%		students passing 1+ AP exam			2023-24	↑ 49.6%	Baseline	43.6%		AP exams of score 3 or higher			<p>1.3</p> <p>INCREASE STUDENTS MEETING OR EXCEEDING SBAC STANDARD</p> <table border="1"> <tr> <td>2023-24</td> <td>↑ 53.3%</td> <td>Baseline</td> <td>47.3%</td> </tr> <tr> <td></td> <td>ELA</td> <td></td> <td></td> </tr> <tr> <td>2023-24</td> <td>↑ 21.2%</td> <td>Baseline</td> <td>15.2%</td> </tr> <tr> <td></td> <td>Math</td> <td></td> <td></td> </tr> </table>	2023-24	↑ 53.3%	Baseline	47.3%		ELA			2023-24	↑ 21.2%	Baseline	15.2%		Math			<p>1.4</p> <p>INCREASE GRADUATES SUCCESSFULLY COMPLETING "A-G" REQUIREMENTS</p> <table border="1"> <tr> <td>2023-24</td> <td>↑ 52.7%</td> <td>Baseline</td> <td>↔ 46.7%</td> </tr> </table>	2023-24	↑ 52.7%	Baseline	↔ 46.7%
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	Math																																										
2023-24	↑ 52.7%	Baseline	↔ 46.7%																																								
<p>1.5</p> <p>INCREASE GRADUATES SUCCESSFULLY COMPLETING CAREER TECHNICAL EDUCATION PATHWAYS</p> <table border="1"> <tr> <td>2023-24</td> <td>↑ 35.7%</td> <td>Baseline</td> <td>29.7%</td> </tr> <tr> <td></td> <td>CTE Pathway</td> <td></td> <td></td> </tr> <tr> <td>2023-24</td> <td>↑ 19%</td> <td>Baseline</td> <td>13%</td> </tr> <tr> <td></td> <td>CTE Pathway & A-G</td> <td></td> <td></td> </tr> </table>	2023-24	↑ 35.7%	Baseline	29.7%		CTE Pathway			2023-24	↑ 19%	Baseline	13%		CTE Pathway & A-G			<p>1.6</p> <p>ENGLISH LEARNERS PROGRESSING TOWARDS ENGLISH PROFICIENCY</p> <table border="1"> <tr> <td>2023-24</td> <td>↑ 44.9%</td> <td>Baseline</td> <td>↔ 38.9%</td> </tr> </table>	2023-24	↑ 44.9%	Baseline	↔ 38.9%	<p>1.7</p> <p>INCREASE ENGLISH LEARNER RECLASSIFICATION RATE</p> <table border="1"> <tr> <td>2023-24</td> <td>↑ 21%</td> <td>Baseline</td> <td>↔ 15%</td> </tr> </table>	2023-24	↑ 21%	Baseline	↔ 15%	<p>1.8</p> <p>INCREASE JUNIORS WHO ARE COLLEGE-READY ACCORDING TO EAP ASSESSMENT</p> <table border="1"> <tr> <td>2023-24</td> <td>↑ 23%</td> <td>Baseline</td> <td>17%</td> </tr> <tr> <td></td> <td>ELA</td> <td></td> <td></td> </tr> <tr> <td>2023-24</td> <td>↑ 9.9%</td> <td>Baseline</td> <td>3.9%</td> </tr> <tr> <td></td> <td>Math</td> <td></td> <td></td> </tr> </table>	2023-24	↑ 23%	Baseline	17%		ELA			2023-24	↑ 9.9%	Baseline	3.9%		Math		
2023-24	↑ 35.7%	Baseline	29.7%																																								
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	ELA																																										
2023-24	↑ 9.9%	Baseline	3.9%																																								
	Math																																										

EXPECTED 2023-24 MEASURABLE OUTCOMES

<p>1.9</p>  <p>INCREASE LEVELSET SCORES AND PARTICIPATION RATE FOR MATH</p>	<p>1.10</p>  <p>INCREASE LEVELSET SCORES AND PARTICIPATION RATE FOR ELA</p>	<p>1.11</p>  <p>INCREASE LEVELSET SCORES AND PARTICIPATION RATE FOR SCIENCE</p>	<p>1.12</p>  <p>INCREASE LEVELSET SCORES AND PARTICIPATION RATE FOR SOCIAL SCIENCE</p>
<p>2023-24 +2% Annually</p> <p>Baseline  TBD</p>	<p>2023-24 +2% Annually</p> <p>Baseline  TBD</p>	<p>2023-24 +2% Annually</p> <p>Baseline  TBD</p>	<p>2023-24 +2% Annually</p> <p>Baseline  TBD</p>

EXPECTED 2021-22 ACTIONS & EXPENDITURES

 Goal # 1	 Action / Service	 Amount
	1001 - Provide Low Income (LI) students, English Learners (EL), and Foster Youth (FY) with increased access to college readiness coursework and support (academic advising, college and career planning tools and support, guidance when navigating the college and financial aid process, and equitable access to college preparatory courses).	\$2,165,465
	1002 - Expand access to Career Technical Education (CTE) academies and pathways and provide increased work-based learning opportunities and internships .	\$2,550,771
	1003 - Provide Long-Term English Learners (LTELs) with specific academic support structures including data chats with staff LTEL mentors and designated language instruction in cohorted support classes with bilingual college tutors.	\$83,772
	1004 - Implement a designated language instruction program coordinated by partial-release certificated staff who provide specialized support for EL students and families.	\$110,872
	1005 - Increase access to academic supports , particularly for students struggling with coursework or deemed not on track for meeting graduation requirements (credit recovery options, after school tutoring, and fully staffed Digital Media Centers).	\$5,275,099
	1006 - Engage in community partnerships to provide Low Income students with access to a global, multicultural community of professional arts and artists through live performances .	\$45,836
	1007 - Provide Low Income, English Learner, and Foster Youth students with access to A-G courses and English language development coursework during the summer.	\$132,737

GOAL #2



Engage Students, Families, and the Community

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

STATUS

- New
- Modified
- Unchanged

EXPECTED 2023-24 MEASURABLE OUTCOMES

2.1

INCREASE PARENT INPUT IN DECISION-MAKING

2023-24	Baseline
↑ 677 Parent HKS Responses	↔ 639

2.2

INCREASE PARTICIPATION IN PROGRAMS FOR UNDUPLICATED PUPILS

	2023-24	Baseline
Volunteers	↑ 950	498
Family Engagement Participants	↑ 13,079	6,855
Family Education Participant	↑ 2,673	1,401
Family Engagement Opportunities	↑ 273	143
Family Education Opportunities	↑ 240	126

2.3

INCREASE ATTENDANCE RATE

2023-24	Baseline
↑ 97.1%	↔ 94.1%

2.4

REDUCE CHRONIC ABSENTEEISM

2023-24	Baseline
↓ <10%	↔ 16%

2.5

REDUCE HIGH SCHOOL DROPOUT RATE




2023-24	Baseline
↓ 1% Annually	↔ 8.8%

2.6




INCREASE GRADUATION RATE

2023-24	Baseline
↑ 96.6%	↔ 90.6%

EXPECTED 2023-24 MEASURABLE **OUTCOMES**

<p>2.7</p>  <p>REDUCE SUSPENSION AND EXPULSION RATES</p> <table border="1"> <tr> <td>2023-24 ↓ <1.3% Suspension</td> <td>Baseline 3.6%</td> <td>2023-24 ↓ <0.12% Expulsion</td> <td>Baseline 0.2%</td> </tr> </table>	2023-24 ↓ <1.3% Suspension	Baseline 3.6%	2023-24 ↓ <0.12% Expulsion	Baseline 0.2%	<p>2.8</p>  <p>INCREASE SENSE OF SCHOOL SCHOOL SAFETY AS REPORTED ON CHKS</p> <table border="1"> <tr> <th>2023-24</th> <th>Baseline</th> </tr> <tr> <td colspan="2">Percentage that perceive the school as safe/very safe</td> </tr> <tr> <td>↑ 57% Students</td> <td>51%</td> </tr> <tr> <td>↑ 93% Parents</td> <td>87%</td> </tr> <tr> <td>↑ 99% Teachers</td> <td>93%</td> </tr> </table>	2023-24	Baseline	Percentage that perceive the school as safe/very safe		↑ 57% Students	51%	↑ 93% Parents	87%	↑ 99% Teachers	93%	<p>2.9</p>  <p>INCREASE SENSE OF SCHOOL CONNECTEDNESS AS REPORTED ON CHKS</p> <table border="1"> <tr> <th>2023-24</th> <th>Baseline</th> </tr> <tr> <td colspan="2">Percentage that agree/strongly agree on School Connectedness Questions</td> </tr> <tr> <td>↑ 54% Students</td> <td>48%</td> </tr> <tr> <td>↑ 92% Parents</td> <td>86%</td> </tr> <tr> <td>↑ 95% Teachers</td> <td>89%</td> </tr> </table>	2023-24	Baseline	Percentage that agree/strongly agree on School Connectedness Questions		↑ 54% Students	48%	↑ 92% Parents	86%	↑ 95% Teachers	89%
2023-24 ↓ <1.3% Suspension	Baseline 3.6%	2023-24 ↓ <0.12% Expulsion	Baseline 0.2%																							
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↑ 92% Parents	86%																									
↑ 95% Teachers	89%																									

EXPECTED 2021-22 **ACTIONS & EXPENDITURES**

 Goal # 2	 Action / Service	 Amount
	2001 - Provide LI, EL, and FY students with increased social, emotional, and mental health supports and ensure that mental health supports are integrated services accessible through on-campus Wellness Centers.	\$3,718,416
	2002 - Create a supportive and engaging physical environment supported by staff who implement trauma-informed practices, positive behavior interventions and supports, and a restorative practices approach to behavior management.	\$3,277,943
	2003 - Increase CV Family Academy efforts to provide Low Income and English Learner families with meaningful and culturally responsive family engagement opportunities and parent education workshops .	\$204,416
	2004 - Provide access to comprehensive athletic programs as a means of increasing students' attendance, engagement, and school connectedness.	\$1,738,891



GOAL #3



Provide all Students with a High Quality Education

GOAL DETAILS

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

STATUS

- New
- Modified
- Unchanged

EXPECTED 2023-24 MEASURABLE OUTCOMES

3.1

REDUCE TEACHER MISASSIGNMENTS

2023-24	↓ 0%	Baseline	↔ 0.3%
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3.2

MAINTAIN ACCESS TO ACCESS STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS

2023-24	= 100%	Baseline	↔ 100%
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3.3

MAINTAIN CLEAN, SAFE, AND FUNCTIONAL FACILITIES AS REPORTED BY THE LACOE VISITING TEAM

2023-24	= 100%	Baseline	↔ 100%
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3.4

ACHIEVE "FULL IMPLEMENTATION" OF ALL CA STANDARDS STATE (BASED UPON THE OVERALL RUBRIC SCORE)

2023-24	= 100% Full Implementation	Baseline	↔ TBD
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3.5

INCREASE 4TH YEAR MATH COURSE ENROLLMENT RATE

2023-24	+ 2% Annually	Baseline	↔ TBD
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3.6

INCREASE 3RD YEAR SCIENCE COURSE ENROLLMENT RATE

2023-24	+ 2% Annually	Baseline	↔ TBD
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3.7

INCREASE 4TH YEAR WORLD LANGUAGE COURSE ENROLLMENT RATE

2023-24	+ 2% Annually	Baseline	↔ TBD
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EXPECTED 2021-22 ACTIONS & EXPENDITURES

 Goal # 3	 Action / Service	 Amount
	3001 - Support the further integration of technology into the classroom for the purpose of fostering an increase in 21st century teaching and learning through the District's Digital Learning Initiative.	\$726,164
	3002 - Ensure teachers of Low Income students and English Learners are provided with increased professional learning enabling them to engage students in rigorous, standards-aligned instruction utilizing best practices for equitable instruction.	\$2,324,278
	3003 - Increase access of Low Income and English Learner students to culturally relevant, responsive, and sustaining instruction and interpersonal interactions with school staff.	\$513,964
	3004 - Provide professional learning and programmatic supports for Career Technical Education (CTE) academies and pathways that align with both industry standards and post-secondary programs of study.	\$227,108
	3005 - Implement the co-teaching instructional model in order to provide additional academic support and increase academic outcomes for Low Income students in English, Mathematics, Science, and Social Studies.	\$462,947
	3006 - Provide Low Income students with educational technology training and access to digitally proficient teachers.	\$644,186
	3007 - Engage in strategic efforts to recruit, hire, and retain diverse staff .	\$257,590
	3008 - Provide time & structure for teachers to engage in critical analysis of student data to determine the extent to which LI and EL students have mastered the academic content standards and identify areas in need of improvement.	\$2,301,362
	3009 - Ensure that paraprofessionals and classified support staff are equipped to provide culturally appropriate and linguistically accessible supports and resources .	\$67,641
	3010 - Provide LI students and ELs with culturally relevant and sustaining supplementary instructional materials , as well as Chromebooks from which students can equitably access digital instructional materials.	\$1,838,444
	3011 - Consistently monitor the progress of LI, EL, & FY students, utilizing assessment data to establish instructional priorities , inform classroom instruction, & appropriately place & exit students from intervention & support programs.	\$336,149
	3012 - Increase staffing to support implementation of College and Career Readiness Academies, Pathways, and Programs and the co-teaching instructional model	\$7,285,147
	3013 - Align coursework to the District's Graduate Profile (GP) student outcomes.	\$32,000
	3014 - Support all schools' engagement in a cycle of continuous improvement as defined by each school's SPSA.	\$211,357
	3015 - Ensure all students have equitable access to appropriately assigned, experienced, and effective teachers .	\$41,101,446
	3016 - Ensure all students have access to appropriate grade-level, standards-aligned instructional materials .	\$2,099,739
	3017 - Ensure all schools meet standards for safety, cleanliness, and adequacy .	\$7,017,748


Abbreviations: AAATF (African American Achievement Task Force), AP (Advanced Placement), AVID (Advancement Via Individual Determination), CSEA (California School Employees Association), CSI (Comprehensive Support & Improvement), CTE (Career Technical Education), CVSTA (Centinela Valley Secondary Teachers Association), CVUHSD (Centinela Valley Union High School District), DAC (District Advisory Committee), DELAC (District English Learner Advisory Committee), DPAC (District Parent Advisory Committee), EAP (Early Assessment Program), EL (English Learner), ELA (English Language Arts), ELD (English Language Development), ELPAC (English Learner Proficiency Assessment for California), FY (Foster Youth), GATE (Gifted And Talented Education), LACOE (Los Angeles County Office of Education), LCAP (Local Control Accountability Plan), LCFF (Local Control Funding Formula), LI (Low Income), LTEL (Long Term English Learners), SBAC (Smarter Balanced Assessment Consortium), SELPA (California Special Education Local Plan Areas), TBD (to be determined).

Legend	
↑ - Increase	= - Maintain
↓ - Decrease	=/↑ - Maintain / Increase
+ - Increase BY	↔ - Baseline
- - Decrease BY	✓ - Completed
	🕒 - In progress




For More Details

This infographic provides a high-level summary only and is based on the full


51
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