LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Victor Valley Union High
CDS Code: 36679340000000
School Year: 2021-22
LEA Contact Information: Dr. Ron Williams |
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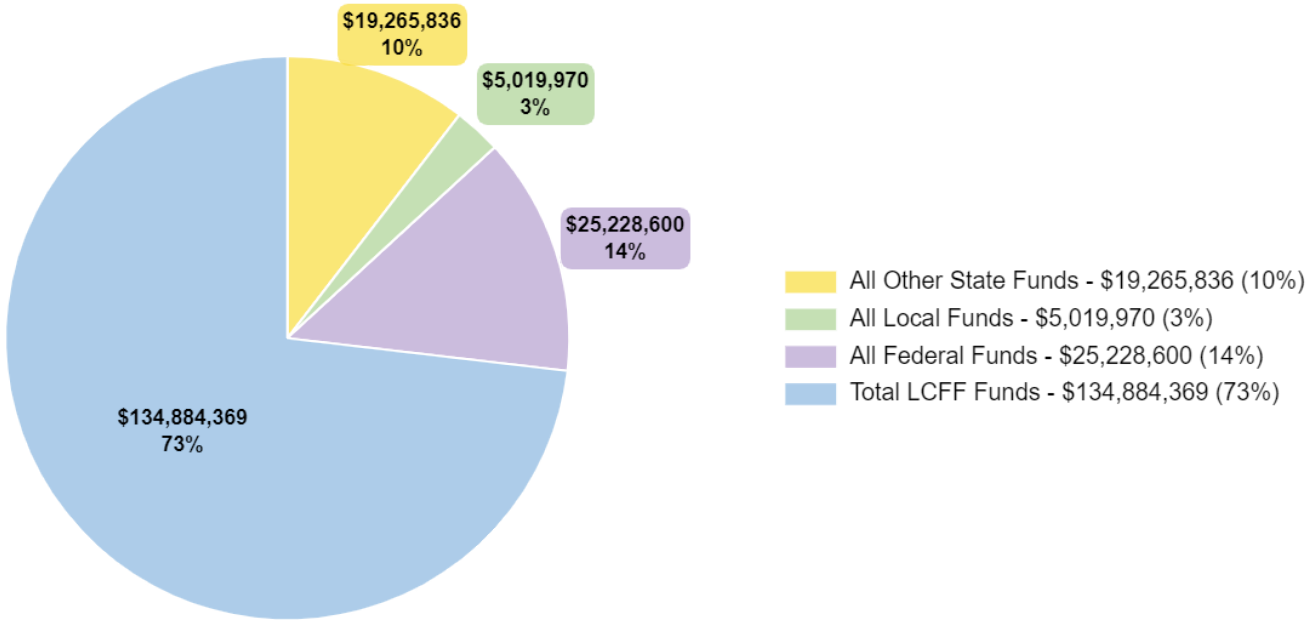
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

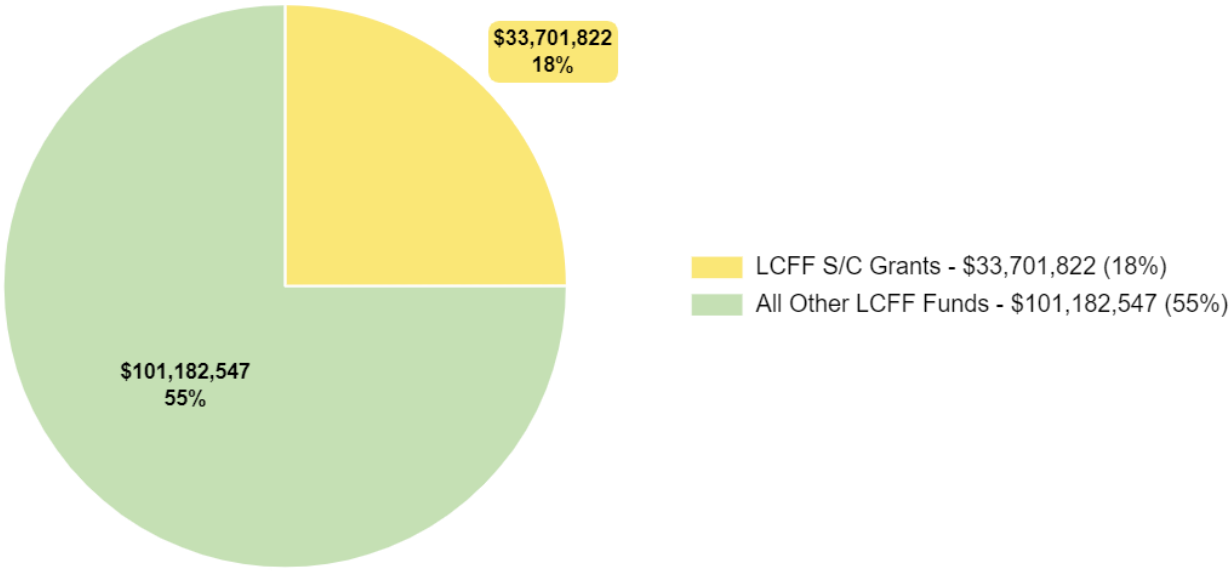
Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	$19,265,836	10%
All Local Funds	$5,019,970	3%
All Federal Funds	$25,228,600	14%
Total LCFF Funds	$134,884,369	73%

Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	$33,701,822	18%
All Other LCFF Funds	$101,182,547	55%

These charts show the total general purpose revenue Victor Valley Union High expects to
receive in the coming year from all sources.

The total revenue projected for Victor Valley Union High is $184,398,775, of which $134,884,369 is Local Control Funding Formula (LCFF), $19,265,836 is other state funds, $5,019,970 is local funds, and $25,228,600 is federal funds. Of the $134,884,369 in LCFF Funds, $33,701,822 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

This chart provides a quick summary of how much Victor Valley Union High plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Victor Valley Union High plans to spend
$190,087,305 for the 2021-22
school year. Of that amount, $54,061,589 is tied
to
actions/services in the LCAP and $136,025,716
is not included in the LCAP.
The budgeted expenditures that are not included in the LCAP will be used for the following:

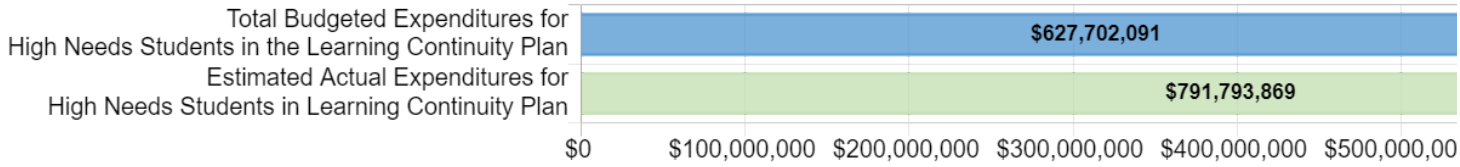
Victor Valley Union High plans to spend $154,179,307.00 for the 2021-22 school year and $33,133,214. 00 is tied to actions/services in the LCAP and $121,046,093.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used to cover many additional expenses in the day to day functioning of the school district including overhead for facilities upkeep, utilities,etc.

Increase or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Victor Valley Union High is projecting it will receive
$33,701,822 based on the enrollment of foster youth,
English learner, and low-income students. Victor Valley Union High must describe how it intends to increase
or improve
services for high needs students in the LCAP. Victor Valley Union High plans to spend
$43,068,853
towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Victor Valley Union High budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Victor Valley Union High estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Victor Valley Union High's Learning Continuity Plan budgeted $627,702,091 for planned actions to increase or improve services for high needs students. Victor Valley Union High actually spent $791,793,869 for actions to increase or improve services for high needs students in 2020-21.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Victor Valley Union High	Dr. Ron Williams Superintendent	rwilliams@vvuhsd.org (760)955-3201

Annual Update for the 2019–20 Local Control and Accountability Plan Year

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

VVUHSD will increase the number of students who will graduate on time, prepared for college and career, through career exploration opportunities, academic guidance and a comprehensive academic program aligned with the California State Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 1
4 5

6 7
8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
1) District Graduation Rate 2019-2020 - Target 86.2% (California School Dashboard)	Working with the individual schools, we were able to fix the data around graduation for the class of 2020. It is important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect. Below is the class of 2020 graduation rate based on local data provided by Aeries: Silverado High School: 95.25% Adelanto High School: 94.52% Victor Valley High School: 89.68% Cobalt Institute of Math & Science: 100% University Preparatory School:100% Goodwill High School is the alternate school. The site had ? seniors at the start of the year but due to the flexible enrollment and the DASS school criteria, many students enter and exit throughout the year. However, by the end of the year?? graduated.
2) Graduation Rate - Hispanic - 2019-2020 - Target 89.3% (California School Dashboard)	Graduation Rate - Hispanic - 2019-2020 - Results (Unavailable in the California School Dashboard) California School Dashboard 2018-2019 84.8% Dataquest 2019-2020 52.2% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)
3) Graduation Rate - African American - 2019-2020 - Target 78.1% (California School Dashboard)	Graduation Rate - African American - 2019-2020 - Results (Unavailable in the California School Dashboard) California School Dashboard 2018-2019 78% Dataquest 2019-2020 47.5% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)

Expected	Actual
4) Graduation Rate - White - 2019-2020 Target 85.4% (California School Dashboard)	Graduation Rate - White - 2019-2020 Result (Unavailable in the California School Dashboard) California School Dashboard 2018-2019 87.8% Dataquest 2019-2020 50.7% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)
5) Graduation Rate - English Learners - 2019-2020 Target 77.7% (California School Dashboard)	Graduation Rate - English Learners - 2019-2020 Result (Unavailable in the California School Dashboard) California School Dashboard 2018-2019 72% Dataquest 2019-2020 47.8% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)
6) Graduation Rate - Special Education - 2019-2020 Target 57.8% (California School Dashboard)	Graduation Rate - Special Education - 2019-2020 Result (Unavailable in the California School Dashboard) California School Dashboard 2018-2019 65.1% Dataquest 2019-2020 42% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)
7) Graduation Rate - Socially Economically Disadvantaged - 2019-2020 Target 86.5% (California School Dashboard)	Graduation Rate - Socially Economically Disadvantaged - 2019-2020 Result (Unavailable in the California School Dashboard) California School Dashboard 2018-2019 83.5% Dataquest 2019-2020 51% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)
8) Graduation Rate - Foster Youth - 2019-2020 Target 58.8% (California School Dashboard)	Graduation Rate - Foster Youth - 2019-2020 Result (Unavailable in the California School Dashboard) California School Dashboard 2018-2019 65% Dataquest 2019-2020 37.9% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)
9) SBAC English Language Arts: % Standard Met or Exceed (CAASPP) Targets 2018-2019: Grade 7 41% Grade 8 38% Grade 11 51%	SBAC English Language Arts: % Standard Met or Exceed (CAASPP) Results 2018-2019: Grade 7 Grade 8 Grade 11

Expected	Actual
10) SBAC Mathematics: % Standard Met or Exceed (CAASPP) Targets 2018-2019: Grade 7 27% Grade 8 23% Grade 11 19%	SBAC Mathematics: % Standard Met or Exceed (CAASPP) Results 2018-2019: Grade 7 % Grade 8 % Grade 11 %
11) A-G Completion % (Dataquest) 2018-2019 Target - 25.9%	A-G Completion % (Dataquest) 2018-2019 Result - 40.1% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.) Based on local inform provided by Aeries ....
12) District Attendance Rate (Local Data): Target - 98%	Result - 96.18% - The local attendance rate data was collect from month 1 - August through month 6 January for each school site. Beginning in month 7, February the data collection for attendance rates were only collected for 4 of the district school sites. In month 8, March, the data was not longer collected due to the COVID-19 outbreak and the shut down of the school district due to the pandemic.
13) District Suspension Rate (DataQuest) 2018-2019 Target 7.5%	District Suspension Rate (DataQuest) 2018-2019 Result 8.2% District Suspension Rate (DataQuest) 2019-2020 Result 8.2%
14) CTE Enrollment Target - 3,800 or greater	CTE Enrollment 2019-2020 Enrollment Results 3,275 students (CALPADs)
15) AP Enrollment Data 2019-2020 Target 1,721 (College Board)	AP Enrollment Data 2019-2020 Result 1,104 students (College Board)
16) AP Passing Rates 2018-2019 - Target 19.9% 3 or Better Exam Score (College Board)	AP Passing Rates 2018-2019 - Result 53% of students with a 3 or Better Exam Score
17) Early Assessment Program Readiness Targets ELA Ready 18% ELA Conditionally Ready 34% ELA Not Yet/Not Ready 48% Math Ready 8% Math Conditionally Ready 14% Math Not Yet/Not Ready 80%	Early Assessment Program Readiness Results: ELA Ready 10.40% ELA Conditionally Ready 27.09% ELA Not Yet/Not Ready 62.51 % Math Ready 6.67% Math Conditionally Ready 11.97% Math Not Yet/Not Ready 81.37%

Expected	Actual
18) District High School 9-12 Adjusted Dropout Rate 2018-2019 Target - 4.9% (Dataquest)	District High School 9-12 Adjusted Dropout Rate 2018-2019 Result 45.2%- (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)
19) Middle School Drop Out Rate 2018-2019 Target - 1% (Dataquest)	The middle school drop out rate provided by the California Department of Education is no longer available in Dataquest.
20) EL Reclassification Rate 2019-2020 Target 80 Students	EL Reclassification Rate 2019-2020 Result = 49 Students
21) D & F Grade Data Total Grades Issued 2019-2020 Target - 16%	D & F Grade Data Total Grades Issued 2019-2020 Result- 19.2%
22) ELA Grade of D or F 2019-2020 Targets Grade of "D" - 1,046 Grade of "F" - 1,105	ELA Grade of D or F 2019-2020 Results Grade of "D" - 2,248 Grade of "F" - 1,622
23) College and Career Indicator 2018-2019 Targets Prepared - 50.6% Approaching Prepared - 17% Not Yet Prepared - 33%	College and Career Indicator 2018-2019 Results Prepared - 57.9% Approaching Prepared - 12.8% Not Yet Prepared - 29.3%
24) Summative ELPAC 2019-2020 Targets Level 4 - 21% Level 3 - 36% Level 2 - 25% Level 1 - 18%	Summative ELPAC 2019-2020 Results Level 4 - 16.4% Level 3 - 37.77% Level 2 - 30.12% Level 1 - 15.71%
25) 2019-2020 Maintain Instructional Materials Williams Report Status of “no insufficiencies observed.”	2019-2020 Instructional Materials Williams Report Status Results - “no insufficiencies observed.”

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to fund additional counselors through LCFF to reduce student to counselor ratios. Continue to provide 6 dedicated intervention counselors at specific school sites to support PBIS implementation, improve behavior and promote social emotional development for at risk students, Low Income, and Foster Youth in primarily grades 7 and 9 as outlined in the district Strategic Plan. Grade 7 and 9 counselors will provide support academically and socioemotionally in order to increase student performance and reduce number of dropouts. Counselors will meet with all students in grades 7 and 9 to establish goals to plan for college and career. The job description for intervention counselors will be reviewed to ensure they have a reduced caseload for students with whom they will provide academic, socioemotional and behavioral support with increased communication with teachers and family. Action has remained the same, only budget has been modified.	1. $246,481.00 2. $395,697.00 1. LCFF - SCG (Low Income) 2. Title I (Site) 1. Resource 0400 Counselor Salary 1210 Benefits 3XXX Mgmt LC01 2. Resource 3010 Counselor Salary 1210 Benefits 3XXX Mgmt LC01 (Site Funded)	1. $201,181.00 2. $268,613.00
Provide foster youth, low income students and homeless youth with increased services as they are identified and enrolled in the district. Increase services to positively impact school connectedness through funding for involvement in co-curricular as well as school supplies to ensure they are equipped for success in classroom. Ensure all students have materials and supplies to participate in school programs that impact academic achievement and college/career preparation.	$30,000.00 Title I (District) Resource 3010 Instructional supplies 4310 Transportation 5806 Mgmt HOME	$2,866.00
Continue to provide increased credit recovery opportunities for at-risk, EL, low income, homeless youth, and foster youth students to increase their opportunities to graduate on time. Opportunities may include but not be limited to the use of online credit recovery programs, independent study options, after school tutoring and dual or concurrent enrollment with the local community colleges. Action has remained the same, only budget has been modified.	$179,098.00 Title I (Site) Resource 3010 Other Services 5808 & 5886 Computer Tech Related Services 5840 Mgmt LC01	$647,710.00
School site administration will engage school site teachers in the master scheduling process to ensure their master schedule meets the specific needs of their students and identify target programs such as AVID, Spanish for Spanish Speaker, CTE, etc.	$0 N/A N/A	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to employ a Coordinator of English Learner Programs and Interventions. The coordinator will monitor EL student and RFEP student progress through a district–wide system and use the data to implement program and curricular changes to increase their achievement. The coordinator will set goals with school sites to increase the number of students earning the State Seal of Biliteracy. Action has remained the same, only budget has been modified.	1. $74,061.00 2. $74,061.00 3. $35,508.00 1. Title I (District) 2. Title III (District) 3. LCFF SCG (English Learners) 1. Resource 3010 Cert. Supervisor Contract 1316 Benefits 3XXX Mgmt LCEL 2. Resource 4203 Cert. Supervisor Contract 1316 Benefits 3XXX Mgmt LCEL 3. Resource 0790 Cert. Supervisor Contract 1316 Benefits 3XXX Mgmt LCEL	1. $60,281.00 2. $60,281.00 3. $39,139.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase the number of English Learner students achieving proficiency and reclassification through the use of intervention/support classes, supplementary instructional materials, afterschool tutoring and student progress monitoring by site EL Coordinator, ELD designated teachers and site administration. Action has remained the same, only budget has been modified.	1. $11,567.00 2. $26,250.00 3. $12,321.00 1. LCFF SCG (Low Income) 2. Title III (District) 3. LCFF SCG (English Learner) 1. Resource 0400 Instructional Supplies 4310 Mgmt LCEL 2. Resource 4203 Instructional Supplies 4310 Refreshment 4331Other Services 5886 Mgmt LCEL 3. Resource 0790 Certificated Stipend 1950 Benefits 3XXX Mgmt LC01	1. $0 2. $9,557.00 3. $23,986.00
Provide release time or extra duty for teachers to refine and improve district pacing guides (Rigorous Curriculum Design) as well as revise and align course offerings (new course adoptions) in all subject areas to meet state framework requirements, common core instructional shifts, differentiation for at-risk students and A-G requirements. Curriculum Coordinators will expand Curriculum Advisory Boards for all curricular areas. Department chair representatives and volunteer teacher will serve on district Curriculum Advisory Boards in all curricular areas to support curricular decision making. Teachers will be compensated extra duty if not receiving a stipend.	$79,139.00 LCFFSCG Resource 0400 Extra Duty Certificated 1130 Certificated Subs 1140 Benefits 3XXX Mgmt LC01	$12,355.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Support students meeting the state college and career indicator in the area of career pathways by continuing to fully fund and expand the Career Technical Education Program, CTE courses, dual enrollment courses and other courses that qualify for career readiness. Provide for the necessary personnel as well as instructional materials, equipment, stakeholder awareness, and career exploration not provided through other budget resources such as Perkins, etc. Provide funding to support Career Technical Student Organizations to increase student involvement in career education. Increase student participation in career pathways to reach completer status, especially for students who may not be immediately college bound. Action has remained the same, only budget has been modified.	$815,668.00 LCFFSCG (CTE Programs) Resource 0965 Teacher salaries 1XXX, Benefits 3XXX, Other Book 42XX, Instructional Supplies, 43XX Equipment, 44XX, Travel & Conferences 52XX, Dues/Memberships 53XX, Transportation 57XX, Contracted Services 58XX, Inter-Governmental Fees 59XX, Mgmt LCOP	$800.268.61

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide instructional materials and resources to support/increase the implementation of standards-aligned curriculum that reinforces the instructional shifts of common core. Include electronic databases and online subscriptions to provide teachers and students increased access to expository texts and literary materials that support common core. Support textbook adoptions to meet the changes of the California State Standards, the History Social Science Framework and the Next Generation Science Standards. The Director of Common Core will support curriculum and instruction needs across all student groups and all school sites including professional development and stakeholder engagement activities. New materials will specifically align with the needs of at-risk Learners, as well as English Learners, to ensure universal access to the core curriculum with support materials as needed. In addition, in order to increase diverse and inclusive use of the district libraries, VVUHSD is planning a Genrefication organization and additions of flexible seating and maker-spaces. Overall, the Genrefication organization (organizing by subject instead of just the Dewey decimal system) increases comfort and use of the library, especially in students not accustomed to using the library. Flexible seating and maker-spaces increase comfort thereby decreasing stress and providing students the ability to engage their minds in a more productive manner.	1. $2,758,319.00 2. $89,343.00 3. $49,279.00 4. $458,681.00 1. LCFFSCG 2. Title I (District) 3. Title II (District) 4. Lottery Resource 0400 Other Services 5840, Mgmt LC01 Resource 3010 Certificated Salary 1316, Benefits 3XXX Mgmt LC01 Resource 4035 Certificated Salary 1316 Benefits 3XXX Mgmt LC01 Resource 6300 4110 Textbooks Mgmt LC01	1.$54,579.15 2.$50,055.71 3.$50,055.71 4.$1,499.785.80
Increased access to college visits, college and career fairs, and community events for future college and career planning through study trips and bringing in contracted events for students. Various college events will target foster youth, homeless youth and English Learners as well as other at-risk students. The district will employ the use of the National Student Clearinghouse to track district student enrollment in colleges and universities across the nation.	1. $48,000.00 2. $1,700.00 1. Title I (District) 2. LCFF-SCG (At-Risk) 1. Resource 3010 Transportation 5806 Contracts 5808 Site Licences 5840 Entry Fees/Admission 5886 Mgmt LC01 2. Resource 0400 Other Services 5840 Mgmt LC01	1.$30.059.38 2. $2,125.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The TechEd division will continue implementation of the district technology plan. Through the use of LCFFSCG funds and ERate, the district will continue to improve technology infrastructure and replacement of aging equipment such as desktop computers, wifi equipment, etc. at school sites to stay current and meet the needs of staff and students for college readiness and 21st century skills. Increase access to technology and district programs for targeted students to provide them with dedicated equipment in intervention classrooms and English learner support classrooms. Action has remained the same, only budget has been modified.	$200,000.00 LCFFSCG (AtRisk) Resource 0400 Computers & Other Hardware, 4440 Computer/Tech \Related Services 5840 Mgmt LC01	$44,569.19
Working with the TechEd division, school sites will adjust their site plans to focus on the use of categorical funds to purchase devices for student use in the classroom for instruction and assessment reducing the device to student ratio to 1 to 1 (1:1). These devices will support the large number of at risk students by providing them increased access to technology, they may not otherwise be able to use, on a daily basis. The Director of TechEd will support all school sites with technology implementation, data disaggregation and professional learning opportunities with a focus on target student groups to increase academic achievement. Action has remained the same, only budget has been modified.	1. $181,909.00 2. $39,213.00 1. Title I (Site) 2. Title I (District) Resource 3010 Comp Related Expenses 4340, Computers & Other Hardware 4440 Mgmt LC01 Resource 3010 Certificated Salary 1316, Benefits 3XXX Mgmt LC01	1. $116,131.00 2. $50,664.00
Purchase additional instructional materials to assist moderate to severely disabled students access to the CSS. Action has remained the same, only budget has been modified.	1. $44,806.00 LCFFSCG Resource 0400 Instructional Materials 4310 Mgmt LC01	1. $2,453.67

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
TechEd will continue to employ two additional staff to regularly provide support for teachers and administration to collaborate on data compilation, disaggregation of data, and data uploading to various online sources such as Cal Grant, etc. Additional staff has been required to the increase in the enrollment of at-risk students which has resulted in more technology dedicated to sites to increase academic achievement of of targeted student groups. Additional professional development will be provided to all staff in regards to Aeries, CalPads, understanding data requirements, timelines, and skills to navigate data manipulation requirements in order to best support the academic needs of students most at-risk of not graduating. Action has remained the same, only budget has been modified.	$269,505.00 LCFFSCG (AtRisk) Resource 0400 Classified Salary 2213, Benefits 3XXX Mgmt LC01	$267,970.62
Continue to support the Bridge Program aligned with Victor Valley College by identifying a counselor at each campus who will help identify and recruit students. Students will earn priority enrollment and the bridge counselor will support them with the process. Bridge counselor will be provided extra duty pay for activities and job duties related to the Bridge Program that extend beyond the contractual day. Action has remained the same, only budget has been modified.	$5,479.00 Title I (District) Resource 3010 Certificated Extra Duty 1230, Benefits 3XXX Mgmt LC01	$30.10
Through increased college and career counseling, District and site administration, with the support of counselors and career center technicians, will work with local community colleges (specifically Victor Valley College) to establish/ maintain a concurrent enrollment and continue to increase the dual enrollment program. Students will have the opportunity to earn an AA or AS degree upon completion from high school. Action has remained the same, only budget has been modified.	$115,000.00 College Readiness Block Grant (Carryover) Resource 7338 Textbooks 4110 Mgmt LC01	$65,523.78
School sites may designate funding for student study trips that align with academic standards and college exploration to promote student achievement. Support transportation, admission fees, and chaperone funding necessary to increase the number of targeted students groups engaging in beyond the classroom learning experiences. Action has remained the same, only budget has been modified.	$103,000.00 Title I (Site & District) Resource 3010 Student Transportation 5720 Outside Transportation 5806 Admission Fees 5886 Mgmt LC01	$308,197.64

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The Coordinator of CTE will support counseling staff with the promotion of all available career pathways throughout the district to increase student awareness and choices available regarding college and career focus. The coordinator will also support the expansion of career opportunities through CTE by exploring greater opportunities for the district and school sites to strengthen ties with the business community, involving the counseling staff whenever possible. The coordinator will work with the middle school programs to align current vocational courses to the career pathways at the high schools. This will also include increased services for special education students through support of a workability liaison. Action has remained the same, only budget has been modified.	$77,867.00 LCFF SCG (Supplement Special Education) Resource 6520 Clerical Salary 2410, Benefits 3XXX Mgmt LC03	$69,272.23
Continue to employ a TOA Middle School Math coach and a TOA High School Math Coach in order to increase teacher support with content and instructional strategies to support the instructional shifts of concepts and the eight mathematical practices. Action has remained the same, only budget has been modified.	$297,466.00 Title I (District) Resource 3010 Certificated Salary 1110, Benefits 3XXX Mgmt LC04	$300,278.53
VVUHSD will increase instructional time by 5 minutes daily to provide additional support for our growing population of at-risk learner and improve student academic outcomes. In addition to increased instructional time, 9 general education teachers will be employed to reduce classes and accommodate increased enrollment.	$885,429.00 LCFFSCG Resource 0400 Salary 1110 Benefits 3XXX Mgmt LC01	$840,613.94
Increase the number of students applying to and being accepted to a college or university by increasing the following services: • Embed post high school test preparation by providing college entrance test during the school day (PSAT 8/9, PSAT/NMSQT, SAT, AP • Provide additional materials and online programs for student to prepare for the SAT, ACT, and other college readiness exams	$233,402.00 LCFFSCG Resource 0400 Testing 4354 Mgmt LC01	$101,395.50

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide academic interventions to support targeted student groups to increase academic achievement and reduce credit deficiency towards graduation through the following services: • Provide RTI support before and after school through a dedicated tutoring programs and APEX or GradPoint online courses at all school sites. • Targeted short term independent study for minor credit deficient students. • Provide 0 and/or 7th period credit recovery at the comprehensive high schools.1.25 • Offer students the opportunity to take independent study with a certificated teacher to remediate the chapters or units of study needed to complete course without having to repeat and entire course. • Provide transportation for students to attend 0/7th period course and afterschool RTI. Through community collaboration and the ASES program, Victor Valley Union High School District will provide after school learning experiences that develop students' academic, social, emotional, and physical needs and interests of students; through hands-on, engaging, student-centered, results-driven, learning activities that complement learning activities in the regular school day.	$550,763.00 Title I (Site) Resource 3010 Certificated Extra Assign. 1130, Instructional Supplies 4310, Audio/Visual 4311, Other Books 4210, Other Classified Pay 2950, Benefits 3XXX, Comp/Tech 4XXX. District Transportation 5720, Technology Support 5840 Mgmt SESV	$443.064.08
Implement a chronic absentee intervention program district-wide called Attention 2 Attendance by School Innovations & Achievement in order to reduce chronic absenteeism and target most at-risk groups such a low income, Foster Youth and Homeless Youth which data demonstrates have high rates of absenteeism. Continue and expand incentive programs to encourage and reward positive attendance. Use information during parent meetings and staff meetings to focus on chronic absenteeism and increase use of SARB process.12 responses. Action has remained the same, only budget has been modified.	1. $9,046.00 2. $59,000.00 Title I LCFFSCG (AtRisk) Resource 3010 Instructional Materials 4310 Mgmt LC01 Resource 0400 Contract Services 5808 Mgmt LC01	1. 0 2. $59,900.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to fully fund adult education and begin the accreditation process to earn WASC accreditation for the adult education diploma. Increase student support with the transition to the adult education program. Counselors will identify students who are approaching age 18 and are candidates for adult education due to their credit status and intervene early in order to help them transition to adult education to earn a diploma.	$508,083.00 Adult Education Resource 6391 : Certificated Salary 1XXX, Classified Salary 2XXX, Benefits 3XXX, Instructional Supplies 4XXX, Other Services 5XXX : Mgmt LC01	$452,574.65
Provide a transition programs/events for incoming students along with providing close articulation and collaboration between middle school and high schools (HS Academic Connections from 8th to 9th, Grade 7 Boot Camps, etc. for at-risk students in particular) to ensure proper placement and establish a five year plan for each incoming freshman. The intervention counselors will focus primarily on English learners, at-risk, foster youth and homeless youth to ensure they have an educational plan in place. Action has remained the same, only budget has been modified.	$61,041.00 LCFFSCG (At-Risk) Resource 0400 : Refreshments 4331, Instructional Materials 4310, Outside Transportation 5806, Other Services 5886 : Mgmt LC01	$0
The District will provide transportation to all students who live within the district boundaries, but outside the district walking limitation, for McKinneyVento students, homeless students, and foster youth or other low income students who are unable to secure transportation to school. The district school bussing services, as well and public transportation, are funded by the district LCFFSCG. The amount the district supplements the transportation program is approximately $3,842,021.00 or 21% of the SCG. This service is extremely important to decrease chronic absenteeism and increase the attendance of homeless youth, foster youth and low income students, therefore increasing their academic achievement, by attending consistently and increasing their opportunity to graduate.	$3,842,021.00 LCFFSCG Resource 0000 : Classified Salary 2XXX, Benefits 3XXX : Mgmt 0000	$4,228,894.44
(Moved from 2017-18 Goal 4, Action/Service 4.11) Establish ongoing EL parent/family meetings, with language translation, with counselors for the purpose of explaining college and career paths and interventions and supports available.	$0 N/A N/A	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
District will reduce the teacher to student ratio for select special education services using SCG funds to increase services to our students with disabilities through the hiring of additional severely handicapped teachers.	$312,675.00 LCFFSCG (Supplement Special Education) Resource 6500 : Certificated Salary 1110, Benefits 3XXX : Mgmt LC01	$355,314.82
Action has been removed from the LCAP for the 2019-2020 year.	$0 N/A N/A	$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions and Services for Goal 1 were generally implemented as planned with a few exceptions. Action 15 for the additional compensation for the VVC Bridge Counselor was not necessary due tot he fact the counselors are already compensated by VVC. This action item will not longer be included in the LCAP. Action 11 set aside funding to improve technology infrastructure and replacement of aging equipment but this funding course was not used due tot he fact that the district received significant amounts of learning loss funding from state and federal resources (GEER, RESSR, etc.) and therefore will reserve the budgeted funding for future use to support technology needs in the future once the district has exhausted all grant funding. and Action 25 was unable to be implemented due to COVID-19 and the transition programs for incoming grade 7 and 9 were done virtually and there was no need for the material and transportation expenditures. This funding will be reserved for similar event in the future once restrictions for in-person campus visitations are to the district campuses. In general, all other actions/services were implemented as planned. School sites are aligning the SPSAs with the LCAP an ensuring the implementation of goal 1 district wide

A description of the successes and challenges in implementing the actions/services to achieve the goal.

VVUHSD was very successful in the implementation of the majority of actions for the 2019-2020 LCAP. The major challenge for successful implementation was the the COVID-19 pandemic and the shift to virtual instruction as of March 30th, 2019. Some of the actions required in-person support while other were able to continue in a virtual or on-line learning environment. Goal 1 primarily focused on the academic needs of students and the program and materials required to successfully meet the state priorities. The following actins were fully implemented and

the budgeted funds were used to fund the action as anticipated: 1,3,4,5,6,8,10,12,14,16,17,18,19,20,21,22,23,24,26,27,28. Each action has very little difference between budgeted and actual expenditures. The following actions did have materials differences: Action 2: The foster youth and low-income funding to provide school supplies was underutilized due to the fact this target population was served by the funding allocated in action 3. Action 7: The rigorous curriculum design teams and the curriculum advisory boards were slowly phase out during the the school year and stopped meeting completely due to COVID-19. The funding was partially used to pay the members the extra duty for their attendance. Action 9 included a large funding set aside for the adoption of a new science curriculum. This was immediately placed on hold for the remainder of the year and the pilot suspended due to COVID-19. These funds will remain as a set aside for the 2020-2021 school year in order to resume the piloting process and select a new science adoptions for grades 7 - 12. Action 11: the funding for the technology upgrades was under utilized due tot he fact that the district participated in the eRate program and received significant reimbursement for technology upgrades. The district also used the emergency funding provided by the state and federal government to provide a majority of the student and staff technology needs due to the pandemic. Action13: The severely handicapped program required less materials for the program this but will continue have access annually tot eh LCFF fund in order to provide the students with a high quality program. Action15: The funding for the Victor Valley College Bridge Counselor at each school site in the district was no longer needed due to the fact that VVC provided them a stipend instead. Action 25: The incoming student transition activities were canceled due the 0pandemic and the funding was no longer needed for the events. Overall, VVUHSD has successfully implemented the 2019-2020 LCAP actions and services, even in light of the pandemic and sudden transition to distance learning.

Goal 2

VVUHSD will provide a safe learning environment for students and staff, with comprehensive safety standards, conducted in clean facilities that supports a positive school climate with family engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: 3
4 5
6 7
8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
1) District Graduation Rate 2019-2020 - Target 86.2% (California School Dashboard)	Working with the individual schools, we were able to fix the data around graduation for the class of 2020. It is important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect. Below is the class of 2020 graduation rate: SHS: 95.25% AHS: 94.52% V VHS: 89.68% CIMS: 100% UP:100% GHS is the alternate school. The site had ? seniors at the start of the year but due to the flexible enrollment and the DASS school criteria, many students enter and exit throughout the year. However, by the end of the year?? graduated.
2) Graduation Rate - Hispanic - 2019-2020 - Target 89.3% (California School Dashboard)	Graduation Rate - Hispanic - 2019-2020 - Results (Unavailable in the California School Dashboard) California School Dashboard 2018-2019 84.8% Dataquest 2019-2020 52.2% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)
3) Graduation Rate - African American - 2019-2020 - Target 78.1% (California School Dashboard)	Graduation Rate - African American - 2019-2020 - Results (Unavailable in the California School Dashboard) California School Dashboard 2018-2019 78% Dataquest 2019-2020 47.5% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)
4) Graduation Rate - White - 2019-2020 Target 85.4% (California School Dashboard)	Graduation Rate - White - 2019-2020 Result (Unavailable in the California School Dashboard) California School Dashboard 2018-2019 87.8% Dataquest 2019-2020 50.7% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)

Expected	Actual
5) Graduation Rate - English Learners - 2019-2020 Target 77.7% (California School Dashboard)	Graduation Rate - English Learners - 2019-2020 Result (Unavailable in the California School Dashboard) California School Dashboard 2018-2019 72% Dataquest 2019-2020 47.8% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)
6) Graduation Rate - Special Education - 2019-2020 Target 57.8% (California School Dashboard)	Graduation Rate - Special Education - 2019-2020 Result (Unavailable in the California School Dashboard) California School Dashboard 2018-2019 65.1% Dataquest 2019-2020 42% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)
7) Graduation Rate - Socially Economically Disadvantaged - 2019-2020 Target 86.5% (California School Dashboard)	Graduation Rate - Socially Economically Disadvantaged - 2019-2020 Result (Unavailable in the California School Dashboard) California School Dashboard 2018-2019 83.5% Dataquest 2019-2020 51% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)
8) Graduation Rate - Foster Youth - 2019-2020 Target 58.8% (California School Dashboard)	Graduation Rate - Foster Youth - 2019-2020 Result (Unavailable in the California School Dashboard) California School Dashboard 2018-2019 65% Dataquest 2019-2020 37.9% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)
9) SBAC English Language Arts: % Standard Met or Exceed (CAASPP) Targets 2018-2019: Grade 7 41% Grade 8 38% Grade 11 51%	SBAC English Language Arts: % Standard Met or Exceed (CAASPP) Results 2018-2019: Grade 7 Grade 8 Grade 11
10) SBAC Mathematics: % Standard Met or Exceed (CAASPP) Targets 2018-2019: Grade 7 27% Grade 8 23% Grade 11 19%	SBAC Mathematics: % Standard Met or Exceed (CAASPP) Results 2018-2019: Grade 7 % Grade 8 % Grade 11 %
11) A-G Completion % (Dataquest) 2018-2019 Target - 25.9%	A-G Completion % (Dataquest) 2018-2019 Result - 40.1% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)

Expected	Actual
12) District Attendance Rate (Local Data): Target - 98%	Result - 96.18% - The local attendance rate data was collect from month 1 - August through month 6 January for each school site. Beginning in month 7, February the data collection for attendance rates were only collected for 4 of the district school sites. In month 8, March, the data was not longer collected due to the COVID-19 outbreak and the shut down of the school district due to the pandemic.
13) AP Enrollment Data 2019-2020 Target 1,721	AP Enrollment Data 2019-2020 Result 1,104 students (College Boardl)
14) AP Passing Rates 2018-2019 - Target 19.9% 3 or Better Exam Score	AP Passing Rates 2018-2019 - Result 53% of students with a 3 or Better Exam Score
15) D & F Grade Data Total Grades Issued 2019-2020 Target - 16%	D & F Grade Data Total Grades Issued 2019-2020 Result- 19.2%
16) OMS Parent Attendance Data - Target (5%) 1,406 (Local Data)	OMS Parent Data - Results (Local Data) District-wide 970 Parents
17) Panorama Parent Climate Survey Targets: 2019-2020 1. Climate of Support for Academic Learning - 93% 2. Sense of Belonging (School Connectedness) - 93% 3. Knowledge and Fairness of Discipline, Rule and Norms - 90% 4. Safety - 89%	Panorama Parent Climate Survey Results: Winter 2019-2020 1. Climate of Support for Academic Learning - 88% 2. Sense of Belonging (School Connectedness) - 89% 3. Knowledge and Fairness of Discipline, Rule and Norms - 87% 4. Safety - 82%
18) Panorama Staff Climate Survey Targets: 2019-2020 1. Climate of Support for Academic Learning - 90% 2. Knowledge and Fairness of Discipline, Rule and Norms - 81% 3. Sense of Belonging (School Connectedness) - 73% 4. Safety - 61%	Panorama Staff Climate Survey Results: Winter 2019-2020 1. Climate of Support for Academic Learning - 88% 2. Knowledge and Fairness of Discipline, Rule and Norms - 78% 3. Sense of Belonging (School Connectedness) - 69% 4. Safety - 55%
19) Panorama Student Climate Survey Targets 2019-2020: 1. Climate of Support for Academic Learning - 70% 2. Safety - 69% 3. Knowledge and Fairness of Discipline, Rule and Norms - 60% 4. Sense of Belonging (School Connectedness) - 53%	Panorama Student Climate Survey Results Winter 2019-2020: 1. Climate of Support for Academic Learning - 79% 2. Safety - 77% 3. Knowledge and Fairness of Discipline, Rule and Norms - 82% 4. Sense of Belonging (School Connectedness) - 55% 5. Valuing of ELA & Math - 80% 6. Teacher-Student Relationships - 53%
20) CTE Enrollment Target - 3,800 or greater	CTE Enrollment 2019-2020 Enrollment Results 3,275 students (CALPADs)

Expected	Actual
21)College and Career Indicator 2018-2019 Targets Prepared - 50.6% Approaching Prepared - 17% Not Yet Prepared - 33%	College and Career Indicator 2018-2019 Results Prepared - 57.9% Approaching Prepared - 12.8% Not Yet Prepared - 29.3%
22) District High School 9-12 Adjusted Dropout Rate 2018-2019 Target - 4.9% (Dataquest)	District High School 9-12 Adjusted Dropout Rate 2018-2019 Result 45.2%- (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)
23) Middle School Dropout Rate 2018-2019 Target - 1% (Dataquest)	The middle school drop out rate provided by the California Department of Education is no longer available in Dataquest.
24) Annual Safety Drill Data (Local Data) 2019-2020 Targets: University Preparatory School-- LOCKDOWN 3 EARTHQUAKE 3 FIRE 3 Goodwill High School -- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2 Cobalt Institute of Math & Science-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 4 Hook Junior High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 4 Lakeview Leadership Academy-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 4 Adelanto High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2 Silverado High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2 Victor Valley High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2	2019-2020 Results : The remaining safety drills did not take place due tot he pandemic and the schools closing on March 13th, 2020. University Preparatory School-- LOCKDOWN 1 EARTHQUAKE 1 FIRE 1 Goodwill High School -- LOCKDOWN 3 EARTHQUAKE 2 FIRE 2 Cobalt Institute of Math & Science-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 3 Hook Junior High School-- LOCKDOWN 1 EARTHQUAKE 1 FIRE 1 Lakeview Leadership Academy-- LOCKDOWN 1 EARTHQUAKE 1 FIRE 4 Adelanto High School-- LOCKDOWN 2 EARTHQUAKE 1 FIRE 4 Silverado High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2 Victor Valley High School-- LOCKDOWN 1 EARTHQUAKE 1 FIRE 1
25) Safety Restraint Data 2017-2018 (Local Data) 2019-2020 Targets: INCIDENTS OF RESTRAINTS Adelanto High School - 2 Silverado High School - 24 Goodwill High School - 0 Victor Valley High School -9	2019-2020 Results: INCIDENTS OF RESTRAINTS Adelanto High School - 0 Silverado High School - 9 Goodwill High School - 0 Victor Valley High School - 5

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to assess district and school climate as well as parent/guardian feedback on satisfaction in areas measured by the state indicators and California School Dashboard. Climate assessments will be completed at the beginning of the year and be accessible by staff. Climate surveys will dis-aggregate data for at-risk groups such as foster youth and English Learners.	$32,000.00 LCFF-SCG contribution Special Education Dis-proportionality Resource 3312 Other services 5808 Mgmt LC02	$37,000 Title I instead of Dispro Funds - the account code was changed
Provide additional funding for school sites to offer additional resources (conferences, guest speakers, parent education programs, cultural proficiency, etc.) to parents/guardians to increase attendance at school site meetings and events. Support parents/guardian in their understanding of educational initiatives when they are serving as members of a committee such as DAC, SSC, ELAC or DELAC by offering conferences and training opportunities. Allow for refreshments and child care when needed. Action has remained the same, only budget has been modified.	$24,669.00 Title I (Sites) Resource 3010: Refreshments 4331, Comp Software 4340, Office Items 4350, Other Supplies 4390, Other Inventory 4490, Other Services 5808 : Mgmt LC02	$9,465.13
Offer College & Career events that involve parents, such as: College Application Workshops (Grades 11-12), College Information Workshops (Grades 9-12), Financial Aid Workshops (Grades 11-12), FAFSA Workshops (Grade 12), Scholarship Workshops (Grades 10-12) and K-16 Bridge Information Evenings. (SP, Strat.3, Spec.Rslt.2,II.A) Schools will ensure focus on target groups of student such Special Education, EL, Low Income, and Foster Youth.	$7,232.00 Title I (District) Resource 3010 District Transportation 5806 Admission Fees 5886 Mgmt LC02	$0
Hold annual meetings, led by counselors, teachers or administrative staff, with parents to educate/update parents on their child(ren)'s progress towards graduation and/or college & career readiness. Ensure the events for parents/guardians of targeted EL students are bilingual. The district will continue to employ a district translator to support all school and district events and meetings when needed to ensure communication with bilingual families. Action has remained the same, only budget has been modified.	$55,445.00 Title I (District) Resource 3010 : Interpretation 2211, Benefits 3XXX : Mgmt LC02	$100,530.24

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to employ a Public Engagement Information Manager for the purpose of increasing communication district wide about services and opportunities for families to receive support through specialized targeted programs and other needs based information. This position is important to help increase attendance and parent participation, particularly with our low income families.Victor Valley is 100% low income as a district and the need for a variety of communication of services for our target families is vital to student success. Action has remained the same, only budget has been modified.	$109,858.00 LCFFSCG (AtRisk) Resource 0400 : Classified Supervisor 2313, Benefits 3XXX : Mgmt LC02	$119,964.22
As school sites determine their college and career readiness needs, they will evaluate their needs and utilize the support of a career center technician or an additional college counseling needs through the SPSA process. Ensure that ALL high schools/school of choice have a dedicated career/college guidance technician who is highly trained to support all students' needs. Action has remained the same, only budget has been modified.	$317,076.00 LCFFSCG (AtRisk) Resource 0400 : Classified Salary 2410, Benefits 3XXX : Mgmt LC02	$344,958.77
Provide support for a Parent Center at school sites who have employed a Family Engagement Liaison. The Family Engagement Liaison will support and monitor parent engagement. They will also support the school sites with the annual parent survey/evaluation, parent attendance at workshops monitoring using OMS, and provide events to help parents navigate the school system. Action has remained the same, only budget has been modified.	1. $258,486.00 2. $46,838.00 1. Title I (Site) 2. LCFF/SCG (EL) 1. Resource 3010 : Classified Salary 2950, Benefits 3XXX : Mgmt LC02 2. Resource 0790 : Classified Salary 2950, Benefits 3XXX : Mgmt LC02	1.$240,924.71 2. $45.984.98

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(Moved from 2017-18 Goal 8, Action/Service 8.1) Maintain a district-wide safety committee who will support district safety though/by: • Revise the district-wide safety plan for all school sites and departments annually. Ensure the plan has clear primary and back-up roles and responsibilities for all staff at school sites and the district to perform in an emergency situation. Include professional learning for personal enrichment of staff in CPR, first aide, etx. • Performing site assessments to determine potential liabilities and create timelines to address both correction and prevention. • Ensuring police, probation and emergency responders are included in the creation of the safety plans. • Utilizing a monthly/quarterly calendar of required safety drills (fire, earthquake, and intruder) in compliance with California Education Code, to include submission of evidence to Risk Management. • Coordinate the planning and implementation of regular staff training on safety-plans district-wide.	$0 N/A N/A	$0
(Moved from 2017-18 Goal 8, Action/Service 8.3) Create a team at each school site for safety and support. The team will meet quarterly to: • Establish a school site crisis team led by a site administrator with essential personnel to support students and staff in a crisis. • Schedule and coordinate training for the team and establish crisis protocols, mental health issues and socio-emotional support skills which staff is informed about annually. • Establish and coordinate training for staff on emergency response procedures. • Provide revisions to the school site safety plan.	$0 N/A N/A	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide workshops/ professional development opportunities to certificated and classified staff enhance the practices, safety and security of our students and staff.Support customer service training and job alike training for classified staff to ensure high quality service to staff and families. The training will also provide staff with skills and supports to help serve our low income families, and identify foster youth and homeless youth, to ensure they are receiving supplementary services at the school sites. Action has remained the same, only budget has been modified.	$52,875.00 LCFFSCG (At-Risk) Resource 0400 : Certificated Subs 1140, Classified Aides Subs 2140, Campus Aide Subs 2245, Classified Office/Admin Sub 2440, Benefits 3XXX, Conference 5220, Other Contracts : 5808 Mgmt LC02	$5,547.06
Conduct an annual review of the effectiveness of campus safety officers at all schools and establish guidelines for staffing based on student numbers and safety related incidents. Continue to provide training for safety officers and recruitment/training of substitute safety officers. Contract for law enforcement services for probation officers and school resource officers (SROs) for student safety and SARB. Probation officers will provide on campus supports for at risk students in areas including anger management, drug/alcohol abuse, and other socialemotional programs. Probation Officers and SROs will conduct home visits for students who are chronically absent including homeless and foster youth.	$606,305.00 LCFFSCG (AtRisk) Resource 0400 : Judicial Services 5824 : LC02	$554,639.80
Based on potential funding resources, VVUHSD will explore hiring Board Certified Behavior Analyst to support identified students with interventions and supports during the 2019-2020 school year. Schools will be selected for services based on academic and behavioral data as well as the duplicated student groups who are demonstrating a need for behavioral intervention. Employment will depend on available funding that may be allocated during the 2019-2020 school year.	$0 TBD TBD	$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Goal 2 in the 2019-2020 LCAP were used to provide the services described in each action. Action 3 was the only action in which the funding was not utilized to complete the service. The College and Career events provided by the district were often supported and funded by the school sites. VVUHSD still held the annual UCAN College Fair at Adelanto High School in fall of 2019 and the career center technicians, in conjunction with the school site counselors and administration provided college visits to local and regional colleges and universities. The school site organized college visit were paid by school site Title I funding. When reviewing action 12, the exploration of hiring a board certified behavior analysts, this action did not have funding associated due to the fact the district was still determining the need of such a position for our special education department. This position was not established during the 2019-2020 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

VVUHSD was very successful in the implementation of the majority of actions for Goal 2 of 2019-2020 LCAP. The major challenge for successful implementation was the the COVID-19 pandemic and the shift to virtual instruction as of March 30th, 2019. Some of the actions required in-person support while other were able to continue in a virtual or on-line learning environment. Goal 2 primarily focused on safe and positive learning environments for students as well as stronger family engagement. The following actions were successfully implemented with little materials difference between budgeted and actual expenditures: 1, 2,,4, 5, 6, 7, 8, 9, 11, 12. Action 3, which focused on college and career events was primarily funded by the school site funding, the district funds set aside were not necessary to accomplish this action. Action 10: The professional learning funds set aside for the classified staff to provide safety training, SEL strategies and other targeted PD needs was underutilized and will be an stronger area of focus for the 2022-2024 LCAP. This goal includes many metric that are used to measure the success of actions implemented but the primary climate metric are the Panorama surveys. The student climate survey surpassed the established targets with student reporting an increase in academic support, safety, knowledge of rule and norms and school connectedness. This district added two additional areas, valuing of English and math as teacher-student relationships. The survey provided information that even though the only 53% of students reported a strong connection between students and teachers, the comparison to similar district was 70th percentile on this topic. Even more notably, when looking at the available sub-group data, EL students reported 56%, and special education students reported 63%. This is a positive sign the efforts the schools and district are making to provide an effective learning environment is making an impact. The family and staff climate surveys did not reach the intended targets but survey was given in winter of 2020 which is in the middle of the pandemic and we were in a virtual learning environment which may have impacted the survey results differently than in-person instruction. There was also a significant difference between staff male and female responses to the climate survey. Males demonstrate between +1 and +8 percentage increase in all areas while the female staff members demonstrated between -2 and -7 percent decrease in all areas. The district need to understand why female staff members feel marked less positive about the climate in the district and at school sites.

As for the family survey, the survey results demonstrate positive growth in grade 7 and and then experiences a downward trend with each higher grade level. This may also be data that required more in-depth investigation by the district and school sites. Overall, VVUHSD is making growth in achieving their goal of providing a safe and positive learning environments for students as well as stronger family engagement

Goal 3

VVUHSD will ensure all students learn in a supportive environment with highly qualified teachers, who are provided opportunities for meaningful professional learning, and who participate in a collaborative culture of continuous improvement for student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1
4
7
8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
1) District High School 9-12 Adjusted Dropout Rate 2018-2019 Target - 4.9% (Dataquest)	District High School 9-12 Adjusted Dropout Rate 2018-2019 Result 45.2%- (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)
2) District High School 9-12 Adjusted Dropout Rate 2018-2019 Hispanic/Latino Target <1.5%	District High School 9-12 Adjusted Dropout Rate 2018-2019 Hispanic/Latino Result = 15.1% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)

Expected	Actual
3) District High School 9-12 Adjusted Dropout Rate 2018-2019 Asian Target > 1%	District High School 9-12 Adjusted Dropout Rate 2018-2019 Asian Result = 8.8% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)
4) District High School 9-12 Adjusted Dropout Rate 2018-2019 African American Target > 2.0%	District High School 9-12 Adjusted Dropout Rate 2018-2019 African American Result = 21.8% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)
5) District High School 9-12 Adjusted Dropout Rate 2018-2019 White Target - 4.0%	District High School 9-12 Adjusted Dropout Rate 2018-2019 White Result = 11.3% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)
6) District High School 9-12 Adjusted Dropout Rate 2018-2019 Two or More Races Target - 6.6%	District High School 9-12 Adjusted Dropout Rate 2018-2019 Two or More Races Result = 17.8% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)
7) SBAC English Language Arts: % Standard Met or Exceed (CAASPP) Targets 2018-2019: Grade 7 41% Grade 8 38% Grade 11 51%	SBAC English Language Arts: % Standard Met or Exceed (CAASPP) Results 2018-2019: Grade 7 Grade 8 Grade 11
8) SBAC Mathematics: % Standard Met or Exceed (CAASPP) Targets 2018-2019: Grade 7 27% Grade 8 23% Grade 11 19%	SBAC Mathematics: % Standard Met or Exceed (CAASPP) Results 2018-2019: Grade 7 % Grade 8 % Grade 11 %
9) ELA Grade of D or F 2019-2020 Targets Grade of "D" - 1,046 Grade of "F" - 1,105	ELA Grade of D or F 2019-2020 Results Grade of "D" - 2,248 Grade of "F" - 1,622
10) A-G Completion % (Dataquest) 2018-2019 Target - 25.9%	A-G Completion % (Dataquest) 2018-2019 Result - 40.1% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)
11) AP Enrollment Data 2019-2020 Target 1,721 (College Board)	AP Enrollment Data 2019-2020 Result 1,104 students (College Board)

Expected	Actual
12) AP Passing Rates 2018-2019 - Target 19.9% 3 or Better Exam Score (College Board)	AP Passing Rates 2018-2019 - Result 53% of students with a 3 or Better Exam Score

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(Moved from 2017-18 Goal 5, Action/Service 5.1) 3.1) Establish various Adhoc professional development committees that empowers stakeholders in the planning, implementation and coordination of professional development opportunities. Provide extra duty for staff to attend committee meetings beyond the contractual day.	$0 N/A N/A	$0
3.2) Maintain one central location to store information regarding professional development attendance that is easily accessible. (OMS). Provide consultants, district experts or other services to support staff professional development. Action has remained the same, only budget has been modified.	$31,476.00 Title II (District) Resource 4035 : Object 5808, Site License 5840 : Mgmt LC03	$111,354.48
3.3) The district will provide equitable professional development for counselors, teachers and administration (site and district) in areas that directly impact student achievement, effective data analysis, EL strategies, student wellness and alignment of district and site goals to the state priorities and dashboard indicators. Allow for consultants and conferences to provide expert professional development. Provide extra pay for staff to attend district designed professional development beyond the contractual day. Design a two day professional development program for certificated staff prior to the start of the school to reinforce best practices, socioemotional learning and curriculum alignment. Employ an evaluative inquiry process to monitor and guide district professional development. A professional learning committee will support the design of the summer professional development. Action has remained the same, only budget has been modified.	$376,356.00 Title I (District) Resource 3010 : Certificated Extra Assign 1130, Certificated Subs 1140, Benefits 3XXX, Conferences 5220, Other Contracts 5808 : Mgmt LC03	$126,525.07

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.4) Employ district coordinators to support professional learning and curriculum/content development in the areas of math, science, history/social science and English through district categorical funding. The coordinators will also support other content areas as needed with curriculum/content development. The coordinators will support rigorous curriculum design and curriculum advisory board organization and implementation.	1. $74,655.00 2. $298,620.00 1. Title II (District) 2. Title I (District) 1. Resource 4035 : Certificated Contract 1316, Benefits 3XXX : Mgmt LC05 2. Resource 3010 : Cerificated Contract 1316, Benefits 3XXX : Mgmt LC05	1. $76,642.04 2. $306,569.20
3.5) (Moved from 2017-18 Goal 1 Action/Service 1.14) Provide professional development for counselors and career center technicians in college entrance requirements, financial aid options for low income students, the Dream Act and other information to increase equitable access to UC/CSU/CC for targeted student groups.	$20,000.00 Title II (District) Resource 4035 Travel & Conf 5220 Other Contracts 5808 Mgmt LC03	$6,091.28

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Goal 3 in the 2019-2020 LCAP were used to provide the services described in each action. The funds in actin 3 that were underutilized remained available for teacher professional learning during the redesigned and innovative virtual teacher professional learning event offered July 27-29, 2020. This event continued to provide high quality professional learning for teachers by focusing on four primary areas: Academic Instructional Tool and Curriculum Implementation, Assessment, Distance Learning, and Social Emotional Support and Multi-tiered Systems of Support.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

VVUHSD was very successful in the implementation of the majority of actions for Goal 3 of 2019-2020 LCAP. The major challenge for successful implementation was the the COVID-19 pandemic and the shift to virtual instruction as of March 30th, 2019. Some of the actions required in-person support while other were able to continue in a virtual or on-line learning environment. Goal 3 primarily focused on professional learning for teachers and staff to ensure a high quality instructional program. The following actions were successfully implemented with little materials difference between budgeted and actual expenditures: 1,2,4,5. Action 3 primarily focused on professional development for all staff. The estimated budget was larger due to the fact that the majority of the professional learning is organized to take place beyond the contractual day which requires compensation for staff. This VVUHSD provided an exemplary professional learning program for all instructional staff and paraprofessionals, with the majority of the professional learning integrated into the contractual day. This was especially true for the transition to distance learning when the pandemic forced the closure of school districts in March of 2020. Between March 13th and March 30th, the VVUHSD Educational Services Department provided layers of professional learning and developed a distance learning website in order to prepare for and support our instructional staff with the shift to a virtual learning environment. The professional development opportunities were not limited to district staff, we also developed a family learning program called Parent University, to help them acquire the skills regarding online learning tools and technology in order to support their students in the home. We also developed training videos for students as well to ensure they also could navigate the learning management platforms such as Google Classroom and Canvas.

Goal 4

VVUHSD will establish district-wide uniformity in procedures, policies, and materials to ensure effective implementation of district initiatives designed to increase student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 3

6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
1) Panorama Student Climate Survey Targets 2019-2020: 1. Climate of Support for Academic Learning - 70% 2. Safety - 69% 3. Knowledge and Fairness of Discipline, Rule and Norms - 60% 4. Sense of Belonging (School Connectedness) - 53%	Panorama Student Climate Survey Results Winter 2019-2020: 1. Climate of Support for Academic Learning - 79% 2. Safety - 77% 3. Knowledge and Fairness of Discipline, Rule and Norms - 82% 4. Sense of Belonging (School Connectedness) - 55% 5. Valuing of ELA & Math - 80% 6. Teacher-Student Relationships - 53%
2) Panorama Parent Climate Survey Targets: 2019-2020 1. Climate of Support for Academic Learning - 93% 2. Sense of Belonging (School Connectedness) - 93% 3. Knowledge and Fairness of Discipline, Rule and Norms - 90% 4. Safety - 89%	Panorama Parent Climate Survey Results: Winter 2019-2020 1. Climate of Support for Academic Learning - 88% 2. Sense of Belonging (School Connectedness) - 89% 3. Knowledge and Fairness of Discipline, Rule and Norms - 87% 4. Safety - 82%
3) Panorama Staff Climate Survey Targets: 2019-2020 1. Climate of Support for Academic Learning - 90% 2. Knowledge and Fairness of Discipline, Rule and Norms - 81% 3. Sense of Belonging (School Connectedness) - 73% 4. Safety - 61%	Panorama Staff Climate Survey Results: Winter 2019-2020 1. Climate of Support for Academic Learning - 88% 2. Knowledge and Fairness of Discipline, Rule and Norms - 78% 3. Sense of Belonging (School Connectedness) - 69% 4. Safety - 55%
4) Uniform Compliant Filings 2019-2020 Target = 0 (Local Data)	Uniform Compliant Filings 2019-2020 Results = 0
5) Williams Finding Report Targets: (SBCSS) 1. Instructional Materials : No Insufficiencies were observed 2. Facilities: • Extreme Deficiencies: None Observed • Good Repair Deficiencies: No More than 2 reported 3. Teacher Assignments: No findings	Williams Finding Report Results 2019-2020: (SBCSS) 1. Instructional Materials : No Insufficiencies were observed 2. Facilities: • Extreme Deficiencies: 2 observed, 1 remedied, 1 outstanding • Good Repair Deficiencies:130 observed, 61 remedied, 69 outstanding 3. Teacher Assignments: No findings
6) Teacher Assignment data 2019-2020 (Local Data) Maintain Teacher Assignment Williams Report Status as “no findings”	Teacher Assignment data 2019-2020 = Result Teacher Assignment Williams Report Status as “no findings” (Local Data)

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1) (Moved from 2017-18 Goal 6, Action/Service 6.1) Define and promote VVUHSD expectations for staff, students and parents through the following: • Investigate programs to support customer service expectations and continue to use climate data to guide the direction of classified professional development in customer service expectations. • Provide annual training for all staff on district policies and procedures.	$0 N/A N/A	$0
4.2) (Moved from 2017-18 Goal 7, Action/Service 7.3) Student Support Services and the Central Enrollment Center will collaborate with outside agencies to provide a collaborative network with referral resources for housing, food, clothing and health services. Student services and health services will begin exploration of clinical counseling services, psychologist interns, counseling interns or other programs to provide additional services. Expand the availability of resources or on-site support utilizing local counseling agencies and community support services including Desert Mountain SELPA and County Mental Health for students and their families.	$20,000.00 Title I (District) Resource 3010 Other services 5808 Mgmt LC04	$625.00
4.3) Design and offer district and/or school competitions/celebrations to encourage school connectedness and celebrate achievement of low income and at-risk students which will include, but not be limited to: National College Signing Day, Pathway Completion Achievement, Science and Engineering Fair Awards, Visual and Performing Arts Achievements, National History Day Competition, Reclassification Ceremony, Etc. Implement / maintain district and/ or site supported student recognition programs such as: Renaissance, Honor Roll, National Honor Society, Student of the Week, It's a Gas to go to Class. Action has remained the same, only budget has been modified.	$8,000.00 LCFFSCG (At-Risk) Resource 0400 : Instructional Supplies 4310, Other Services 5886 : Mgmt LC04	$674.54 Resource changed to 0000.
4.4) (Moved from 2017-8 Goal 7, Action/Service 7.7) Develop an open choice transition program for Special Education students ages 18-22 to continue with life skills and workability training. If increased funding through the workability program is available, restore the clerical position to support workability.	$0 N/A N/A	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.5) Each school site and district division will establish the following: (strategic plan) • Organization flow chart • Division of responsibilities • Commonly used forms on the district website • Flowcharts to help navigate specific commonly requested processes • Protocols and timelines for common/annual processes, procedures and events • Quarterly calendar of required safety drills (Fire, Earthquake, Intruders)	$0 N/A N/A	$0
4.6) Provide annual training for classified staff in the following areas: (strategic plan) • Customer service • Division specific skills • Safety protocols	$0 N/A N/A	$0
4.7) Align graduation requirements so that every student in VVUHSD on a diploma track will complete the CU/CSU college entrance requirements for graduation.	$0 N/A N/A	$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All the actions for Goal 4 were implemented as planned and every budget was utilized as intended with exception of action 2. The resource was changed from LCFF to general fund and the remaining funding was still made available to school sites but due to the pandemic, many end of the year events were cancelled and held virtually which required no additional fiscal support.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

VVUHSD was very successful in the implementation of the majority of actions for Goal 4 of 2019-2020 LCAP. The major challenge for successful implementation was the the COVID-19 pandemic and the shift to virtual instruction as of March 30th, 2019. Some of the actions required in-person support while other were able to continue in a virtual or on-line learning environment. Goal 4 primarily focuses on district-wide uniformity in procedures, policies, and materials to ensure effective implementation of district initiatives. The following actions were successfully implemented with little material differences between budgeted and actual expenditures: 1,4,5,6. Action 2 provided a budget for resources for student support services and central enrollment in order to support our at-risk families with emergency services. The district often

provided resources such as mental health support and counseling through community organizations and the country office of education free of charge at no cost to the district. Action 7 did not have an associated budget but the action was not implemented. The district will no longer be pursing the shift of the district graduation requirements to match the CSU/UC A-G requirements and the three years of lab science.

Goal 5

VVUHSD will focus on student and staff wellness to promote student academic success through the design and support of programs in attendance, responsible behavior, positive attitudes, and social-emotional learning.

State and/or Local Priorities addressed by this goal:

State Priorities:
5
6 7

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
1) District High School 9-12 Adjusted Dropout Rate 2018-2019 Target - 4.9% (Dataquest)	District High School 9-12 Adjusted Dropout Rate 2018-2019 Result 45.2%- (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)
2. Middle School Drop Out Rate 2018-2019 Target - 1%	The middle school drop out rate provided by the California Department of Education is no longer available in Dataquest.

Expected	Actual
3) District Expulsions Target - 62 Students	Expulsion Outcomes 20190-2020 Full Expulsions = 15 students Stipulated Expulsions = 14 Total = 29
4) Positive Behavior Support Interventions School Cohorts for implementation Targets - Year 1 Cohorts = 0 Year 2 Cohorts = 0 Year 3 or 3+ Cohorts = 8	Positive Behavior Support Interventions School Cohorts for implementation Results: Year 1 Cohorts = 0 Year 2 Cohorts = 0 Year 3 or 3+ Cohorts = 8
5) Panorama Student Climate Survey Targets 2019-2020: 1. Climate of Support for Academic Learning - 70% 2. Safety - 69% 3. Knowledge and Fairness of Discipline, Rule and Norms - 60% 4. Sense of Belonging (School Connectedness) - 53%	Panorama Student Climate Survey Results Winter 2019-2020: 1. Climate of Support for Academic Learning - 79% 2. Safety - 77% 3. Knowledge and Fairness of Discipline, Rule and Norms - 82% 4. Sense of Belonging (School Connectedness) - 55% 5. Valuing of ELA & Math - 80% 6. Teacher-Student Relationships - 53%
6) Panorama Parent Climate Survey Targets: 2019-2020 1. Climate of Support for Academic Learning - 93% 2. Sense of Belonging (School Connectedness) - 93% 3. Knowledge and Fairness of Discipline, Rule and Norms - 90% 4. Safety - 89%	Panorama Parent Climate Survey Results: Winter 2019-2020 1. Climate of Support for Academic Learning - 88% 2. Sense of Belonging (School Connectedness) - 89% 3. Knowledge and Fairness of Discipline, Rule and Norms - 87% 4. Safety - 82%
7) Panorama Staff Climate Survey Targets: 2019-2020 1. Climate of Support for Academic Learning - 90% 2. Knowledge and Fairness of Discipline, Rule and Norms - 81% 3. Sense of Belonging (School Connectedness) - 73% 4. Safety - 61%	Panorama Staff Climate Survey Results: Winter 2019-2020 1. Climate of Support for Academic Learning - 88% 2. Knowledge and Fairness of Discipline, Rule and Norms - 78% 3. Sense of Belonging (School Connectedness) - 69% 4. Safety - 55%
8) District Attendance Rate (Local Data): Target - 98%	Result - 96.18% - The local attendance rate data was collect from month 1 - August through month 6 January for each school site. Beginning in month 7, February the data collection for attendance rates were only collected for 4 of the district school sites. In month 8, March, the data was not longer collected due to the COVID-19 outbreak and the shut down of the school district due to the pandemic.

Expected	Actual
9) District Annual Suspension Rates 2018-2019 Data Release Targets: District 7.7% English Learners 5.8% Foster Youth 16.0% Homeless 12.0% Low Income 6.9% Special Needs 14.1% African American 15.0% Hispanic 5.1% Two/More Races 12.0% White 7.0%	District Annual Suspension Rates 2018-2019 Data (Dataquest) Targets: District 8.0% English Learners 8.4% Foster Youth 19.1% Homeless 12.8% Low Income 9.3% Special Needs 15.2% African American 16.5% Hispanic 6.1% Two/More Races 8.5% White 5.9%
10) District Graduation Rate 2019-2020 - Target 86.2% (California School Dashboard)	Working with the individual schools, we were able to fix the data around graduation for the class of 2020. It is important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect. Below is the class of 2020 graduation rate: SHS: 95.25% AHS: 94.52% V VHS: 89.68% CIMS: 100% UP:100% GHS is the alternate school. The site had ? seniors at the start of the year but due to the flexible enrollment and the DASS school criteria, many students enter and exit throughout the year. However, by the end of the year?? graduated.
11) All students Chronic Absenteeism Reduction Target 12.5% (California School Dashboard rep[orts chronic absenteeism for grades 7 & 8 only)	Chronic Absenteeism December 2019 14% with is a decline of 0.8% from the 2018 dashboard. (California School Dashboard rep[orts chronic absenteeism for grades 7 & 8 only)

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.1) (Moved from 2017-18 Goal 6, Action/Service 6.3) District divisions and schools sites will establish committees and conduct committee meetings to review and update protocols and procedures on an annual basis. Stakeholders will provide input to ensure equity and compliance for all federal, state and district policies.	$0 N/A N/A	$0
5.2) Maximize use of the district website as an essential tool to communicate and provide resources to all stakeholders. Explore the use of Early Warning System provide real time data on at-risk students to counselors, teachers and site administration. Student groups will be disaggregated to monitor foster youth, homeless youth, students with disabilities, and English learners.	$15,000.00 LCFFSCG (At-Risk) Resource 0400 : Object 5840 : Mgmt LC05	$17,041.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.3) tilize team-building strategies district-wide during collaboration, meetings and classroom instruction to increase the positive attitudes towards learning and in the work place to promote the district shared belief that positive relationships foster success.	$0 N/A N/A	$0
5.4) Explore and/or expand programs at school sites to include peer to peer student support.	$30,000.00 Title I (District) Resource 3010 Instructional Supplies 4310 Mgmt LC05	$18,195.00 Site Title I Link Crew $2,950.00 Site Title I PLUS Program
5.5) (Moved from 2017-18 Goal 1, Action/Service 1.4) Ensure Foster Youth district liaison has adequate training, knowledge, and resources to carry out responsibilities (Ed. Code 48853.5) to reduce the effects of mobility for our foster youth. The district liaison will continue with professional development on homeless and foster youth as well as support/organize professional development for all district staff. The district liaison will maintain a database for foster youth and homeless youth contact information and coordinate with school site homeless liaisons.	1. $5,000.00 2. $1,000.00 1. LCFF-SCG (At-Risk) 2. Title I (District) 1. Resource 0400 Conferences 5220 Mgmt LC05 2. Resource 3010 Office Supplies 4350 Mgmt LC05	$0
5.6) Employ intervention teachers to target student socialemotional wellbeing and reduce behavior incidents on campus of target groups (OCI). The Intervention teacher will also support PBIS by implementing strategies during small group support and schoolwide initiatives. Revise job description and ensure position fidelity. School sites will implement an SEL curriculum to be used by the intervention teacher for additional support.	$462,896.00 Title I (Site) Resource 3010 : Teacher Salaries 1110, Benefits 3XXX : Mgmt LC01	$479,662.06

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.7) Based on potential funding resources, VVUHSD will explore hiring a Director of Comprehensive Student Support and Child Welfare & Attendance to review student suspension and expulsion data, administer all expulsion procedures, review inter and intra district transfers, coordinate/conduct attendance and suspension interventions, coordinate independent study programs, assist with GED program development, assist with foster youth support programs, McKinney Vento support programs, District Liaison for County Probation, 504 LEA Coordinator, student Title IX issues, supervise and provide support for district-wide PBIS implementation, support a district parent engagement center, address OCR and disproportionality issues with targeted groups and collect/review a variety of data related to LCAP. The Director of Comprehensive Student Support (CWA) will review all district-wide data monthly, with a focus identifying the highest number of Ed Code infractions for the purpose creating and monitoring appropriate interventions. During the implementation of PBIS, data will be used to modify and employ behavior expectation standards at each school site as well as maintain an updated district-wide discipline matrix outlining interventions and restorative justice practices.	$0 N/A N/A	$0
5.8) School sites will have the opportunity to use supplmentary funding to contract Licensed Family & Marriage Therapist for schools with suspension and expulsion data that indicates additional support and interventions are needed in the area of social-emotional learning.	$69,680.00 Tile I (Site) Resource 3010 : Other Contracted Services 5808 : LC05	$81,231.85

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All the actions for Goal 4 were implemented as planned and every budget was utilized as intended with exception of action 2. The resource was changed from LCFF to general fund and the remaining funding was still made available to school sites but due to the pandemic, many end of the year events were cancelled and held virtually which required no additional fiscal support. Limited amounts of funding were not expended as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

VVUHSD was very successful in the implementation of the majority of actions for Goal 5 of 2019-2020 LCAP. The major challenge for successful implementation was the the COVID-19 pandemic and the shift to virtual instruction as of March 30th, 2019. Some of the actions required in-person support while other were able to continue in a virtual or on-line learning environment. Goal 5 primarily focuses on programs to support student and staff wellness to promote student academic success. The following actions were successfully implemented with little material differences between budgeted and actual expenditures: 1,2,3,6,7,and 8. Action 2 which focused on peer to peer support programs expanded to 4 school sites in the district during the 2019-2020 school year. The funding set aside at the district level to support this action was not longer needed due the fact that the at-risk Title I funding in the school site student plans for student achievement (SPSAs) accomplished this action item. Programs such a Peer Leaders Uniting Students (PLUS) and Link crew provided social emotional supports and student avenues to address school climate and culture. Action 5 provided a small amount of funding for the district foster youth Liaison to attend professional learning events. The county of San Bernardino and the local SELPA often provided free of charge, foster youth and homeless youth workshops with allowed the liaison to attend at no cost to the district.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Under the CDPH guidance, the district remained ready to open once the direction was provided to do so in the ORANGE phase. VVUHSD opened school under a five-phase continuity plan. In phase 1 - August 2020- March 2021: VVUHSD provided online distance learning through 100% synchronous instruction daily during all periods and students received daily live instruction from 8 -12:07 PM. Teachers are available to provide additional support to students from 12:45 to 2:50 PM daily, during which time students who have demonstrated significant loss in the classrooms can be provided additional support by teachers. To support both synchronous and asynchronous learning, the following supports were provided: 1. Provide individual and community mobile hotspots to families to increase access to the Internet. Students will continue to receive this support in order to actively engage in the learning process.	$75,000.00	$60,000.00	Y
2. New devices for every site to support students and staff through the distance-learning process. Many of the current devices do not have the capacity to provide access to the apps that students need. The computers are either slowing down or crashing as more options are being added for access to content.	$3,291,826.50	$5,461,198.60	Y
3. CTE devices to support distance learning	$32,858.09	$20,378.33	Y
4. Interactive display screens in each classroom for teacher group zoom meeting and virtual learning ensuring that during Phase 2 and 3 teachers can conduct both live and in classroom-direct instruction	$2,100,000.00	$1,870,175.00	N
5. Docusign to support all IEP, SST and 504 signature for parent participation during distance learning	$ 4,364.00	$7,702.21	N
6. All teachers are provided with a laptop and other technology to support Distance learning.	$1,260,752.00	$1,905,237.39	N
7. Adobe eSignature for the district to allow for digital signatures	$8,500.00	$10,600.00	N

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
8. JT Tech - Extreme Networks to ensure reliable and uptime for the increased use of the network for the 8,000+ Chromebooks routing through the district system for internet access.	$89,482.00	$89,481.78	Y
9. PPE and Desk shields are to be set up in every class to support students and staff safety in the learning environment	$1,500,000.00	$1,631,405.50	N
10. Online student Google environment monitoring product	$38,000.00	$49,406.25	N
11. Provide online language translation services to meet the needs of non-English speaker parents	$10,000.00	$2000.00	Y
12 Additional subscription for CANVAS for ongoing teacher needs for digital platform options	$ 40,000	$18,500	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Estimated expenses: $8,450,782.59
Actual Expenditures: $11,126,085.06

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

We were successful in ensuring that our teachers and students received live instruction during the synchronous time from Monday to Friday.

In the second phase of school reopening, we provided the following in-person instruction: for students:
We brought back small cohorts starting March 15 and seniors starting April 12.
- Small cohorts are offered to students at-risk on Saturdays, EL students after school and on Saturdays,
- SH students returned to campus once a week with their teachers

- Learning pods were established with a substitute teacher supervision on each campus to support students with internet issues.
- Seniors returned on a split schedule- either Monday / Tuesday or Thursday / Friday. They were in classrooms, following all safety and security measures from 8-12:07 p.m. on these two days.
- All students returned on 4/26 on a similar two-day schedule. Those students who chose not to return, completed their classes online during the synchronous session. Teachers conducted the online and live session
- We were very successful in this model and were able to end the year safely. As indicated by our daily attendance rate and rising enrolment numbers, students and families are satisfied with our district's response during the Distance Learning phase.

Challenges:
Less than 25% of students and families returned to in-person instruction when we started school.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The district has met with all teachers in separate content area discussions to address needs and supports. It is the common understanding and commitment of all teachers that students will have access to instruction that is substantially similar in quality as in the regular classroom. For courses with no access to online digital curriculum format, the district supported teachers with access to A-G approved Acellus online content which includes all core subjects, Special Ed and EL accommodations and AP, World Language and elective options. . In addition, the district has provided hard copy text books for subject areas that did not have an online option and each school provided pick up drive through option at their sites. The district used the district adopted assessments. The district's adopted MyELD Companion as the ELD component for integrated ELD. These materials are all part of the district adopted ELA core materials and therefore is our supplemental addition for teachers and students to support the English language acquisition. For designated ELD, English 3D, Rosetta Stone and Acellus courses were available as supplemental materials for all levels of ELD.	$ 91,587.50	$91,045.00	Y
Mandatory training for all ELA/ELD teachers on designated and integrated supports.	$15,000	$103,678.00	Y
Online materials (N2Y) for students in the Special Education Severe to Profound program. Parents and service providers are able to continue to support students with continued Learning through materials that are appropriate yet easy to use. Each of these programs have built-in assessments and are adjusted to the student's ability which also supports the individual IEP plans and monitoring of student progress towards the goals and objectives. In addition all teachers and students had access to Acellus online which served as supplemental materials for teachers to bridge the learning gaps that occurred due to shortened class period and online instruction.	$110,734.94	$26,655.52	N

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Assessment protocols for students with learning gaps to determine needs for EL, FY and Homeless students	$ 15,000	$0	Y
BASC III assessments for Special Education and SEL learning	$2000.00	$0	N
Illustrative Mathematics for our IM9 and MC7 courses and SPED Math Language Routine specifically targets EL learners. 1,000 licenses at $19 per license	$19,000	$39,770.00	Y
7. Read 180/System 44 reading program for students who need additional assistance, including FY, HL, EL and students at-risk.	$370,000.00	$363,700.00	N
Box of manipulatives that serves as part of the learning plans for special needs	$10,000	$11,695.15	N
Laptops, interactive manipulatives and other classroom supports for students served in the moderate to severe programs	$50,000.00	$36,437.74	N
Additional staff time to support Distance Learning needs for students and families (Trainer of Trainer Model implementation)	$50,000	$23,643.61	Y
Cost for teachers to provide after school credit recovery and support	$250,000	$236,941.30	Y
CTE E-Textbooks	$122,912.58	$137,188.71	N
Purchase of Google Enterprise for Education to support distance learning initiatives.	$28,000.00	$26,400.00	N
Purchase PPVT-5 Q-global Scoring 1 for Severe to profound speech assessment	$ 3,348.00	$2,122.99	N
Purchase of Naviance for college and career support for all students.	$60,000.00	$0	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Estimated Total: $1,197,583.02
Actual: $1,099,278.02

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction:
Successes: VVUHSD students have attended synchronous online instruction, five days per week for 180 days for the 2020-2021 school year. Teachers provided instruction using Google Classroom or CANVAS. District also provided all students with devices and families with WIFI hotspots when requested. All students were provided time to check with teachers or receive additional support from 12:37-2:50 daily, during asynchronous time.
Challenges: Not all students were willing to attend regularly or some failed to show up for extended length of time.
Access to Devices and Connectivity:
Successes: All students were provided a device and the district distributed over 8000 devices. Families were also provided with a WIFI hotspot upon request. We placed 11 buses in the community with hotspots for students to access as well.
Challenges:
A lot of students and families were not willing to sign on regularly, despite being provided the devices. We also learned that the family set up didn’t allow for a positive learning environment and students often refused to turn on their cameras. Majority of the students were not comfortable with keeping their cameras on the whole time which made it difficult to gauge engagement during instruction. Students also complained that being online all day and then having to do their assignments online again, was very tiring. Many students did not turn in their assignments and did not pass the class.
Pupil Participation and Progress:
Successes: Many students participated and showed progress with their content. The district wide senior class had a 91% graduation success.
Challenges: However, this was a challenge. Data shows that F grades increased during the first semester and then dropped in the second semester. But the number of students attending the after school credit remediation doubled during second semester as students continued to remediate the F grades.
Distance Learning:
Successes: Teachers and students did a tremendous job pivoting to the synchronous teaching and learning and to the online content. After the initial struggle, the students were able to confidently navigate the systems.

Challenges: However, they have stated that they felt that the work load was too much and they had to be on the computer for extended periods of time which was a hardship. They also commented on social emotional needs, stress and overall fatigue with this mode of instruction.

Professional Development:
Successes: We continued to engage in PD with teachers and sites conducted their PLC meetings. The online format actually worked very well for staff.
Challenges: We didn't face a challenge in this area.

Staff Roles and Responsibilities:
Successes: After initial concerns and stresses with the transition to online format, staff did a great job,
Challenges:

Support for Pupils with Unique Needs:
We continued to provide supplemental resources for special needs and EL students. These were the first two cohorts that returned for in-person instruction in March.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In order to address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, and to assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics, the district has implemented the following steps: - Universal screening using STAR Renaissance will be conducted in August 2020 in order to get information for students who require - intervention provided through Tier II and III supports and intensive intervention for those who are three or more grade levels below standard with the district's tiered intervention plan. - Both ELA and mathematics teacher groups representing grades 7-12 have revised the pacing guides. - Next, the teachers will work as grade level teams to finalize the pacing guides and align the CFAs to the guides for the quarter. The CFA is based on the CA essential standards for each grade and allows teachers to use the results for planning of instruction, re-teaching and scaffolding as needed. - The district has implemented a four-tiered learning loss plan: Action 1: Tier III- Afterschool district wide tutoring. This is subject specific tutoring provided by teachers and paid for by district in addition to site based tutoring (Tier II) paid by site funds.	$25,000.00	$232,932.20	Y
Tier IV- Contracting with online intervention vendors to provide intensive support for students, including ELD and Special Ed, whose universal reading and math skills indicate that they are three or more grade levels below their peers on a national norm referenced test.	$1,500,000.00	$877,500.00	Y
Providing parent support workshops for school-home partnership with special emphasis on Foster Youth service providers, Homeless supports and EL families.	$60,000.00	$0	Y
After school training for teachers and Special Educator and bilingual paraprofessionals.	$10,000.00	$2000.00	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased the Master Teacher training modules to support paraeducators for supporting Sp Ed teachers and students 100-299 $39 per person for annual license for approx 225 paraeducators .	$9,000.00	$4,499.00	N
Fee waivers for AP, PSAT, SAT college tests.	$60,000.00	$98,925.00	Y
Support for Assistant Principal training .	$25,000.00	$17,990.00	Y
Total cost for myPerspectives program, Savvas, for additional online district adopted curriculum access, support and use for all students	$5,000.00	$3,600.00	N
MEZURE- Online psychoeducational Assessment for SWD to continue to develop IEP and provide support to students and teachers.	$8,612.00	$8,611.38	N
My Success Maker: A full curriculum that does automated course adaptation based on student gaps. $32 per student or math and english	$342,000.00	$0	N
Access for each site to online education and research materials.	$3,500.00	$26,416.84	Y
Online Curriculum purchased for CTE to access courses online	$83,189.00	$51,525.00	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Estimated Expenditure: $2,131,301.00
Actual Expenditure: $1,323,999.45

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Success:
VVUHSD provided synchronous instruction every day from, 8-12:07 and asynchronous support and tutoring from 12:37-6 p.m. The district implemented four-tiered intervention:
Tier 1: Teachers provided office hours during the daily asynchronous time (12:37-2:50 p.m.) during which time students could visit for additional help
Tier 2: from 3-4 p.m., the site provided tutoring for subject areas.
Tier 3: from 4-6 district had a group of teachers that remained online during this time to support students who needed additional help.
Tier 4: 24/7 homework help was provided with FEV tutors that students could access at any time, including late evening and weekends.

We had a lot of success in ensuring that we providing student access to technology devices and family access to EWIFI hotspots and followed up with semester-long after-school tech support workshops through the Trainer of Trainer model. Parent workshops were held in Spanish as well. We prepared the Distance Learning website which we uploaded weekly with new teacher videos to support students access to online materials and "how to" videos that helped teachers, students and families navigate the various learning platforms. We purchased Acellus as online supplemental material licenses that supported all programs, including EL and Special Education, in addition to providing CTE and AP courses. Teachers used this extensively to supplement their lessons and students provided positive feedback as well. We also introduced the Beginning of the Year and End of the Year Universal Screening, which proved very effective as we have the data to provide additional support with literacy in summer school and during intervention. We also successfully conducted the Common formative Assessments for each subject/grade in ELA and Math. The district also provided the Lighthouse program, which is a robust after-school credit remediation program that allowed students to remediate their D/F grade simultaneously during the year and not have to wait for the summer session. We remediated over 7000 credits this year.
Graduation for each of the high schools are as follows:
UP-100%
CIMS-100%
LLA-100%
AHS- 98.6%
SHS- 91%
VVHS- 96.5%
District- 91%

Of the 1560 seniors who remained in the district, 1310 students (84%) earned the district 220 credit diploma and 164 students (11%) opted for the AB86 approved CA state diploma of 130 credits. The total district graduation percent for the class of 2021 is 91%.

Challenges were faced with students not willing to use their cameras during the live sessions.
Additional challenges was students were "zoomed-out" and felt over whelmed with the amount of assignment. In response we saw a large number of F grades.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

In an effort to build capacity and have a shared understanding amongst staff, prior to the start of school, staff had an opportunity to participate in targeted professional development activities to support wellness:
1. Therapeutic Crisis Intervention for Schools (TCIS) De-escalation Strategies - Staff l\Learn effective de-escalation strategies to be most effective supporting students who are in a crisis, assist students in developing constructive coping skills and establish caring relationships; understanding what trauma looks like to choose how to best respond to a student's need.

2. Social Emotional Learning (SEL) Core Competencies - Learn the five SEL core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) and how they impact student success. Additionally, learn strategies to implement SEL in casual interactions.

3. ALL Means All! - Understanding of MTSS framework and implementation to support academic, behavioral, and social-emotional success for all students.

4. Additionally to the district has contracted the following services to support the wellness:
Kognito (Online training to build capacity in all staff to recognize and appropriately respond to signs of mental/emotional distress.)
CareSolace (24-hour "concierge" for families that includes, referrals to vetted local providers and services (by language and other preferences), helped making appointments, supported navigating and applying for insurance, sent reminders for and follow-up after appointments, collected data
on who the referral, and details of the service, (numbers of contacts, number of appointments, demographics).

A group of teachers and classified participated in district wide MTSS training. The district also hired an Intervention counselor to work with students at-risk and FY, HL. This counselors worked to provide additional support training related to family-home connections, student

engagement etc. In order to support the health of staff, the district is providing outreach opportunities for wellness through our risk management department. This team provided weekly email with resources related to physical and mental wellness, COVID related guidelines and care center information, and family counseling insurance updates that all staff can access

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

In the new environment of distance learning, there were many external factors that impacted a student's ability to access teaching, and with little to no control over some of these external factors, the District's tiered engagement and intervention plan attempted to consider and respond to these factors. The proactive engagement and outreach for the start of school included a multimedia approach, including but not limited to: sending important information home via U.S. mail and electronic mail, posting important information, dates, and resources on site and district websites and social media pages, hosting virtual family information/orientation sessions, responding to numerous individual family inquiries, and coordinating and/or facilitating districtwide virtual family engagement learning series. Families have access to these various efforts in English and Spanish.

Once daily student engagement becomes a concern, the following are the tiered engagement and outreach efforts:
Tier 1 Engagement and Outreach (Classroom)
After students are enrolled in school and have received their schedules, the first level of daily engagement and intervention is the classroom (Teacher and/or Instructional Aide). To support timely and effective outreach to non-responsive students, teachers will take accurate, daily period attendance. As the first level of engagement and outreach, teachers will communicate via email with all students on their rosters, including information regarding: contacts, class login, syllabus, and/or class attendance and behavioral expectations. To confirm receipt of the information, this initial communication will be sent with read notification and/or a request to reply to confirm receipt. For non-responsive students, a follow-up email will be sent to the student and parents/guardians. After a student has missed two consecutive classes and the Teacher/Instructional Aide was unsuccessful in attempts to communicate with the family, the Teacher will log efforts and refer non-responsive families to the site office, via established procedures. Additionally, district, community and county resources were shared with staff to refer families. Staff who requested a consult received support to gain more understanding and skills of incorporating wellness strategies in daily instruction and interactions. With the Distance Learning and virtual meetings, the Family Engagement Liaisons (FELs) recognize the value in planning and co-creating opportunities to serve families across sites. The FELs are planning and promoting virtual family workshops districtwide. In addition, the FELs also coordinated community-based organizations and resources on our website, social media, and newsletters.

The district also provided paid time for teachers to provide parent training on accessing their student's classroom lesson plans, grades and attendance. These workshops were offered from August to December with teachers who could answer academic questions as well.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Breakfast and lunch was served at all school sites with the exception of Goodwill. Meals are provided to VVUHSD students only at this time. Meals are being served curbside fashion. VVUHSD students can receive meals at any VVUHSD school site. The meal service hours were between 12pm and 2pm Monday thru Thursday. Thursday's meal service provides meals for both Thursday and Friday. Students did not need to be present to receive a meal. One of the following is needed to receive a meal as required by CDE but we have made it as simple as possible:
Action was taken to extend SFSP waiver and the district also implemented a Bus Stop feeding
schedule so students and families with transportation issues could get the meals a little easily. We continued to feed through the summer and with the start of the new year we introduced community feeding.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increased support for Foster Youth	Student support counselor & FEL to meet needs of Foster Youth	$89,466.82	$49,338.00	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increased support for At-risk, Foster and Homeless students	Nutrition Services expansion of meal distribution program	$ 40,000	$207,600.00	Y
Increased support for At-risk, Foster and Homeless students	Busing for WIFI and device distribution in the community,	$ 20,000	$579,000	Y
Mental Health and Social Emotional Well-Being	Panorama climate and SEL survey with learning platform with Playbook for classroom SEL lessons	$71,300.00	$71,300.00	Y
Increased support for At-risk, Foster and Homeless students	School Innovations and Achievement for Attention 2 Attendance	$59,000.00	$153,800.00	Y
Increased support for At-risk, Foster and Homeless students	CAHELP Positive Behavioral Interventions and Supports planning, training and implementation.	$52,000.00	$52,000.00	Y
Mental Health and Social and Emotional Well-Being	Contract with Addiction Treatment Technologies LLC DBA Care Solace for family and student support	$29,133.00	$29,133.00	N

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Contract with Kognito Solutions, LLC for family and student support	$52,000.00	$10,423.35	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Estimated expenses: $412,899.82
Actual Expenditures: $1,152,594.35

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We learned that the needs identified below have to be provided and we have included them in the LCAP::
1. Social-Emotional supports and programs for all students, along with personnel to provide the support. We have added One(1) district nurse and eight (8) Mental Health clinicians
2. Districtwide training in MTSS and PBIS
3. Intervention support at sites, including ongoing tutoring and credit recovery options
4. A formal districtwide family engagement plan
5. Computers for every student to keep one at school and one for access at home, including warranty for these devices
6. WIFI hotspots for families to access internet and online resources
7. Ongoing safety and security training for all staff

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be assessed in this way:
1. we will use data from the universal screening STAR Renaissance (both the beginning and the end of the year data) to assess growth in ELA and math skills. This will continue to support RTI2 and MTSS implementation.
2. We also conducted the CFAs to assess student progress towards grade level standards. But we focused a lot on high school students and their credit remediation. This will continue for the next three years.
3. We have designed the summer program to include both online and in-seat support classes, allowing us to meet the student/family summer plans while continuing to allow students access to remediating their F grades. The robust and expanded summer school program also addresses student skill building and credit remediation. The upcoming summer programs will continue to focus on literacy and credit recovery.
4. We are working with teachers and Doug Reeves experts to create summer school essential standards based units of studies to allow our student to demonstrate their knowledge and proficiency. This practice will be slowly rolled out so that the district starts deeper discussion around proficiency grading.
5. We have identified the need to provide consistency in the intervention programs and support that with teacher training. The plan includes the details of intervention materials being purchased for ELA and Math, middle and high school.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Estimated expenses: $6,277,020.91
Actual Expenditures: $7,917,938.69

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The 2019-20 LCAP and the 2020-2021 Learning Continuity Plan were both focused on increasing the graduation rate, reduce chronic absenteeism and student suspension rates, while increasing supports for intervention, mental health and credit remediation. We also focused on professional development for teachers to address ongoing technology skills, instructional pedagogy, alignment of pacing guides and development of CFAs and establishing site and district PLC practices to add in ongoing data review for improvement. We also identified the need to include universal screening as part of our MTSS and RTI2 practices so that we could provide targeted intervention.

With the lack of state assessment data in 2019-2020, we focused on the single year graduation data in 2020. This set a one- year baseline for graduation data as follows.
AHS- 94.52%
CIMS: 100%
GHS: 71%
SHS- 95.25%
UP- 100%
VHS: 89.68%

For 2020-2021, our one-year graduation data is as follows, we anticipate this to increase after summer school credit remediation.
AHS- 98.6%
CIMS: 100%
GHS: 47.5%
SHS- 91%
UP- 100%
VHS: 96.5%

The district has added on the following actions to support the needs identified in the previous plans:
1. District wide mental health providers
2. District site based health clerks
3. District RN
4. Intervention teachers at sites
5. Additional Counselors to lower class sizes
6. Additional hours to support Special Education teachers to support IEP implementation

7. Intervention materials for consistency across grades/subjects
8. Time for teachers to collaborate around grading practices, common assessments and universal screening data to drive MTSS and RTI2.
9. Training for PBIS and Mindset across the district with ongoing roll out of the Equity Framework.
10. Expanded credit recovery and homework supports, beyond the school day, including Saturdays.
11. Supports with time, materials and acceleration for students in the EL and Special Ed programs.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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)

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of

why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Victor Valley Union High	Dr. Ron Williams Superintendent	rwilliams@vvuhsd.org (760)955-3201

Plan Summary 2021-24

General Information

A description of the LEA, its schools, and its students.

Victor Valley Union High School District is located in the High Desert region of San Bernardino County, approximately 97 miles northeast of Los Angeles and 35 miles northwest of San Bernardino. Our district is just north of the San Bernardino mountains, at the edge of the Mojave Desert. Interstate 15 and State Highway 18 intersect near the heart of the city and Victorville is bordered on the west by State Highway 395. The Victor Valley includes the communities of Adelanto, Apple Valley, Hesperia, Lucerne Valley, Oak Hills, Phelan, Victorville, and Wrightwood. Victorville is the business hub of the area and draws consumers from well beyond its immediate area. It is the largest commercial center between San Bernardino and the Nevada border. The residential population of Victorville is 121,096 and growing. Estimates suggest that this figure more than doubles during business hours to accommodate the needs of the more than 300,000 people who call the Victor Valley home. Victorville is conveniently close to many mountain communities and within 40 minutes of Ontario International Airport.

The district has nine schools for high quality, educational learning environments. There are three comprehensive high schools offering grades 9 through 12, two schools of choice with grades 7 through 12, one academy with grades 7 through 12, one middle school with grades 7 and 8 and one Virtual school with grades 7-11. The alternative learning choices include a virtual academy, continuation school, independent study school, and an adult education program. VVUHSD is an urban district with approximately 10,820 students and an ethnically diverse student body. The five largest ethnic groups are Hispanic/Latino (67%), African American (18%), White (8%), two or more races (3%), and Asian (2%). The socioeconomic status of the families living within the district boundaries is lower than many surrounding communities with 9,549 students (88%) identified as Socio economically disadvantaged (SED), and rate by school is significant, with the lowest school at 85% and the highest school, 95%.

VVUHSD is committed to providing all students with the opportunity to perform to their fullest potential while ensuring equity of access to support achievement levels of students by race, gender, or economic levels. This includes giving all students access to a well rounded and rigorous curriculum that is research based and data driven and supported by socioemotional support initiatives, while effectively and efficiently operating within our fiscal accountability system. We prioritize on-going professional development to enhance staff capacity to continually adjust teaching practice in response to student performance data. Our focus reflects the expectations of California's College and Career Readiness Standards, the California State Standards, the LCFF 8 State Priorities, the California School Dashboard and our local assessments. Our final commitment to our school community is to provide a safe and clean environment to support student learning. Additional evidence of our progress may be accessed via our School Accountability Report Cards (SARCs) at www.vvuhsd.org.

Mission Statement:

As the unifying agent of our community, steeped in more than a century of commitment to student achievement, the Victor Valley Union High School District will provide students a high-quality education in a safe environment, cultivating skills necessary for success through the promotion of integrity, creativity and collaboration, inspiring them to reach their full potential and become productive global citizens.

The district has started developing its first 10-year Educational Master Plan which includes actions and steps for the anticipated shifts in the national, regional and local educational and job markets

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The success of VVUHSD are many this past LCAP review. Below are examples of areas of greatest improvement as well as areas of student achievement related to the analysis of multiple data measures. The district plans to continue many of it's actions and services that are directly related to the successes experienced through the successful implementation of the previous LCAP.
ELA:
In 2017-18: Two groups in the GREEN and five subgroups in RED.
In 2018-19: Only one group in RED, having moved four groups from RED to ORANGE.
The district has shown significant growth by moving almost all subgroups from RED to Orange, Yellow and Green.
Graduation Rate: The senior graduation class had significant growth in the class graduation rates. Below is the 12th grade class of 2020 data. This is not the cohort data but helped us focus in on the percent of students who made it in the senior year. The data reflects the percent of those who started in August nd graduated in June 2020. Because of the high mobility rate of the community, this data is more meaningful for us.
SHS- 95.25%
AHS: 94.52%
VHS: 89.68%
UP: 100%
CIMS: 100%
GHS: 71%
116 students started at this alternative school, 48 students returned to their home school. Of the 68 students who remained, 48 students graduated=71%
GIS: 44%
143 students started at the Independent Study program, 30 transferred out, Of the 113 students who remained, 59 students graduated= 44%

Career Technical Education: Increase in CTE enrollment and completers from the previous year.
The percent of completers increased from 21% in 2017-18 to 32% in 2019-20.

	2017-2018	2018-19	2019-2020
Enrollment	2401	1629	2273
Completers	507	211	717

Professional development activities that ensured the appropriate, integrated, aligned and full implementation of the California CTE Model Curriculum Standards and Framework.

CTE teachers were provided release time to review current course offerings and make revisions as needed.
Partnership with other districts and community colleges through the MDCP Career Pathways JPA offered a variety of workshops for teachers, counselors, and administrators. Professional development activities took place particularly in courses that are articulated to ensure that proper instruction is taking place and the correct course sequence is followed.
All teachers are provided resources necessary to be successful in the classroom.
In-service training is provided training on new programs offered to CTE and academic staff. Additionally, all teachers participated in weekly site in-service. CTE staff were surveyed to see what professional development activities they would like to participate that allows them to stay current with all aspects of industry. Teachers also were able to request attendance at CTE specific conferences such as ACTE and Educating for Careers. District professional development also was conducted so that teachers are kept current with direct delivery to students.

Increase in AP course pass rates: Despite COVID-19 impact on classes for the spring semester 2020, we saw an increase in the number of students receiving a passing score of 3 or better as compared to previous years. This success is celebrated because schools were online at that time. Teachers provided AP workshops and study sessions funded by Title I at each of the school sites and free online AP course reviews through APEX and supplemental content through an online program called Acellus.

	2017-2018	2018-2019	2019-2020
Total # of students enrolled:	1226	1363	1104
# Tested	1239	1181	1116
Scored 3+	472	498	592
% of scores 3+	38.1%	42.2%	53%

Chronic Absenteeism: All subgroups listed below have shown improvement in the percentage that is chronically absent .

	2018-19	2019-20
AA:	26.4%	25.7%
White	13.0%	8.9%
Hispanic	11.9%	11.3%
HL youth	49.4%	43.1%
SWD	29.9%	29%
EL	13.5%	11.7%

On time, all day, and every day school attendance is essential to support teaching, learning and wellness. The District has a tiered response to address chronic absenteeism, including communicating with families about the importance of school attendance and how it impacts student success.
Tier 1 Engagement and Outreach (Classroom)
To support on time, all day and every day school attendance, teachers are required to take accurate, daily period attendance. As the first level of engagement and outreach, teachers communicate with all students and offer support. For non-responsive students, a follow-up

communication is sent to the student and parents/guardians. The Teachers log efforts and make referrals for non-responsive families to the site office.

Tier 2 Engagement and Outreach (Site Office)

Administration and/or office staff run reports to monitor student attendance and engage with families via daily robo-calls. Additionally, Family Engagement Liaisons and other identified staff will follow-up on classroom referrals for non-responsive families, with warm phone calls to check status of school enrollment, as well as discuss and offer appropriate resources and/or referrals, including supplemental instructional supports. Office staff are also responsible for triggering weekly notices of truancy, chronic absenteeism letters, scheduling attendance conferences, referrals to SARB and requesting a home visit. All efforts will be logged per established procedures.

Tier 3 Engagement and Outreach (District Office)

At the district level, information about various district, community, and county resources is maintained and distributed to sites and families. When necessary, district level staff will supplement site engagement and intervention efforts with home visits, meeting with families, check Cal-Pads for other school enrollments, contact emergency contacts, or referrals to other programs and/or resources. In addition to supporting and/or supplementing site engagement and outreach efforts, district level staff also coordinates and facilitates SARB twice a month, with exception of holidays and breaks. After exhausting all efforts, families may be referred to our partner, District Attorney's Office, for further interventions

Suspension Rate Data: In 2019-2020. the percent of suspension rate for all subgroups saw a decline. Additionally, percent of students with multiple suspensions also saw a decline for all subgroups. Overall drop in the subgroup rate listed below:

	2018-19	2019-20
AA:	18%	17.3%
White	7.7.%	6.3%
Hispanic	6.6%	6.1%
SED	9.3%	8.5%
SWD	15.2%	13.4%
EL	8.4%	6.4%

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

English Language Arts: EL in RED
Even though most subgroups have moved out of RED in the dashboard, EL subgroup has remained in RED for both 2017-18 and 2018-19. English Learner progress has been in decline for the past three years. One of the contributors of this decline could be attributed to the transition between CELDT to ELPAC. Dashboard notes that English Learners were struggling in 2017, and their scores continue to decline moving us from Yellow to Red status in the last two consecutive years. Students experienced a decline of 6 points from the 2016-2017 school year to the 2017-2018 school year. The following year 2018 our students' scores also declined by 7.9 points.
English Language Arts student performance and achievement remain a priority for this district, and is supported with ongoing, targeted professional development, deep data examinations and discussions at the district, administrator, school site, and PLC levels. Standards alignment and backwards planning with SBCSS coordinator of English with an emphasis on scaffolds and supports English Learners, students with disabilities, homeless, foster and support for other target groups.. Additional work is planned for districtwide vertical and horizontal alignment.
Priority standards, planning and pacing in alignment with SBAC blueprint and Achieve the Core for equity in access targeting achievement for students in the identified red and orange groups.
Implementation of a Universal Screener to enable the early identification of specific students who will benefit from additional targeted support including multiple opportunities for tutoring.
To further this work, each school has scheduled multiple days to work with trainers from SBCSS and CSUSB in ELA and Math to address any gaps in ELA and Math revealed by the CFAs. The PLC discussions and feedback from the teachers and district math and ELA support staff indicates that there is a need to revisit the current pacing guides and common formative assessments. In the same discussion, it was identified that the review of the essential standards and its alignment across each grades pacing guide would best benefit the schools.
Throughout this year and last year, the district-SBCSS partnership is helping implement an alignment across grades and content areas. This work is based on the academic data analysis of SBAC, ELPAC and CFAs and is going deeper by ensuring that ELD standards are being taught during the Integrated ELD time in classrooms.

Math:
AA, EL and HL subgroups remained in the RED for both 2017-18 and 2018-19.
Mathematics student performance and achievement remain a priority for this district, and is supported with ongoing, targeted professional development, deep data examinations and discussions at the district, administrator, school site, and PLC levels. The district is focused on using strategies to support the learners in the red and orange. These include, but are not limited to:
~Established priority standards that are taught in depth and support student success on state testing
~Aligned pacing guides districtwide to the priority standards.
~Use of assessment to remediating gaps in understanding including: STAR as a Universal Screener and Interim Assessment Blocks from CAASPP. These assessments help us identify the gaps for specific learners.
~Utilization of math coaches who work with teachers by content area to provide conceptually based mathematics strategies.

~Participation by admin and teachers in training with Dr. Doug Reeves to support grading practices that build student self-efficacy and growth mindsets.

Math Support: MDTP (Mathematics Diagnostic Testing Project) is conducted annually in 6th and 8th grade and allows VVUHSD to provide these two courses to support incoming 7th and 9th grade students whose performance data either recommends a more scaffolded course. Based on the MDTP data, math coaches and math teachers identified the need to introduce a 9th grade (IM9) and a 7th grade (Math Connections 7-MC7) course to address the needs of students. Hook is offering the 7th grade course this year (introduced in 2020-21) and Silverado has offered the Integrated Math 9 course in 2019-20 and 2020-21. Data from the IM9 course was collected and presented to the Board in spring 2020 and the results based on grades in CFAs indicated that the IM9 students were out performing the regular Integrated 9 students. Weekly google meet collaboration is held with teachers in MC7 courses to support their teaching and lesson design. Semi-monthly zoom collaborations are held with teachers in IM9. To further this work, each school has scheduled multiple days to work with trainers from SBCSS and CSUSB in ELA and Math to address any gaps in ELA and Math revealed by the CFAs. The PLC discussions and feedback from the teachers and district math and ELA support staff indicates that there is a need to revisit the current pacing guides and common formative assessments. In the same discussion, it was identified that the review of the essential standards and its alignment across each grades pacing guide would best benefit the schools. Throughout this year and last year, the district-SBCSS partnership is helping implement an alignment across grades and content areas. This work is based on the academic data analysis of SBAC, ELPAC and CFAs and is going deeper by ensuring that ELD standards are being taught during the Integrated ELD time in classrooms.

Reclassification of ELs: This area requires close monitoring. The noticeable increase of Reclassified students between the 8th grade and the 9th grade is attributed to the number of students enrolled in the 9th grade coming from the elementary school district after their 8th grade completion. There has been a decline in the number of Reclassified students in the 7th and 8th grade, however, there has been an increase in the reclassified students number in grades 9th through 11th. A significant discrepancy has been noted in students performance on the Universal Screener through STAR Renaissance as students are scoring lower than expected. A deep dive into possible indications point to the belief that students are not taking the screener seriously. Teachers will administer the STAR Renaissance again to all students within the last few weeks prior to the end of the school year to provide an additional opportunity for students to reclassify. Other options have been evaluated as to create a focus group with students who have ELPAC scores at Level 4, creations of small cohorts and constant communication with students and parents to inform them about the reclassification criteria, and the importance of reclassification.

	2018-19	2019-20	2020-21
Total	145	70	48

Chronic Absenteeism: The two subgroups listed below require extensive and focused support:

	2018-19	2019-20
FY	23.9%	24.4%
Two or More	21.8%	25.9%

In order to continue to address chronic absenteeism, the district has implemented a virtual academy for homeless, foster or medically fragile students and students with attendance concerns that cannot be resolved through he typical SART and SARB process. The district will continue to contract with Attention to

2 Attendance to provide school sites with data to help identify early-on students with growing attendance concerns to provide quick and timely intervention prior to the absences being label as chronic.

Suspension Rate Data: AA students maintained the highest rate for the three year- This is an area of concern as this is disproportionately high.

	2018-19	2019-20
AA:	18%	17.3%

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

1. Expansion of access to college readiness: Small academies are being formed to formalize career-ready industry partnerships. Starting in 2021 Fall, the following academies will be introduced:
UP- Law Academy
VHS-. Medical Academy
CIMS- STEAM Academy
AHS- Aviation 5. Business Enterprise
Need data here for three years
1.Middle College High school- The district will be offering a middle college high school program which will allow our students who wish to earn an AA degree while in high school. It is estimated that 78 students will be enrolled in this program in 2021-2022.

2. Social Emotional Learning: In an effort to build capacity and have a shared understanding amongst staff, prior to the start of school, staff had an opportunity to participate in following targeted professional development that support wellness:
Therapeutic Crisis Intervention for Schools (TCIS) De-escalation Strategies - Learn effective de-escalation strategies to be most effective supporting students who are in a crisis, assist students in developing constructive coping skills and establish caring relationships; understanding what trauma looks like to choose how to best respond to a student's need.
Social Emotional Learning (SEL) Core Competencies - Learn the five SEL core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) and how they impact student success. Additionally, learn strategies to implement SEL in casual interactions. ALL Means All! - Understanding of MTSS framework and implementation to

support academic, behavioral, and social-emotional success for all students. The district has also contracted the following service to support the wellness: Kognito (Online training to build capacity in all staff to recognize and appropriately respond to signs of mental/emotional distress.) Additionally, there continues to be ongoing capacity building regarding fair and consistent discipline practices, due process rights, appropriate responses for adolescent behaviors, and legally defensible 504 plans.

CareSolace (24-hour "concierge" for families that includes, referrals to vetted local providers and services (by language and other preferences), help making appointments, support navigating and applying for insurance, reminders for and follow-up after appointments, follow-up with school staff who made the referral, and data collection, (numbers of contacts, number of appointments, demographics).

In partnership with community partners, Family Engagement Liaison also offered resources and learning opportunities to our families including: health and healthy lifestyles, physical fitness, employment, mental health awareness and warning signs, food and clothes giveaways, teen virtual cooking classes, goal setting, LGBTQ support groups, yoga and meditation, and other relevant opportunities.

1.Mental Health Clinicians
2.FY/HL counselor
3. Family Liaison for Student Support team
4. Districtwide MTSS

3. The Light House program provides a “beacon of light” for students who are credit deficient and need to remediate courses beyond the school day in order to recover enough credits to graduate. The program began before distance learning, in the Spring semester of the 2019-2020 school year. At the inception of this program, all students were put in the APEX program to recover their lost credits. Working with our APEX partners, a parallel group of courses were developed that contained 70% of the original content. Students taking these adjusted courses can earn no higher than a C, but can finish a class that they previously failed during seat time. In the Fall semester of the 2020-21 school year as we realized that more CR options were needed due to learning loss during distance learning, a second learning platform, Acellus, was added to the program. This platform allows students to take a full curriculum without being assigned to a teacher credentialed in the area of the class, and earn a grade up to an A. Our Spring 2021 program boasts 223 completed courses at 60% of the semester completed. It is safe to assume that this semester will surpass our past credit recovery substantially.

4. Continuing expansion of Virtual WASC -accredited high school:
Supporting the VVVA has doubled in size since the end of the first month of school. We have made a video emphasizing the advantages and disadvantages of the virtual environment and made that public. We field phone calls and answer questions about the viability of a student attending our school and do the same for emails. In anticipation of our next-year senior class, we have applied for accreditation with WASC. We have a May 4, 2021, visit from them. Our School Site Council is organized and running smoothly. We hold monthly meetings with the parents and students to discuss where we need to improve and where we are doing a good job. Word-of-mouth advertising has been effective as family and friends have joined our beginning school. The use of Acellus, with A-G approved classes, helps attract students who want to work at their own pace. Socialization occurs daily through the tutoring and planning for the Passion Project as groups

of students meet and discuss their ideas. With the advent of clubs in the 2nd semester, further socialization has begun. VVVA is now part of eSports which allows students to virtually get together and compete as a team.

Enrollment in 2020-2021

7th	8th	9th	10th	11th	12th (will start in 2021-2022)
13	11	17	23	19	

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

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

VVUHSD currently has three schools identified for CSI:
Goodwill High School, Imogene Garner Hook Junior High School, and Silverado High School.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Each of the three CSI schools has developed a School Plan for Student Achievement (SPSA) which serves as their comprehensive support and improvement plan. In 2021-2022, the district has three school sites identified for CSI support. In order to ensure that all steps are completed thoroughly, support is provided through the County Office of Education as well as Victor Valley Union High School District central office staff on how to best develop each site's annual CSI plans and align that to the annual SPSAs.
The district uses stakeholder feedback from LCAP meetings, DELAC and other parent meetings, as well as compiling feedback from the three sites as an integral part of the development of the district wide CSI plan. In addition to participation in these meetings, Panorama

Parent School Climate surveys are sent out electronically by various means, including stakeholder emails, postings on district and school websites, as well as linked on district and school social media. Through the use of Blackboard, the district has the ability to contact all staff and families, in English and Spanish, to make them aware of these surveys, ensuring that all of our community have the opportunity to provide input.

In 2020-2021, the district team completed the following steps:

1. Implemented a timeline of actions for implementation at each site
2. Guided the process for sites to solicit input from stakeholders: site administrators, teachers, Family Engagement Liaisons (FELs), parents, and students, including a Needs Assessment survey to help sites identify and analyze their areas of need
3. Provided data as needed from the California School Dashboard, CAASPP and local indicators to identify the gaps and the areas of strength in student performance and then determine which schoolwide programs and evidence-based interventions and additional resources might be needed for ongoing improvement.

In order to complete the steps above, the district support team starts the process by first meeting with all the CSI teams together to establish the steps mentioned above. The district and the sites prepared the annual CSI presentation with each school's data, which was shared with the stakeholders in a public meeting at each site. The district also supports the sites with data for review of student achievement in the following area: disaggregated data to support the SBAC Achievement data in ELA and Math, absenteeism data, schoolwide attendance data, middle and high school dropout data, school climate and social-emotional learning data, Advanced Placement enrollment and passing rates, career pathway completion data, English Learner progress data (ELPAC), enrollment data, as well as data from district assessments. This abundance of data is used by school administration to share student progress with school staff and committees such as School Site Council, Instructional Leaders, English Learner Advisory Committees and/or African American Parent Advisory Committees, as part of the comprehensive needs assessment. In addition, the district reviews the needs of each of the CSI schools and provides support through SBCSS partnerships and other outside vendors as requested by the sites. The outside providers requested by teams include WestEd and Solution Tree. These strategies for the comprehensive needs assessment will be addressed in the school plans for submission in October of 2020 and will continue to be supported by the district through training and other support structures.

Through the comprehensive Needs Assessment survey the district helped CSI schools align the data provided with an examination of current intervention practices in place. Schools reviewed their current programs and practices, and made a determination if the program or practice was providing the evidence required to support a positive impact on student achievement. Each intervention program was evaluated to determine if there were gaps in achievement, and if other evidence based interventions may be required to replace existing programs or supplement areas in which little support was found to be in place.

Due to COVID-19 restrictions on the start of school, the district has implemented synchronous teaching from 8:00-12:07 p.m. and asynchronous learning from 12:37-2:50 p.m daily. The school district is working on bringing back small groups for targeted support as allowed by CDC and SBDH. However, the CSI plans are developed to continue the school functions under the regular schedule when all students are in the classroom.

Based on the data above, the LEA and the schools reviewed the areas of focus and identified the subgroups who have shown little to no progress in the state assessments as indicated in the dashboard. The needs assessments and collaborative discussions identified resource inequities in the following areas:

1. Targeted interventions for students who are significantly behind in grade level reading and mathematics.
2. Learning resources for English Learner and Special Education students as supplemental materials to support classroom course of studies for differentiation purposes.
3. Lack of trained teacher mentors at each site to provide ongoing support for building teacher capacity with pedagogy and lesson design.
4. Need for improved technology access for students and parents beyond the instructional day
5. Ongoing tutoring supports for students with homework and test preparation - a need in this community due to resource restrictions in families
6. Formal practices around SEL and student mental health wellness.

The district has provided the following supports to address the sites' CSI plans for 2020-2021 and to address resource inequities identified through the needs assessments at each site:
1.Addition of READ 180/SYSTEMS 44 to implement evidence-based reading support curriculum in each special education classroom. The needs assessment requires us to provide additional support for students with disabilities.
2. Addition of LearnZillion for Math to implement math support in each classroom. Per the needs assessment, this program will support students in all our target groups, including students with disabilities, FY, HL, etc.
3. Purchase of instructional materials to bridge the digital gap with textbooks during distance learning. This is applicable to EL and Special Education programs for every level, and is a demonstrated need.
4. Devices and hotspots have been provided for families who have requested that- a device is assigned to each student. This is targeted especially for our lower SES students/families, as indicated by our needs assessment.
5. SBCSS training and support at each of the CSI sites in Math and ELA. An analysis of our dashboard demonstrates that professional development is indicated across the board for these core subjects.
6. An implementation of after-school teacher support through a Teacher Trainer-of-Trainer model. These sessions are designed so that peer coaching and support are available in technology use, lesson design and curriculum support. In addition, district Ed Services staff is providing extensive workshops and training in relation to use of Acellus, CANVAS, Google and other online distance-learning support. Teachers self-reported the need for professional development in this area.
7. Implementation of STAR Renaissance universal screening and use of the data to drive differentiated instruction. In support of providing more targeted reading support and intervention, as well as tutoring for lower achieving students in target groups, this screening tool enables sites to target individual students in need of intensive intervention and support.
8. Site administrator training on Equity and Unconscious Bias to address school wide culture and practices is an evidence-based practice to address inequities in achievement of students in target groups.
9. Direct support from district coordinators who attend site CSI identified PLCs and support with discussions around data and next steps at staff meetings. Additionally, one district Coordinator is assigned for oversight of CSI schools, to ensure accountability.
10. Tier III and IV support. The Tier III intervention provides access to all students to intensive subject specific tutoring from 4-6 p.m. Additionally, all students can access 24/7 tutoring through a vendor identified by the district. In Tier IV, students who are performing three or

more grade levels below, as determined by the percentile ranking in STAR Math and Reading, are provided intensive support through online tutoring.
11. PBIS and MTSS support will continue. The efficacy of these practices are well-established and will continue to be supported by the district. District support has expanded to providing a director whose primary role is to ensure equity of student services, including the support of PBIS.
12. The After-School Credit Recovery program is now provided all year to help remediate D/F grades for graduation success and give struggling students every opportunity to graduate on time. This impacts graduation rate, another indicator of the needs assessment. The credit recovery program uses APEX and Acellus, both well-established, reputable curricula.
13. Purchase of eduCLIMBER student data management system to support site and district PLC with deeper analysis of student achievement.
14. Access to Kognito and other social-emotional resources to support counselors and administrators in their work, impacting school climate. Results of the Panorama School Climate Surveys indicate that students and families see this as a significant area of need.
15. Purchase of site licenses for Acellus, which is an A-G approved online curriculum and is being used as supplemental resources to support teachers. This curriculum is to support students not only in distance learning, but also for those students who need access to work at a different pace. This supports SWD, EL, FY, HL and other target groups.
16. Site specific work with Solution Tree and other vendors will also receive district support when requested. This work is for developing Professional Learning Communities, an evidence-based approach to restructuring teaching and learning.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Victor Valley Union High School District will monitor the implementation and effectiveness of the School Plan for Student Achievement (SPSA) of the three CSI identified schools by completing the following steps to ensure that sites are able to access and examine multiple data sources to look for evidence of effectiveness. The district has purchased eduCLIMBER and is providing extensive training to support site teams to use data during their site staff meetings and subject/grade level PLCs.
The primary sources of school wide, long-term, summative data will be collected through the California School Dashboard and Dataquest through the California Department of Education. 1. School performance data: This data helps with analysis of academic achievement in English Language Arts and Math, English Language Proficiency Assessment for California (ELPAC) Data, MDTP, district CFA data, and universal screening data, and is shared regularly with appropriate stakeholders, including at Cabinet, Principals Roundtable, Department Chair meetings, PLC meetings, etc. at both a district and site level.
b. Teacher effectiveness data: through educator equity analysis (credentialing/experience), and student success rates through classroom

grade analysis and credits earned (A/F grades issued affecting credits towards graduation). Similarly, this data is shared with appropriate stakeholders at a district, site and/or department level, as it focuses conversations, based on data, toward refining best first instruction and other best practices. c. Equity data: this includes evaluation of local data: expulsion rates, school wide attendance rates,, middle school and high school dropout data, school climate and social emotional learning data, access to AP and CTE courses. This data is a frequent topic at Cabinet, Management, LCAP, and to an extent, at department and PLC meetings, as stakeholders analyze how this impacts their sphere of influence and what changes are indicated. d. College and career ready data: Advanced Placement enrollment and passing rate data, career pathway completion data, dual enrollment data. This data is also shared with district and school site teams, as well as AP collaboration committees to refine practices, determine areas of strength and need. The district's plan with eduCLIMBER allows for deep analysis of student performance - identifying the gaps and creating a structure of consistent support to address those gaps. Our ability to provide all school sites the right types of data, long term and immediate data, as well as training in a structure to align and examine the data (District specific process "Plan, Do, Study and Refine" for continuous improvement) will allow CSI teams to effectively evaluate the implementation and effectiveness of the school CSI plans. Below are the specific supports provided to the three schools in relation to the data analysis results:

1. Differentiated Instruction and MTSS: In 2020-21 the district has added Universal Screening through STAR Renaissance in Reading and Math. The Beginning of the Year (BOY) data is being used to support teachers with understanding the current and explicit needs of the students and guide their instructional plans; the End of the Year(EOY) data will be used to evaluate student growth through the year and then provide targeted summer school support in reading and math.

2. Ongoing support with PLC and professional development: The district provides direct and hands-on support for schools through district math coaches and subject coordinators. This team supports sites by working with teachers, department chairs, counselors and administrators, and providing them access to timely and updated information. The math coaches work with teachers directly. Math coaches are working with teachers at all three sites. Currently this support is generally provided in the form of emailed and shared google drive resources in addition to regularly scheduled google meets.

3. SBCSS/CSUSB support - Academic indicator in ELA and Math: Each school has scheduled multiple days to work with trainers from SBCSS and CSUSB in ELA and Math to address the gaps in ELA and Math. The PLC discussions and feedback from the teachers and district math and ELA support staff indicates that there is a need to revisit the current pacing guides and common formative assessments. In the same discussion, it was identified that the review of the essential standards and its alignment across each grades pacing guide would best benefit the schools. Throughout this year and last year, the district-SBCSS partnership is helping implement an alignment across grades and content areas. This work is based on the academic data analysis of SBAC, ELPAC and CFAs and is going deeper by ensuring that ELD standards are being taught during the Integrated ELD time in classrooms. All three schools are participating in this collaboration. Currently this support is generally provided in the forms of shared resources in addition to regularly scheduled and highly interactive zoom meetings. 4. Bridge classes for Math Support: Math coaches and math teachers identified the need to introduce a 9th grade (IM9) and a 7th grade (Math Connections 7-MC7) course to address the needs of students based on the MDTP results. MDTP is conducted annually in the spring of the 6th and 8th grades and allows VVUHSD to use data to accurately place and provide these two courses to support 7th and 9th grade students whose

performance data recommends a more scaffolded course. Hook is offering the 7th grade course this year (introduced in 2020-21) and Silverado has offered the Integrated Math 9 course in 2019-20 and 2020-21. Data from the IM9 course was collected and presented to the Board in spring 2020 and the results based on grades in CFAs indicated that the IM9 students were out performing the regular Integrated 9 students. Weekly google meet collaboration is held with teachers in MC7 courses to support their teaching and lesson design. Monthly zoom collaborations are held with teachers in IM9.
5. Student Grade level progress monitoring: Quarterly analysis of D/F grades is provided by the district and conversations ensue with teachers and district administration around monitoring and intervention success at the site level. In addition, the district and high school sites provide a robust after-school credit recovery program that mitigates dropout and non-graduate risks by addressing credits concurrently, and monitors that progress. A district team supervises this process in addition to site level counselor and administrator supervision. Data is continuously shared on google sheets with counselors and administrators, providing real time monitoring, and summaries at the end of each three-week session. Students have remediated 595 credits so far in the spring semester of 2021. The district will continue to fund these three-week sessions all through the year. This directly supports the CSI needs for graduation needs and academic progress monitoring.
6. School Site Councils: Data will be shared with each site's SSC on a regular basis to evaluate the effectiveness of the CSI plan.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Victor Valley Union High School District has established the LCAP District Advisory Committee which meets monthly during the fall and twice monthly during the spring to analyze all forms of data pertaining to student success measures for the district. The committee includes parents, community members, teachers, classified staff and site/district administration. The committee also include standing members from both the certificated and classified bargaining units. They attend all meeting and provide feedback regarding proposed actions for consideration. The data presented is from the California Assessment of Student Performance and Progress, the California School dashboard, Dataquest and Local Data. This same data is provided to school site administration for standing LCAP agenda items for the School Site Council and English Learner Advisory Committees which are presented to school staff, parents, and community partners on a monthly basis. The Director of Special Education consults with the local plan area administrators and SELPA representatives to ensure that the special education actions are included in the LCAP and meet the needs of our students with disabilities. The Director then brings this collaboration of information to the LCAP committee for review an consideration. Principals meet monthly in a roundtable to discuss program evaluation and data as well as engage in collaboration around the alignment of district professional learning goals in their School Plans for

Student Achievement. In addition to these monthly cohorts of stakeholders, the Director of LCAP holds a student forum at each school and engages students in data regarding the LCAP actions and services as well as the data from their annual Climate Survey and the Social Emotional Learning Survey through Panorama. This feedback from students is brought back to the committee to ensure we are providing professional learning that will most impact student achievement and positive student behavior and wellness. The stakeholder meetings are critical to ensure the professional development program in Victor Valley Union High School District meets the needs of all staff and ensure we are moving in a direction that supports student learning.
The stakeholder engagement was completed through meetings on the below dates:
1. Superintendent's Advisory Committee- Feb 23
2. LCAP Advisory Committee- Feb 24, Apr 21
3. Student LCAP forums- March 1, 4, 10
4. District Management LCAP Meeting- Mar 17
5. Community LCAP Meeting- Apr 15
6. DELAC- Mar 17
7. Parent Meetings- Jan 15, 19, 28, 29 & Feb 7,10,19

A summary of the feedback provided by specific stakeholder groups.

VVUHSD held multiple stakeholder engagement meetings and collected information through a collaborative process to ensure the voice of all stakeholders are represented in the plan. The Local Control & Accountability Plan (LCAP) Advisory Committee met on February 24th, March 24th and April 21st. The committee provided feedback on programs and services aligned with the 8 state priorities as well as the broad goals established for the plan. The committee identified student mental health, academic interventions and 7th and 9th grade transition programs as priorities that must be represented and supported by the plan. The family engagement meetings took place at all nine schools between January 15 and February 24, 2021. The feedback from the different parent groups varies from site to site but the most common areas of concern shared by the families were as follows:
Safety for returning when the the transition from virtual learning to in-person learning takes place
Technology for students in the classroom and at home to meet the demand of the shift blended programs.
English Learner and Spanish Speaking family support was mentioned multiple timers, with regarding oe providing translation and Spanish speaking services at the schools.
Stakeholder meetings with students, families and staff provided the following feedback. All these items have been added to the LCAP.

The feedback was gathered for each of the items listed below:
1. Safety -
- Regarding COVID: the concern was that when the students are able to return are there going to be safety protocols in place. They also asked about the district plans for vaccinations regarding the students and whether the immediate concern of the health of students and

safety in the area of contagious disease become part of the plan?
- Request was made to ensure that school safety active shooter plan, emergency response systems are up to date and training is available.
- Suggestion was made to hold friendly competition between the schools.
- Recommendation for more security and recognize the need based on behavior data.
- Establish the Parent University and Education Program,

2. Academics-
- More counselors for student supports and programs support.
- Continue to support AVID.
- More educational field trips.
- The materials and support during the pandemic have been very good and the parent feels they have the help they need when they are seeking something for the school.
- Counselors have such a large caseload and parents have to really stay on top of their students' progress by reaching out to the counselor. Feel the counselors could reach out to families more frequently.
-Counselor communication matters to the student's understanding about how they are progressing and what the impact is.
- Allow students to take classes at the Virtual Academy and the ability to take VVC Dual enrollment courses. The more the better.
- Keep the credit requirement at 170 for GHS and GIS.
- Create 7th and 9th Grade Transitions programs,
- Expand Academies at each school site,
- Expansion of PLTW with materials and Hook,
- Alignment of pacing guides to standards,
- Law library at UP, HOSA events,

Technology -
- Replenish student and staff technology and change how the technology looks in the classroom.
- Continue to increase the the wifi access and student device purchase.
- It would be great to have the same tech tools available to all students so that we can have a common.
- Tech-language across schools, content areas, and grades. District funded.
- District license for Kami - set of tools in our toolbox. I think it would be good for students to access
- Google training. Increasing the support of how a parent can access technology such as Aeries and how they can use the different features available.
- Computer labs need to be updated equitably at the continuation and alternative schools.
- Increase the WIFI support and broad use of the internet, needs improvement. Digital textbooks, home devices for every student, online or digital support materials,

Student Mental Health -
- Full time mental health therapists for the district
- Second Step program has been added to Hook's advisory class and it has made an impact on students.
- Bring more mental support personnel on board (6-8 people) recommend one person per school site. - Partner with county and community resources/agencies.
- More training for teachers about how to connect and communicate age appropriately with students, understanding where they are socially-emotionally and the language they use to ensure students are not feeling as though the teacher is treating them as a college student and not like the middle school or 10th grader they actually are.
- Teachers may become more desensitized due to the distance learning environment. Mental health for teachers. Teachers need to take care of themselves and model this as well.
- Investing more in our student mental health especially when we return to in-person instruction.
- We need to be better prepared to address the trauma (PTSD) they have experienced this year. Parents are stressing the mental health of their students. Include parent and staff members as well.
- "How will student mental health be included within these next 3 years while involving the Covid set back?"
- Community partnerships need. professional support for a clinician or a LMFT or some type of support in the form of a human being

ELs:
- EL Translators for documents and parent meetings. Maybe a company or can Aeries have a translation feature in the home language.
- Bilingual Instructional Assistants. Purchase more curriculum and materials that are provided in spanish

Intervention -
- Math 180 and Read 180 have been beneficial.
-Parents feel very strongly that FEV tutors is helping their children.

Special Needs:
- Additional interventions district wide, more resources, more support staff.
- The underclassmen with special needs that are currently failing classes and how this will impact them. - They will need alternative supports that target the learning loss and credit deficiency they are experiencing right now.

Other -
-Transportation for Goodwill High School because they are at-risk. Some students are taking multiple public busses to get to school. Can it be done logistically?

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

As a result of the stakeholder engagement meetings, the LCAP for VVUHSD directly reflects the feedback and input provided by the participants. The three goals the district has determined to lead our plan for the next three years were developed with their rcommendati9on and what they believed to be priority for our families and students of the district. In Goal 1, the stakeholder felt very strongly that we maintain clean and positive leaving environments for the staff and students. Our multiple actions regarding up to date technology and training, including increased access for all students, especially our low income students are being implemented based on their feedback as well. Goal 1 also include the critical element of school bus transportation for our targeted students, knowing our families struggle with ensuring students attend school regularly and on time daily. Goal 2 was developed with the stakeholder recommendations surrounding the academic achievement of all students. Stakeholders felt strongly that helping students graduate and have a plan beyond high school was of the utmost importance. The nine actions include increases in personnel in order to provide increased services to students in areas such as college and career readiness, intervention and credit recovery. These all take center stage in goal 2. Goal 3 was developed with the stakeholders repeated focus on social emotional support for students and staff and ensuring we provide a learning environment that supports equity and a safe space to learn. Actions addressing personal and academic well being of students include services such access to mental health clinician at the school sites, outside mental health services accessible by both students and families, and staff such as school dedicated safety officers to ensure we maintain a safe environment on and off campus. VVUHSD is confident that stakeholders voice has been embedded in our plan and will continue to be an integral part of the LCAO development process.

Goals and Actions

Goals

Goal #	Description
Goal 1	Victor Valley Union High School District will provide clean campuses, access to technology, sufficient instructional materials and appropriately credentialed teachers and support staff at all school sites.

An explanation of why the LEA has developed this goal.

VVUHSD has chosen this broad goal to address state priority 1 “Basic Services and Conditions” and state priority 2 “Implementation of State Academic Standards”. This goal is developed to ensure that all students have access to a safe learning environment with access to materials and learning resources, trained teachers and support staff, clean facilities and technology devices.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Williams Instructional Materials Audit	100% no findings	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%
Williams Facilities FIT Report	1 emergency repair deficiency	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	0 findings
County HR audit mis-assignments	0	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	0
1:1 Technology access for every student	90%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%
1:1 Technology access for every staff	100%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%
Access to standards based materials- Williams Audit	100%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Maintain facilities that are clean and in good repair	The Maintenance and Operations department will ensure that we will keep our facilities in a clean and updated condition so that all students experience a positive and safe educational environment. We will also implement facilities improvement plan and implement the deferred maintenance plan.	$5,157,625.00	No
Action #2	Access to technology	The TechEd division will continue implementation of the district technology plan to support all students and staff in accessing technology. The department also added a Data Support Analyst to support sites access reports as needed to monitor student progress. TechEd will continue to employ two additional staff to regularly provide support for teachers and administration to collaborate on data compilation, disaggregation of data, and data uploading to various online sources such as Cal Grant, etc. Additional staff has been required to the increase in the enrollment of at-risk students which has resulted in more technology dedicated to sites to increase academic achievement of of targeted student groups. Additional professional development will be provided to all staff in regards to Aeries, CalPads, understanding data requirements, timelines, and skills to navigate data manipulation requirements in order to best support the academic needs of students most at-risk of not graduating.	$619,393.00	No

Action #	Title	Description	Total Funds	Contributing
Action #3	Support for students to access standards-based instructional materials	The Education Services department will provide all students access to standards based materials in every classroom and at each school by ensuring that each site has staff assigned to ensure that students receive individualized support accessing both instructional and library materials. Purchase and update inventory to support student access to instructional materials-	$1,236,971.00	No
Action #4	Provide transportation for all students	The District will provide transportation to all students who live within the district boundaries, but outside the district walking limitation. This service is primarily directed towards McKinney Vento students, homeless students, and foster youth, and low income students who are unable to secure transportation to school. The district school busing services are funded by the district LCFF-SCG. The amount the district supplements the transportation program is approximately $3,918,861.42. This service is extremely important to decrease chronic absenteeism and increase the attendance of homeless youth, foster youth and low income students, therefore increasing their academic achievement, attendance and increasing their opportunity to promote and graduate on time.	$9,087,802.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #5	Technology for Unduplicated Students	The TechEd division will continue implementation of the district technology plan to ensure that all students, especially those who are identified as FY, EL and LI have access to technology devices and supports for their academic and social emotional success. The district will continue to improve technology infrastructure and replacement of aging equipment such as desktop computers, WIFI equipment, etc. at school sites to stay current and meet the needs of staff and students for college readiness and 21st century skills. Increase access to technology and district programs for targeted students to provide them with dedicated equipment in intervention classrooms and English learner support classrooms. The district will provide devices and hotspots for FY and HL students. These devices are handed to students by the Student Services Department upon enrollment to ensure that each student has what is needed for success.	$2,230,283.00	Yes
Action #6	Adoption of Digital materials and new adoptions for English Learner Designated ELD Curriculum	The Ed Services EL Coordinator will start the adoption process for EL instructional materials to support all EL students in both the middle and high school, in order to ensure that each site is using consistent materials for ELD I and II. This will directly support students to increase their ELPAC levels annually and successfully reclassify.	$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #7	Purchase of digital instructional materials to support access and equity	The Ed Services will continue to purchase and provide all students with access to digital licenses for instructional materials and resources to support/increase the implementation of standards-aligned curriculum that reinforces the instructional shifts of common core. This is an intentional shift to support the LI, FY and HL students to allow them to access their learning and curriculum from any location and to reduce the need for them to only depend on paper textbooks. The district is committed to reducing barriers to access and equity for all students, especially our most needy students. All students and staff will continue to be trained on accessing these materials.	$4,000,000.00	Yes

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

Goal #	Description
Goal 2	Victor Valley Union High School District's will provide a rich academic program grounded in equity- based practices with measurable impact on middle and high school success indicators, including instructional support for ELs, SPED, FY, HL, at-promise students and struggling learners.

An explanation of why the LEA has developed this goal.

VVUHSD has chosen this broad goal to address state priority 4 "Student Achievement", state priority 7 "Course Access" and state priority 8 "Other Student Outcomes". 2019 dashboard data indicates that graduation rates for FY, SWD is the RED while ELs are in ORANGE. All student performance is in ORANGE in Math and ELA and the progress of ELs towards proficiency is below 40%.

In A-G completion data indicates less than 40.1% of students are meeting the 2.0 GPA requirement for each course which is an internal grading issue. However, all core, CTE and majority of electives are A-G approved. Graduation indicator shows green and the district has continued to show improvement. The district will remain ever mindful about the learning loss experience in 2020-2021 school and design supports to mitigate the literacy gaps evidenced by the assessment data. ALL students will receive support and intervention and the district will meet the needs of diverse students such as English Learners, Special education, Foster Youth, and Low Income students through programs that including cutting edge research strategies for best practices and assessments that drive improved and accelerated learning. The measurable output is 5% annual growth for all areas and subgroups identified above.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
SBAC English Language Arts: “Standard Met” and “Standard Exceeded”	Dec 2019 Orange on Dashboard 2018-19 37.49% met/exceeded	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	43.11% or above in Met/exceeded standards. Additionally, all subgroups currently in RED (EL,) and ORANGE (AA, FY, Hispanic, HL, Two or More Races, SWD) will be supported to move to Yellow.

SBAC Math “Standard Met” and “Standard Exceeded”	Dec 2019 Orange on the dashboard 2018-19 18.64% met/exceeded standards	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	21.46 % or above in Met/exceeded standards. Additionally, all subgroups currently in RED AA, EL, HL) and Orange (Foster Youth, Hispanic, SWD, SED) subgroups will be supported to move to Yellow.
English Learner progress towards proficiency	Dec 2019 Dashboard- RED 2018-19 8.97% met/exceeded in ELA and 4.86% met/exceeded in Math in CAASPP	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	43.11% or above in Met/exceeded standards. Additionally, all subgroups currently in RED (Red: AA, EL, HL) will be supported to move to Yellow.

College-Career indicator	Dec 2019 Dashboard- GREEN 2018-19 CCI indicator 57.9% prepared DE enrollment in 2020-21= 487 CTE enrollment in 2021- 3275 students CTE completers in 2020 - 717	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	CCI indicator - 67% (15% improvement from base year annually) Increase students attending DE courses at VVC to 560 students Maintain or increase CTE enrollment and completion
Graduation Rate	Dec 2019 Dashboard - Green (83.4%)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	95.9% (5% improvement from base year annually)
A-G Completion Rate	2019-20- 40.1% (Dataquest)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	The data is possibly higher than reported due to CALPADs submission errors. The goal is to increase to 60%.

Advanced Placement Enrollment, Students testing and Pass rate	2019-20 Enrollment- 1104 2019-20 Students Testing- 1116 2019-20 Pass rate- 592 (53%)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	the goal is to increase 5% or above annually from the current baseline- 2019-20 Enrollment- 1656 2019-20 Students Testing- 1674 2019-20 Pass rate- 888 (62%)
Professional Development for certificated staff during the district paid two PD days in the summer	62%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	75% will attend the beginning of the year PD
Professional Development for classified classroom-based support staff	70%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	80% will be trained in academic supports
The number of English Learner students achieving reclassification to reduce impact on Long Term ELs	48 students	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100 students annually

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Ongoing Professional Support for Academic Success of unduplicated students	VVUHSD will continue to provide staff to support the work that occurs at school sites in order to ensure that all students receive a well-rounded educational experience, with special actions that support FY, LI and ELs. The district staffs these positions to support teachers and administrators with coaching, RTI@, and Intervention supports. It is the responsibility of this team to monitor progress of the subgroups and ensure that all unduplicated students have access to rigorous and standards-based education.	$1,034,842.00	Yes
Action #2	English Learner instructional support	Continue to employ a Coordinator of English Learner Programs and Interventions. The coordinator will monitor EL student and RFEP student progress through a district–wide system and use the data to implement program and curricular changes to increase their achievement. The coordinator will set goals with school sites to increase the number of students earning the State Seal of Biliteracy Increase the number of English Learner students achieving proficiency and reclassification through the use of intervention/support classes, supplementary instructional materials, afterschool tutoring and student progress monitoring by site EL Coordinator, ELD designated teachers and site administration In order to increase reclassification and supporting students who are in Level 1 and 2 on the ELPAC, PD on best instructional strategies will be provided.	$1,335,159.00	Yes
Action #3				

Action #	Title	Description	Total Funds	Contributing
	Increasing equity and access for college readiness	VVUHSD is committed to ensuring that all students are college ready. EL and HL students are identified as RED in the college and career indicator in the 2019-2020 CA dashboard, along with the AA subgroup. This action is specifically directed towards the LI, EL and FY subgroups and also supports all students. The district provides college readiness test preparation, additional counselors, study trips, and college visits. Schools employed a variety of activities and programs to focus efforts on raising awareness of attending college and the requirements to apply to college. AVID strategy training was provided at four school sites to all teachers are were employed in nearly all classes. The district funds supported college visits by each school site to Victor Valley C.C. As school sites determine their college and career readiness needs, they will evaluate their needs and utilize the support of a career center technician or an additional college counseling needs through the SPSA process. Ensure that ALL high schools/school of choice have a dedicated career/college guidance technician who is highly trained to support all students' needs. We also have open access to the AP program and provide supports for student preparation for AP. In addition we also provide an extensive district wide AVID program. Support students meeting the state college and career indicator in the area of career pathways by continuing to fully fund and expand the Career Technical Education Program, CTE courses, dual enrollment courses and other courses that qualify for career readiness. Provide for the necessary personnel as well as instructional materials, equipment, stakeholder awareness, and career exploration not provided through other budget resources such as Perkins, etc. Provide funding to support Career	$4,169,313.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Technical Student Organizations to increase student involvement in career education. Increase student participation in career pathways to reach completer status, especially for students who may not be immediately college bound. Increased access to college visits, college and career fairs, and community events for future college and career planning through study trips and bringing in contracted events for students. Various college events will target foster youth, homeless youth and English Learners as well as other at risk students. The district will employ the use of the National Student Clearinghouse to track district student enrollment in colleges and universities across the nation.		
Action #4	Intervention Services	VVUHSD offers increased options for student academic support to increase student success through grades 7-12, and increase graduation rates, special education re-designation, EL reclassification and middle school promotion rates. The district will continue to provide increased credit recovery opportunities for at-risk, EL, low income, homeless youth, and foster youth students to increase their opportunities to graduate on time. Opportunities may include but not be limited to the use of online credit recovery programs, independent study options, after school tutoring and dual or concurrent enrollment with the local community colleges. Additionally, the district has provided additional after school year-long credit recovery options that is funded with teachers, during the school day intervention sections and all materials related to this support and will also purchase intervention literacy materials to be implemented in the school-based RtI2 model and MTSS support time.	$4,672,943.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #5	Increased and improved services for unduplicated Special Education students	VVUHSD is committed to ensuring unduplicated students in Special Education receive individualized supplementary supports to increase their access and success in standards-based instruction in the general education setting. This includes providing services for LI Special students to access programs in a safe and supportive environment, including EL students in Special Ed accessing academic language acquisition opportunities.	$2,385,375.00	Yes
Action #6	Alternative Educational Options for Unduplicated Youth	VVUHSD has identified the need to increase daily attendance and reduce chronic absenteeism. In the CA dashboard the Chronic absenteeism rate for VVUHSD at the middle school is 14% with Foster Youth and two-or-more races identified as RED. The district has created a grade 7 through 12, A-G WASC accredited virtual school to support students and families who struggle with daily attendance in the traditional school setting. This alternative educational option has directly benefitted the Foster Youth and Homeless students and serves as a positive option for all Low Income students to address the attendance and chronic absenteeism that the data indicates.	$1,308,564.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #7	Providing and improving increased equity-driven career preparation opportunities	VVUHSD has over 85% of students identified as Low Income and continues to provide programs that support career readiness before graduation. In the CA dashboard 2019-2020, Foster Youth is in ORANGE in the College and Career indicator and requires specific support to move to Green or Blue. The district continues to fund additional teachers, increased numbers of class sections, professional development, work-based learning opportunities, and community partnerships so that all students, primarily the Low Income, Foster Youth and English Learner students, will receive sufficient experience and exposure with different career pathways. The district office fully funds the CTE office so that the expanded services can support career readiness across the district including grades 7 through 12.	$3,028,737.00	Yes
Action #8	Provide research-based training and support for ongoing equity in teaching and learning	VVUHSD is committed to ensure that all staff, including teachers, classified and administrators get access to ongoing professional training and support to address equity issues across all disciplines. The district will continue the work it started with Dr. Doug Reeves in continuing the actions related to implementing proficiency grading to address the high F grades experienced by our students, specifically EL, FY and HL students during distance learning. We will also continue the work around Equity and Implicit bias to address our practices both inside and outside the classroom that directly impact our students and work with County coaches to support ongoing alignment work in ELA and math. The overall goal of this action is to provide an environment that focuses on learning and success of all students, with special and strategic actions for EL, FY and HL students.	$190,000.00	Yes
Action #9	Professional	The Education Services department will provide time and		

Action #	Title	Description	Total Funds	Contributing
	Development to Address Equity and Achievement gaps	resources to teachers and paraprofessionals for training and professional development to assist n their work related to ensuring that all students receive targeted supports through highly trained staff, with the focus on EL, FY and LI students with IEPs who continue to face extensive challenge with their graduation rates, reclassification rates and promotion rates. The district's LI population is over 85% and the skills learned through professional training and workshops support all LI students with increased and improved access to rigorous and relevant teaching and learning. 1. every teacher is provided time to refine and improve district pacing guides (as well as revise and align course offerings (new course adoptions) in all subject areas to meet state framework requirements, common core instructional shifts, differentiation for at-risk students and A-G requirements. This includes alignment of ELD and ELA standards and ensuring that SP Ed students have success. 2. Provide evidence-based professional development to retain and support classified, certificated and administrative staff. The training will also provide staff with skills and supports to help serve our low income families, and identify foster youth and homeless youth, to ensure they are receiving supplementary services at the school sites, 3. Time will be provided for staff to complete Target Solution, CPR & First - including paraprofessionals and security staff training. 4. Provide workshops/ professional development opportunities to certificated and classified staff enhance the practices, safety and security of our students and staff. 5. Collaboration time for teachers around grading and assessments through site and district Professional Learning Communities and County coaches to support FY, LI and EL students with IEPs.	$1,360,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		6. Teacher and administration collaboration on subject specific teaching and learning strategies, curriculum design, technology, during summer and the regular school year. Implementing ELD strategies and support for EL students with an IEP to gain access and success in mainstream classes.		

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

Goal #	Description
Goal 3	VVUHSD will provide an equity centered safe learning environment that supports a positive school climate with family engagement, student and staff success, and parent involvement.

An explanation of why the LEA has developed this goal.

Provide additional funding for school sites to offer additional resources (conferences, guest speakers, parent education programs, cultural proficiency, etc.) to parents/guardians to increase attendance at school site meetings and events. Support parents/guardian in their understanding of educational initiatives when they are serving as members of a committee such as DAC, SSC, ELAC or DELAC by offering conferences and training opportunities. Allow for refreshments and child care when needed.
Offer College & Career events that involve parents, such as: College Application Workshops (Grades 1112), College Information Workshops (Grades 912), Financial Aid Workshops (Grades 1112), FAFSA Workshops (Grade 12), Scholarship Workshops (Grades 1012) and K16 Bridge Information Evenings. (SP, Strat.3, Spec.Rslt.2,II.A) Schools will ensure focus on target groups of students such as Special Education, EL, Low Income, and Foster Youth
Provide support for a Parent Center at school sites who have employed a Family Engagement Liaison. The Family Engagement Liaison will support and monitor parent engagement. They will also support the school sites with the annual parent survey/evaluation, parent attendance at workshops monitoring using OMS, and provide events to help parents navigate the school system. VVUHSD will focus on student and staff wellness to promote student academic success with design and support of programs such as MTSS, PBIS, RtI2 supports. Attendance, Responsible behaviors, social-emotional learning, positive attitudes etc. Social-Emotional Learning, counseling, mental health supports etc. This will foster positive student-adult relationships and increase family engagement in schools. Social Emotional Learning: In an effort to build capacity and have a shared understanding amongst staff, prior to the start of school, staff had an opportunity to participate in following targeted professional development that support wellness:
Therapeutic Crisis Intervention for Schools (TCIS) De-escalation Strategies - Learn effective de-escalation strategies to be most effective supporting students who are in a crisis, assist students in developing constructive coping skills and establish caring relationships; understanding what trauma looks like to choose how to best respond to a student's need.
Social Emotional Learning (SEL) Core Competencies - Learn the five SEL core competencies (self-awareness, self-management, social

awareness, relationship skills, and responsible decision-making) and how they impact student success. Additionally, learn strategies to implement SEL in casual interactions.
ALL Means All! - Understanding of MTSS framework and implementation to support academic, behavioral, and social-emotional success for all students. The district has also contracted the following service to support the wellness:
In partnership with community partners, Family Engagement Liaison also offered resources and learning opportunities to our families including: health and healthy lifestyles, physical fitness, employment, mental health awareness and warning signs, food and clothes giveaways, teen virtual cooking classes, goal setting, LGBTQ support groups, yoga and meditation, and other relevant opportunities.
Ensure Foster Youth district liaison has adequate training, knowledge, and resources to carry out responsibilities (Ed. Code 48853.5) to reduce the effects of mobility for our foster youth. The district liaison will continue with professional development on homeless and foster youth as well as support/organize professional development for all district staff. The district liaison will maintain a database for foster youth and homeless youth contact information and coordinate with school site homeless liaisons.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Suspension rate 7.3%	7.3% suspension rate AI - 6.2% Asian - 1.4% AA - 15.8% Filipino - 1.6% Hispanic - 5.5% Pacific Islander - 1.4% Not Reported - 6.4% Two or More Races - 9.5% White - 4.9% 74.4% students with at least one suspension 25.6% students with multiple suspensions	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	6.2% suspension rate 63% students with at least one suspension 21% students with multiple suspensions

Chronic Absenteeism	2018-19 Overall - 13.8% AI - 12.4% AA - 22.6% Asian - 2.4% Filipino - 5.4% Hispanic - 11.5% Pacific Islander - 12.3% None Reported - 10.9% Two or More races - 21% White - 12.4%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Chronic Absenteeishm Overall - 11.7% AI - 10.5% AA - 19.4 Asian - 2.0% Filipino - 4.6 Hispanic - 9.8% Pacific Islander - 10.5% None Reported - 9.3% Two or More races - 17.9% White - 10.5%
Expulsion rate 0.03%	0.03% Expulsion Rate: AA - 0.05% Hispanic - 0.02% Not reported - 0.84% All other ethnicities - 0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Expulsion 2.5%
Survey data from Panorama Climate and SEL date	Fall 2019 - Student Responses - favorable	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain and improve survey results over 90% in each category

		responses Valuing of ELA and Math - 81% Knowledge and Fairness of Discipline - 76% Climate of Support 72% Safety - 66% Sense of Belonging - 54% Teacher-student relationships 44% Winter 2020 - Staff Survey - Climate of Support fo Academic Learning - 88% Knowledge and Fainess of Discipline - 78% Sense of belonging - 69% Safety - 55% Family Survey Sense of belonging - 89% Climate for academic learning - 88% Knowledge					

	and fairness of discipline - 87% Safety - 82%				

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Provide purposeful and meaningful supports for personal and academic well being for student success	VVUHSD is committed to providing behavioral supports to reduce the levels of disciplinary infractions, including suspensions for unduplicated students. In the 2018-2019 CA dashboard suspension data indicates that Foster Youth students are in RED while ELs are in ORANGE. The district has developed this section to include Positive Behavioral Interventions and Supports (PBIS) is a universal, schoolwide prevention strategy that is currently implemented in all schools through the application of behavioral, social learning, and organizational behavioral principles. SWPBIS aims to alter school environments by creating improved systems and procedures that promote positive change in student behavior by targeting staff behaviors. The district needs to examine the impact of training in PBIS on implementation fidelity as well as student suspensions, office discipline referrals, and academic achievement. School-level longitudinal analyses is needed to evaluate if staff trained in PBIS implemented model with high fidelity, experienced significant reductions in student suspensions and office discipline referrals. To further support this action, the district provides 6 dedicated intervention counselors at specific school sites to support PBIS implementation, improve behavior and promote social emotional development for at risk students, Low Income, and Foster Youth	$2,945,491.00	Yes

Action #	Title	Description	Total Funds	Contributing
		in primarily grades 7 and 9 as outlined in the district Strategic Plan. Grade 7 and 9 counselors will provide support academically and socio emotionally in order to increase student performance and reduce the number of dropouts. Counselors will meet with all students in grades 7 and 9 to establish goals to plan for college and career. The job description for intervention counselors will be reviewed to ensure they have a reduced caseload for students with whom they will provide academic, socio-emotional and behavioral support with increased communication with teachers and family. The district has discussed on neighbor and attendance sorry by creating an office of Student Services, hiring a district RN, and placing LBNS at each site to help with well-being. Additionally, licenses for mental health based supports has been purchased and mental health clinicians added across the district. The district also has developed a plan to train all staff on social emotional supports.		
Action #2	Enhance parent support and family connections	With over 85% of students identified as Low Income, the district provides strategicpartnersin aligned parent education and engagement activities to improve school-home partnerships for unduplicated students. To improve parent knowledge and to engagement, while creating a welcoming and supporting school environment for students and families, the district and schools 1. design workshops that support children with elementary, middle and high school transitions. 2. Involve feeder districts in aligning activities between elementary and the middle schools, as well as from middle to high schools. 3. Train and support Family Engagement Liaisons to provide districtwide parent education and plan engaging activities with community partners to create awareness of resources available to families. 4. Educate parents on student success initiatives, access to	$716,657.00	Yes

Action #	Title	Description	Total Funds	Contributing
		online resources, understanding how to access AERIES grades, understanding college and career requirements, and supporting students with chronic absenteeism and positive interventions. 5. Hold annual meetings, led by counselors, teachers or administrative staff, with parents to educate/update parents on their child(ren)'s progress towards graduation and/or college & career readiness. 6. Ensure the events for parents/guardians of targeted EL students have translators present. The district will continue to employ a district translator to support all school and district events and meetings when needed to ensure communication with bilingual families. 7. Offer College & Career events that involve parents, such as: College Application Workshops (Grades 11-12), College Information Workshops (Grades 9-12), Financial Aid Workshops (Grades 11-12), FAFSA Workshops (Grade 12), Scholarship Workshops (Grades 10-12) and K16 Bridge Information Evenings. (SP, Strat.3, Spec.Rslt.2,II.A) Schools will ensure focus on target groups such as Special Education, EL, Homeless, Foster, and Low Income students. 8. Design and offer district and/or school competitions/celebrations to encourage school connectedness and celebrate achievement of low income and at risk students which will include, but not be limited to: National College Signing Day, Pathway Completion Achievement, Science and Engineering Fair Awards, Visual and Performing Arts Achievements, National History Day Competition, Reclassification Ceremony, Etc. Implement / maintain district and/ or site supported student recognition programs such as: Renaissance, Honor Roll, National Honor Society, Student of the Week, etc. Even though these services benefit all students, is primarily focused on the unduplicated students in the district and to support their families.		

Action #	Title	Description	Total Funds	Contributing
Action #3	Supplemental supports for Foster, low-income and Homeless youth	Provide foster youth, low income students and homeless youth with increased services as they are identified and enrolled in the district. Increase services to positively impact school connectedness through funding for involvement in cocurricular as well as school supplies to ensure they are equipped for success in classroom. Ensure all students have materials and supplies to participate in school programs that impact academic achievement and college/career preparation.	$3,978,747.00	Yes
Action #4	Maintain and support a safe environment	The district provides a safe learning environment for students and staff, with comprehensive safety standards, conducted in clean facilities that supports a positive school climate with family engagement. On order to make a safe environment a priority, the district, 1. Conducts an annual review of the effectiveness of campus safety officers at all schools and establish guidelines for staffing based on student numbers and safety related incidents. 2. Will continue to provide training for safety officers and recruitment/training of substitute safety officers. 3. Provide contracted services through law enforcementvfor probation officers and school resource officers (SROs) for student safety and SARB.	$3,978,747.00	No

Action #	Title	Description	Total Funds	Contributing
Action #5	Expanded school-home connections for unduplicated students	VVUHSD is focused on ensuring that students are safe on school, attend school daily and teaching engaged. To ensure that there is communication with families on student success or intervention, in addition to district staff, the district also contracts with Probation Services to improve home visits to engage parents, especially HL, EL and FY. This continue to be a focus as this helps build positive relationships with the Probation officers who are able to bring and recommend additional community based supports for those families.	$124,940.00	Yes

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

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
34%	$33,701,822.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1: VVUHSD will provide clean campuses, access to technology, sufficient instructional materials and appropriately credentialed teachers and support staff at all school sites..

1. Action #1 Provide facilities that are clean and in good repair
Every student, including FY, HL and LI students will access a safe and clean learning environment.

2. Action #2: Access to technology
This action directs services for all students. VVUHSD has a separate Action (# 5) to provide technology access for FY, EL and LI students.
3. Action #3 Access to standards-based instructional materials
All students will have access to materials including online materials.
VVUHSD has a separate Action (# 6) to provide instructional materials for EL students.

Goal 2: Victor Valley Union High School District's will provide a rich academic program grounded in equity- based practices with measurable impact on middle and high school success indicators, including instructional support for ELs, SPED, FY, HL, at-promise students and struggling learners.
Action #1 Ongoing Professional Support for academic success.
This includes specific training to support students who are at risk and not experiencing success. Includes MTSS and best first instruction to improve pedagogy and classroom supports which will benefit all EL, FY and LI students.
Action #3 Improve College Readiness for all students:
VVUHSD provides funding to support college readiness exams for all students and free AP tutoring and field trips to support college readiness. This directly benefits all EL, FY and LI students.
Action #5 Increased and improved Services for Special Education
This actions specifically addresses the needs of the students in Special Education which also serves FY, HL and LI students.
Action #7 Supporting and Enhancing Career and Technical Education (CTE)
This actions addresses the needs of all students which also serves FY, HL and LI students.

Goal 3 - VVUHSD will provide an equity centered safe learning environment that supports a positive school climate with family engagement, student and staff success, and parent involvement.
Action #1 Provide purposeful and meaningful supports for personal and academic well being of all students:

Our unduplicated students benefit from additional school based supports addressing their personal and academic needs. This action addresses the needs of all students which also serves FY, HL and LI students.
Action #2 Enhance parent support and family connections:
Parent engagement is a focus that allows schools and the district to improve home-school connections, We provide workshops for Foster and EL parents while also being mindful about engagement families experiencing homelessness and LI families. These workshops aim to provide resources for HL, EL and LI families.
Action #4 Maintain and Support a Safe Environment
VVUHSD aims to provide a safe campus with trained staff who can address student concerns in a timely manner. This support all students and the FY, EL and LI subgroups.

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

The districtwide goals and actions for the 2021-2022 LCAP quantitatively meet the increased and improved services for unduplicated students in our district. These services provide the necessary increased and improved supports for our unduplicated students to impact positively their academic success.

Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Maintain facilities that are clean and in good repair	All	No			Districtwide	Annually

1	2	Access to technology	ALL	No	LEA-wide	Foster Youth, Homeless and SED	districtwide	annual
1	3	Support for students to access standards-based instructional materials	all	No			Districtwide	Annual
1	4	Provide transportation for all students		Yes	LEA-wide	Foster, Homeless and Low-Income	District	annual
1	5	Technology for Unduplicated Students		Yes	LEA-wide	Foster and Homeless Youth	districtwide	annually
1	6	Adoption of Digital materials and new adoptions for English Learner Designated ELD Curriculum		Yes	LEA-wide	English Learners	LEA	Annual

1	7	Purchase of digital instructional materials to support access and equity		Yes	LEA-wide	Low Income	Districtwide	Annual
2	1	Ongoing Professional Support for Academic Success of unduplicated students	All	Yes	LEA-wide	LI, FY, EL	Districtwide	Annually
2	2	English Learner instructional support	English Learners	Yes	LEA-wide	English Learners	districtwide	annual
2	3	Increasing equity and access for college readiness	all	Yes	LEA-wide	LI, FY and EL	Districtwide	annual
2	4	Intervention Services		Yes	LEA-wide	Foster, Homeless, Socio-Economically Disadvantaged	Districtwide	Annual

2	5	Increased and improved services for unduplicated Special Education students	Special Ed	Yes	LEA-wide	LI and EL	school sites	Annual
2	6	Alternative Educational Options for Unduplicated Youth		Yes	LEA-wide	FY, HL, low income	districtwide	annually
2	7	Providing and improving increased equity-driven career preparation opportunities	All	Yes	LEA-wide	LI, FY, EL	school sites	annually
2	8	Provide research-based training and support for ongoing equity in teaching and learning		Yes	LEA-wide	LI	All sites	Annual

2	9	Professional Development to Address Equity and Achievement gaps		Yes	LEA-wide	LI	All sites	Annual
3	1	Provide purposeful and meaningful supports for personal and academic well being for student success	All	Yes	LEA-wide	LI, EL, FY	Districtwide	Annually
3	2	Enhance parent support and family connections	all	Yes	LEA-wide	LI, FY and EL	districtwide	annually
3	3	Supplemental supports for Foster, low-income and Homeless youth		Yes	LEA-wide	Foster, Homeless and Low-Income	District	annual

3	4	Maintain and support a safe environment	All Students	No	LEA-wide		District Wide	Annual
3	5	Expanded school-home connections for unduplicated students		Yes	LEA-wide	FY and EL	All sites	Annual

Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3.10%			$159,731.00				
100.00%			$619,393.00				
100.00%			$1,236,971.00				
55.98%			$9,087,802.00				
26.02%			$1,580,283.00				
0%			$500,000.00				
0%			$4,000,000.00				
99.96%			$349,654.00				
77.62%			$1,125,159.00				
7.15%			$3,051,999.00				

30.52%			$705,182.00				
90.63%			$2,356,875.00				
77.80%			$1,018,064.00				
73.62%			$2,367,122.00				
0%			$160,000.00				
88.24%			$620,000.00				
80.75%			$1,238,348.00				
79.42%			$201,166.00				
4.31%			$3,968,747.00				
99.75%			$3,968,747.00				
100.00%			$124,940.00				

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Maintain facilities that are clean and in good repair	All	$159,731.00	$0.00	$4,997,894.00	$0.00	$5,157,625.00
1	2	Access to technology	ALL	$619,393.00	$0.00	$0.00	$0.00	$619,393.00

1	3	Support for students to access standards-based instructional materials	all	$1,236,971.00	$0.00	$0.00	$0.00	$1,236,971.00
1	4	Provide transportation for all students		$9,087,802.00	$0.00	$0.00	$0.00	$9,087,802.00
1	5	Technology for Unduplicated Students		$1,580,283.00	$0.00	$0.00	$650,000.00	$2,230,283.00
1	6	Adoption of Digital materials and new adoptions for English Learner Designated ELD Curriculum		$500,000.00	$0.00	$0.00	$0.00	$500,000.00
1	7	Purchase of digital instructional materials to support access and equity		$4,000,000.00	$0.00	$0.00	$0.00	$4,000,000.00

2	1	Ongoing Professional Support for Academic Success of unduplicated students	All	$349,654.00	$195,598.00	$0.00	$489,590.00	$1,034,842.00
2	2	English Learner instructional support	English Learners	$1,125,159.00	$80,000.00	$0.00	$130,000.00	$1,335,159.00
2	3	Increasing equity and access for college readiness	all	$3,051,999.00	$0.00	$0.00	$1,117,314.00	$4,169,313.00
2	4	Intervention Services		$705,182.00	$1,127,500.00	$0.00	$2,840,261.00	$4,672,943.00
2	5	Increased and improved services for unduplicated Special Education students	Special Ed	$2,356,875.00	$0.00	$0.00	$28,500.00	$2,385,375.00
2	6	Alternative Educational Options for Unduplicated Youth		$1,018,064.00	$0.00	$0.00	$290,500.00	$1,308,564.00

2	7	Providing and improving increased equity-driven career preparation opportunities	All	$2,367,122.00	$449,598.00	$0.00	$212,017.00	$3,028,737.00
2	8	Provide research-based training and support for ongoing equity in teaching and learning		$160,000.00	$30,000.00	$0.00	$0.00	$190,000.00
2	9	Professional Development to Address Equity and Achievement gaps		$620,000.00	$50,000.00	$0.00	$690,000.00	$1,360,000.00
3	1	Provide purposeful and meaningful supports for personal and academic well being for student success	All	$1,238,348.00	$1,635,143.00	$0.00	$72,000.00	$2,945,491.00

3	2	Enhance parent support and family connections	all	$201,166.00	$0.00	$0.00	$515,491.00	$716,657.00
3	3	Supplemental supports for Foster, low-income and Homeless youth		$3,968,747.00	$0.00	$10,000.00	$0.00	$3,978,747.00
3	4	Maintain and support a safe environment	All Students	$3,968,747.00	$10,000.00	$0.00	$0.00	$3,978,747.00
3	5	Expanded school- home connections for unduplicated students		$124,940.00	$0.00	$0.00	$0.00	$124,940.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$38,440,183.00	$3,577,839.00	$5,007,894.00	$7,035,673.00	$54,061,589.00

Total Personnel	Total Non-Personnel
$531,334,020.00	$603,959,349.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Provide transportation for all students	LEA-wide	Foster, Homeless and Low-Income	District	$9,087,802.00	$9,087,802.00
1	5	Technology for Unduplicated Students	LEA-wide	Foster and Homeless Youth	districtwide	$1,580,283.00	$2,230,283.00
1	6	Adoption of Digital materials and new adoptions for English Learner Designated ELD Curriculum	LEA-wide	English Learners	LEA	$500,000.00	$500,000.00
1	7	Purchase of digital instructional materials to support access and equity	LEA-wide	Low Income	Districtwide	$4,000,000.00	$4,000,000.00

2	1	Ongoing Professional Support for Academic Success of unduplicated students	LEA-wide	LI, FY, EL	Districtwide	$349,654.00	$1,034,842.00
2	2	English Learner instructional support	LEA-wide	English Learners	districtwide	$1,125,159.00	$1,335,159.00
2	3	Increasing equity and access for college readiness	LEA-wide	LI, FY and EL	Districtwide	$3,051,999.00	$4,169,313.00
2	4	Intervention Services	LEA-wide	Foster, Homeless, Socio-Economically Disadvantaged	Districtwide	$705,182.00	$4,672,943.00
2	5	Increased and improved services for unduplicated Special Education students	LEA-wide	LI and EL	school sites	$2,356,875.00	$2,385,375.00
2	6	Alternative Educational Options for Unduplicated Youth	LEA-wide	FY, HL, low income	districtwide	$1,018,064.00	$1,308,564.00

2	7	Providing and improving increased equity-driven career preparation opportunities	LEA-wide	LI, FY, EL	school sites	$2,367,122.00	$3,028,737.00
2	8	Provide research-based training and support for ongoing equity in teaching and learning	LEA-wide	LI	All sites	$160,000.00	$190,000.00
2	9	Professional Development to Address Equity and Achievement gaps	LEA-wide	LI	All sites	$620,000.00	$1,360,000.00
3	1	Provide purposeful and meaningful supports for personal and academic well being for student success	LEA-wide	LI, EL, FY	Districtwide	$1,238,348.00	$2,945,491.00
3	2	Enhance parent support and family connections	LEA-wide	LI, FY and EL	districtwide	$201,166.00	$716,657.00

3	3	Supplemental supports for Foster, low-income and Homeless youth	LEA-wide	Foster, Homeless and Low-Income	District	$3,968,747.00	$3,978,747.00
3	5	Expanded school- home connections for unduplicated students	LEA-wide	FY and EL	All sites	$124,940.00	$124,940.00

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	$32,455,341.00	$43,068,853.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Annual Update Table Year 1

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
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and

learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development

process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's perse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and

community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

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 and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information - Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes - Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need - Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights - Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement - An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**:Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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 broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE’s website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the

development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can

include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the

expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Timeline for completing the **"Measuring and Reporting Results"** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are

encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations* , Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for

unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rsate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**; Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
- **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 that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific

Schools” or “Specific Grade Spans”. Identify the inpidual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-personnel**: This amount will be automatically calculated.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.