

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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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

Vaughn Next Century Learning Center will maintain high academic standards, increase achievement, and work toward proficiency in English Language Arts for all limited-English proficient students.

State and/or Local Priorities addressed by this goal:

State Priorities: 4. Pupil Achievement 8. Other pupil outcomes
Local Priorities: *Share of English Learners that become Proficient *EL Reclassification Rate *Performance on Standardized Tests

Annual Measurable Outcomes

Expected	Actual
<p>The percentage of English Learners who reclassify as English Proficient will increase the majority of the years of the charter.</p> <p>19-20: 18.5%</p>	<p>19-20: 9.4%</p>
<p>The percentage of Long-Term English Learners who demonstrate adequate progress on the ELPAC will increase the majority of the years of the charter.</p> <p>19-20: 2017-2018 Baseline +2%</p>	<p>18-19: 46.5% of ELLs making adequate progress, Performance Level =Medium</p> <p>19-20 No reports due to the suspension of the English Language Proficiency Assessments for California (ELPAC) assessments.</p>
<p>EL performance relative to "Status and Change," as indicated by the English Learner Progress Indicator (ELPI), will be maintained, increased, or significantly increased the majority of the years of the charter.</p> <p>19-20: ELPI Status and Change = Maintain, Increase, or Significantly Increase</p>	<p>18-19: Initial ELPAC administration, no status and change indicator available.</p> <p>19-20: No reports due to the suspension of the English Language Proficiency Assessments for California (ELPAC) assessments.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
	[Add budgeted expenditures here]	[Add actual expenditures here]
<p>3 Teacher Leads: The teacher leads promote the alignment and articulation of the school-wide instructional program, work to coordinate efforts to provide professional development for teachers addressing CCSS implementation in all content areas, SBAC and other internal formative measures, and they directly</p>	\$319,087	\$249,082.28

support teachers with classroom observations and feedback. Moreover, the teacher leads operate as instructional coaches, supporting EL program alignment and articulation school-wide.		
2 Directors of Instruction: In an effort to more effectively distribute responsibility for the alignment, monitoring, and guidance of the TK-12 instruction program, Vaughn has bifurcated the Chief Academic Officer position into two distinct positions, the Director of Elementary Instruction and the Director of Secondary Instruction. Each of the two positions carry equal weight with regard to the implementation and evolution of Vaughn’s instructional program. Both Directors provide oversight to Vaughn’s EL Coordinator, and they collaborate to provide collective technical support and strategic guidance to Vaughn’s campus Directors, Curriculum Coordinators, and Lead Teachers relative to the direction of actions and services to support English Language Learners.	\$304,350	\$205,688.77
10 Teacher Assistants (TK/K): The teacher assistants support growth and development in literacy at the TK/K levels of early and primary education.	\$246,038	\$210,707.91
Assessment System (NWEA): The NWEA MAP serves as one of several additional measures (SRI, etc.) to identify students in need of literacy intervention(s) and to monitor the progress of English Learners in ELA and Mathematics.	\$31,185	\$39,412.50
Staff Development: Staff Development to support faculty and staff in the service of Vaughn students. Staff development to target areas related to differentiation of instruction, serving English Language Learners, Project Based Learning and authentic assessment, formative assessment, integration of technology for multi-modal instruction, etc.	\$200,000.00	\$81,906.26
Tutoring: Vaughn faculty will be recruited to provide after school tutoring services to students demonstrating academic remediation or support in literacy and/or numeracy. In particular, tutoring will benefit English Learners and recently reclassified students.	\$100,000	\$124,064.81
6 Intervention Teachers (Full Time): The intervention teachers are integral to the school's RTI model, and they work to directly support students most in need of	\$138,012	\$86,252.71

intensive remediation, development, and/or support in literacy and numeracy, among other academic needs.		
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Goal Analysis

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

Overall, we budgeted \$1,338,672 and expended \$997,115.00 towards this goal. Due to the Covid-19 school closure in the Spring of 2020 we were unable to fully hire for our 6 intervention teachers. Funding was shifted to support technology for staff and students including devices, connectivity, and software access in order to ensure our staff and students had adequate resources during the school closure. Additionally, in regards to the difference in budgeted vs. actual in Staff Development we were able to use Coronavirus Relief funding to support Staff Development during the school closure and there was reduced attendance to professional conferences which at times also incur travel expenses which we did not incur. ESY expenses were increased as we shifted funds and increased the ESY daily rate for certificated staff to ensure that more of our credentialed teachers opted to provide instruction during the ESY days thereby providing increased consistency to our students and additional quality learning experiences. Expected expenditures for the two Director of Instruction positions was less than anticipated due to a shift in the funding source for the Director of Secondary Instruction. Vaughn was able to secure the lead on a Federal Gear Up Grant which funded the Director of Secondary Instruction at 50% thus resulting in reduced actual expenditures for this action.

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

Staff support has been an important part of the success of our English Learners (EL's). Having the additional support at each site has allowed us to provide our students with the assistance needed. The Lead Teachers helped ensure that teachers are implementing the ELD standards across the grade levels. The additional support provided by the Teacher Assistants in Transitional Kindergarten and Kindergarten was integral during the English Language Development block, Language Arts and Math. The assistants provided an extra layer of support for our English Learners by using various strategies to help them master the skills taught by the teachers. Given that we have the largest number of EL's at the primary level we decided as a school to provide that additional support in grades TK-K by adding the additional Teacher Assistants. After School tutoring gave us the opportunity to successfully provide our most in need EL's additional instructional support. Teachers provide support for our EL's in small groups to help them focus on the needs of each particular student.

An area in which Vaughn can continue to grow is in providing staff development that is targeted to our English Learner population. This will provide teachers with practices that can be incorporated into their daily lessons. Additionally, it would ensure that lessons are being differentiated to meet the needs of all of our students. In the 19-20 school year teachers provided after school tutoring to our EL's focusing on ELPAC preparation before the Spring administration of the Summative ELPAC. Unfortunately, due to the school closure and suspension of the Spring 2020 Summative ELPAC we were not able to see how successful the tutoring was. This is identified as a challenge given that we were unable to see the results of our tutoring efforts.

Goal 2

Vaughn Next Century Learning Center will cultivate a positive school culture and system of supports for student personal and academic growth.

State and/or Local Priorities addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Annual school-wide attendance will be maintained at 97% or greater as measured by state-defined average daily attendance procedures.</p> <p>19-20: 97% or Greater</p>	<p>18-19:</p> <p>19-20: No reports due to the determination by the CDE that the data are not valid and reliable for the 2019–20 academic year. This is due to the manner in which absenteeism data are collected in the California Longitudinal Pupil Achievement Data System (CALPADS) that impacts the integrity of the data and related calculations for any period of time other than the full academic year.</p>
<p>The suspension and expulsion rate, as a percentage of enrolled students, will be maintained at 2% or less annually.</p>	<p>19-20: .40% Suspension Rate</p>

19-20: 1% *If the suspension/expulsion rate exceeds 1%, Vaughn's goal will be to decrease or decrease significantly per the CA Dashboard Status and Change measurement.

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1 Case Manager: The case manager serves an integral role in the SST (Student Study Team) process and coordinates regularly with faculty, staff, and families to support the implementation of the RTI model.	\$82,480	88,729.61
1 School Psychologist: The school psychologist serves as a member of the mental health team and will assist with the development of effective student behavior support plans, with the development and implementation of restorative practices, and will support/promote the school-wide Positive Behavior Support Plan.	\$111,703	125,632.01
2 Middle School Counselors: The middle school counselors provide social-emotional guidance and support for students and coordinate regularly with outside agencies to ensure access to appropriate interventions, support mechanisms, and programs as needed.	\$196,365	186,855.11
1 Middle School Dean: The middle school dean supports the development and implementation of restorative practices, the school-wide Positive Behavior Support Plan, and promotes a positive and inclusive school culture and climate.	\$108,946	118,490.90
4 Full-Time Security Staff: The security staff support and maintain a safe school environment.	\$165,205	160,351.77
1 Middle School Physical Education Teacher: The P.E. teacher supports the "whole student" to promote physical and mental wellness and collaborates with families and the community to reduce common sources of stress experienced by students.	\$95,456	101,388.74
2 Case Manager Assistants: The case manager assistants support the case manager in the SST (Student Study Team) process and, including coordination with families to ensure implementation of the RTI model.	\$69,359	91,765

2 Counselor Assistants: The counselor assistants support the elementary counseling team, who provide social-emotional guidance for students, and they consistently communicate and collaborate with outside agencies to ensure access to appropriate interventions, support mechanisms, and programs as needed.	\$54,412	46,274.80
7 Behavior Assistants: The behavior assistants support the efforts of the Students Support Services team, promote restorative practices, and encourage a positive school culture and climate.	\$197,051	197,690.05
1 Elementary Counselor: The elementary counselor provides social-emotional guidance and support for students and coordinates regularly with outside agencies to ensure access to appropriate interventions, support mechanisms, and programs as needed.	\$100,428	109,450.28
1 Nurse: The school nurse promotes the health and well-being of all students, contributes to efforts designed to ensure that Vaughn maintains a high attendance rate, and works to make certain that students are able to maximize instructional time.	\$86,307	99,114.20
6 Nurse Assistants: The nurse assistants promote the health and well-being of all students, contribute to efforts designed to ensure that Vaughn maintains a high attendance rate, and work to make certain that students are able to maximize instructional time.	\$161,638	148,545.69
29 Campus Aides: The campus aides provide supervision assistance throughout the school-day, serving as both caretakers and monitors of student behavior and school facilities.	\$510,112	461,976.73
Behavior Consultant Services: Vaughn leverages contracted services to provide on site behavior support, guidance for faculty and staff relative to Positive Behavior Support, and specialized services for students most in need of intensive behavior support.	\$120,000	121,476.00
1 Restorative Justice Coordinator: The Restorative Justice Coordinator will work in conjunction with the high school leadership team to promote restorative approaches to student discipline and will work with the faculty, staff, and students to consistently build a positive school climate and culture.	\$109,819	122,727

1 Behavior Services Coordinator: The Behavior Support Coordinator will provide guidance and oversight to Vaughn's school-wide behavior support team and will contribute to the implementation of TK-12 PBIS efforts across all campuses.	\$117,350	96,848.86
1 Campus Aide Lead: The Campus Aid Lead will provide training to and coordinate the efforts of Vaughn's significant deployment of campus aides across the TK-12 span. In particular, the campus aide lead will bring much needed alignment and support designed to build capacity within our campus aides, who are primarily responsible for conducting active student supervision at each of Vaughn's five campus sites.	\$47,606	35,360.60
1 Psych. Assistant: The Psychologist Assistant works in collaboration with Vaughn's school-Psych. team and supports efforts to provide mental health services for all students in grades TK-12.	\$54,288	43,580.58

Goal Analysis

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

Approximately \$30,000 that was not used in the positions above went directly into our social and emotional support services for our students. At the middle school we invested in a new SEL curriculum that was incorporated into our advisory program. Second Step has been an effective program at the elementary level and is already showing success in middle school. We also invested in a student monitoring software, called GoGuardian, that allows teachers to not only monitor student engagement online, but also flags students who might be at risk socially and emotionally.

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

Our PBIS is becoming more consistent across all grade levels. When students are transitioning to work with another teacher, they are already aware of the school-wide expectations so we are holding all the students to the same expectations. Restorative justice practices are helpful in providing students agency over their actions. Teachers work hard to build personal connections with students and engage student interest. Several family conferences are scheduled throughout the year to communicate student progress with parents and implement interventions. Coffee with the Director provides opportunities for staff and families to connect. Counselors do an

amazing job supporting our students. Community circles, Second Step (socio-emotional learning), advisory (topics guided towards socio-emotional learning), parent committee, and student/parent climate surveys, are just some of the ways we communicate with our various stakeholders throughout the school year.

A layer we can continue to strengthen is providing more strategic support to engage in vertically articulated PBIS MTSS strategies across all school sites. This will ensure there is more consistency in Tier 1, 2, and 3 interventions so that students have consistent intervention that benefits their individualized needs. Building in parent forums that show parents how to implement rewards and consequences at home that align with PBIS so that students are receiving similar behavior positive/negative rewards at home and school. As an MTSS strategy, we can also work to strengthen our social and emotional learning program. Our teachers and staff need training in trauma informed practices as well as daily intervention at all levels for emotional support.

Goal 3

Vaughn Next Century Learning Center will maintain high academic standards, increase achievement, and work toward proficiency in English-Language Arts and Mathematics for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes

Local Priorities: *Performance on Standardized Tests *Implementation of the Common Core State Standards

Annual Measurable Outcomes

Expected	Actual
The percentage of students that meet or exceed standard in grades 3-8 and 11, as measured by the annual SBAC in ELA, will increase the majority of the years of the charter.	18-19: Increase (+3.5)

<p>19-20: The percentage of students meeting or exceeding standard will "increase" or "increase significantly" according to the Status and Change matrix (CA Dashboard).</p>	<p>19-20: No reports due to suspension of California's English language arts and mathematics assessments.</p>
<p>The percentage of students that meet or exceed standard in grades 3-8 and 11, as measured by the annual SBAC in Math. will increase the majority of the years of the charter.</p> <p>19-20: The percentage of students meeting or exceeding standard will "increase" or "increase significantly" according to the Status and Change matrix (CA Dashboard)</p>	<p>18-19: Increase (+5.9) 19-20: No reports due to suspension of California's English language arts and mathematic assessments.</p>
<p>The percentage of students that demonstrate growth annually in ELA (Reading), as measured by Vaughn's internal CCSS aligned assessment system, will increase the majority of the years of the charter. (Annual growth in RIT scores in Reading, as measured by the NWEA MAP)</p> <p>19-20: 2017-18 Baseline + 2%</p>	<p>18-19: Fall 2018-Winter 2019 46.6% Met Growth Projection 19-20: Due to school closure due to Covid-19 Pandemic we were unable to administer the Spring 2020 NWEA. In its place we will use Fall 2019-Winter 2020 NWEA Annual Growth to determine actuals: 46.3% Met Growth Projection</p>
<p>The percentage of students that demonstrate growth annually in ELA (Language Usage), as measured by Vaughn's internal CCSS aligned assessment system, will increase the majority of the years of the charter. (Annual growth in RIT scores in Language, as measured by the NWEA MAP)</p> <p>19-20: 2017-18 Baseline + 2%</p>	<p>18-19: Fall 2018-Winter 2019 47.25% Met Growth Projection 19-20: Due to school closure due to Covid-19 Pandemic we were unable to administer the Spring 2020 NWEA. In its place we will use Fall 2019-Winter 2020 NWEA Annual Growth to determine actuals: 43.75% Met Growth Projection</p>
<p>The percentage of students that demonstrate growth annually in Math, as measured by Vaughn's internal CCSS aligned assessment system, will increase the majority of the years of the charter. (Annual growth in RIT scores in Mathematics, as measured by the NWEA MAP)</p> <p>19-20: 2017-18 Baseline + 2%</p>	<p>18-19: Fall 2018-Winter 2019 =43.9% 19-20: Due to school closure due to Covid-19 Pandemic we were unable to administer the Spring 2020 NWEA. In its place we will use Winter 2019-Winter 2020 NWEA Annual Growth to determine actuals: 44.3% Met Growth Projection</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
	[Add budgeted expenditures here]	[Add actual expenditures here]
<p>2 Directors of Instruction: In an effort to more effectively distribute responsibility for the alignment, monitoring, and guidance of the TK-12 instruction program, Vaughn has bifurcated the Chief Academic Officer position into two distinct positions, the Director of Elementary Instruction and the Director of Secondary Instruction. Each of the two positions carry equal weight with regard to the implementation and evolution of Vaughn’s instructional program. Both Directors provide oversight to Vaughn’s EL Coordinator, and they collaborate to provide collective technical support and strategic guidance to Vaughn’s campus Directors, Curriculum Coordinators, and Lead Teachers relative to the direction of actions and services to support English Language Learners.</p>	\$304,350 (repeat)	\$205,688.77
<p>2 IT Specialists (Full Time): The IT specialists support technology needs for the implementation of (SBAC and NWEA) school-wide assessments, and they actively coordinate with IT assistants, faculty, and administration to service instructional</p>	\$178,153	\$185,608.35
<p>3 Teacher Leads: The teacher leads promote the alignment and articulation of the school-wide instructional program, work to coordinate efforts to provide professional development for teachers addressing CCSS implementation in all content areas, SBAC and other internal formative measures, and they directly support teachers with classroom observations and feedback.</p>	\$318,087 (repeat)	\$249,082.28
<p>1 Director of Operations: The Director of Operations coordinates standardized assessments, including the scheduling of testing windows for SBAC assessments in ELA and Mathematics school-wide, and coordinates with teachers, administrators, and technology personnel to account for logistics related to the CAASPP (technology labs, training of test proctors, etc.).</p>	\$147,828	\$ 113,362.24
<p>6 IT Assistants): The IT assistants provide service and support relative to instructional technology, including the maintenance of software and hardware</p>	\$198,695	\$215,065.34

systems that support the core instructional program, school-wide assessment platforms, and daily teaching and learning.		
6 Enrichment: The enrichment assistants support students and teacher technology needs and enrichment, including the preparation, monitoring, and implementation of digital assessments (SBAC, SRI, NWEA, etc.). In addition, enrichment assistants are deployed to assist with the implementation of Arts and STEAM oriented supplemental and core programs.	\$395,388	\$154,733.75
Extended School-Year (ESY): The extended school-year session is designed to support students with opportunities for credit recovery, academic remediation, enrichment and acceleration.	\$440,000	\$ 486,900.99
6 Nurse Assistants: The nurse assistants promote the health and well-being of all students, contribute to efforts designed to ensure that Vaughn maintains a high attendance rate, and work to make certain that students are able to maximize instructional time.	\$161,638	\$148,545.69
1 Nurse: The school nurse promotes the health and well-being of all students, contributes to efforts designed to ensure that Vaughn maintains a high attendance rate, and works to make certain that students are able to maximize instructional time.	\$86,307 (repeat)	\$99,114.20
CSR (Class Size Reduction) 18 Teachers: Vaughn has worked to reduce class size across grade levels as a means of promoting timely, targeted feedback to aid student learning, to provide additional opportunities for students to engage in both core and elective courses, and to provide additional student support in literacy and numeracy.	\$1,851,377	\$ 2,172,504.60
Summer Intersession: The Summer Intersession is designed to support students with opportunities for credit recovery, academic remediation, enrichment and acceleration.	\$60,000	\$ 68,459.39
Staff Development: Staff Development to support faculty and staff in the service of Vaughn students. Staff development to target areas related to differentiation of instruction, serving English Language Learners, Project Based Learning and authentic assessment, formative assessment, integration of technology for multi-modal instruction, etc.	\$200,000 (repeat)	\$81,906.26

Tutoring: Vaughn faculty and staff will be recruited to provide after-school tutoring services for students, in particular those demonstrating a particular academic need in core literacy and/or numeracy.	\$100,000	\$ 124,064.81
Upper Elementary Curriculum Coordinator: The Upper Elementary Curriculum Coordinator will work to support the implementation of curriculum and instructional programs at grades 4-5 (upper elementary campus).	\$123,320	\$ 132,255.82
6 Intervention Teachers (Full Time): The intervention teachers are integral to the school's RTI model, and they work to directly support students most in need of intensive remediation, development, and/or support in literacy and numeracy, among other academic needs.	\$138,012 (repeat)	\$86,252.71

Goal Analysis

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

Upon the school closure when we determined that there would be a difference in budget and actuals we shifted to ensure that funds were utilized to support the new needs of our staff and students. Overall in regards to actions that were determined to support this goal there was an excess of \$179,610.14 that was allocated but not spent as planned. Funding was shifted to support technology for staff and students including devices, connectivity, and software access in order to ensure our staff and students had adequate resources during the school closure. Additionally, in regards to the difference in budgeted vs. actual in Staff Development we were able to use Coronavirus Relief funding to support Staff Development during the school closure and there was reduced attendance to professional conferences which at times also incur travel expenses which we did not incur. ESY expenses were increased as we shifted funds and increased the ESY daily rate for certificated staff to ensure that more of our credentialed teachers opted to provide instruction during the ESY days thereby providing increased consistency to our students and additional quality learning experiences. Expected expenditures for the two Director of Instruction positions was less than anticipated due to a shift in the funding source for the Director of Secondary Instruction. Vaughn was able to secure the lead on a Federal Gear Up Grant which funded the Director of Secondary Instruction at 50% thus resulting in reduced actual expenditures for this action.

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



Student Growth Summary Report

Aggregate by District

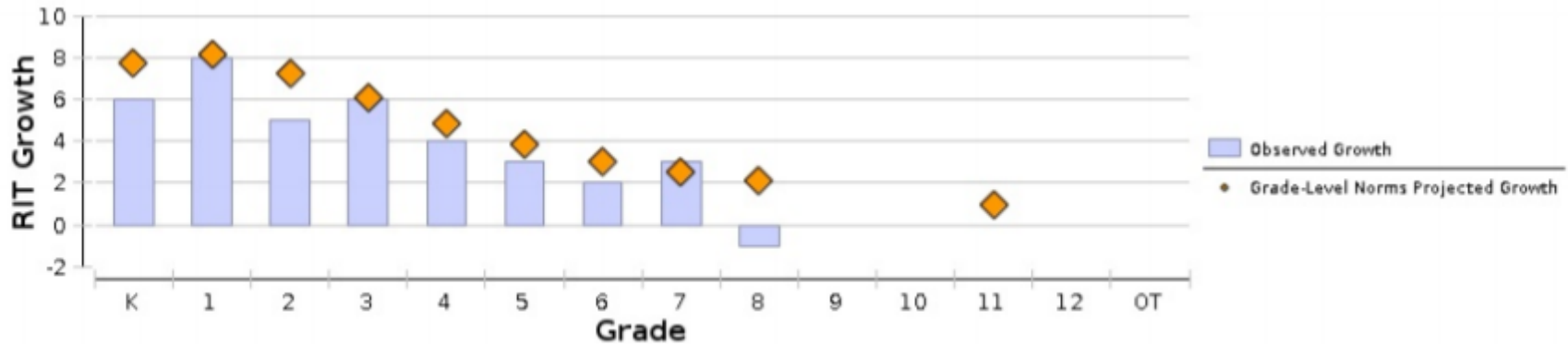
Term: Winter 2019-2020
 District: Vaughn Next Century Learning Center

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2019 - Winter 2020
 Weeks of Instruction: Start - 5 (Fall 2019) ^
 End - 18 (Winter 2020) ^
 Grouping: None
 Small Group Display: No

Language Arts: Reading

Grade (Winter 2020)	Growth Count†	Comparison Periods						Growth Evaluated Against									
		Fall 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
K	256	140.2	8.7	71	146.2	10.0	58	6	0.5	7.7	-1.51	7	256	115	45	37	
1	246	157.6	10.7	57	165.3	11.4	54	8	0.5	8.2	-0.41	34	246	113	46	41	
2	233	169.2	14.7	28	174.1	15.1	18	5	0.6	7.2	-1.99	2	233	105	45	35	
3	248	181.3	14.7	21	187.1	14.5	20	6	0.5	6.1	-0.32	38	248	125	50	48	
4	260	195.2	14.7	39	199.5	13.7	37	4	0.5	4.9	-0.58	28	260	131	50	47	
5	222	202.8	14.2	39	205.6	13.1	33	3	0.5	3.9	-1.17	12	222	97	44	39	
6	237	208.7	12.8	40	210.6	13.5	34	2	0.5	3.1	-1.42	8	237	112	47	37	
7	237	208.7	15.0	22	211.5	15.4	23	3	0.6	2.5	0.38	65	237	124	52	52	
8	219	215.8	14.3	38	215.1	17.2	25	-1	0.7	2.1	-3.00	1	219	86	39	37	
9	0	**			**			**					**				
10	0	**			**			**					**				
11	175	224.9	12.6	56	224.8	13.1	51	0	0.6	0.9	-1.00	16	175	78	45	41	
12	0	**			**			**					**				
OT	0	**			**			**					**				

Language Arts: Reading





Student Growth Summary Report

Aggregate by District

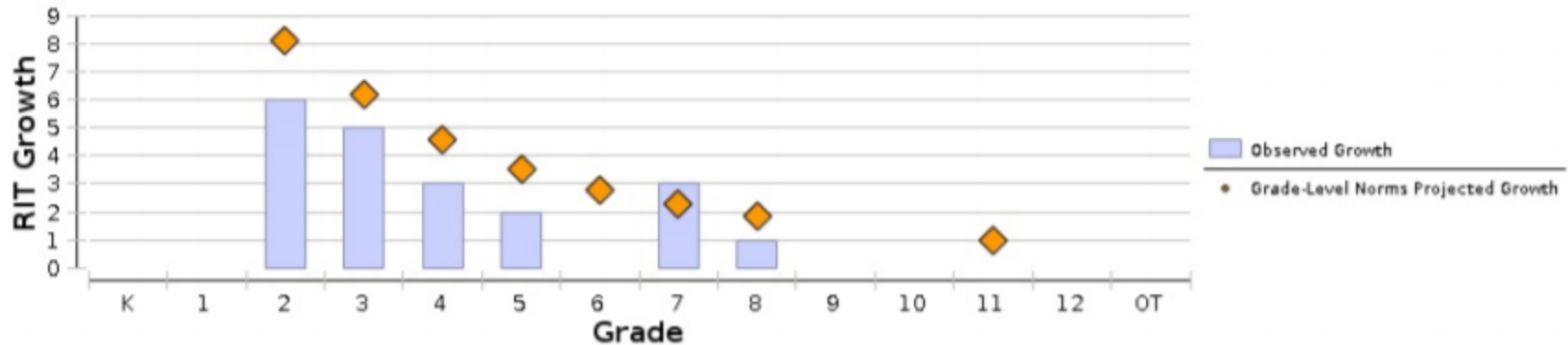
Term: Winter 2019-2020
 District: Vaughn Next Century Learning Center

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2019 - Winter 2020
 Weeks of Instruction: Start - 5 (Fall 2019) ^
 End - 18 (Winter 2020) ^
 Grouping: None
 Small Group Display: No

Language Arts:
 Language Usage

Grade (Winter 2020)	Growth Count	Comparison Periods						Growth Evaluated Against								
		Fall 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	244	171.3	13.6	30	177.4	14.6	21	6	0.5	8.1	-1.50	7	244	108	44	36
3	246	185.0	14.1	31	189.9	14.6	24	5	0.5	6.2	-1.41	8	246	110	45	42
4	259	198.1	13.2	52	200.7	12.3	40	3	0.4	4.6	-2.47	1	259	101	39	34
5	225	204.0	12.6	47	206.4	11.9	40	2	0.4	3.5	-1.55	6	225	102	45	36
6	236	207.6	11.9	37	207.9	11.5	23	0	0.4	2.8	-3.86	1	236	78	33	30
7	236	207.8	13.9	23	210.4	13.5	24	3	0.5	2.3	0.56	71	236	121	51	47
8	209	213.4	13.7	37	214.2	13.7	31	1	0.5	1.9	-1.54	6	209	92	44	39
9	0	**			**			**					**			
10	0	**			**			**					**			
11	179	222.9	10.7	63	223.3	11.0	59	0	0.5	1.0	-0.72	24	179	88	49	47
12	0	**			**			**					**			
OT	0	**			**			**					**			

Language Arts: Language Usage





Student Growth Summary Report

Aggregate by District

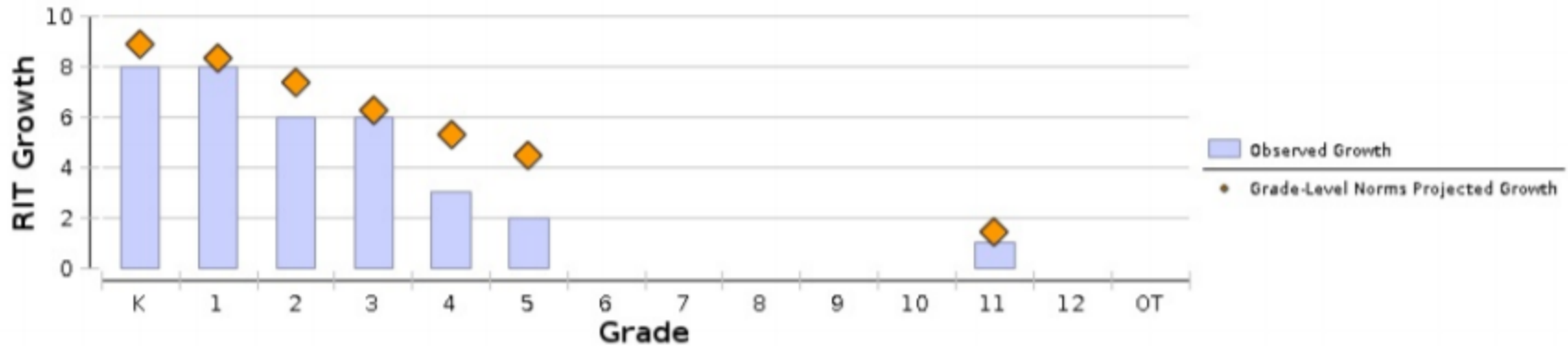
Term: Winter 2019-2020
 District: Vaughn Next Century Learning Center

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2019 - Winter 2020
 Weeks of Instruction: Start - 5 (Fall 2019) ^
 End - 18 (Winter 2020) ^
 Grouping: None
 Small Group Display: No

Math: Math K-12

Grade (Winter 2020)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	265	137.1	11.3	28	145.0	12.9	22	8	0.5	8.8	-0.89	19	265	124	47	42
1	259	160.4	11.4	48	168.2	13.6	44	8	0.5	8.3	-0.42	34	259	124	48	43
2	244	172.4	12.5	29	178.8	12.0	24	6	0.4	7.4	-0.92	18	244	115	47	43
3	249	185.9	10.8	30	191.9	11.9	29	6	0.4	6.3	-0.27	39	249	133	53	47
4	261	200.6	10.7	54	203.4	11.0	39	3	0.3	5.3	-2.75	1	261	89	34	31
5	228	207.5	12.4	39	209.0	11.9	26	2	0.4	4.4	-2.73	1	228	76	33	29
6	0	**			**			**					**			
7	0	**			**			**					**			
8	0	**			**			**					**			
9	0	**			**			**					**			
10	0	**			**			**					**			
11	176	230.8	15.2	46	231.3	17.2	42	1	0.5	1.5	-1.02	15	176	85	48	46
12	0	**			**			**					**			
OT	0	**			**			**					**			

Math: Math K-12



Vaughn Next Century Learning Center was on track for a strong year throughout Fall of 2019 and into Winter 2020. Unfortunately, due to school closures in Spring 2020 we were unable to measure the end of year successes in the area of ELA that we were anticipating.

We were able to look at our growth from Fall to Winter using our internal assessment data from the NWEA MAP Reading assessment. Overall, in Reading the average percentage of students meeting their growth projection was 46.3%. Overall, in Language Usage the average percentage of students meeting their growth projection was 43.75%. Overall, in Math the average percentage of students meeting their growth projection was 44.3%. One area of challenge regarding Winter data is that Grades 9, 10, and 12 didn't administer the Winter so we have a gap in the data for those groups. As we compare previous years met growth projection percentage we see that there were slight declines across all three areas: Reading -.3%, Language Usage -3.5%, Math -.4%

In ELA, when considering all student performance in 2019, Vaughn performed at 11.7 points below level standard and "increased" with 3.5 points according to the Status and Change reflected in the CA Dashboard. The English Learner subgroup maintained in performance at 2.1 points, while the Homeless subgroup declined 6.7 points with a distance from standard of 27.6 points. The Students with Disabilities subgroup performed 90 points below standard however, there was an increase of 5.9 points closer to standard over the previous year. The current English Learners maintained at -1.4 points and performed 92.2 points below standard. RFEP students increased by 3.7 points and EO students maintained at +0.5 points. The "all students" group placed in "yellow," as did the Hispanic, and Socioeconomically Disadvantaged subgroups. Students with Disabilities, Homeless, and English Learners placed in "orange." No student groups fell in "red"

In Mathematics for the same period, Vaughn performed at 44 points below level standard and "increased" by 5.9 points for the all-students group. The Students with Disabilities subgroup performed within the "red" zone with 123.7 points below standard however this was maintained from the previous year at -2.2 points. The English Learner subgroup increased in performance with an increase of 3.9 points, while RFEP students maintained by .5 points and EO students increased by 6 points. The "all students" group placed in "yellow," as did the English Learner, Hispanic, and Socioeconomically Disadvantaged subgroups. The Homeless subgroup placed in "orange" while Students with Disabilities placed in "red."

During the Fall and Winter we were able to increase tutoring services that were provided to students in order to support reading development, language usage, and mathematics. This was a success and a coordinated effort to increase students' foundational skills. In the summer of 2019, we were able to provide additional support to students through summer intersession so that they were able to prepare for the upcoming school year.

Other successes regarding ELA and Math instruction include, consistent implementation of ELA and Math curriculums according to pacing plans, incorporation of ELA and Math content throughout other content subject areas and incorporation of ELD supports and

reinforcement embedded with ELA and Math. We also implement various digital platforms to support content understanding and increase student engagement and growth. Trends surrounding adherence to CCSS are also noted as strengths of the ELA program at Vaughn. Stakeholders also report collaboration structures in departments and grade levels that lead to increased student achievement.

Goal 4

Vaughn Next Century Learning Center graduates will be globally competent, digitally literate, and will be prepared with 21st century skills in life, college, and career.

State and/or Local Priorities addressed by this goal:

State Priorities: 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes

Local Priorities: *Efforts to seek parent input *Share of Students College and Career Ready *High School Graduation Rate *Course Access (A-G Requirements) *On-Track Graduation Rate

Expected	Actual
Vaughn's High School graduation rate will be maintained at 90% or greater annually. 19-20: 90%	19-20: 97.3%
The percentage of Vaughn's High School graduates who complete the A-G requirements will increase the majority of the years of the charter. 19-20: 71.5%	18-19: 60.53% 19-20: 65.5%
The percentage of students who demonstrate that they are "Ready" or "Conditionally Ready" to meet the College Readiness Standards, as measured by the 11th grade EAP in ELA, will increase the majority of the years of the charter. 19-20: 72.5%	18-19: 65.63% 19-20: No reports due to suspension of California's English language arts and mathematic assessments.

<p>The percentage of students who demonstrate that they are "Ready" or Conditionally Ready" to meet the College Readiness Standards, as measured by the 11th grade EAP in Mathematics, will increase the majority of the years of the charter.</p> <p>19-20: 32.5%</p>	<p>18-19:28.93% 19-20:No reports due to suspension of California's English language arts and mathematic assessments.</p>
<p>At least 90% of Vaughn graduates will be accepted into institutions of higher learning based on college acceptance notification.</p> <p>19-20: 90%</p>	<p>92%</p>
<p>The percentage of AP exam takers with a qualifying score of 3 or higher will increase the majority of the years of the charter.</p> <p>19-20: 43.5%</p>	<p>44%</p>
<p>The percentage of parents/guardians participating in student/parent conferences K-12 will be maintained at 90% or greater annually.</p> <p>19-20: 90%</p>	
<p>The High School cohort dropout rate will be maintained at 5% or less annually.</p> <p>19-20: 5%</p>	<p>19-20: .6%</p>
<p>The Middle School dropout rate will be maintained at 1% or less annually.</p> <p>19-20: 1%</p>	<p>19-20: 0%</p>
<p>College-Career Indicator (CCI) 19-20: The percentage of students designated as "prepared" (per the CA Dashboard CCI) will be "maintained," "increase," or "significantly increase" from scores established in 2017-18 (64.1%)</p>	<p>18-19: 74.4% No Dashboard Indicator Due to Covid-19 Closure and CAASPP Assessments being waived for Spring 2020</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>1 College Adviser: The college adviser provides student support relative to A-G course scheduling, college/career presentations and information sessions, college tours, college finance (FAFSA) application assistance, assistance with college applications, internship outreach for career pathways, and registration of students in community college courses offered on campus. outreach for career pathways, and registration of students in community college courses offered on campus.</p>	\$79,747	\$ 89,822.90
<p>2 Data Personnel (Full Time), CALPADS: The data personnel maintain the school-wide Student Information System and manage the timely and accurate reporting of CALPADS data (Graduation Rate, A-G Course Completion, etc.). These individuals collaborate with school-site administration and faculty to provide periodic reports addressing graduation requirements and "on-track" graduation status for high-school students.</p>	\$138,660	\$ 143,141.98
<p>2 Directors of Instruction: In an effort to more effectively distribute responsibility for the alignment, monitoring, and guidance of the TK-12 instruction program, Vaughn has bifurcated the Chief Academic Officer position into two distinct positions, the Director of Elementary Instruction and the Director of Secondary Instruction. Each of the two positions carry equal weight with regard to the implementation and evolution of Vaughn's instructional program. Both Directors provide oversight to Vaughn's EL Coordinator, and they collaborate to provide collective technical support and strategic guidance to Vaughn's campus Directors, Curriculum Coordinators, and Lead Teachers relative to the direction of actions and services to support English Language Learners.</p>	\$304,350 (repeat)	\$205,688.77
<p>1 Case Manager: The case manager serves an integral role in the SST (Student Study Team) process and coordinates regularly with faculty, staff, and families to support the implementation of the RTI model.</p>	\$82,480	\$ 88,729.61

Extended School-Year (ESY): The extended school-year session is designed to support students with opportunities for credit recovery, academic remediation, enrichment and acceleration.	\$440,000 (repeat)	\$ 486,900.99
College Tours/Fees: Funding to support college/career exploration, university tours, and fees associated with student certifications or exams.	\$30,000	0.00
Field Trips: Funding to support field excursions in support of authentic student learning experiences, particularly those connected to 21st century college/career fields of study and work.	\$150,000	\$ 127,943.49
CSR (Class Size Reduction) 18 Teachers: Vaughn has worked to reduce class size across grade levels as a means of promoting timely, targeted feedback to aid student learning, to provide additional opportunities for students to engage in both core and elective courses, and to provide additional support in literacy and numeracy.	\$1,851,377 (repeat)	\$ 2,172,504.60
Summer Intersession: The Summer Intersession is designed to support students with opportunities for credit recovery, academic remediation, enrichment and acceleration.	\$60,000	\$ 68,459.39
Summer Bridge Program: Funding to support summer bridge program activities supervised by faculty and staff. Summer bridge program activities are designed to support students as they transition from elementary to middle school, and once again as they promote from middle school to high school.	\$40,000	\$0.00
College/Career Counselor: In order to expand support for Vaughn robust selection of college/career pathway programs and CTE courses, enrichment courses, and to focus on timely, targeted feedback to support student learning, Vaughn has elected to add a College/Career Counselor position to the 2019-20 LCAP under Goal #4. The College/Career Counselor will work in collaboration with high school leadership to foster the continued development of dual enrollment and articulation efforts with local community colleges and university programs, to develop internship and work based learning opportunities for students (in particular students enrolled in CTE pathway programs), to contribute to the management and acquisition of funding/grants to support college/career	\$99,515	\$ 88,482.16

programs, and to promote A-G completion and college/career readiness for all Vaughn students.		
1 Campus Aide Lead: The Campus Aid Lead will provide training to and coordinate the efforts of Vaughn’s significant deployment of campus aides across the TK-12 span. In particular, the campus aide lead will bring much needed alignment and support designed to build capacity within our campus aides, who are primarily responsible for conducting active student supervision at each of Vaughn’s five campus sites.	\$47,606	\$ 35,360.60

Goal Analysis

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

Unfortunately due to Covid-19 school closures College Tours were cancelled and therefore the budgeted funds were reallocated to other actions. Similarly our traditional summer bridge program was unable to occur due to school closures. Since a third of the school year we were unable to attend in-person field trips there were differences between actual and budgeted expenditures. Overall for this goal, we spent \$183,299 more than allocated even with the actions that could not occur due to Covid-19 school closure in the Spring of 2020.

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

In 19-20, we noted an increase in students completing A-G coursework from 60% to 65%. This was still slightly below the target however, there was an increase and this is due in part to the role the college counselor and adviser played in supporting our students.

Other successes that we experienced in the 19-20 SY include our high parent/family participation/engagement in our College / Career Workshops hosted by our College Team. Our College Advisor continued working with our Academic Counselors to provide 1:1, small group support, and in class presentations to support college-going efforts. Our College Advisor also worked closely with our Academic Counselors to identify students who were credit deficient and/or at risk of failing classes in order to create individualized intervention plans. We continued to offer after-school tutoring, Saturday School, and credit recovery options during the school day to help support students who were credit deficient.

In addition, our College Team quickly adapted our College Application Process to a virtual format, and collaborated with the advisory teachers to create Tier 1 lessons for our students in our advisory program. We shifted the focus of our advisory program to include at

least one career/college readiness lesson weekly. Through our advisory program, our students have been engaging in lesson topics that include: A-G, What are the differences between UC/CSU?, Community College Classes, Career Interest Inventory, and so forth. In the Spring 2020, our Advanced Placement teachers worked very hard to ensure that our students were prepared for the Advanced Placement (AP) exams. All of our students enrolled in Advanced Placement classes were offered an opportunity to take the AP exam at no cost.

A few of the challenges that we experienced during the 19-20 due Covid-19, we were not able to offer a traditional summer bridge program to our incoming students. Instead we offered a virtual orientation to our incoming students that focused on high school graduation requirements, high school expectations, and navigating high school. In the Spring of 2020, we had to quickly make adjustments to our Career Technical Education pathways, and college partnerships to accommodate to our students' needs. We had limited resources regarding outside credit recovery options for our students as well. We also adopted Naviance, a college/career readiness program designed to help students develop college/career readiness goals, but we were only able to pilot the platform with just our 11th grade class. Our College Adviser along with the advisory team leaders will collaborate in developing an implementation timeline to continue building our students college/career knowledge. Another challenge that we witnessed was students' experiencing a lot of stress due to the pandemic, so we had to connect our students to mental health services and/or provide Social Emotional support at a higher level than in previous years.

Goal 5

Vaughn Next Century Learning Center will provide and maintain Basic Services for all students and schools.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic

Local Priorities: *Teacher Assignments *Schools in Good Repair *Effective Workforce *Standards Aligned Instructional Materials

Annual Measurable Outcomes

Expected	Actual
100% of teachers will be Highly Qualified. (Teacher Certification) 19-20: 100%	100%

Vaughn NCLC will remain 100% compliant in providing all pupils with access to standards aligned instructional materials. 19-20: 100% Compliant	100%
100% of Vaughn NCLC-owned facilities are in good or excellent repair. 19-20: 100%	100%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
	[Add budgeted expenditures here]	[Add actual expenditures here]
1 Director of Business Services: The DBS will ensure that new teachers hired at Vaughn possess the required documentation and credential(s) to serve as highly qualified educators. In addition, the assets manager will monitor and maintain records related to certificated personnel and the appropriate assignment of teachers. (Basic Services: Appropriate Assignment of Highly Qualified Teachers)	\$107,181	\$ 107,680.46
4 Security Staff: The security staff maintain a safe school environment and monitor school facilities to ensure the safe-keeping of classrooms, offices, and other resources. (Basic Services: Maintain Facilities in Good Repair)	\$165,205	\$ 160,351.77
1 Director of Operations: The Director of Operations will ensure that personnel are deployed to appropriately and effectively monitor, secure, and maintain Vaughn facilities. Moreover, the Director of Operations will coordinate with school site administrators to appropriately assign staff tasked with supporting the management of supplies and instructional materials. (Basic Services: Maintain Facilities in Good Repair & Provide Pupils with Access to Standards Aligned Instructional Materials)	\$147,828 (repeat)	\$ 113,362.24

<p>2 Directors of Instruction: In an effort to more effectively distribute responsibility for the alignment, monitoring, and guidance of the TK-12 instruction program, Vaughn has bifurcated the Chief Academic Officer position into two distinct positions, the Director of Elementary Instruction and the Director of Secondary Instruction. Each of the two positions carry equal weight with regard to the implementation and evolution of Vaughn’s instructional program. Both Directors provide oversight to Vaughn’s EL Coordinator, and they collaborate to provide collective technical support and strategic guidance to Vaughn’s campus Directors, Curriculum Coordinators, and Lead Teachers relative to the direction of actions and services to support English Language Learners.</p>	<p>\$304,350 (repeat)</p>	<p>\$205,688.77</p>
<p>2 Data Personnel (Full Time) CALPADS: The data team oversees the student Information system (SIS), as well as the timely and accurate reporting of teacher assignments to CALPADS. (Basic Services: Appropriate Assignment of Highly Qualified Teachers)</p>	<p>\$138,660 (repeat expenditure)</p>	<p>\$ 143,141.98</p>
<p>Supplies: Instructional, Maintenance, and Custodial supplies to support the instructional program and the daily operations of the school. (Basic Services: Provide Pupils with Access to Standards Aligned Instructional Materials and Maintain Facilities in Good Repair)</p>	<p>\$300,000</p>	<p>\$ 176,834.31</p>
<p>Technology/Equipment: Technology and equipment to support infrastructure, internet access, access to digital/standards aligned instructional materials and assessments, and opportunities to gain exposure to (and experience with) 21st century digital literacy. (Basic Services: Provide Pupils with Access to Standards Aligned Instructional Materials and Maintain Facilities in Good Repair)</p>	<p>\$400,000</p>	<p>\$ 520,751.93</p>
<p>29 Campus Aides: The campus aides provide supervision assistance throughout the school-day, serving as both caretakers and monitors of student behavior and school facilities.</p>	<p>\$510,112 (repeat expenditure)</p>	<p>\$ 461,976.73</p>
<p>Maintenance: Funding to support the maintenance of facilities critical to student learning.</p>	<p>300,000</p>	<p>\$ 493,175.87</p>

Goal Analysis

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

Due to the Covid-19 school closure the supply action was not fully implemented due to lack of need for additional supplies. We did however, then spend more than budgeted on technology and maintenance. There was also excess budgeted for campus aides that was not fully used due to the school closure. Overall, we budgeted \$2,373,336.00 towards actions for this goal and spent \$2,382,964.06. Our Director of Operations resigned part way through the 19-20 school year and her position was vacant through the remainder of that year. Funding allocated to that position was reallocated to support maintenance and technology needs.

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

There were a few challenges in meeting this goal but overall the service to our students was met. We did not spend as much on supplies as allocated due to the school closure which occurred in March 2020. Some challenges in this area were also around securing technology to be distributed for distance learning. We had previously only allocated technology for 1:1 Chromebooks for grades 2-12. We shifted to providing 1:1 Chromebooks for TK-12 once it became clear that the closure of the school would be a longer term than we had originally anticipated. We also had anticipated spending more on campus aides but that was not necessary due to the school closure at which time we did not continue to keep this group due to not having in-person instruction.

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
2 Directors of Instruction: In an effort to effectively distribute responsibility for the alignment, monitoring, and guidance of the TK-12 instruction program, has two distinct positions, the Director of Elementary Instruction and the Director of Secondary Instruction. Both Directors provide oversight to Vaughn’s EL Coordinator, and they collaborate to provide collective technical support and strategic guidance to Vaughn’s campus Directors, Curriculum Coordinators, and Lead Teachers relative to the direction of actions and services to support English Language Learners.	\$294,541.43	\$286,766.07	
1 Behavior Intervention Lead: The Behavior Intervention Lead will provide guidance and oversight to Vaughn's school-wide behavior support team and will contribute to the implementation of TK-12 PBIS efforts across all campuses.	\$70,263.80	\$69,147.8	
1 College Advisor: The college adviser provides student support relative to A-G course scheduling, college/career presentations and information sessions, college tours, college finance (FAFSA) application assistance, assistance with college applications, internship outreach for career pathways, and registration of students in community college courses offered on campus.	\$85,210.50	\$84,094.50	

<p>1 College/Career Counselor: In order to expand support for Vaughn robust selection of college/career pathway programs and CTE courses, enrichment courses, and to focus on timely, targeted feedback to support student learning and to support student's navigation through the transition from Vaughn to college and career. The College/Career Counselor will work in collaboration with high school leadership to foster the continued development of dual enrollment and articulation efforts with local community colleges and university programs, to develop internship and work based learning opportunities for students (in particular students enrolled in CTE pathway programs), to contribute to the management and acquisition of funding/grants to support college/career programs, and to promote A-G completion and college/career readiness for all Vaughn students.</p>	\$97,289.95	\$96,173.95	
<p>Upper Elementary Curriculum Coordinator: The Upper Elementary Curriculum Coordinator will work to support the implementation of curriculum and instructional programs at grades 4-5 (upper elementary campus).</p>	\$121,191.62	\$120,075.62	
<p>3 Teacher Leads: The teacher leads promote the alignment and articulation of the school-wide instructional program, work to coordinate efforts to provide professional development for teachers addressing CCSS implementation in all content areas, SBAC and other internal formative measures, and they directly support teachers with classroom observations and feedback.</p>	\$329,344.00	\$301,375.43	
<p>2 Resource Teacher Leads: The resource teacher leads promote the alignment and articulation of the school-wide resource program in conjunction with the director of student support services, they coordinate efforts to provide professional development for resource teachers, provide coaching, and support the IEP process.</p>	\$230,871.11	\$238,731.50	
<p>6 Intervention Teachers (Part Time): The intervention teacher is integral to the school's RTI model and works to directly support students most in need of intensive remediation, development, and/or support in literacy and numeracy, among other academic needs.</p>	\$847,454.69	\$809,502.19	

1 Middle School Physical Education Teacher: The P.E. teacher supports the "whole student" to promote physical and mental wellness and collaborates with families and the community to reduce common sources of stress experienced by students.	\$132,215.65	\$128,210.63	
CSR (Class Size Reduction) 18 Teachers: Vaughn has worked to reduce class size across grade levels as a means of promoting timely, targeted feedback to aid student learning, to provide additional opportunities for students to engage in both core and elective courses, and to provide additional student support in literacy and numeracy.	\$2,072,260.47	\$2,160,337.78	
1 Middle School Dean: The middle school dean supports the development and implementation of restorative practices, the school-wide Positive Behavior Support Plan, and promotes a positive and inclusive school culture and climate.	\$109,871.16	\$116,015.38	
2 Middle School Counselors: The middle school counselor provides social-emotional guidance and support for students and coordinates regularly with outside agencies to ensure access to appropriate interventions, support mechanisms, and programs as needed.	\$208,362.32	\$213,687.13	
1 Elementary Counselor: The elementary counselor provides social-emotional guidance and support for students and coordinates regularly with outside agencies to ensure access to appropriate interventions, support mechanisms, and programs as needed.	\$92,460.09	\$98,713.90	
2 Data Personnel (Full Time), CALPADS: The data personnel maintain the school-wide Student Information System and manage the timely and accurate reporting of CALPADS data (Graduation Rate, A-G Course Completion, etc.). These individuals collaborate with school-site administration and faculty to provide periodic reports addressing graduation requirements and "on-track" graduation status for high-school students.	\$138,660.09	\$156,764.34	
2 IT Specialists (Full Time): The IT specialists support technology needs for the implementation of school-wide assessments, and they actively coordinate with IT assistants, faculty, and administration to service instructional technology.	\$198,787.00	\$186,237.27	

1 School Psychologist: The school psychologist serves as a member of the mental health team and will assist with the development of effective student behavior support plans, with the development and implementation of restorative practices, and will support/promote the school-wide Positive Behavior Support Plan.	\$113,483.13	\$122,351.03	
1 Psych. Assistant: The Psychologist Assistant works in collaboration with Vaughn's school-Psych. team and supports efforts to provide mental health services for all students in grades TK-12.	\$44,421.16	\$45,104.20	
1 Restorative Justice Coordinator: The Restorative Justice Coordinator will work in conjunction with the high school leadership team to promote restorative approaches to student discipline and will work with the faculty, staff, and students to consistently build a positive school climate and culture.	\$111,635.48	\$126,686.79	
6 IT Assistants: The IT assistants provide service and support relative to instructional technology, including the maintenance of software and hardware systems that support the core instructional program, school-wide assessment platforms, and daily teaching and learning.	\$288,564.70	\$188,715.22	
1 Nurse: The nurse promotes the health and well-being of all students, contributes to efforts designed to ensure that Vaughn maintains a high attendance rate, and works to make certain that students are able to maximize instructional time. The nurse serves as a resource for developing health and safety protocols surrounding safe school opening.	104,390.77	\$107,278.49	
10 Teacher Assistants (TK/K): The teacher assistants support growth and development in literacy at the TK/K levels of early and primary education.	\$357,882.97	\$362,989.44	
1 Case Manager: The case manager serves an integral role in the SSPT (Student Study Progress Team) process and coordinates regularly with faculty, staff, and families to support the implementation of the MTSS/RTI model.	\$85,210.50	\$68,727.02	

2 Case Manager Assistants: The case manager assistants support the case manager in the SSPT (Student Study Progress Team) process and, including coordination with families to ensure implementation of the RTI model.	\$98,360.45	\$53,956.51	
7 Behavior Assistants: The behavior assistants support the efforts of the Students Support Services team, promote restorative practices, and encourage a positive school culture and climate.	\$197,051.45	\$106,168.48	
2 Counselor Assistants: The counselor assistants support the elementary counseling team, who provide social emotional guidance for students, and they consistently communicate and collaborate with outside agencies to ensure access to appropriate interventions, support mechanisms, and programs as needed.	\$54,411.96	\$54,380.23	
Staff Development: Staff Development to support faculty and staff in the service of Vaughn students. Staff development to target areas related to virtual learning, differentiation of instruction, serving English Language Learners, and authentic assessment, formative assessment, integration of technology for multi-modal instruction, etc.	\$100,000	\$127,182.82	
Assessment System (Illuminate): Illuminate serves as an interim assessment platform that allows for measurement of a students progress towards grade level mastery. Illuminate provides data around how students have performed in relationship to grade level standards allowing teachers to plan for reteach and to adjust core instruction accordingly	\$28,025.00	\$28,025.00	
Assessment System (iReady): iReady Diagnostic serves as one of several additional measures (SRI, etc.) to identify students in need of literacy intervention(s) and to monitor the progress and growth of English Learners in ELA and Mathematics.	\$37,185.00	\$37,185.00	
Technology/Equipment: Technology and equipment to support infrastructure, internet access, access to digital/standards aligned instructional materials and assessments. Additionally technology for teachers to effectively deliver distance learning instruction such as monitors, document cameras, cell phones, computer devices are included.	\$1,400,000	\$251,885.17	

Supplies: Instructional, Maintenance, and Custodial supplies to support the instructional program and the daily operations of the school.	\$300,000.00	\$109,687.11	
Maintenance: Funding to support the maintenance of facilities critical to student learning.	\$300,000.00	\$507,548.23	
1 Operations Manager: The Operations Manager will monitor the overall quality of operations performance and customer service at all Vaughn school sites. They will create, implement, and manage the school's emergency response processes, ensure compliance with health and safety laws and implement structures that ensure a safe return to school.	\$147,827.62	\$65,683.07	
Behavior Consultant Services: Vaughn leverages the services of STAR of California and Therapy Travelers to provide on-site behavior support, guidance for faculty and staff relative to Positive Behavior Support, and specialized services for students most in need of intensive behavior support.	\$300,000.00	\$478,007.19	
1 Director of Business Services: The DBS will ensure that new teachers hired at Vaughn possess the required documentation and credential(s) to serve as highly qualified educators. In addition, the assets manager will monitor and maintain records related to certificated personnel and the appropriate assignment of teachers.	\$113,427.73	\$111,627.69	
Summer Intersession: The Summer Intersession is designed to support students with opportunities for credit recovery, academic remediation, enrichment and acceleration.	\$83,335.00	\$79,763.50	

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.

Out of a projected \$9,293,996.80 in actions and services we expended \$8,098,785.68. In light of multiple additional funding sources to support our school during the covid-19 pandemic many of the projected expenditures were funded through other sources expressly provided for relief during the school closure.

Analysis of In-Person Instructional Offerings

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

Due to the COVID pandemic, our school had to close our doors to in-person instruction in March of 2020. Throughout the summer and fall, our community saw record breaking numbers of COVID cases and we opted to offer virtual only instruction through the Fall Semester.

In late Fall, to address learning loss and gaps in connectivity, we invited small cohorts of high needs students on campus for in-person support. This support was not to offer in-person instruction, however provided supervision for students as they accessed online learning through the virtual classroom. We targeted in-person support to students who were classified as high needs with regards to their disability status, attendance, grades, and other at-risk factors. When the state of California closed in December, we similarly shut down our in-person supervision and did not reopen this program throughout the remainder of the year.

As COVID cases decreased in the Spring and our county moved into the red tier, our school opted to open for in-person instruction and intervention at the elementary level. As of late April, we had approximately 20% of our students attending in the afternoon for in-person support and intervention separate from regular virtual classes. We were limited by the number of teachers able to support as well as the number of parents willing to send their children in-person.

While our elementary campuses focused on afternoon intervention, our middle and high school sites opened program for small cohorts, similar to the model we used in the fall.

While we would have loved to bring 100% of our campus back for in-person instruction this year, the health and safety of our students, families, staff and community had to come first. We are hopeful that we will be able to offer a more robust in-person offering in the fall of 2021.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
2 Directors of Instruction: In an effort to effectively distribute responsibility for the alignment, monitoring, and guidance of the TK-12 instruction program, has two distinct positions, the Director of Elementary Instruction and the Director of Secondary Instruction. Both Directors provide oversight to Vaughn's EL Coordinator, and they collaborate to provide collective technical support and strategic guidance to Vaughn's campus Directors, Curriculum Coordinators, and Lead Teachers relative to the direction of actions and services to support English Language Learners.	\$294,541.43	\$286,766.07	Y
1 Behavior Intervention Technician: The Behavior Intervention Technician will provide guidance and oversight to Vaughn's school-wide behavior support team and will contribute to the implementation of TK-12 PBIS efforts across all campuses.	\$70,263.80	\$69,147.8	Y
1 College Advisor: The college adviser provides student support relative to A-G course scheduling, college/career presentations and information sessions, college tours, college finance (FAFSA) application assistance, assistance with college applications, internship outreach for career pathways, and registration of students in community college courses offered on campus.	\$85,210.50	\$84,094.50	Y
1 College/Career Counselor: In order to expand support for Vaughn robust selection of college/career pathway programs and CTE courses, enrichment courses, and to focus on timely, targeted feedback to support student learning and to support student's navigation through the transition from Vaughn to college and career. The College/Career Counselor will work in collaboration with high school leadership to foster the continued development of dual enrollment and articulation efforts with local community colleges and university programs, to develop internship and work based learning opportunities for students (in particular students enrolled in CTE pathway programs), to contribute to the management and acquisition of funding/grants to	\$97,289.95	\$99,271.70	Y

support college/career programs, and to promote A-G completion and college/career readiness for all Vaughn students.			
Upper Elementary Curriculum Coordinator: The Upper Elementary Curriculum Coordinator will work to support the implementation of curriculum and instructional programs at grades 4-5 (upper elementary campus)	\$121,191.62	\$111,805.32	Y
3 Teacher Leads: The teacher leads promote the alignment and articulation of the school-wide instructional program, work to coordinate efforts to provide professional development for teachers addressing CCSS implementation in all content areas, SBAC and other internal formative measures, and they directly support teachers with classroom observations and feedback.	\$329,344.00	\$327,951.78	Y
2 Resource Teacher Leads: The resource teacher leads promote the alignment and articulation of the school-wide resource program in conjunction with the director of student support services, they coordinate efforts to provide professional development for resource teachers, provide coaching, and support the IEP process.	\$230,871.11	\$238,731.50	Y
6 Intervention Teachers (Part Time): The intervention teacher is integral to the school's RTI model and works to directly support students most in need of intensive remediation, development, and/or support in literacy and numeracy, among other academic needs.	\$847,454.69	\$511,245.51	Y
1 Middle School Physical Education Teacher: The P.E. teacher supports the "whole student" to promote physical and mental wellness and collaborates with families and the community to reduce common sources of stress experienced by students.	\$132,215.65	\$128,210.63	Y
CSR (Class Size Reduction) 18 Teachers: Vaughn has worked to reduce class size across grade levels as a means of promoting timely, targeted feedback to aid student learning, to provide additional opportunities for students to engage in both core and elective courses, and to provide additional student support in literacy and numeracy.	\$2,072,260.47	\$2,160,337.78	Y

1 Middle School Dean: The middle school dean supports the development and implementation of restorative practices, the school-wide Positive Behavior Support Plan, and promotes a positive and inclusive school culture and climate.	\$109,871.16	\$116,015.38	Y
2 Middle School Counselors: The middle school counselor provides social-emotional guidance and support for students and coordinates regularly with outside agencies to ensure access to appropriate interventions, support mechanisms, and programs as needed.	\$208,362.32	\$213,687.13	Y
1 Elementary Counselor: The elementary counselor provides social-emotional guidance and support for students and coordinates regularly with outside agencies to ensure access to appropriate interventions, support mechanisms, and programs as needed.	\$92,460.09	\$98,713.90	Y
2 IT Specialists (Full Time): The IT specialists support technology needs for the implementation of school-wide assessments, and they actively coordinate with IT assistants, faculty, and administration to service instructional technology.	\$198,787.00	\$186,237.27	Y
2 Data Personnel (Full Time), CALPADS: The data personnel maintain the school-wide Student Information System and manage the timely and accurate reporting of CALPADS data (Graduation Rate, A-G Course Completion, etc.). These individuals collaborate with school-site administration and faculty to provide periodic reports addressing graduation requirements and "on-track" graduation status for high-school students.	\$138,660.09	\$156,764.34	Y
1 School Psychologist: The school psychologist serves as a member of the mental health team and will assist with the development of effective student behavior support plans, with the development and implementation of restorative practices, and will support/promote the school-wide Positive Behavior Support Plan.	\$113,483.13	\$122,351.03	Y
1 Psych. Assistant: The Psychologist Assistant works in collaboration with Vaughn's school-Psych. team and supports efforts to provide mental health services for all students in grades TK-12.	\$44,421.16	\$45,104.20	Y

1 Restorative Justice Coordinator: The Restorative Justice Coordinator will work in conjunction with the high school leadership team to promote restorative approaches to student discipline and will work with the faculty, staff, and students to consistently build a positive school climate and culture.	\$111,635.48	\$126,686.79	Y
6 IT Assistants: The IT assistants provide service and support relative to instructional technology, including the maintenance of software and hardware systems that support the core instructional program, school-wide assessment platforms, and daily teaching and learning.	\$288,564.70	\$188,715.22	Y
1 Nurse: The nurse promotes the health and well-being of all students, contributes to efforts designed to ensure that Vaughn maintains a high attendance rate, and works to make certain that students are able to maximize instructional time. The Nurse serves as a resource for developing health and safety protocols surrounding safe school opening.	\$104,390.77	\$107,278.49	Y
10 Teacher Assistants (TK/K): The teacher assistants support growth and development in literacy at the TK/K levels of early and primary education.	\$357,882.97	\$362,989.44	Y
1 Case Manager: The case manager serves an integral role in the SSPT (Student Study Progress Team) process and coordinates regularly with faculty, staff, and families to support the implementation of the MTSS/RTI model.	\$85,210.50	\$68,727.02	Y
2 Counselor Assistants: The counselor assistants support the elementary counseling team, who provide social emotional guidance for students, and they consistently communicate and collaborate with outside agencies to ensure access to appropriate interventions, support mechanisms, and programs as needed.	\$54,411.96	\$54,380.23	Y
Staff Development: Staff Development to support faculty and staff in the service of Vaughn students. Staff development to target areas related to virtual learning, differentiation of instruction, serving English Language Learners, and authentic assessment, formative assessment, integration of technology for multi-modal instruction, etc.	\$100,000.00	\$127,182.82	Y

Assessment System (Illuminate): Illuminate serves as an interim assessment platform that allows for measurement of a student's progress towards grade level mastery. Illuminate provides data around how students have performed in relation to grade level standards allowing teachers to plan for reteach and to adjust core instruction accordingly.	\$28,025.00	\$28,025.00	Y
Assessment System (iReady): iReady Diagnostic serves as one of several additional measures (SRI, etc.) to identify students in need of literacy intervention(s) and to monitor the progress and growth of English Learners in ELA and Mathematics.	\$37,000.00	\$37,000.00	Y
Technology/Equipment: Technology and equipment to support infrastructure, internet access, access to digital/standards aligned instructional materials and assessments.	\$1,400,000	\$251,885.17	Y
Supplies: Instructional, Maintenance, and Custodial supplies to support the instructional program and the daily operations of the school.	\$300,000.00	\$109,687.11	Y
Collaboration Time: Continue weekly time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focuses on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	0.00	0.00	Y
1 Director of Business Services: The DBS will ensure that new teachers hired at Vaughn possess the required documentation and credential(s) to serve as highly qualified educators. In addition, the assets manager will monitor and maintain records related to certificated personnel and the appropriate assignment of teachers.	\$113,427.73	\$111,627.69	Y
Field Trips: In an effort to maintain normalcy and provide diverse experiences for our students we have provided funding for virtual field trips.	\$25,000.00	\$19,402.03	Y
Behavior Consultant Services: Vaughn leverages the services of STAR of California and Therapy Travelers to provide at home behavior support, guidance for students relative to Positive Behavior Support, and specialized services for students most in need of intensive behavior support.	\$300,000.00	\$478,007.19	Y

Summer Intersession: The Summer Intersession is designed to support students with opportunities for credit recovery, academic remediation, enrichment and acceleration.	\$83,335.00	\$79,763.50	Y
College Tours/Fees: Funding to support college/career exploration, university tours, and fees associated with student certifications or exams.	\$25,000.00	\$15,259.00	Y
Virtual Communication Platform: Zoom Education Licenses will support synchronous learning, support relationship development, and allow for collaboration among students and staff.	\$15,000.00	\$12,000.00	Y

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.

We allocated \$8,615,572.28 in action and services, and spent \$7,135,052.54. In light of multiple additional funding sources to support our school during the covid-19 pandemic many of the projected expenditures were funded through other sources expressly provided for relief during the school closure.

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.

Vaughn was able to address many of the challenges facing our students, families, staff, and community through a shared commitment to provide the most cohesive experience possible for the 2020-2021 school year.

Continuity of Instruction:

In regards to continuity of instruction, we started by creating schedules that provided consistency and clear expectations for synchronous and asynchronous learning across the school day. This was an improvement from the Spring 2019 post closure period where there were not as many components in place to ensure that students had equitable learning opportunities across grade levels. Each site took specific actions that allowed instruction to continue in a cohesive manner.

PL leadership team worked with our grade levels to focus on targeted grade level essential standards. As a team, pacing plans were revised based on student needs/essential standards. Providing intervention and SEL blocks as part of the school day. In addition to using iReady data to plan for intervention groups during intervention blocks.

G3 was able to continue following a consistent pacing plan while revisiting and adjusting based on feedback and data (i.e, reviewing key standards, etc). Various online platforms were introduced and used (Google Classroom, SKIES, NearPod) in order to engage students. The struggle was not being able to dive deeper into certain standards due to time constraints of distance learning. Teachers struggled with planning due to the multiple platforms (SKIES vs. NearPod/Google).

ML has met consistently with 4/5th teams to follow a standards based pacing plan adjusting to reflect student learning needs based on Summative and Formative assessment.

Successful implementation of zoom and security sign in measures through Clever, go guardian, google classroom/Skies, clever week at a glance. Teachers have successfully implemented the use of new virtual platforms to accommodate DL. Due to DL, we had a challenge in adjusting elective choices. We no longer offered student choice and reduced electives to only one. Class compositions were affected, acceleration courses were not offered due to cohorting.

Our high school adopted school wide policies -- late-work policy, common lesson planning template, and common grading practices that provided more equity. Challenges included consistency of implementation (e.g., teachers giving 5 hours of homework per night). VISA shifted to a block model schedule to account for student/teacher course load.

Access to Devices and Connectivity:

At the end of the 2019-2020 school year, all devices that had been previously distributed were collected from students. They underwent sanitization and deep cleaning and were updated by our IT team. Once this task was completed, the devices were redistributed to students at the beginning of the 20-21 school year. We provided each student with a device and if the family indicated that there was a need for connectivity support they were also provided with a wifi hotspot. Previously, we had distributed Chromebooks to only those that indicated need, however to ensure equitable access we made the decision to move forward with 1:1 distribution. Our IT offered support to our students, staff, and parents on a daily basis at our site and over the phone through a support helpline. We were able to switch out devices that did not work in a timely manner as long as we were able to communicate with the requester. One challenge we found was that some students had a difficult time with wifi hotspot connectivity due to where they lived. There were instances where our IT team was unable to determine a cause for the connectivity issue despite multiple attempts at troubleshooting.

Another challenge that we encountered was that some of our fleet of Chromebooks were nearing the end of their life and were not able to perform the necessary tasks since the online platforms use large amounts of bandwidth. We were able to place an order for replacement Chromebooks however, due to increased demand in the Fall of 2020 our order was delayed and didn't arrive until Spring 2021. Some of the most difficult challenges occurred when student bandwidth was just not sufficient to support full engagement during multi-faceted lessons that might have made use of multiple platforms.

Support for Pupils with Unique Needs:

For our English Language Learners and their parents, assuring that there is translation in both English and Spanish, along with evening and early morning meetings has helped us assist those parents who have been needing help with everything from emails to Class Dojo. This year our school has adopted a learning platform especially for ELLs called Lexia, and continues to use English 3D, which dovetails perfectly with a virtual school setting.

Students with speech and other support needs have had services delivered via virtual sessions with the practitioner. One of the challenges has been that parents have also needed support from our school to assure consistency of services; to provide this additional help, our school has provided walk-up support at the ML office, on-the-phone assistance, or have been provided with additional hardware (chromebooks and hot spots).

In addition to the supports listed above, our Homeless population, due to frequent moving and other challenges, have visits from staff to provide replacements for lost charging cords, school supplies, and homework packets when needed. Our asynchronous learning platforms provide flexibility of use, with some students needing to access lessons and learning programs after school hours when parent is available.

SPED Successes include:

Continuation of inclusive practices through virtual means: co-instructing, co-planning, and co-assessing via Zoom, Skies, and using our GoGuardian software.

Participation in Intervention efforts: SWDs participate in office hours held by general education teachers and also have the option to attend Re-teach or support sessions with special education staff to help them access general education curriculum and to address IEP goals. Development of Prior Written Notices to make parents aware of any changes to the environment and delivery of services during the Distance Learning period. Parents were notified of service delivery through teletherapy, the use of educational software to supplement learning, the implementation of accessibility tools, adjustment of services such as behavior intervention implementation (BII), and the addition of work packets to help students with challenges to access virtual learning.

Communication with parents expanded to several options: by phone, by email, by Zoom, and by Docu-Sign. When it was safe to do so, and with mutual agreement, Sped staff arranged brief in-person meetings to provide any information and pertinent docs when requested by parents.

Customized schedules and office hours for students that needed additional assistance was a success allowing students to navigate their individualized day and to have access to their teachers and support staff as needed.

Staff Roles and Responsibilities

Overall, staff adjusted smoothly and many rose to the occasion, however roles kept evolving and this added some level of stress. Due to the issue of virtual learning, staff committed to dedicate more hours needed to make instructions adapted to virtual platforms, virtual engagement and virtual enrichment. There was allocated time in the day for teachers to co-plan with their team teacher to modify their lessons to implement in a virtual environment. Paraprofessional's role changed to give support to teachers in the Zoom classroom.

Elective teachers partnered with core teachers to provide online support to manage Zoom platform. We were also able to shift our afterschool program staff to support during school instruction hours which proved to be a successful support for students and teachers.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
2 Directors of Instruction: In an effort to effectively distribute responsibility for the alignment, monitoring, and guidance of the TK-12 instruction program, has two distinct positions, the Director of Elementary Instruction and the Director of Secondary Instruction. Both Directors provide oversight to Vaughn's EL Coordinator, and they collaborate to provide collective technical support and strategic guidance to Vaughn's campus Directors, Curriculum Coordinators, and Lead Teachers relative to the direction of actions and services to support English Language Learners.	\$294,541.43	\$286,766.07	Y
Summer Intersession: The Summer Intersession is designed to support students with opportunities for credit recovery, academic remediation, enrichment and acceleration.	\$83,335.00	\$79,763.50	Y
1 Behavior Services Coordinator: The Behavior Support Coordinator will provide guidance and oversight to Vaughn's school-wide behavior support team and will contribute to the implementation of TK-12 PBIS efforts across all campuses.	\$70,263.80		Y
1 College Advisor: The college adviser provides student support relative to A-G course scheduling, college/career presentations and information sessions, college tours, college finance (FAFSA) application assistance, assistance with college applications, internship outreach for career pathways, and registration of students in community college courses offered on campus.	\$85,210.50	\$84,094.50	Y

1 College/Career Counselor: In order to expand support for Vaughn robust selection of college/career pathway programs and CTE courses, enrichment courses, and to focus on timely, targeted feedback to support student learning and to support student's navigation through the transition from Vaughn to college and career. The College/Career Counselor will work in collaboration with high school leadership to foster the continued development of dual enrollment and articulation efforts with local community colleges and university programs, to develop internship and work based learning opportunities for students (in particular students enrolled in CTE pathway programs), to contribute to the management and acquisition of funding/grants to support college/career programs, and to promote A-G completion and college/career readiness for all Vaughn students.	\$97,289.95	\$99,271.70	Y
Upper Elementary Curriculum Coordinator: The Upper Elementary Curriculum Coordinator will work to support the implementation of curriculum and instructional programs at grades 4-5 (upper elementary campus).	\$121,191.62	\$111,805.32	Y
3 Teacher Leads: The teacher leads promote the alignment and articulation of the school-wide instructional program, work to coordinate efforts to provide professional development for teachers addressing CCSS implementation in all content areas, SBAC and other internal formative measures, and they directly support teachers with classroom observations and feedback.	\$329,344.00	\$327,951.78	Y
2 Resource Teacher Leads: The resource teacher leads promote the alignment and articulation of the school-wide resource program in conjunction with the director of student support services, they coordinate efforts to provide professional development for resource teachers, provide coaching, and support the IEP process.	\$230,871.11	\$238,731.50	Y
6 Intervention Teachers (Part Time): The intervention teacher is integral to the school's RTI model and works to directly support students most in need of intensive remediation, development, and/or support in literacy and numeracy, among other academic needs.	\$847,454.69	\$511,245.51	Y
CSR (Class Size Reduction) 18 Teachers: Vaughn has worked to reduce class size across grade levels as a means of promoting timely, targeted feedback to aid student	\$2,072,260.47	\$2,160,337.78	Y

learning, to provide additional opportunities for students to engage in both core and elective courses, and to provide additional student support in literacy and numeracy.			
1 Middle School Dean: The middle school dean supports the development and implementation of restorative practices, the school-wide Positive Behavior Support Plan, and promotes a positive and inclusive school culture and climate.	\$109,871.16	\$116,015.38	Y
2 Middle School Counselors: The middle school counselor provides social-emotional guidance and support for students and coordinates regularly with outside agencies to ensure access to appropriate interventions, support mechanisms, and programs as needed.	\$208,362.32	\$213,687.13	Y
1 Restorative Justice Coordinator: The Restorative Justice Coordinator will work in conjunction with the high school leadership team to promote restorative approaches to student discipline and will work with the faculty, staff, and students to consistently build a positive school climate and culture.	\$111,635.48	\$126,686.79	Y
1 Elementary Counselor: The elementary counselor provides social-emotional guidance and support for students and coordinates regularly with outside agencies to ensure access to appropriate interventions, support mechanisms, and programs as needed.	\$92,460.09	\$98,713.90	Y
1 School Psychologist: The school psychologist serves as a member of the mental health team and will assist with the development of effective student behavior support plans, with the development and implementation of restorative practices, and will support/promote the school-wide Positive Behavior Support Plan.	\$113,483.13	\$122,351.03	Y
1 Psych. Assistant: The Psychologist Assistant works in collaboration with Vaughn's school-Psych. team and supports efforts to provide mental health services for all students in grades TK-12.	\$44,421.16	\$45,104.20	Y
10 Teacher Assistants (TK/K): The teacher assistants support growth and development in literacy at the TK/K levels of early and primary education.	\$357,882.97	\$362,989.44	Y

1 Case Manager: The case manager serves an integral role in the SSPT (Student Study Progress Team) process and coordinates regularly with faculty, staff, and families to support the implementation of the MTSS/RTI model.	\$85,210.50	\$68,727.02	Y
2 Case Manager Assistants: The case manager assistants support the case manager in the SSPT (Student Study Progress Team) process and, including coordination with families to ensure implementation of the MTSS/ RTI model.	\$98,360.45	\$53,956.51	Y
2 Counselor Assistants: The counselor assistants support the elementary counseling team, who provide social emotional guidance for students, and they consistently communicate and collaborate with outside agencies to ensure access to appropriate interventions, support mechanisms, and programs as needed.	\$54,411.96	\$54,380.23	Y
Staff Development: Staff Development to support faculty and staff in the service of Vaughn students. Staff development to target areas related to virtual learning, differentiation of instruction, serving English Language Learners, and authentic assessment, formative assessment, integration of technology for multi-modal instruction, etc.	\$100,000.00	\$127,182.82	Y
Assessment System (Illuminate): Illuminate serves as an interim assessment platform that allows for measurement of a student's progress towards grade level mastery. Illuminate provides data around how students have performed in relationship to grade level standards allowing teachers to plan for reteach and to adjust core instruction accordingly.	\$28,025.00	\$28,025.00	Y
Assessment System (iReady): iReady Diagnostic serves as one of several additional measures (SRI, etc.) to identify students in need of literacy intervention(s) and to monitor the progress and growth of English Learners in ELA and Mathematics.	\$37,185.00	\$37,185.00	Y
Technology/Equipment: Technology and equipment to support infrastructure, internet access, access to digital/standards aligned instructional materials and assessments. (Basic Services: Provide Pupils with Access to Standards Aligned Instructional Materials and Maintain Facilities in Good Repair)	\$1,400,000	\$251,885.17	Y

Collaboration Time: Continue weekly time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focuses on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	0.00	0.00	
Extended School-Year (ESY): The extended school-year session is designed to support students with opportunities for credit recovery, academic remediation, enrichment and acceleration.	\$510,010.00	\$647,691.83	Y
Tutoring	\$168,732.85	\$61,102.41	Y

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.

Out of a budgeted \$8,040,379.34 we spent \$7,463,766.35. Two actions were funded through other funding sources, the behavior services coordinator and the enrichment staff. These account for nearly \$400,000 in expenses that were not spent and this represents the bulk of the difference in planned and actual expenditures. These services still occurred just were paid through other sources.

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.

Elementary

Addressing pupil learning loss in the 2020-21 school year was a high priority. We have implemented several things to help address this. We have had success in embedding intervention blocks within the schedule to address some of these gaps. These blocks have been designed using data and are taught by our teachers and Intervention team. A daily social emotional block has also been added during the beginning of day. These SEL check-ins help us offer the opportunity to practice navigating emotion, building strong relationships and classroom communities. SEL morning check-ins also set the ideal context for learning. Additionally, a Study Hall block was

provided for students that needed additional support with class work or homework. Study hall had an intervention teacher/aide supporting students at all times.

Recognizing that students, teachers, and families are engaging in instruction while undergoing emotional duress, anxiety, fear, and trauma, acknowledge that face-to-face and online learning models require different skills and preparation for teachers, students, and families. Communicating the notion that learning losses due to COVID as well as pre-existing opportunity and learning gaps are, in many cases, best addressed with acceleration vs. remediation (remediation is mastering concepts of the past VS acceleration, it strategically prepares students for success in the present by planning right now to accelerate students who have fallen behind instead of remediating them).

Secondary

MIT: Pupil Learning Loss in the 2020-21 the scheduling matrix reduced the amount of classes students took. Instead of 6 periods, we offered a 5 period day to allow for a focus on the core. In addition the 1 extra period to complete a students day was prioritized to be an elective. The elective was assigned to ensure students had an enrichment hour. All students had PE and art. Overall all students also started their day with an advisory teacher check-in to develop relationships and connections. Friday's advisory was extended mid year to a 1 hour duration. The focus in this shift was as a reflection of student needs and follow through of assignment completion. DL offered an extended break after lunch for students to attend teacher office hours in the middle of the day and then end their school day with their elective. We partnered with our Think Together staff, to provide virtual in-class support to our large cohorts in electives. Late work policy was adjusted and made flexible to meet student needs and to allow for late submissions when necessary. All teachers agreed (Spring semester) in adjusting grading scale to reflect acknowledgment of student performance and general needs.

While we celebrate our successes, there have also been many challenges. Attendance is not correlating to work productivity. While we are seeing full virtual sessions, students with good attendance are still failing. Teacher office hours are offered Monday through Thursday, students get invited, teachers set appointments, and sometimes students do not show up for support. Also, Academic support is offered Monday through Thursday at 12:40 and 3:30pm and very few students are attending. Although parents are informed by phone dialers, informed by Google Classrooms, at conferences, and monthly Coffee with the Director, student participation outside of class supports has been minimal.

VISA: We adopted a block schedule model at the outset of the 2020-21 school year to foster a positive learning environment. While the courses were fast paced, students only had advisory + 3 content classes per term, rather than the normal six. From a student's perspective, this was very successful because most students reported not being overwhelmed, especially in the height of the pandemic. From a staff perspective, many teachers voiced concern about getting through their normal curriculum in a condensed time. As a result,

teachers were asked to focus on only essential standards. While students seemed to be more successful with the block model, there were concerns about covering all the standards and our advanced pacing with less instructional time. Furthermore, many of our collaborative projects became modified and probably more individualistic with less collaboration.

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.

Successes:

For elementary levels providing a daily SEL block during the beginning of the day to teach Second Step curriculum proved to be very successful. Working with the Schoolwide school Climate team to create a PBIS tier team to develop a plan of action for virtual and reopening was also a success. We were able to adopt the Educators Handbook program to collect data on student's behavior incidents. School counselors, counseling assistants, and school social workers collaborated to provide services. Holding virtual SSPT meetings immediately with our most vulnerable families who were demonstrating difficulties was important. Other successes at elementary levels include using Daily Morning News to connect and engage with all students, setup of counseling apps accessible to all students through SSO which gave them access to tools and strategies the counselor and team has taught to each class. We taught the Bully prevention unit from the Second Step curriculum. We also added a google check-in form to each classes' google class for students or teachers to request a check-in with the counseling team. Weekly social Lunch Bunch Meet ups for 2nd -5th grade students over Zoom. We were also able to partner with DCFS to provide our teachers with training regarding mandated reporting during virtual learning as we were encountering many different situations by having access to student's homes through distance learning platforms.

At our secondary levels meeting the needs of the mental health of our staff and students was of utmost importance. This year, as a staff we all took on students to mentor students that were underperforming. During team meeting time, implementing time to provide documentation or the time to reach out to students on Friday's since students are not in class. Some teachers created standing appointments with their mentees for continuous check in with students. For in person support, offered the return to campus to students based on counselor feedback. Our Advisory classes took on SEL Lessons: These allow grade levels to tailor and create lessons they feel really connect to students. Other successes at secondary include:

- School Counseling Grade Level Google Classrooms (i.e. SEL and MH content, resources)

- Development and implementation of Request to Speak to Counselor Google Form
- Accessible quantitative data from Aeries Guidance Counseling Notes (i.e. purpose of service; start and end time)
- Utilizing qualitative data (observations of students' needs, teacher/student feedback) to design SEL Advisory Classroom Lessons
- Partnering with therapy agencies (i.e. El Centro de Amistad and Hathaway-Sycamores on development and presentation of SEL grade level assemblies.
- Partnering with Hathaway-Sycamores clinicians to provide parent presentations in English and Spanish on Building Awareness of Youth Mental Health and posting video recordings on our website.
- Therapy, Support Staff, and Parent Consultation to best support student's needs.
- Development and implementation of new internal Suicide Risk Assessment protocol
- Staff presentations on distance learning suicide prevention procedures and DCFS mandated reporting procedures
- Collaboration with DCFS partners to provide staff presentation on mandated reporting procedures during distance learning with specific focus on asking clarifying questions.

Challenges:

This year was very challenging to our teams in the area of supporting our students' mental health. Since our staff was also experiencing the pandemic and its associated traumas, the ability to provide support for our students was a team effort. Not being in person presented a challenge to be able to get to know students on a deeper level which is a primary function of supporting our students' mental health. When it is a struggle to know a student it becomes challenging to know what their baseline behaviors are like and to be able to spot differences that might indicate a need for additional support. Several students who were very difficult to reach even though they needed mental health support. The lack of social interactions lead to feelings of isolation for some students. It was very difficult to establish a community with those that are not connecting or disengaged. Even attempts to engage in community circles at the secondary level proved more challenging due to students feeling reluctant to participate, another symptom of the struggle to create deeper relationships over the virtual platforms. Our counselors were pulled to support more Tier 3 cases and that took away some of the focus they were able to provide on Tier 1 supports. We also experienced families feeling reluctant to participate in virtual therapy sessions which was a barrier to delivering a variety of support to students. Another challenge was that one of our therapy partners required a hard signature on the referrals and this was challenging to collect due to Covid-19 quarantine and social distancing protocols.

Additionally, staff felt overwhelmed with the additional demands of distance learning. It became very clear that we needed to provide additional support to our staff as well as our students. Our human resources team partnered with our insurance brokerage to provide increased allowances for mental health services available to staff. They also coordinated weekly support sessions as well to provide staff with strategies to support their own mental health and socioemotional wellbeing. Distance Learning also made the work load heavier for teachers causing additional stress.

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.

Elementary

For the 2020-21, our pupil and family engagement and outreach focused on establishing and maintaining a strong home-school connection. We provided schedules and lesson plans that were easy to complete at home. Communication was streamlined using Class Dojo and AERIES communication. We celebrated student of the week and provided attendance awards and celebrations.

At the elementary level Virtual Meet and Greets for students and staff was successful across all three campuses. Students and families have continued to connect with staff via ClassDojo, Remind, virtual zoom meetings and through our Aeries online communication platform. Conferences have taken place via zoom allowing to prioritize communication for the purpose of students' support. Coffee with Leadership Teams have been successful in promoting resources and support for parents as well as providing more in depth information as well as open forums to ask questions of leaders as needed. Teachers have embedded Virtual field trips to promote and the use of fun interactive platforms to engage students. Several home visits were also conducted by case manager and counselor. We were able to host several drive-thru events to celebrate holidays and/or student accomplishments. Some sites had a weekly student of the week video shared school-wide each Friday as well.

Although, for the 2020-21 our pupil and family engagement and outreach focused on establishing and maintaining a strong home-school connection we encountered a few challenges. The main challenge was ensuring our parents had the capacity to access all of our online platforms. Whether it was through providing the technology, internet, or training some parents still struggled with maintaining engagement. Many had a lot of issues navigating our platforms and had little technology literacy. Many of our parents also continued to work through the pandemic and some struggled to participate since many of the opportunities to support and participate may have coincided with work schedules.

Secondary

MIT: Distance learning successes allowed for Virtual Meet and Greet of staff. Students and families have continued to connect with staff via virtual zoom meetings. Conferences have taken place via zoom and share out of support prioritized despite online learning. Monthly Coffee with the Director zoom meetings have been hosted with the company of school resource partners to promote resources and supports. Honor Roll celebrations have taken place by trimester to celebrate students' hard work. Students have also been rewarded with Honor Roll bumper stickers and goodie bags. Teachers have celebrated student progress by providing department certificates to Jaguar Scholars. Virtual field trips to promote positive school culture have also been embedded. Teachers have embedded the use of

fun interactive platforms to engage students. The use of Aeries communications, Google Classroom, attendance codes, Go Guardian messaging, phone calls and emails have allowed for teachers and staff to prioritize communication for the purpose of students' support. The SPED department has offered the students ongoing daily reteach sessions. Team members have adopted the custom of inviting students via email, including phone calls to students and parents.

Families have been supported by allowing our office to remain opened for in-person troubleshooting. Tech support has remained open through DL daily allowing for parents to have immediate tech troubleshooting. In general, all staff has prioritized effective and immediate attention to special absence cases and allocating personnel to triage guidance if concern yields a truancy. Accommodations have been communicated to teachers when students and family are directly being impacted by pandemic stressors.

VISA: VISA began hosting Coffee with the Director this year to engage our parents / families with updates on curriculum, program, and important information. VISA has successfully been able to engage parents in evening parent events that target college/career information. In addition, our staff continues to engage families/guardians in student-led conferences, phone calls/emails, etc. We have also partnered with our Family Center to share resources, community events, and so forth to meet the evolving needs of our school-community. A few challenges that we have faced has been technology as some of our parents are not as familiar with navigating online platforms.

Analysis of School Nutrition

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

Although Vaughn Food Service experienced significant challenges in participation, the availability of requested food, and the rise in costs this school year due to the pandemic, we still managed to achieve success through it all. One of our successes is expanding our outreach to students through the national waiver program via curbside service. The creativity with our Grab n Go program caught the attention of the No Kid Hungry(NKH) Campaign. NKH did a case study of the Vaughn Food Program and has featured our Vaughn to other districts as an example during these trying times. We also received a grant that we used to make bags of traditional food products for families during Christmas. We were also able to secure two hundred 30lb USDA Commodity cases of food that was also distributed during Christmas. It was an overwhelming success. Although our participation during the pandemic dropped 50%, we were able to

sustain all of our Food Service Employees in the department. Our most considerable success has been that our dedicated staff has worked tirelessly to serve over One Million meals to our community with pride.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

[Add text here]

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.

As we look forward to the 2021-24 LCAP we have identified areas that will guide us as we plan our future programming in a transition out of the Covid-19 pandemic. We have learned that technology and associated services are a valuable and integral part of our system. We will continue to fund technology programs fully as we move forward post-pandemic. We have also learned that SEL and the well being of our students, staff, and community are crucial to our success moving forward. We will continue to implement actions that support our students' mental health as a primary focus upon return to school. Many family engagement strategies were identified as

valuable to continue as we move forward. These include coffee with the director, zoom meetings that allow working parents and those with childcare concerns to attend, parent workshops, and streamlined parent communication practices.

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

Learning Loss is front and center in our minds as we re-engage in in-person learning in the coming years. We will continue to use many of the strategies that were developed during the pandemic in order to accelerate our students towards grade level mastery. First and foremost we will continue to implement SEL with fidelity and focus on relationships as a primary driver towards student learning. We are investing in our Mental Health services in the new LCAP and we are going to be implementing new metrics to support our students, staff, and families in navigating the changing landscape of school. We will continue to assess our students current level of performance using our internal diagnostics that provide invaluable feedback as to how our students are performing. We will also continue to develop our formative assessment practices that allow us to use and respond to student learning closer to the source (instruction). We will also be ensuring our teams have adequate time to look at data in order to adjust instruction and plan for retreating opportunities to solidify learning for those students that might not have grasped a concept on the initial opportunity.

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.

Overall, the differences in actions identified as contributing to meeting the increased or improved services requirement and the actions or services implemented is minimal. We had a few areas such as professional development, and supplies that were not fully implemented due to the Covid-19 closures. We did extensive professional development however there were other funding sources that covered the bulk of those expenses. Additionally, we didn't spend as much on supplies and cleaning as anticipated due to a truncated in-person session towards the end of the year.

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.

During the 19-20 and 20-21 school years, it has become clear that we need to devote additional focus on our students' socio-emotional wellbeing and mental health. Therefore, as we look to the upcoming LCAP cycle we want to ensure that we include goals, actions, and allocation of resources to support staff and student mental health. We are adding additional staff to ensure that our students have access to high quality mental health supports as we re engage in in-person learning. We have also seen a need to increase support for our students in regards to math interventions. Our internal data collected during the 20-21 school year indicates that students gaps were wider in mathematics which led in part to this focus on support for mathematics. We are adding additional intervention support at each of our elementary campuses to broaden our team to provide targeted and intensive interventions.

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.

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.

California Department of Education
January 2021