

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## Plan Summary 2022-23

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Victor Valley Union High School District is located in the High Desert region of San Bernardino County, approximately 97 miles northeast of Los Angeles and 35 miles northwest of San Bernardino. Our district is just north of the San Bernardino mountains, at the edge of the Mojave Desert. Interstate 15 and State Highway 18 intersect near the heart of the city and Victorville is bordered on the west by State Highway 395. The Victor Valley includes the communities of Adelanto, Apple Valley, Hesperia, Lucerne Valley, Oak Hills, Phelan, Victorville, and Wrightwood. Victorville is the business hub of the area and draws consumers from well beyond its immediate area. It is the largest commercial center between San Bernardino and the Nevada border. The residential population of Victorville is 123,684 and growing. Estimates suggest that this figure more than doubles during business hours to accommodate the needs of the more than 550,000 people who call the Mojave Desert Victor Valley home. Victorville is conveniently close to many mountain communities and within 40 minutes of Ontario International Airport.

The district has nine schools for high quality, educational learning environments. There are three comprehensive high schools offering grades 9 through 12, two schools of choice with grades 7 through 12, one academy with grades 7 through 12, one middle school with grades 7 and 8 and one Virtual school with grades 7-11. The alternative learning choices include a virtual academy, continuation school, independent study school, and an adult education program. VVUHSD is an urban district with approximately 11,920 (Dataquest -

<https://dq.cde.ca.gov/dataquest/>) students residing in the district boundaries and an ethnically diverse student body. The five largest ethnic groups are Hispanic/Latino (67%), African American (17%), White (7%), two or more races (3%), and Asian (2%). The socioeconomic status of the families living within the district boundaries is lower than many surrounding communities with 10,164 students (85%) identified as Socio-economically disadvantaged (SED), and rate by school is significant, with the lowest school at 75.9% and the highest school, 94.5%.

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

The VVUHSD mission statement guides our high quality staff as we serve the community of the victor valley. The mission states: "As the unifying agent of our community, steeped in more than a century of commitment to student achievement, the Victor Valley Union High School District will provide students a high-quality education in a safe environment, cultivating skills necessary for success through the promotion of integrity, creativity and collaboration, inspiring them to reach their full potential and become productive global citizens." The district has started developing a 10 year Educational Master Plan which includes a plan for continued growth in organizational effectiveness, district workforce development and effectiveness, student success and community partnerships and service. Complementing the district master plan is the current development of the new 3 year district strategic plan which is in the final stages of development and will be implemented in 2022-2023.

## Reflections: Successes

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

The LCAP process revealed many areas of growth and success for our district. Below are examples of areas of greatest improvement as well as areas of student achievement related to the analysis of multiple local data measures including the California School Dashboard related indicators:

### English Language Arts

~The California School Dashboard is normally analyzed on annual basis and the academic indicators are integral in progress monitoring, The most recent release in 2021 included local indicators only as well as additional reports in graduation rate and college and career

measures. Based on the 2019 release, the English Language Arts academic indicator demonstrated that we moved four student groups from RED to ORANGE. We completed local assessments for the prior two years using the embedded formative exams in our board adopted program MyPerspectives. When reviewing our English Language Arts SAAVAS formative assessments, students in grades 7 through 12 participated in the beginning of year and middle of year assessment. All grades levels experienced an increase of at least 2% proficiency with the highest increase occurring at grade 9 with the average moving from 43% to 52%. VVUHSD will be analyzing the end of year data for SAAVAS as well as the CAASPP ELA data in July. An additional areas of growth was on the STAR Reading universal screener. When disaggregating data by major ethnicity, White students grew from 19% to 29%. The district will continue to provide targeted professional development for our Comprehensive Improvement and Support schools through professional learning community data analysis and training by contracting with the county office of education. All English teachers will continue to attend professional learning opportunities aligned to the California State standards. The district will continue with classroom observations and data collection to identify best practices and instructional areas of need.

### Mathematics

~ In addition to the data review of the mathematics indicator of the 2019 California School Dashboard release, VVUHSD completed regular local assessments for two of our conceptual classes, Integrated 1 Math 9 (IM9) and Math Connections 7 (MC7). In the IM9 class, in the area of Functions, the pre-test data shows 7.39% of the students meeting or exceeding the standards and 27.17% meeting or exceeding on the posttest. In the area of Ratios, the pretest showed 28.6% meeting or exceeds and the posttest showed 47.01% were meets or exceeds. For Integers, 29.5% scored meets or exceeds on the pretest and 43.61% on the posttest. For the Math Connections, students also showed growth in Fractions from 13.98% to 26.80% proficiency, and Integers from 49.48% to 91.40%. In addition to the intervention data, overall districtwide, students at/above benchmark improved from 22% to 29% in math. The district will continue to provide targeted professional development for our Comprehensive Improvement and Support schools through professional learning community data analysis and training by contracting with the county office of education. All math teachers will continue to attend professional learning opportunities aligned to the California State standards. The district will continue with cycles of continuous improvement with our district designed courses in Integrated Math 1 and Math 7.

### Career Technical Education

~Another area of success is the increase in Career Technical Education enrollment and completers from the 2020-2021 school year. When comparing the data from 2018-19 to 2019-20, the enrollment increased by 644 students, and the number of completers increased by 506 students. The College and Career indicator on the California School Dashboard continues to be a strength which increased from 49.6 to 57.9% in 2018-19.

~For the College and Career Indicator, the district will continue to fund a robust Career Technical Education (CTE) program and support staff to ensure all students have access. We have increased pre-CTE courses at the middle school for 2020-21 and 2021-2022, which will continue to transition more students to the high school who have already had exposure to CTE- middle school pathways. Educational partners continue to request more career guidance and career technical programs at the high schools.

- ~ Industry recognized certifications continue to increase in all CTE pathways.
- ~ CTE has articulated college credit with Victor Valley Community College where students who earn college credits from their CTE classes.
- ~ Dual Enrollment is provided at all sites. Student interest is strong and continues to be a viable option for our students.
- ~ CTE student CTSO leadership opportunities continue to grow. In 2020-21 we had two students compete at the national level. In 2021-22 we had 9 students competing at the national level.

#### Graduation Rates:

~ As a result of programs implemented in 2020-2021, the graduation rate for all students rose from 83.4% to 84.7%. The graduation rate for foster youth and low income also increased. Foster Youth had the greatest gain from 65% to 80.5%, Low income students rose from 83.4% to 84.5%. The success with the graduation rate will once again be a priority by continuing to provide and expand the after school credit recovery option through the after school credit recovery program using APEX Learning (UCOP A-G) courses. We will continue with APEX Learning and University of California Office of the President (UCOP) A-G Course Management Portal to redesign the courses at 70%, allowing students to remediate a D/F grade through these new courses. Students remediated over 2500 credits in 2019-20 and over 5000 credits, including summer in 2020-21. This directly supported students to graduate as they were able to remediate quickly and without having to repeat the entire course, but remaining A-G compliant.

~ One area in which the district demonstrated growth from the 2019 data is chronic absenteeism. During the 2020-2021 school year, the district wide chronic absenteeism declined from 14% to 10%. All student groups, with the exception of homeless students, experienced a decline of 2 or more percent during 2020-2021. The group with the most significant decline is Two or More Races moving from 25.9% to 12.7%, a 13.2% decrease. The district will continue with Attention to Attendance as a support system to help identify and target chronically absent students and students in danger of chronic absenteeism.

## Reflections: Identified Need

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

The district has identified several areas that need significant improvement based on a review of Dashboard and local data, are as follows:

- ~ Although the district recognizes bright spots in ELA achievement, the local STAR Reading assessment demonstrated an overall district wide decline of student performing at/above benchmark from 27.8% to 27.4%. All grade levels experiences a decline as well with the exception of grade 11. In the area of English Language Arts academic performance indicator, the English Learner student group remained in RED two years in a row. Even though most student groups have moved out of RED in the dashboard, EL student groups have remained in RED for both 2017-18 and 2018-19. Dashboard notes that English Learners were struggling in 2017, and their scores continued to decline moving from Yellow to Red status in the two consecutive following years. In addition to the academic indicator in English Language Arts, the

graduation rate for English Learners demonstrated no growth, only maintained at 72%. We implemented additional QTEL training for teachers, aligned the English Language Arts pacing guides to include the ELD standards, provided additional support through the purchase of MyELD Companion, implemented universal screening using STAR Renaissance English Language Arts and contracted with Creative Leadership Solutions to provide teacher leadership support for ELs at schools site. African American, Foster Youth, Hispanic, Homeless, Two-or-more Races, and Students with Disabilities performance indicator was in ORANGE in 2018-19, though they were in RED the prior year, the district has continued to staff a district English Language Arts coordinator and continues with contracts with San Bernardino County Office of Education for additional supports. Local data from the STAR Reading universal screen indicates

~In the area of mathematics, although local data demonstrated growth in specific math courses considered targeted areas or intervention, overall student achievement in the STAR math universal screen demonstrates of the major ethnic groups of African American and Hispanic experienced a significant decline of student at/above benchmark. African American, English Learner and Homeless student groups remained in the RED for both 2017-18 and 2018-19. Mathematics student performance and achievement remain a priority for this district, and is supported with ongoing, targeted professional development, deep data examinations and discussions at the district, administrator, school site, and PLC levels. The district staffs a Coordinator and a middle and high school math coach. The district is focused on using strategies to support the learners in the red and orange. These include, but are not limited to: Established priority standards that are taught in depth and support student success on state testing. Aligned pacing guides districtwide to the priority standards. Use of assessment to remediating gaps in understanding including: STAR as a Universal Screener and Interim. Assessment Blocks from CAASPP. These assessments help us identify the gaps for specific learners. Utilization of math coaches who work with teachers by content area to provide conceptually based mathematics strategies. In addition, we used the MDTP (Mathematics Diagnostic Testing Project) annually as a district assessment in 6th and 8th grade which allows VVUHSD to provide two custom courses to support incoming 7th and 9th grade students whose performance data either recommends a more scaffolded course. Based on the MDTP data, math coaches and math teachers identified the need to introduce a 9th grade course called Integrated I Math 9 (IM9) and a 7th grade course, Math Connections 7 (MC7) to address the needs of students who are struggling. Hook is offering the 7th grade course this year (introduced in 2020-21) and Silverado has offered the Integrated Math 9 course in 2019-20 and 2020-21. Data from the IM9 course was collected and presented to the Board in spring 2020 and the results based on grades in CFAs indicated that the IM9 students were out performing the regular Integrated 9 students. Weekly Google meet collaboration is held with teachers in MC7 courses to support their teaching and lesson design. Semi-monthly zoom collaborations are held with teachers in IM9.

~Reclassification of ELs: This area requires close monitoring due to the fact that during distance learning, students struggled to meet reclassification criteria. Currently for the 2021-2022 school year only 24 students were able to meet the criteria. VVUHSD reviewed the local assessment, STAR Reading, to determine if the criteria was in alignment with English Only (EOs) student success. A significant discrepancy has been noted, the level of achievement set for ELs was higher than the average considered proficient. The criteria was evaluated and will be brought forth to the governing board for new local criteria in order to ensure equity and parity when comparing English Learner student achievement with English only student achievement. Students will also be allowed by teachers to retake the STAR in English within the last few weeks at end of the school year to provide an additional opportunity for students to reclassify. Other options have been evaluated as to

create a focus group with students who have ELPAC scores at Level 4, creation of small cohorts and constant communication with students and parents to inform them about the reclassification criteria, and the importance of reclassification.

~Chronic Absenteeism continues to be an area of focus in middle school. As a district, the current chronic absenteeism rate reported by Dataquest of 10% is considered high according to the CDE Five-by-Five colored table. Currently all target groups experienced a decline with the exception of homeless students. The chronic absenteeism rate rose from 43.1 in 2018-19 to 43.8% in 2020-21. Although they declined, Dataquest reports Foster Youth at 20.2% and Students with Disabilities at 20.6% for chronic absenteeism. Both these groups are considered “very high” according to the CDE Five-by-Five colored table. In order to continue to address chronic absenteeism, the district will continue to grow the alternative setting of the virtual academy for homeless, foster or medically fragile students and students with attendance concerns that cannot be resolved through the typical Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) process. The district will continue to contract with Attention to Attendance to provide school sites with data to help identify early-on students with growing attendance concerns to provide quick and timely intervention prior to the absences being labeled as chronic. The Foster youth and Homeless youth district counselor will begin intensive intervention with the support of the Director of Student Services. We will continue to conduct home visits and meet with families to discuss strategies to increase student attendance.

~Suspension Rate indicator is an area of concern as all student groups except for Two-or more Races and Asians, are in the RED and ORANGE indicators on the 2019 California School Dashboard. The CDE Dataquest website reports 0 suspension for 2020-2021 due to the pandemic and distance learning but when reviewing local data at the end of semester 1 of 2021, Aeries student information system provided additional information that African American students, white students and English Learner students were currently disproportionate to other target groups with rates of 32% or higher. In response we will continue to fund the Student Services office with a full team of staff dedicated to addressing the districtwide culture and implementing district wide MTSS. The Director of Student Services will lead the discipline matrix and attendance improvement district collaborative teams to continue to develop systems and processes that support positive student behavior and unbiased district practices. Additionally, county support for districtwide PBIS will also continue to be supported. We believe that much of our student behavioral concerns are grounded in the need for mental health support and the district has funded 8 mental health clinicians, 8 licensed vocational nurses, a district certificated registered nurse and additional 4 counselors to address student needs. The district has continued to address these areas through our data analysis and intervention strategies.

## LCAP Highlights

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

The LCAP has been created with the voices of all educational partners involved and several areas have been highlighted as priorities for the 2022-2023 plan. Due to our experiences from the pandemic, technology is still an integral necessity for teaching and learning and we have committed to enhancing equity and access to technology for all students. Technology actions are identified in Goals 1, 2, and 3 and includes additional personnel, improved infrastructure, increased equipment and devices, with support for students and ongoing training for staff. The

data and educational partner feedback has also increased the focus on employing additional staff to support student and teacher's mental health and wellness. The continued expansion and development of wellness centers and makerspaces in libraries at each school site will provide the support necessary to mitigate student behaviors and provide safe spaces for students to work through emotional and academic concerns. The lack of progress for our English Learners district wide is also a stringer focus in our LCAP and additional primary language support will be added to school sites in ratios that better meet their needs. We also recognized that in order to meet the learning loss experienced by our students, especially struggling learners and unduplicated students, the urgency to provide training and ongoing support for all certificated and classroom-based paraprofessionals in the standards-aligned instructional base and supplemental materials. In order to continue to bridge the gaps in student achievement and improve graduation rates, the three goals also highlight the focus on implementation of intervention and acceleration programs across the district. Finally, an additional goal has been added to the LCAP to address the fact that VVUHSD has been eligible for Differentiated Assistant for 3 consecutive years for the Foster Youth student group. The actions related to this will target specific support for this important group of learners in our district. The LCAP has been written as a comprehensive and responsive plan that will evolve based on ongoing analysis of our identified metrics and educational partner input.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

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

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

### Support for Identified Schools

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

Each of the three CSI schools has developed a School Plan for Student Achievement (SPSA) which serves as their comprehensive support and improvement plan. In 2022-2023, the district has three school sites identified for CSI support. In order to ensure that all steps are completed thoroughly, support is provided through the San Bernardino County Superintendent of Schools as well as Victor Valley Union High School District Educational Services Division staff on how to best develop each site's annual CSI plans and align those to the annual

## SPSAs.

The district uses feedback garnered from its educational partners through LCAP meetings, DELAC and other parent meetings, as well as compiling feedback from the three sites' annual comprehensive needs assessments as an integral part of the development of the district-wide CSI plan. In addition to participation in these meetings, additional feedback is obtained through Panorama Parent School Climate surveys which are sent out electronically by various means, including emails to our educational partners including students, staff and families access to these surveys are also linked and posted on district and school websites and shared through district and school social media. Through the use of ParentSquare, the district has the ability to contact all staff and families, in both English and Spanish, to make them aware of these surveys, ensuring that all of our community have the opportunity to provide input.

In 2021-2022, the district team completed the following steps:

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

In order to complete the steps above, the district support team leads the process by first meeting with all the CSI teams together to establish the steps mentioned above. The district and the sites prepared the annual CSI presentation with each school's data, which was, in turn, shared with the community partners in a public meeting at each site. The district also supports the sites with data collection and review of student achievement and growth in the following areas: disaggregated data to support the SBAC Achievement data in English Language Arts and Math, absenteeism data, suspension and expulsion data, schoolwide attendance data, middle and high school dropout data, school climate and social-emotional learning data, Advanced Placement enrollment and passing rates, Career Technical Education career pathway completion data, English Learner progress data (ELPAC), enrollment data, as well as data from universal screeners in reading and math, and other district assessments.

This abundance of data is used by school administration to share student progress with school staff and committees such as Professional Learning Communities (PLC), School Site Council, Instructional Leaders, English Learner Advisory Committees and/or African American Parent Advisory Committees, as part of the comprehensive needs assessment. In addition, the district reviews the needs of each of the CSI schools and provides support through San Bernardino County Superintendent of Schools (SBCSS) partnerships and other outside vendors as requested by the sites. The outside providers requested by teams include WestEd and Solution Tree. These strategies for the comprehensive needs assessment will be addressed in the school plans for submission in October of 2022 and will continue to be supported by the district through training and other support structures.

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

Based on the data described above, the LEA and the schools reviewed the areas of focus and identified the student groups who have shown lower than expected progress on the state assessments as indicated in the dashboard. The needs assessments and collaborative discussions identified resource inequities in the following areas:

1. Targeted interventions for students who are significantly behind in grade level reading and mathematics.
2. Learning resources and supplemental materials for English Learners, students with disabilities, foster youth and homeless students to support differentiation both in classroom instruction, and beyond the school day in the form of technology and tutoring.
3. Lack of trained teacher mentors/coaches to provide ongoing support for building teacher capacity with pedagogy and lesson design.
4. Need for improved technology access for students and parents beyond the instructional day
5. Ongoing tutoring supports for students with homework and test preparation - a need in this community due to resource restrictions in families
6. Formal practices around SEL and student mental health wellness.

The district has provided the following supports to address the sites' CSI plans for 2022-2023 and to address resource inequities identified through the needs assessments at each site:

1. Continued Implementation of READ 180/SYSTEMS 44 to provide evidence-based reading intervention curriculum in each special education classroom. The needs assessment requires us to provide additional support for students with disabilities.
2. Addition of Desmos and MidSchool Math for Math to implement math support in each middle school classroom. Desmos is also specifically used at Silverado High School for ragged math support. Per the needs assessment, these programs will support all of our identified student groups, including students with disabilities, Foster Youth, Homeless, etc.
3. The continued purchase of instructional materials to bridge the digital gap with textbooks for multiple modalities. This is applicable to EL and Special Education programs for every level, and is a demonstrated need.
4. Devices and hotspots have been provided for families who have made the request in response to surveys, and a device is assigned to each student. This is targeted especially for our lower SES students/families, as indicated by our needs assessment.
5. SBCSS training and support at each of the CSI sites in Math and English Language Arts. An analysis of local data and the California School Dashboard demonstrates that professional development is indicated across the board for these core subjects.
6. Site administration receiving deeper training in the PLCs model in order to improve their leadership in guiding their teams in improving

student learning.

7. Continue with the use of STAR Renaissance universal screening and use of the data to drive differentiated instruction. In support of providing more targeted reading support and intervention, as well as identifying students who would benefit from additional tutoring for lower achieving students in target groups. This screening tool enables sites to target individual students in need of intensive intervention and support.

8. An equity task force was developed to support a district-district wide focus on meeting the needs of our target student groups with an emphasis on foster youth.

9. Direct support from district coordinators who attend site CSI identified PLCs and support with discussions around data and next steps at staff meetings. Additionally, one district Coordinator is assigned for oversight of CSI schools, to ensure accountability.

10. Tier III and IV support. The Tier III intervention provides access to all students to intensive subject specific tutoring from 4-6 p.m. Additionally, all students can access 24/7 tutoring through a vendor identified by the district. In Tier IV, students who are performing three or more grade levels below, as determined by the percentile ranking in STAR Math and Reading, are provided intensive support through online tutoring.

11. PBIS and MTSS support will continue. The efficacy of these practices are well-established and will continue to be supported by the district. District support has expanded to providing a director whose primary role is to ensure equity of student services, including the support of PBIS.

12. The After-School Credit Recovery program is now well established to support remediation of D/F grades for graduation success and give struggling students every opportunity to graduate on time. This impacts graduation rate, another indicator of the needs assessment. The credit recovery program uses APEX and Acellus, both well-established, reputable curricula.

13. Purchase of Illuminate, a student data management system, to support site and district PLC with deeper analysis of student achievement.

14. Access to social-emotional resources to support counselors and administrators in their work, impacting individual students and school climate. Results of the Panorama School Climate Surveys indicate that students and families see this as a significant area of need.

15. Continued purchase of limited student licenses for Acellus, which is an A-G approved online curriculum and is being used as supplemental resources to support teachers, especially those working with students with disabilities and others requiring differentiated supports or those who need access to work at a different pace. This supports Students with Disabilities, English Learners, Foster Youth, Homeless and other target groups.

16. Site specific work with Solution Tree and other vendors with district support when requested. This work is for developing PLCs, an evidence-based approach to restructuring teaching and learning.

## Monitoring and Evaluating Effectiveness

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

Victor Valley Union High School District will monitor the implementation and effectiveness of the School Plan for Student Achievement (SPSA) of the three CSI identified schools by completing the following steps to ensure that sites are able to access and examine multiple data sources to look for evidence of effectiveness. The district has purchased Illuminate (SchoolCity) for the next three years and is providing extensive training to support site teams to use data during their site staff meetings and subject/grade level PLCs.

The primary sources of school-wide, long-term, summative data will be collected through the California School Dashboard and Dataquest through the California Department of Education.

The collection and analysis of School performance data helps with identifying causal relationships of interventions and its impact on academic achievement in English Language Arts and Math, English Language Proficiency Assessment for California (ELPAC) data, Mathematics Diagnostic Testing Project (MDTP), district CFA data, and universal screening data, and is shared regularly with appropriate educational partners, including at Cabinet, Principals Roundtable, Department Chair meetings, PLC meetings, etc. at both a district and site level.

The district is also collecting teacher effectiveness data through educator equity analysis (credentialing/experience), and student success rates through classroom grade analysis and credits earned (A/ F grades issued affecting credits towards graduation), as well as growth data from classroom level CFA and other sources. This data is shared with appropriate educational partners at a district, site and/or department level as appropriate, to facilitate focused conversations based on data, toward refining best first instruction and other best practices.

The LEA also does extensive work with equity data including the evaluation of local data such as expulsion rates, school wide attendance rates, middle school and high school dropout data, school climate and social-emotional learning data, access to Advanced Placement courses and Career Technical Education courses. This data is a frequent topic at cabinet, management, LCAP, and to an extent, at department and PLC meetings, as educational partners analyze how this impacts their sphere of influence and what changes are indicated.

College and career ready data, including Advanced Placement enrollment and passing rate data, career pathway completion data, and dual enrollment data are valuable tools for insight. This data is shared with district and school site teams, as well as Advanced Placement collaboration committees and teachers to refine practices, and to determine areas of strength and need.

The district's relationship with Illuminate allows for deep analysis of student performance, identifying the gaps and creating a structure of consistent support to address those gaps. Our ability to provide all school sites the right types of data, long term and immediate data, as well as training in a structure to align and examine the data (District specific process is the Cycle of Inquiry for Continuous Improvement) will allow CSI teams to effectively evaluate the implementation and effectiveness of the school CSI plans.

Below are the specific supports provided to the three schools in relation to the data analysis results:

1. Differentiated Instruction and Multi-tiered Systems of Support (MTSS): In 2021-22 the district implemented the consistent use of a universal screening tool through STAR Renaissance in both Reading and Math. The Beginning of the Year (BOY) data is being used to support teachers with understanding the current and explicit needs of the students and guide their instructional plans; the Middle of Year assessment (MOY) allows for course corrections to mitigate gaps and support growth, while the End of the Year (EOY) data will be used to evaluate student growth through the year and then provide targeted summer school support in reading and math.
2. Ongoing support with PLCs and professional development: The district provides direct and hands-on support for schools through district math coaches and subject coordinators. This team supports sites by working with teachers, department chairs and other teacher leaders, counselors and administrators, by providing them access to timely and updated information. The math coaches work with teachers directly. Math coaches work with teachers at all three sites. Currently this support is generally provided in the form of emailed and shared google drive resources in addition to regularly scheduled classroom visits for support and lesson modeling.
3. SBCSS/CSUSB support - Academic indicator in English Language Arts and Math: Each school has scheduled multiple days to work with trainers from SBCSS and CSUSB in English Language Arts and Math to address the gaps in English Language Arts and Math. The PLC discussions and feedback from the teachers and district math and English Language Arts support staff indicates that there is a need to revisit the current pacing guides and CFAs. In the same discussion, it was identified that the review of the essential standards and its alignment across each grade would best benefit the schools. Building upon previous work, the district-SBCSS partnership is helping implement an alignment across grades and content areas. This work is based on the academic data analysis of SBAC, ELPAC and CFAs and is going deeper by ensuring that ELD standards are being taught during the Integrated English Language Development time in classrooms. All three schools are participating in this collaboration. ELA teacher leaders collaborated, under the facilitation of the coordinator and an SBCSS specialist to vertically and horizontally align the standards, the adopted curriculum and provide guidance for teachers for standards-based instruction, grading, the design and use of learning intentions and success criteria, and scaffolding for student success. In the 2022-23 school year, support will continue to ensure fidelity of implementation of the curriculum maps for instruction and the use of data-driven decision-making.
4. Bridge classes for Math Support involve Math coaches and math teachers who identified the need to introduce a 9th grade (Integrated 1 Math 9 - IM9) and a 7th grade (Math Connections 7-MC7) course to address the needs of students based on the MDTP results. MDTP is conducted annually in the spring of the 6th and 8th grades and allows VVUHSD to use data to accurately place and provide these two courses to support 7th and 9th grade students whose performance data recommends a more scaffolded course. Hook Junior high offered the 7 grade course in 2021-0222 and will continue to offer it in following years. Silverado has offered the Integrated Math 9 course the past two years and will offer it again in 2022-2023. Data from the IM9 course was collected and presented to the Board in spring and the results based on grades in CFAs indicated that the IM9 students were outperforming the regular Integrated 9 students. Monthly collaboration is held with teachers in MC7 courses to support their teaching and lesson design and monthly collaborations are held with teachers in IM9 to continue with data analysis and refinement of course formative assessments.
5. Student grade level progress monitoring takes the form of quarterly analysis of D/F grades as provided by the district with conversations ensuing with teachers and district administration around monitoring and intervention success at the site level. In addition, the district and

high school sites provide a robust after-school credit recovery program that mitigates dropout and non-graduate risks by addressing credits concurrently, and monitors that progress. A district team supervises this process in addition to site level counselor and administrator supervision. Data is continuously shared on Google Sheets with counselors and administrators, providing real time monitoring, and summaries at the end of each three-week session. Students have remediated more than 2500 credits so far this school year 2021-22. The district will continue to fund these three-week sessions all through the year. This directly supports the CSI schools' needs for graduation needs and academic progress monitoring.

6. School Site Councils: Data will be shared with each site's SSC on a regular basis to evaluate the effectiveness of the CSI plan.

## Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Victor Valley Union High School District has established a series of engagement events to share data and success information with our educational partners in order to gather input to assist with the development of the 2022-2023 LCAP. Families are engaged through the Supper with the Superintendent events held at each school site throughout the school year. The meetings were held in-person at the school and broadcast virtually through the district Youtube channel and Facebook allowing flexibility for attendance. The families represented included low income, Foster Youth, English Learners and students with disabilities. Additional informational meetings were held with teachers counselors, classified staff, union representatives, school site administrators, district managers and community organizations such as SELPA and Victor Valley College. The district also continued with the LCAP Advisory Committee which provided a cross section of the educational community of VVUHSD. The dates for the engagement meetings were communicated to all community partners through email, social media, ParentSquare phone calls and texts and the district website.

During the Supper with the Superintendent and LCAP District Advisory Committee the district presented a variety of on-going data from state and local measures that represented our successes and areas of challenge that the student and staff faced throughout the school year. The district presented the Educational Master Plan, the district Strategic Plan, California School Dashboard local indicators, the development of the Graduate Profile, the mid-year LCFF budget update, and current goals and associated actions. The data representing student success and achievement included: the California Assessment of Student Performance and Progress in English Language Arts, Math and Science; the California School Dashboard in graduation rate, A-G completion rates, college/career readiness; local data in attendance, suspension, expulsions, climate and social emotional learning. This same data is provided to school site administration for standing LCAP agenda items for the School Site Council and English Learner Advisory Committees which are presented to school staff,

parents, and community partners on a monthly basis. A draft of the LCAP was presented at the final DELAC meeting of the year on June 2, 2022 for final input. The Director of Special Education consults with the local plan area administrators and Special Education Local Plan Area (SELPA) representatives to ensure that the special education actions are included in the LCAP. Principals meet monthly in a roundtable to discuss program evaluation and data as well as engage in collaboration around the alignment of district professional learning goals in their School Plans for Student Achievement. The Director of LCAP holds a student forum at each school and engages students in data regarding the LCAP actions and services as well as the data from their annual Climate Survey and the Social Emotional Learning Survey through Panorama. This feedback from students is brought back to the committee. The educational partner engagement was completed through meetings on the below dates:

1. Supper with the Superintendent Parent Meetings- September 28th, October 27th, November 16th, December 7th, January 25th, February 15th, March 15th, and April 19th.
2. LCAP Advisory Committee Meetings- January, 25th, March 1st, & March 29th, 3.  
Student LCAP forums- February 15th, March 4th, 18th, 29th, 30th & 31st, and April 1st.
4. District Management LCAP Meeting- February 2nd.
5. Community Virtual LCAP Town Hall Meetings- March 31st & April 12th.
6. District English Learner Advisory Committee- April 6th & June 2nd
7. School-Site Parent Meetings- November 9th, January 7th, February 11th, 15th, and March 2nd & 11th.

The superintendent is required by statute to respond in writing to the questions received from Parent Advisory Committee and District English Learner Advisory Committee. No questions were proposed for the superintendent to respond to in writing. The LCAP draft was placed on the district website on June 2, 2022 and questions or comments could be emailed directly to superintendent for written response and the superintendent responded in writing. The public hearing of the LCAP took place on June 16, 2022 and the governing board adopted the LCAP on June 27, 2022.

A summary of the feedback provided by specific educational partners.

As a result of the multiple educational partner engagement meetings held by VVUHSD, and the annual LVAP Educational Partner Survey, information was collected to ensure the voice of all educational partners are represented in the plan. The ideas, trends and concerns expressed at the informational meetings and through the survey were analyzed and specific areas outlined for consideration in the revision of the 2022-2023 LCAP.

Supper with the Superintendent (Principal's Advisory Committee):

~Increased cleaning protocols at schools and hire more custodial staff.

~Training for teachers and other school staff to support student mental health; helping teachers cope with the students' behaviors as they

return to full-time in-person learning.

~Helping students with meeting graduation requirements and increasing opportunities for students to “catch-up” and earn credits in flexible ways.

~Provide improved translation services at all school sites for Spanish-speaking families.

~Increase safety and supervision at all school sites. Continue to hire probation officers and school resources officers.

~Continue to provide the mental health clinicians and school site nurses (LVNs).

~Increase opportunities for parents to be involved to help with decision making and school site programs.

~Increase counselors at school sites

~Address the needs of families and how they may be impacted by the new school bell schedule time changes. Shift the programs for students to the morning and ensure supervision.

Families of Foster Youth and homeless youth.

~Trauma and well-being supports more intervention programs.

~Staff at school campuses to support student mental health.

~Support with personal supplies, school supplies and help with transportation.

Families of English Learners and District English Learner Advisory Committee:

~Increase personnel at the school sites for translation and primary language support for ELD 1 and II students.

~Provide more parent training opportunities under reclassification criteria and how their students enter into and exit from the English Learner program.

~Training for parents on how to access online information and technology training to support their students.

Families of Students with Disabilities:

~Increase the number of students exiting the special education program.

~Increase the training for paraprofessionals on how to assist students in the classroom.

~Increase training of collaborative teaching models to allow for co-teaching.

~Increase sensory supplies for special education students.

~Increase the time the special education teachers need to address the specific needs of students and ensure the IEPs are meeting the student's needs.

Teachers/Administrators/Classified Staff:

~Increase safety and supervision at all school sites. Continue to hire probation officers, school resources officers and district security officers. Increase or improve the security camera systems at the schools.

~Increase training for safety staff.

- ~Increase cleanliness of school sites with increased cleaning due to COVID.
- ~Increase expectations of all staff supporting the attendance policies of the district and school sites, helping by having students in-class the entire period and improve attendance/tardy monitoring.
- ~Provide additional staff to support student mental and physical health.
- ~Promote student individuality and equity. Address racism that may be affecting our school campuses by working with student groups to promote inclusion.
- ~Hold students accountable for their actions, but also provide ways for them to recover from their mistakes. Develop a more caring environment on school campuses. Use school counselors and mental health staff to help students deal with violent or disruptive behaviors.
- ~Find more creative ways of addressing the needs of our students as individuals, teachers as individuals, and schools with their unique needs.
- ~Increase funding for extracurricular activities to help students feel connected to their schools.
- ~Provide a real-world course that teaches students to be prepared for life after high school such as a senior transition course.
- ~Provide students solid parameters regarding dress, behavior and expectations then enforce those expectations. Align discipline across school sites.
- ~Understand and meet students' needs at school including adequate restrooms available, water stations, and tardy routines.
- ~Increase variety of CTE pathways at school sites
- ~Consider decreased class size to foster positive relationships.
- ~Increase the number of high interest elective classes and improve the quality of the equipment utilized by those classes to industry standards. Specifically provide more funding for Visual and Performing Arts classes.
- ~Continue to provide alternative learning environments for students and increase their availability. Explore alternative learning options for students at the home school sites, similar to a school-within-a-school.
- ~Increase the expectations and responsibility of students to complete their classwork and school responsibilities during the regular school year and begin reducing "quick and easy" options such as APEX or online summer school.
- ~Increase career exploration for grade 9 students to help them make connections with school and see how their education can help them with life beyond high school.
- ~Continue to provide classified staff professional development.
- ~Recruit more bus drivers and operate a full fleet of school buses to allow schools to offer more activities to students.
- ~Continue to provide the mental health clinicians and school site nurses (LVNs).
- ~Continue to provide MTSS and PBIS structures at the schools to help increase positive student behaviors.
- ~Continue to provide increased classified staff to provide adequate support for the offices and school campuses and meet the needs of our families.

#### Counselors:

- ~Establish a lower counselor to student ratio to increase personal contact and student academic counseling

- ~Consider decreasing the distance required for students to qualify for school bus transportation. Weather is concurrent in the high desert area and prevents students from walking to school long distances.
- ~Address student absenteeism and negative behaviors in a timelier fashion in order to establish a climate of academic success and high expectations for student achievement.
- ~Address staff mental health along with the students.

#### Students:

- ~Increased safety, supervision, and cleanliness of the schools
- ~Improve student dress at the schools, help them learn to dress appropriately.
- ~Teachers should focus more on teaching and learning skills students need rather than on assignments and grades.
- ~Address teachers that have a lot of students failing or get a lot of complaints. Teachers should be more professional in their behavior.
- ~ Focus on mental health and social activities for students to help combat depression.
- ~Continue to support an English Learner program with staff and supplementary materials
- ~Increase custodians and security guards.
- ~Increase study trips and community services trips to help students understand their community. Allow students to learn outside the classroom.
- ~Continue to provide students with opportunities so they can participate in college ready activities such as college test prep, study trips, access to Dual Enrollment courses and college exams (AP).
- ~Provide specific programs to target student groups to create equity and access to higher education.
- ~Ensure students in Special Education receive individualized supplementary support to increase their access and success in standards-based instruction in the general education setting.
- ~ Provide social-emotional and wellness support for staff members, families, and all students to improve school climate and culture and improve student success. This includes the addition of mental health clinicians, LVNs at school sites, office health clerks, a district nurse and time for training for PBIS for all staff
- ~Provide social, emotional and mental health resources and services to increase student engagement and student attendance
- ~Improve the transportation for students to get to school.
- ~Increase anti-bullying training and messages at schools; communication needs to improve.
- ~Treat students equally and provide all the students the attention and support they need.

#### Community Organizations:

- ~Continue to provide dual enrollment and help students reach their educational goals while still in high school.
- ~Provide opportunities for students to have more job internships and participate in career days or job fairs.

## A description of the aspects of the LCAP that were influenced by specific input from educational partners.

As a result of the educational partner engagement meetings, the LCAP for VVUHSD directly reflects the input provided by our educational partners. The feedback included many commonalities when it came to the continued support or increased support in specific areas. Common trends include the need for increased professional learning opportunities for teachers in social emotional learning, increased or more varied CTE pathways, improved school attendance and student behaviors on school campuses, increase in staffing to address social emotional needs, safety, transportation, and additional parent training and learning.

Based on educational partner feedback, the established three broad goals will remain the same in the 2022–23 LCAP. In response to the data for Foster Youth, the district will add a focus goal on foster youth that addresses specific outcomes and supports for this target group. The goals for 2022-2023 are:

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

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

~Goal 3: Victor Valley Union High School District will provide an equity centered safe learning environment that supports a positive school climate with family engagement, student and staff success, and parent involvement.

The goal that will be added to the 2022-2023 LCAP is:

Goal 4: Victor Valley Union High School District will increase and improve services for Foster youth district wide to increase Foster Youth graduation rate by 10% while decreasing the chronic absenteeism of Foster Youth by 5% by June 30th of 2023.

Educational partner feedback influenced the actions in the continuing goals as well as have new actions put into place as a result of the district's differentiated assistance status by the California School dashboard:

~Goal 2 Action 2 addresses the success of English Learner students and will include the need to increase the number of staff available for translation and interpretation services. Also, increase the number of bilingual instructional assistants for primary language support in core classrooms.

~Goal 4 Action 1: Ensure Foster Youth families are informed of their school of origin rights and ensure Foster Youth remain in their school of origin, and/or are enrolled within 24 hours of arriving at their new home, through the support of the district, including transportation support as needed implementing policies and procedures to support stability. Provide training for staff to implement school stability policies and educate them on Foster Youth rights according to ESSA. This will be measured by the percentage of youth who stay in school of origin after transfer to the new setting and the percentage of youth enrolled within 24 hours of an education rights holder making a determination regarding school placement.

- ~Goal 4 Action 2: The district will create/implement policies and practices to ensure all foster youth (under both LCFF and AB 490 foster definitions) are identified and tagged through the enrollment process and through state and local data matches. This will be measured by the percentage of youth enrolled within 24 hours of an education rights holder making a determination regarding school placement.
- ~Goal 4 Action 3: The district Foster Youth counselor will monitor Foster Youth academic progress monthly, provide social-emotional referrals, provide FAFSA/college application support and provide timely communication and other interventions to address A-G completion Rates and graduation rates. This will be measured by Foster Youth A-G completion rates and graduation rates.
- ~Goal 4 Action 4: The district Family Engagement Liaison will provide targeted supports for Foster Youth by acting as the district contact to provide school supplies, set up home visit, leading the Food for Home Program, organizing foster family workshops and facilitate home technology support. This will provide a positive impact and will be measured by Foster Youth attendance, graduation rates and percentage of passing grades quarterly.

## Goals and Actions

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

An explanation of why the LEA has developed this goal.

VVUHSD will maintain the same broad goal from 2020-2021 to address state priority 1 “Basic Services and Conditions” and state priority 2 “Implementation of State Academic Standards”. This goal is developed to ensure that all students have access to a safe learning environment with access to materials and learning resources, trained teachers and support staff, clean facilities and technology devices.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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#1 Williams Instructional Materials Audit - Standards Based Instructional Materials 1:1 for Students	2020-2021 100% - No Findings	2021-2022 100% - No Findings	[Intentionally Blank]	[Intentionally Blank]	100% - No Findings
#2 Williams Facilities FIT Report	2020-2021 Findings - 1 Emergency Repair Deficiency	2021-2022 Findings - 0 Emergency Repair Deficiencies	[Intentionally Blank]	[Intentionally Blank]	0 Findings - Emergency Repair Deficiencies
#3 Human Resources County Audit Teacher Credential Assignment/Mis-Assignments	0 Teacher Mis-Assignments	0 Teacher Mis-Assignments	[Intentionally Blank]	[Intentionally Blank]	0 Teacher Mis-Assignments
#4 1:1 Technology access for every student	2020-2021 90% Students 1:1 Devices	2021-2022 100% Students 1:1 Devices in Classroom and 77% checkout for home use.	[Intentionally Blank]	[Intentionally Blank]	100% Students 1:1 Devices
#5 1:1 Technology access for every staff	2020-2021 90% Staff Technology Access	2020-2021 100% Staff Technology Access	[Intentionally Blank]	[Intentionally Blank]	100% Staff Technology Access
#6 California School Dashboard, Chronic Absenteeism Indicator - All Students	2018-2019 YELLOW 14%	2020-2021 California School Dashboard, Chronic Absenteeism Indicator - All Students currently still YELLOW 14%. Dataquest reports Chronic Absenteeism Districtwide 10%.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 10%) Decrease by 4%
#7 Reclassification Rates of English learners - Local Data	45 Students or 2%	24 Students or 1.64 %	[Intentionally Blank]	[Intentionally Blank]	Target 90 Students or 7% Annually

#8 District Wide Average Daily Attendance - Local Data Aeries	2019-2020 Average daily attendance rate 87.8% for all students	2020-2021 Average Daily Attendance rate 91.2%	[Intentionally Blank]	[Intentionally Blank]	Increase average daily attendance by 5% for all students - Target 92.%
#9 California School Dashboard, Graduation Rate Indicator - Foster Youth	2018-2019 RED 65%	2018-2019 RED 65% - no change to dashboard. CDE Dataquest 2019-2020 37.9% and 2020-2021 80.5%.	[Intentionally Blank]	[Intentionally Blank]	ORANGE (Target 70%) Increasing by 5%
#10 California School Dashboard, Graduation Rate Indicator - English Learners	2018-19 ORANGE 72%	2018-2019 ORANGE 72% - no change to dashboard. CDE Dataquest 2019-2020 48.9% and 2020-2021 68.9%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 77%) Increase by 5%
#11 California School Dashboard, Graduation Rate Indicator - Low Income/Socio Economically Disadvantaged Students	2018-19 GREEN 83.4%	2018-2019 GREEN 83.4% - no change to dashboard. CDE Dataquest 2019-2020 51.2% and 2020-2021 84.5%.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 85%) Increasing by 5%
#12 Technology Department Feedback Survey - Local Measure - Staff	90% support impact from technology team	83% support impact from technology team	[Intentionally Blank]	[Intentionally Blank]	100%
#13 Technology Department Feedback Survey - Local Measure - Student	90% support impact from technology team	86% support impact from technology team	[Intentionally Blank]	[Intentionally Blank]	100%

#14 California School Dashboard, Chronic Absenteeism - Low Income/Socio Economically Disadvantaged Students	2018-2019 YELLOW 14.4%	2020-2021 YELLOW 14.4%. Dataquest reports 2020-2021 Chronic Absenteeism LI Students 20.6%.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 9.4%) Reduce by 5%
#15 California School Dashboard, Chronic Absenteeism - Foster Youth	2018-2019 RED 24.4%	2020-2021 RED 24.4%. Dataquest reports 2020-2021 Chronic Absenteeism FY Students 20.2%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 19.4%) Decrease by 5%
#16 California School Dashboard, Chronic Absenteeism - English Learners	2018-2019 YELLOW 11.7% - Declined	2020-2021 YELLOW 11.7%. Dataquest reports 2020-2021 Chronic Absenteeism EL Students 14.0%.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 6.7%) Decrease by 5%
#17 California School Dashboard, ELA Academic Indicator - English Learners	2018-19 RED - 71.1 Points Below Standard	2020-2021 English Learners currently still RED 71.1 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target Increase) Increase by 36 points
#18 California School Dashboard, English Learner Progress Indicator	2018-19 (LOW) Proficiency Progress 38.8% -	2020-2021 English Learner Progress Indicator - (LOW) Proficiency Progress 38.8%. No new data available for ELPI.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 49%) Increase proficiency by 10% Annually

#19 California School Dashboard, Graduation Rate Indicator - All Students	2018-19 YELLOW 83.4%	2018-2019 YELLOW 83.4% - no change to dashboard. CDE Dataquest 2019- 2020 Cohort 51.3% and 2020-2021 Cohort 84.7%.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 88.4%) Increase by 5%
#20 California School Dashboard, ELA Academic Indicator - All Students	2018-19 ORANGE (35 points below Standard - Maintained)	2018-2019 ORANGE 35.2 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	Green (Target 10 points below Standard - Increase or Maintain Annually) Increase by 25 Points
#12 California School Dashboard, ELA Academic Indicator - Foster Youth	2018-19 ORANGE (92.2 Points below Standard - Increased)	2018-2019 ORANGE 92.2 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 35 Points Below Standard - Increase or Maintain Annually) Increase by 57 Points
#22 California School Dashboard, ELA Academic Indicator - Low Income/Socioeconomically Disadvantaged Students	2018-19 YELLOW (40 pts below Standard - Increased)	2018-2019 YELLOW 40 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 10 Points Below Standards - Increase or Maintain Annually) Increase by 30 Points
#23 California School Dashboard, Math Academic Indicator - all students	2018-2019 ORANGE (105 pts below Standard - Maintained)	2018-2019 ORANGE 105 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 54 Points Below Standard - Increase or Maintain Annually) Increase by 50 points

#24 California School Dashboard, Math Academic Indicator - Foster Youth Students	2018-2019 ORANGE (171.9 pts below Standard - Increased)	2018-2019 ORANGE 171.9 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 105 below Standard - Increase or Maintain Annually) Increase by 66 Points
#25 California School Dashboard, Math Academic Indicator - Low Income/Socioeconomically Disadvantaged Students	2018-2019 ORANGE (109.8 below Standard - Maintained)	2018-2019 ORANGE 109.8 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 60 Points Below Standard - Increase or Maintain Annually) Increase by 50 points
#26 California School Dashboard, Math Academic Indicator - English Learner Students	2018-2019 RED (129.7 below Standard - Declined)	2018-2019 RED 129.7 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually) Increase by 72 Points
#27 California School Dashboard, Math Academic Indicator - African American Students	2018-19 RED (151.9 below Standard - Maintained)	2018-2019 RED 151.9 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually) Increase by 51 Points
#28 California School Dashboard, Math Academic Indicator - Homeless Youth students	2018-19 RED (172.2 below Standard - Declined)	2018-2019 RED 172.2 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually) Increase by 72 Points
#29 California School Dashboard, Math Academic Indicator - Hispanic students	2018-19 ORANGE (104.6 below Standard - Declined)	2018-2019 ORANGE 104.6 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 55 Points Below Standard - Increase or Maintain Annually) Increase by 50 points

#30 California School Dashboard, Math Academic Indicator - Students with Disabilities	2018-19 ORANGE (189.4 pts below Standard - Increased)	2018-2019 ORANGE 189.4 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually) Increase by 90 points
#31 California School Dashboard, ELA Academic Indicator - Students with Disabilities	2018-19 ORANGE (124.7 pts below Standard - Increased)	2018-2019 ORANGE 124.7 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 80 Points Below Standard - Increase or Maintain Annually) Increase by 45 points

## Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	1.1 Maintain facilities that are clean and in good repair	The district will provide resources to ensure clean and updated facilities for all students to experience a positive and safe educational environment. We will also implement a facilities improvement plan and the deferred maintenance plan in order to meet annual Williams inspections. We will increase the number of custodial staff hired to improve safety and cleaning measures at all sites to improve staff and student safety related to post-pandemic concerns.	\$6,206,542.00	No
Action #2	1.2 District support for technology access and implementation	The district will continue to provide technology support staff for implementation of the district technology plan in teaching and learning to increase student academic achievement. The intended positive impact will be measured through the local annual technology department survey.	\$753,001.00	No

Action #	Title	Description	Total Funds Contributing	
Action #3	1.3 Support for students to access standards-based instructional materials	The district will continue to provide staff to monitor and ensure that each student has access to standards based materials in every classroom, and at each school, to access grade level standards-based instruction. This will be evaluated through the annual William Instructional materials audit and the local indicator for standards-based instruction in the classroom.	\$1,360,668.00	No
Action #4	1.4 Transportation	The District will continue to provide transportation districtwide to decrease chronic absenteeism and increase the attendance of Homeless, English Learners, Foster Youth and Low Income students. This district service impact will be evaluated through the Chronic Absenteeism data and graduation rates from the California School Dashboard.	\$8,398,057.00	Yes
Action #5	1.5 Site-based Technology Support	The district will continue to provides site-based Computer Media Specialists who support classroom needs related to teaching and learning, for both students and staff and also provides parent workshops at the site, primarily to support students and families identified as Foster Youth, English Learner and Low Income who need access to technology for their academic success. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics, Graduation Rate and English Learner Progress on the California School Dashboard and an increase in student performance on the STAR Reading and Math Universal Screener.	\$734,210.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #6	1.6 Provide designated and supplemental ELD Curriculum for English Learners - (Deleted)	This action was successfully implemented in 2021-2022 and will be deleted in the 2022-2023 plan. Supplemental materials and supports will continue to be provided in Goal 2 actions 10 and 11. See Goal Analysis prompt #4 for further clarification.	\$0.00	No
Action #7	1.7 Purchase of instructional materials to support academic access and equity	The district will continue to provide supplementary materials, digital licenses for instructional materials and a variety of resources to increase access to learning with a focus on Low Income, Foster Youth and Homeless students to support and increase their access to learning. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics, Graduation Rate and English Learner Progress on the California School Dashboard and an increase in student performance on the STAR Reading and Math Universal Screener.	\$4,367,676.00	Yes
Action #8	1.8 Providing resources to bridge the technology access gap for Unduplicated Students	The district will continue to provide equipment, resources and materials to support FY, EL and LI students so that they can have access to devices, materials and WIFI at home and school in order to bridge the technology access gap. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics, and Graduation Rate on the California School Dashboard.	\$1,700,000.00	Yes

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

An explanation of why the LEA has developed this goal.

VVUHSD has chosen to maintain the 2020-2021 broad goal to address state priority 4 “Student Achievement”, state priority 7 “Course Access” and state priority 8 “Other Student Outcomes”. 2019 dashboard data indicates that graduation rates for FY, SWD is in the RED while ELs are in the ORANGE. All student performance in Math and ELA are in the orange and the progress of ELs towards proficiency is below 40%.

The A-G completion data indicates less than 38.6% of students are meeting the 2.0 GPA requirement for each course which will require us to research the grading practices of our district. However, all core, CTE and the majority of electives are A-G approved. Graduation indicator shows GREEN and the district has continued to show improvement. The district will remain ever mindful about the learning loss experience in 2020-2021 school year and design supports to mitigate the literacy gaps evidenced by the assessment data. ALL students will receive support and intervention and the district will meet the needs of diverse students such as English Learners, Special education, Foster Youth, and Low Income students through programs that include cutting edge research strategies for best practices and assessments that drive improved and accelerated learning. The measurable output is 5% annual growth for all areas and student groups identified above.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
#1 CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - all students	CAASPP 2018-19 Met: 27.09 % Exceeded: 10.40%	CAASPP Data remains at Met 27.09% and Exceeded 10.40%. No new data available until 2022- 23.	[Intentionally Blank]	[Intentionally Blank]	Increase by 5% Met: 32.09% Exceeded: 15.40%

#2 CAASPP, SBAC Math: "Standard Met" and "Standard Exceeded" - all students	CAASPP 2018-19 Met: 11.97% Exceeded: 6.67%	CAASPP Data remains at Met 11.97% and Exceeded 6.67%. No new data available until 2022-23.	[Intentionally Blank]	[Intentionally Blank]	Increase by 5% Met: 16.97% Exceeded: 11.67%
#3 California School Dashboard, Graduation Rate - All Students	2018-19 GREEN 83.4% (Increased)	2018-2019 GREEN 83.4% - no change to dashboard. CDE Dataquest 2019- 2020 Cohort 51.3% and 2020-2021 Cohort 84.7%.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 95.5%) Increase 4% Annually
#4 Data Quest, A-G Completion Rate - All Students	2018-2019 A-G Completion Rate 40.1% (CALPADS Data Entry error for 2019-2020, may be higher)	2020-2021 A-G Completion Rate All Students 38.6%.	[Intentionally Blank]	[Intentionally Blank]	Target - 60%
#5 Advanced Placement: Percent of Students passing AP exams with a score for 3 or higher.	2019-20 Pass rate - 592 (53%)	2020-21 Pass Rate - 475 (24%)	[Intentionally Blank]	[Intentionally Blank]	Target: 63% (Increase 5% or above annually)
#6 Professional Development - Teacher Attendance Data for Summer Professional Development (Local Data OMS)	July 2020 80% Attendance Rate of voluntary registered teachers.	August 2021 80% Attendance Rate of voluntary registered teachers.	[Intentionally Blank]	[Intentionally Blank]	August 2021 - 75% Attendance Rate
#7 Professional Development for Classified Classroom-based Paraprofessionals (Local Data OMS)	90% Attendance Rate of register paraprofessionals at all events	69% Attendance Rate of registered Paras at all events	[Intentionally Blank]	[Intentionally Blank]	80% Attendance Rate

#8 Reclassification Rates of English Learners - Local Data	2020-2021 - 45 students or 2%	24 Students or 1.64 %	[Intentionally Blank]	[Intentionally Blank]	Target 90 Students or 7% Annually
#9 California School Dashboard, English Learner Progress Indicator	2018-2019 (LOW) Proficiency Progress 38.8%	2020-2021 (LOW) Proficiency Progress 38.8%. No new data available for ELPI.	[Intentionally Blank]	[Intentionally Blank]	Increase Proficiency by 10 % to 49%
#10 CAASPP, SBAC English Language Arts: "Standard Met" and "Standard Exceeded" - English Learners	2018-2019 Standard Met: 8.12% Standard Exceeded:0.85%	CAASPP Data remains at Met 8.12% and Exceeded 0.85%. No new data available until 2022-23.	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 13.12% Standard Exceeded: 5.85%
#11 CAASPP, SBAC English Language Arts: "Standard Met" and "Standard Exceeded" - African American Students	2018-2019 Standard Met: 19.10% Standard Exceeded: 4.51%	CAASPP Data remains at Met 19.10% and Exceeded 4.51%. No new data available until 2022-23.	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 24.1% Standard Exceeded: 9.51%
#12 CAASPP, SBAC English Language Arts: "Standard Met" and "Standard Exceeded" - Hispanic Students	2018-2019 Standard Met: 28.85% Standard Exceeded: 9.87%	CAASPP Data remains at Met 28.85% and Exceeded 9.87%. No new data available until 2022-23.	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 33.85% Standard Exceeded: 14.87%
#13 CAASPP, SBAC English Language Arts: "Standard Met" and "Standard Exceeded" - Two or More Races	2018-2019 Standard Met: 22.0% Standard Exceeded: 11.33%	CAASPP Data remains at Met 22.0% and Exceeded 11.33%. No new data available until 2022-23.	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 27% Standard Exceeded: 16.33%
#14 CAASPP, SBAC English Language Arts: "Standard Met" and "Standard Exceeded" - Students with Disabilities	2018-2019 Standard Met: 6.68% Standard Exceeded: 0.23%	CAASPP Data remains at Met 6.68% and Exceeded 0.23%. No new data available until 2022-23.	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 11.68% Standard Exceeded: 5.23%
#15 CASSPP, SBAC English Language Arts: "Standard Met" and "Standard Exceeded" - Homeless Youth	2018-2019 Standard Met: 12.73% Standard Exceeded: 1.82%	CAASPP Data remains at Met 12.73% and Exceeded 1.82%. No new data available until 2022-23.	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 17.3% Standard Exceeded: 6.82%

#16 CAASPP, SBAC Math: "Standard Met" and "Standard Exceeded" - English Learners	2018-2019 Standard Met: 4.19% Standard Exceeded: 0.67%	CAASPP Data remains at Met 4.19% and Exceeded 0.67%. No new data available until 2022-23.	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 9.19% Standard Exceeded: 5.67%
#17 CAASPP, SBAC Math: "Standard Met" and "Standard Exceeded" - African American Students	2018-2019 Standard Met: 5.75% Standard Exceeded: 0.87%	CAASPP Data remains at Met 5.75% and Exceeded 0.87%. No new data available until 2022-23.	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 10.75% Standard Exceeded: 6.87%
#18 CAASPP, SBAC Math: "Standard Met" and "Standard Exceeded" - Homeless Students	2018-2019 Standard Met: 1.82% Standard Exceeded: 0%	CAASPP Data remains at Met 1.82% and Exceeded 0%. No new data available until 2022-23.	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 6.82% Standard Exceeded: 5%
#19 CAASPP, SBAC Math: "Standard Met" and "Standard Exceeded" - Hispanic Students	2018-2019 Standard Met: 12.27% Standard Exceeded: 5.93%	CAASPP Data remains at Met 12.27% and Exceeded 5.93%. No new data available until 2022-23.	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 17.27% Standard Exceeded: 11.93%
#20 CAASPP, SBAC Math: "Standard Met" and "Standard Exceeded" - Students with Disabilities	2018-2019 Standard Met: 1.15% Standard Exceeded: 0.92%	CAASPP Data remains at Met 1.15% and Exceeded 0.92%. No new data available until 2022-23.	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 6.15% Standard Exceeded: 5.92%
#21 CAASPP, SBAC Math: "Standard Met" and "Standard Exceeded" - Low Income/Socioeconomically Disadvantaged	2018-2019 Standard Met: 11.31% Standard Exceeded: 5.96%	CAASPP Data remains at Met 11.31% and Exceeded 5.96%. No new data available until 2022-23.	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 16.31% Standard Exceeded: 10.96%
#22 California School Dashboard, ELA Academic Indicator - All Students	2018-2019 ORANGE (92.2 Points Below Standard - Increase)	2018-2019 ORANGE 35.2 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 10 points below Standard - Increase or Maintain) Increase by 25 points
#23 California School Dashboard, ELA Academic Indicator - English Learners	2018-2019 RED - 71.1 Points Below Standard - Declined	2018-2019 RED 71.1 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 35 Points Below Standard - Maintain or Increase) Increase by 36 Points

#24 California School Dashboard, ELA Academic Indicator - African American	2018-2019 ORANGE (73 points below Standard - Increased)	2018-2019 ORANGE 73 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 10 points below Standard - Increase or Maintain) Increase by 63 Points
#25 California School Dashboard, ELA Academic Indicator - Hispanic Students	2018-2019 ORANGE (33.5 points below Standard - Increased)	2018-2019 ORANGE 33.5 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 0 points below Standard - Increase or Maintain) Increase by 34 Points
#26 California School Dashboard, ELA Academic Indicator - Two or More Races Students	2018-2019 ORANGE (35.6 points below Standard - Increased)	2018-2019 ORANGE 35.6 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 10 points below Standard - Increase or Maintain) Increase by 25 Points
#27 California School Dashboard, ELA Academic Indicator - Students with Disabilities	2018-2019 ORANGE (124.7 points Below Standard - Increased)	2018-2019 ORANGE 124.7 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	Yellow (Target 94 points below Standard - Increase or Maintain) Increase by 31 Points
#28 California School Dashboard, ELA Academic Indicator - Homeless Students	2018-2019 ORANGE (98 points below Standard - Increased)	2018-2019 ORANGE 98 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	Yellow (Target 44 points below Standard - Increase or Maintain) Increase by 50 Points
#29 California School Dashboard, Math Academic Indicator - All Students	2018-2019 ORANGE (105 points below Standard - Maintained)	2018-2019 ORANGE 105 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	Yellow (Target 54 points below Standard - Increase or Maintain) Increase by 50 points
#30 California School Dashboard, Math Academic Indicator - Low Income/Socioeconomically Disadvantaged	2018-2019 ORANGE (109.8 below Standard - Maintained)	2018-2019 ORANGE 109.8 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 60 points Below Standard - Increase or Maintain Annually) Increase by 50 points

#31 California School Dashboard, Math Academic Indicator - African American Students	2018-2019 RED (151.9 points below Standard - Maintained)	2018-2019 RED 151.9 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 100 points Below Standard - Increase or Maintain Annually) Increase by 51 points
#32 California School Dashboard, Math Academic Indicator - Homeless Students	2018-2019 RED (172.2 below Standard - Declined)	2018-2019 RED 172.2 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually) Increase by 72 Points
#33 California School Dashboard, Math Academic Indicator - Hispanic Students	2018-2019 ORANGE (104.9 points below Standard - Declined)	2018-2019 ORANGE 104.6 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	Intentionally Blank]	Yellow (Target 55 Points Below Standard - Increases or Maintain Annually) Increase by 50 Points
#34 California School Dashboard, Math Academic Indicator - Students with Disabilities	2018-2019 ORANGE (189.4 points Below Standard - Increased)	2018-2019 ORANGE 189.4 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	Yellow (Target 100 points below Standard - Increase or Maintain Annually) Increase by 45 points
#35 California School Dashboard, College and Career Indicator - All Students	2018-2019 - 57.9% Prepared	2018-2019 GREEN 57.9% Prepared. No new data available.	[Intentionally Blank]	[Intentionally Blank]	Target - Prepared 67% (15% improvement annually)
#36 Dual Enrollment - Number of Students - Local Data Aeries	2020-2021 - 487 Students	TBD	[Intentionally Blank]	[Intentionally Blank]	Target - 487 Students (Maintain or increase Dual Enrollment numbers)
#37 Career Technical Education Enrollment - Local Data Aeries	2019-2020 3,275 students	2020-2021 3,534 students	[Intentionally Blank]	[Intentionally Blank]	Target - 3,275 students (Increase or maintain CTE enrollment annually)

#38 Career Technical Education Pathway Completers - Local Data Aeries	2019-2020 - 717 Students	2020-2021 - 776 Students	[Intentionally Blank]	[Intentionally Blank]	Target - 753 students (Increase completers by 5% annually)
#39 California School Dashboard, Chronic Absenteeism Indicator - All students	2018-2019 - YELLOW 14%	2018-2019 YELLOW 14%. Dataquest reports Chronic Absenteeism Districtwide 10%.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 10%) Decrease by 4%
#40 Ed Data, Chronic Absenteeism Rate - all students	2018-19 Overall - 13.8%	2020-2021 Overall - 15.2%	[Intentionally Blank]	[Intentionally Blank]	Target 83.8% (Decrease the chronic absenteeism by 5%)
#41 Ed Data, Chronic Absenteeism - Two or More Races Students	2018-2019 - 21%	2020-2021 - 16.8%	[Intentionally Blank]	[Intentionally Blank]	Target - 16% (Decrease the chronic absenteeism by 5%)
#42 Ed Data, Chronic Absenteeism - Low Income/Socioeconomically Disadvantaged	2018-2019 - 14.4%	2020-2021 - 15.7%	[Intentionally Blank]	[Intentionally Blank]	Target 93.4% (Decrease the chronic absenteeism by 5%)
#43 California School Dashboard, Chronic Absenteeism Indicator - Foster Youth	2018-2019 RED 24.4%	2018-2019 RED 24.4%. Dataquest reports 2020-2021 Chronic Absenteeism FY Students 20.2%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 19.4%) Decrease by 5%
#44 California School Dashboard, Chronic Absenteeism Indicator - Homeless Students	2018-2019 ORANGE 43.1%	2018-2019 ORANGE 43.1%. Dataquest reports 2020-2021 Chronic Absenteeism Homeless Students 43.8%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 38%) Decrease by 5%
#45 California School Dashboard, Chronic Absenteeism Indicator - English Learners	2018-2019 YELLOW 11.7%	2018-2019 YELLOW 11.7%. Dataquest reports 2020-2021 Chronic Absenteeism EL Students 14.0%.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 6.7%) Decrease by 5%

#46 California School Dashboard, Chronic Absenteeism Indicator- Low Income/Socioeconomically Disadvantaged	2018-2019 YELLOW 14.4%	2018-2019 YELLOW 14.4%. Dataquest reports 2020-2021 Chronic Absenteeism LI Students 20.6%.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 9.4%) Reduce by 5%
#47 California School Dashboard, College and Career Indicator - Foster Youth	2018-19 ORANGE 32.5% Prepared	2018-2019 ORANGE 32.5% Prepared. No new data available.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 45% Prepared) Increase by 13 %
#48 California School Dashboard, Graduation Rate indicator - Foster Youth	2018-2019 RED 65%	2018-2019 RED 65% - no change to dashboard. CDE Dataquest 2019- 2020 37.9% and 2020-2021 80.5%.	[Intentionally Blank]	[Intentionally Blank]	ORANGE (Target 70%) Increase by 5%
#49 California School Dashboard, Graduation Rate indicator - English Learners	2018-2019 ORANGE 72%	2018-2019 ORANGE 72% - no change to dashboard. CD Dataquest 2019- 2020 48.9% and 2020-2021 68.9%	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 77%) Increase by 5%
#50 California School Dashboard, Graduation Rate Indicator- Students with Disabilities	2018-2019 RED 65.3%	2018-2019 RED 65.3% - no change to dashboard. CDE Dataquest 2019- 2020 42.0% and 2020-2021 66.2%.	[Intentionally Blank]	[Intentionally Blank]	ORANGE (Target 75%) Increase by 10%
#51 Panorama Climate Survey - Families	Positive Climate for Academic Learning - 72% Agree	Positive Climate for Academic Learning - 91% Agree	[Intentionally Blank]	[Intentionally Blank]	Target - 90%
#52 STAR Renaissance Reading: School Wide	2020-2021 At/Above Benchmark 27.8%	021-022 At/Above Benchmark 27.4%	[Intentionally Blank]	[Intentionally Blank]	Target At/Above Benchmark 40%. Increase 3% Annually.
53 STAR Renaissance Reading: By Grade Level	2020-2021 At/Above Benchmark; Grade 7 39%, Grade 8 30%, Grade 9 29%, Grade 10 36%, Grade 11 33%, Grade 12 33%	2021-2022 At/Above Benchmark – Grade 7: 40.8%; Grade 8: 38.2%; Grade 9: 29.7%; Grade 10: 28.3%; Grade 11: 34%; Grade 12: 24.5%	[Intentionally Blank]	[Intentionally Blank]	Target At/Above Benchmark (Increase 3% Annually) Grade 78%, Grade 8 39%, Grade 9 28%, Grade 10 45%, Grade 11 42%, Grade 12 42%

#54 STAR Renaissance Reading: By Major Ethnicity	2020-2021 At/Above Benchmark; African American 12%, Hispanic 15%, White 19%	2021-2022 At/Above Benchmark - African American 10%, Hispanic 14%, White 28%	[Intentionally Blank]	[Intentionally Blank]	Target At/Above Benchmark (Increase 3% Annually) African American 21%, Hispanic 14%, White 28%
#55 STAR Renaissance Mathematics: School Wide	2020-2021 At/Above Benchmark 22%	2021-2022 At/Above Benchmark 29%	[Intentionally Blank]	[Intentionally Blank]	Target At/Above Benchmark 31%. Increase 3% Annually.
#56 STAR Renaissance Mathematics: By Grade Level	2020-2021 At/Above Benchmark; Grade 7 30%, Grade 8 24%, Grade 9 24%, Grade 10 26%, Grade 11 25%, Grade 12 28%	2021-2022 At/Above Benchmark; Grade 7 16%, Grade 8 13%, Grade 9 13%, Grade 10 19%, Grade 11 18%, Grade 12 8%.	[Intentionally Blank]	[Intentionally Blank]	Target At/Above Benchmark (Increase 3% Annually) Grade 7 39%, Grade 8 33%, Grade 9 33%, Grade 10 35%, Grade 11 34%, Grade 12 37%
#57 STAR Renaissance Mathematics: By Major Ethnicity	2020-2021 At/Above Benchmark; African American 23%, Hispanic 36%, White 39%	2021-2022 At/Above Benchmark; African American 16%, Hispanic 29% White 38%	[Intentionally Blank]	[Intentionally Blank]	Target At/Above Benchmark (Increase 3% Annually) African American 32%, Hispanic 45%, White 48%
#58 Panorama Climate Survey - Favorable Responses for School Connectedness	Percent Favorable responses: Students: 55% Staff: 69% Family: 89%	Percent Favorable responses: Students: 57% Staff: 71% Family:89%	[Intentionally Blank]	[Intentionally Blank]	Increase favorable responses: Students: 65% Staff: 79% Family: 90%

# Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	2.1 District support services for Academic Success	<p>The district will continue to provide coordinators for core subject support, two math coaches for middle and high school, a data support coordinator, and assistant principals at the small schools to continue the work with staff on core content, training and classroom supports, leading Professional Learning Communities discussions and providing support with data and student monitoring. This will continue to ensure that students receive a well-rounded educational experience. In addition to district-wide support, coordinators will work with site teams to design targeted support programs and supplementary learning time by providing direct support to target student groups for English Learners, Foster Youth and Low Income students. Programs will include, but not limited to, after school tutoring for English Learners, STAR data targeted foster youth and low income students for extended learning through FEV Tutor, etc. The focus of Educational Services will be on our targeted student groups in order to increase student academic success for our duplicated students. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics, Graduation Rate and English Learner Progress on the California School Dashboard and an increase in student performance on the STAR Reading and Math Universal Screener.</p>	\$1,829,180.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #2	2.2 Ensuring English Learner Academic success	The district will continue to provide English Language Development (ELD) coordinators at each site, bilingual paraprofessionals, district ELD coordinator and program support staff to help monitor the 1,300 English Learner students' progress towards proficiency. The team supports teachers with implementation of designated English Language Development and implements progress monitoring through individual learning plans, using Ellevation. The team ensures that sites provide a rich academic environment for English Learner students to achieve proficiency and increase reclassification. This will directly support increased reclassification rates which is a local measure, English Learner achievement on the SBAC for English Language Arts and Math, English Learner Progress indicator on the California School Dashboard and increase or maintain their ELPAC level.	\$2,245,525.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #3	2.3 Increasing services to support equity and access for college readiness	<p>The district will provide teachers for programs which target student groups who traditionally do not attend college after high school graduation, primarily English Learners, Low Income, and Foster Youth. The district uses specific programs to target these student groups to create equity and access to higher education. Programs funded include Advancement via Individual Determination (AVID) program, open access and recruitment of target students for Advanced Placement courses, Honors courses in high school, and middle school Honors. The district funds additional intervention counselors and a foster youth counselor for targeted support. Programs will continue to be supported that create school connectedness, which evidence shows positively impact student engagement, such as visual and performing arts, music, and the newly developed middle college high school program to enhance college and career readiness services. This will increase more options for unduplicated student groups to access college preparatory courses and guidance for participation in a rigorous college preparatory pathway. This action is primarily directed towards Low Income, English Learner and Foster Youth student groups. The impact is measured by increased achievement on the college and career indicator data on the California Schools dashboard, increased A-G completions rates, and improvement on the student Panorama Climate survey for connectedness.</p>	\$7,228,483.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #4	2.4 Expanding Intervention and Credit Recovery Services	The district will expand intervention and credit recovery services provided by district coordinators, teachers and paraprofessionals and is primarily directed towards Low Income, Foster Youth and English Learner students, to support student academic success through grades 7-12, and increase graduation rates. The sites will provide intervention teachers, after school tutoring, online targeted extended learning as well as district after school credit recovery teachers who are assigned groups of students for monitoring and support with credit recovery. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics, Graduation Rate and English Learner Progress on the California School Dashboard and an increase in student performance on the STAR Reading and Math Universal Screener.	\$4,656,516.00	Yes
Action #5	2.5 Increased and improved services for unduplicated Special Education students	The district is committed to ensuring unduplicated students in Special Education receive individualized supplementary supports to increase their access and success in standards-based instruction in the general education setting. This includes providing services for Low Income Special Education students to access programs in a safe and supportive environment, including English Learner students in Special Education accessing academic language acquisition opportunities. The data is measured through local measures of re-designation rates on AERIES.	\$4,023,956.00	No

Action #	Title	Description	Total Funds Contributing	
Action #6	2.6 Expanding Virtual School Learning options	The district has implemented a grade 7-12, A-G aligned and Western Association of School and Colleges (WASC) accredited Virtual School with teachers, administrative and counseling support to provide an alternate education option for students who are not successful in the traditional school setting. This option supports the reduction of chronic absenteeism and helps students to stay on track for promotion and graduation, with primary support for Foster Youth and Low Income students. Impact will be evidenced by improvement in attendance data through Chronic Absenteeism data and graduation rates from the California School Dashboard.	\$2,101,231.00	Yes
Action #7	2.7 Providing and improving increased equity-driven CTE programs	The district will continue to expand staffing to enhance Career Technical Education program access for students groups, primarily directed towards unduplicated students, to increase career readiness before graduation. CTE also creates high interest programs for school connectedness and supports rigorous learning. The impact is measured by increased achievement on the college and career indicator data on the California Schools dashboard, increased A-G completions rates, and improvement on the student Panorama Climate survey for connectedness.	\$2,827,757.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #8	2.8 Provide resources for ongoing support to ensure equity in teaching and learning	The district will continue its ongoing work with County Coaches, Dr. Doug Reeves and other support providers to design collaborative workshops and training sessions to address best practices related to best first instruction, grading, equity-driven programs, etc. The focus is to improve classroom instruction and practices that will increase the academic success of students, primarily directed towards our English Learner, Foster Youth and Low Income students. This will be measured by improved student performance in the academic performance indicators for English Language Arts, Math and English Learner Progress on the California School Dashboard.	\$325,000.00	Yes
Action #9	2.9 Professional Development to Address Academic Equity and Achievement gaps	The district will continue to support all staff to participate in professional development activities and training to improve teaching and learning and directly impact the student academic programs with primary focus on the achievement of Low Income and English Learner students . This includes providing content, pedagogy and behavioral support training in core subject adoptions (ELA, Math, Science and Social Science), universal lesson designs, ELD and classroom based assessments, monitoring of student success using STAR Renaissance and Ellevation, and MTSS and PBIS training for classroom behavioral supports. This will be measured by improved student performance in the academic performance indicators for English Language Arts, Math and English Learner Progress on the California School Dashboard.	\$1,158,222.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #10	2.10 Provide Resources for English Learner instructional Programs	The district will continue to provide instructional resources for teachers and paraprofessionals to support all English Learners during the designated and integrated English Language Development (ELD) instructional time. This includes purchase of supplementary resources such as Rosetta Stone for language development support, as well as progress monitoring tools such as "Ellevation" which provides data used for the Individual Learning Plan monitoring for all English Learner students to help progress towards reclassification. This will directly support increased reclassification rates which is a local measure, English Learner achievement on the SBAC for English Language Arts and Math, English Learner Progress indicator on the California School Dashboard and increase or maintain their ELPAC level.	\$80,000.00	Yes
Action #11	2.11 Provide English Learner Intervention supports	The district will continue to support English Learner students with language acquisition by providing resources such as primary language resources in the library, MyELCompanion in ELA and teacher/paraprofessional after school tutoring and supports to increase access and time for intervention so that more English Learner students may gain language proficiency and reclassify. This will directly support increased reclassification rates which is a local measure, English Learner achievement on the SBAC for English Language Arts and Math, English Learner Progress indicator on the California School Dashboard and increase or maintain their ELPAC level.	\$254,102.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #12	2.12 Increasing supplemental college readiness activities for student success	The district will continue to provide students, especially Low Income students, with opportunities so they can actively engage in college ready activities such as college test prep, study trips, access to Dual Enrollment courses and college exams. The impact is measured by increased achievement on the college and career indicator data on the California Schools dashboard, increased A-G completions rates, and improvement on the student Panorama Climate survey for connectedness.	\$1,101,724.00	Yes
Action #13	2.13 Providing supplemental resources to support response to intervention and instruction	The district will continue to provide resources, supplies and materials for intervention for teachers to support ongoing needs for student success, especially for low-income students who are at-risk or are struggling. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics, Graduation Rate and English Learner Progress on the California School Dashboard and an increase in student performance on the STAR Reading and Math Universal Screener.	\$1,562,925.00	Yes
Action #14	2.14 Providing supplemental resources to promote unduplicated Special Education student success	The district will continue to provide resources to support Special Education student success, primarily for English Learner and Foster Youth students, to support their success in general education settings. This impact will be measured through the re-designation rates as a local measure.	\$3,283,308.00	No

Action #	Title	Description	Total Funds Contributing	
Action #15	2.15 Providing resources to enhance virtual school learning options	The district will provide resources to support a virtual school learning option for students who are experiencing a lack of success in the traditional setting. This option supports the chronic absenteeism that students experience and is primarily directed towards low income and foster youth so they can continue their learning when unable to attend school in-person. The district virtual program's impact will be measured by improvement in attendance data through Chronic Absenteeism data, and graduation rates from the California School Dashboard.	\$335,500.00	Yes
Action #16	2.16 Providing resources to enhance Career Technical Education (CTE)	The district will continue to provide resources to enhance CTE programs across middle and high school sites so that students, especially Low Income students, are able to access CTE programs to increase career readiness before graduation. CTE also creates high interest programs for school connectedness and supports rigorous learning. The impact is measured by increased achievement on the college and career indicator data on the California Schools dashboard, increased A-G completions rates, and improvement on the student Panorama Climate survey for connectedness.	\$689,000.00	Yes
Action #17	2.17 Ongoing support with implementing Professional Learning Communities of practice	The district will continue to support teachers in each subject group to conduct monthly Professional Learning Community meetings and use data from common assessments and universal screening to monitor student success and progress in all core areas. The impact of this action will be evidenced in the STAR Renaissance progress data, D/F data on AERIES, and the California Schools Dashboard data for graduation, academic indicator and college and career readiness.	\$70,000.00	No

## Goal

Goal #	Description
Goal 3	VVUHSD will provide an equity centered safe learning environment that supports a positive school climate with family engagement, student and staff success, and parent involvement. This meets the state priorities of 3,5,6.

An explanation of why the LEA has developed this goal.

VVUHSD has chosen to maintain the 2020-2021 broad goal to address state priorities 3 Family Involvement, 5 Student Engagement and 6 School Climate. The stakeholder feedback and district data from the annual climate survey indicates the need to provide a campus culture that promotes a safe learning environment for students, families and staff. There is an ongoing need to increase wellness activities for students and staff, along with positive interventions to support academic and personal success. Additionally, the district recognizes the importance of school and home connectedness and has provided resources that support families with training related to understanding of educational initiatives and how they can support the academic and social-emotional experiences for their children.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
#1 California School Dashboard, Suspension Rate Indicator - all students	2018-2019 ORANGE (High) - 9% of all students suspended at least once	2018-2019 ORANGE 9% - no change to dashboard. CDE Dataquest 2019-2020 8.2% and 2020-2021 0%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Medium) Target 6% - Reduce by 3%
#2 California School Dashboard, Chronic Absenteeism Indicator - All Students	2018-2019 YELLOW 14%	2018-2019 YELLOW 14%. Dataquest reports Chronic Absenteeism Districtwide 10%.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 10%) Decrease by 4%
#3 Ed Data, Expulsion Rate - All Students	2019-2020 = 0.04%	2020-2021 = 0%	[Intentionally Blank]	[Intentionally Blank]	Target - 0.02% (Maintain or decrease percentage of expulsions)

#4 Panorama Climate Survey - Favorable Responses	Fall 2019 Safety - Students 66% Winter 2020 Safety - Staff 55% and Family 82%	Fall 2021 Safety - Students 74% Winter 2021 Safety - Staff 50% Spring 2022 Safety - Family 86%	[Intentionally Blank]	[Intentionally Blank]	Target 80% or higher for each group of stakeholders
#5 California School Dashboard, Suspension Rate Indicator - Low Income/Socioeconomically Disadvantaged	2018-19 ORANGE (Very High) 9.3% students suspended at least once	2018-2019 ORANGE 9.3% - no change to dashboard. CDE Dataquest 2019-2020 8.5% and 2020-2021 0%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target - Medium 6.0%) Decrease by 3%
#6 California School Dashboard, Suspension Rate Indicator - English Learners	2018-2019 ORANGE (High) 8.4% students suspended at least once	2018-2019 ORANGE 8.4% - no change to dashboard. CDE Dataquest 2019-2020 6.4% and 2020-2021 0%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target Medium 5.0%) Decrease 4.4%
#7 California School Dashboard, Suspension Rate Indicator - African American	2018-2019 RED (Very High) 18% students suspended at least once	2018-2019 RED 18% - no change to dashboard. CDE Dataquest 2019-2020 17.3% and 2020-2021 0%.	[Intentionally Blank]	[Intentionally Blank]	ORANGE (Target High 9.0%) Decrease by 9%
#8 California School Dashboard, Suspension Rate Indicator - Foster Youth	2018-2019 RED (Very High) 19% students suspended at least once	2018-2019 RED 19% - no change to dashboard. CDE Dataquest 2019- 2020 20.4% and 2020-2021 0%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target High 9.0%) Decrease by 10%
#9 California School Dashboard, Suspension Rate Indicator - Hispanic Students	2018-2019 ORANGE (High) 6.6% students suspended at least once	2018-2019 ORANGE 6.6% no change to dashboard. CDE Dataquest 2019-2020 6.1% and 2020-2021 0%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target Medium 4%) Decrease by 2.4%
#10 California School Dashboard, Suspension Rate Indicator - Low Income/Socioeconomically Disadvantaged	2018-2019 ORANGE (Very High) 9.3% students suspended at least once	2018-2019 ORANGE 9.3% - no change to dashboard. CDE Dataquest 2019 - 2020 8.5% and 2020-2021 0%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target Medium 4%) Decrease by 5.3%

#11 California School Dashboard, Suspension Rate Indicator - Homeless Students	2018-2019 ORANGE (Very High) 12.6% students suspended at least once	2018-2019 RED 19% - no change to dashboard. CDE Dataquest 2019-2020 15.0% and 2020-2021 0%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target Medium 7.6%) Decrease by 5%
#12 California School Dashboard, Suspension Rate Indicator - White Students	2018-2019 ORANGE (High) 7.7% students suspended at least once	2018-2019 ORANGE 7.7% -no change to dashboard. CDE Dataquest 2019-2020 6.3% and 2020-2021 0%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target Medium 3.7%) Decrease by 4%
#13 California School Dashboard, Chronic Absenteeism Indicator - African American Students	2018-2019 ORANGE 22.6%	2018-2019 ORANGE 22.6%.Dataquest reports 2020-2021 Chronic Absenteeism AA Students 15.5%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 17%) Reduce by 5%
#14 California School Dashboard, Chronic Absenteeism Indicator - Homeless Students	2018-2019 ORANGE 43.1%	2018-2019 ORANGE 43.1%. Dataquest reports 2020-2021 Chronic Absenteeism Homeless Students 43.8%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 38%) Decrease by 5%
#15 California School Dashboard, Chronic Absenteeism Indicator - Foster Youth	2018-2019 RED 24.4%	2018-2019 RED 24.4%. Dataquest reports 2020-2021 Chronic Absenteeism FY Students 20.2%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 19.4%) Decrease by 5%
#16 California School Dashboard, Chronic Absenteeism Indicator - Students with Disabilities	2018-2019 ORANGE 29%	2018-2019 ORANGE 29% .Dataquest reports 2020-2021 Chronic Absenteeism SWD Students 20.6%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 20%) Decrease by 9%
#17 California School Dashboard, Chronic Absenteeism Indicator - Two or More Races Students	2018-2019 RED 25.9%	2018-2019 RED 25.9%. Dataquest reports 2020-2021 Chronic Absenteeism two or more Students 12.7%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 20%) Decrease by 6%
#18 Panorama Climate Survey - Sense of Belonging	Percent Favorable responses: Students: 54% Staff: 69% Family: 89%	Percent Favorable responses: Students: 57% Staff: 71% Family: 89%	[Intentionally Blank]	[Intentionally Blank]	Increase favorable responses to at least 90% for each group of stakeholders.

#19 Panorama Climate Survey - Climate of Academic Learning	Percent Favorable responses: Students: 72% Staff: 88% Family 88%	Percent Favorable responses: Students: 77 Staff: 90% Family: 91%	[Intentionally Blank]	[Intentionally Blank]	Increase favorable responses to at least 90% for each group of stakeholders.
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# Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	3.1 Provide purposeful and meaningful supports for health and wellness for student success	The district will provide social-emotional and wellness supports primarily for unduplicated students. Staff members, families, and all students will have access to these supports to improve school climate and culture and improve student success. This includes the addition of mental health clinicians, LVNs at school sites, office health clerks, a district nurse and time for PBIS training for all staff. This action will include student behavioral supports and reduce the levels of disciplinary infractions, including suspensions for unduplicated students. This will be measured by the California School Dashboard decrease in suspension rates, reduction in chronic absenteeism and increase in school connectedness as measured by the annual Panorama climate survey.	\$3,196,090.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #2	3.2 Provide support for improved school communication and connectedness	The district will provide staffing to improve parent education and engagement activities and increase school-home partnerships for unduplicated students, while creating a welcoming and supportive school environment for students and families. This action continues to support the work of our Family Engagement Liaisons at each site, the district translator and the Public Engagement Officer to expand communication with families and to build school and home connectedness. We will expand our communication tools by purchasing ParentSquare to integrate with our Aeries SIS system to ensure our unduplicated families have improved communication, and better tools for flexible use to help monitor and support their students at school. The combined efforts of programs and staff will positively impact the social-emotional wellness of our students and families. This will be measured by the California School Dashboard decrease in suspension rates, reduction in chronic absenteeism and increase in school connectedness as measured by the annual Panorama climate survey.	\$944,002.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #3	3.3 Student Services supports for Foster Youth, and Low-Income student success	The district will provide additional staff to provide district and site level support for new and enrolled FY and Low Income students to increase participation in school programs that will improve school connectedness, resulting in increased success in classroom achievement. The district has created a stand-alone Student Services office with a Director and a team, including an additional Family Liaison and Foster Youth Counselor, whose primary task is to work with schools to support positive culture and climate and support Low Income and Foster Youth students to increase attendance and school participation. This will be measured by improved chronic absenteeism, reduced suspension rates and increased school connectedness on the Panorama climate and SEL surveys.	\$375,000.00	Yes
Action #4	3.4 Maintain and support a safe environment	The district staffs the school sites with trained security and safety officers who implement comprehensive safety standards and provides a physically and emotionally safe learning environment for staff and students. This allows for an increased positive school climate as measured by the annual climate survey and district suspension and chronic absentee data.	\$4,790,615.00	No

Action #	Title	Description	Total Funds Contributing	
Action #5	3.5 Build home-school connections through community resources	The district will contract with the Department of Probation and use their expertise to expand community supports and implement partnerships with families at their school sites as well as outside the school setting. The positive supports provided by this team also includes providing community resources and guiding families to social service resources, while increasing school-home communication for students who may be struggling with attendance and social emotional stressors in school. Probation Officers receive specialized training to provide individualized assessment and Strength-Based/Family-Centered supports. They work closely with parents and guardians to encourage regular school attendance and increasing school connectedness. This positive intervention for students will be measured by improved data on the annual Panorama climate survey, student socio-emotional survey, and a decrease in the chronic absenteeism rate for school sites.	\$137,434.00	No
Action #6	3.6 Provide resources to address student and staff Social-emotional well-being	The district will provide social, emotional and mental health resources and services with providers such as DM SELPA, Capturing Kids Hearts, CareSolace and Kognito for in-school and online SEL support and training. With students experiencing immense trauma due to the pandemic, this action is designed to expand SEL services to support primarily Foster Youth and Low Income students to increase student engagement and student attendance. This will be measured by the California School Dashboard and see a decrease in suspension rates, reduction in chronic absenteeism and increase in school connectedness as measured by the annual Panorama climate survey.	\$1,044,619.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #7	3.7 Provide resources for increased family and student engagement	The district will provide family engagement activities, trainings, and services to increase family and student engagement for unduplicated students. This also includes expanding student celebrations, family workshops on college readiness, financial aid, student success supports, and parent leadership training to empower parent participation in their student's education. This will be measured by the California School Dashboard with a decrease in suspension rates, reduction in chronic absenteeism and increase in school connectedness as measured by the annual Panorama climate survey.	\$163,500.00	Yes

## Goal

Goal #	Description
<b>Goal 4</b>	Victor Valley Union High School District will increase and improve services for Foster youth district wide to increase Foster Youth Graduation Rate by 10% while decreasing the Chronic Absenteeism Rate of Foster Youth by 5% by June 30th of 2023.

### An explanation of why the LEA has developed this goal.

Victor Valley Union High School District has qualified for the State of California's System of Support Differentiated Assistance Program for 3 consecutive years which requires the district to have a specific goal to support Foster Youth. Through the Educational Partner engagement, recommendation were solicited for action and services that would improve Foster Youth achievement. Specific feedback included more intervention programs specifically targeting Foster Youth in the area of mental health and trauma as well as provide Foster Youth access to school supplies, personal supplies and transportation. Foster Youth graduation rate was 65% in in 2019 and has risen to 80.5% with the temporary California State Graduation requirements of 130 credits. This is still an area of concern due to the fact they are still 4% below the district wide average and once the board policy graduation requirements of 220 credits to graduate, there may be once again a decline in the number of Foster Youth graduating with their cohort. Other data that is indicative of requiring a Foster Youth focus goal is Chronic absenteeism rates, which for Foster Youth is at 20.2%, which is 5% higher than district wide rates and a high suspension rate of 20.4% in 2020. The actions below will provide the services required for our foster youth to continue to make progress towards graduation.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<b>#1</b> California School Dashboard Graduation Rate Indicator Foster Youth	2018-2019 RED 65%	The 2021 California School Dashboard did not report a "color" outcome. Dashboard additional report states 80.5%.	[Intentionally Blank]	[Intentionally Blank]	ORANGE (Target 70%) Increasing by 5%
<b>#2</b> California School Dashboard Chronic Absenteeism Foster Youth	2018-2019 RED 24.4%	The 2021 California School Dashboard did not report a Chronic Absenteeism Indicator. Dataquest reports 2020-2021 Chronic Absenteeism FY Students 20.2%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 20%) Decrease by 6%

## Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	4.1 Foster Youth Identification	The district will create/implement policies and practices to ensure all foster youth (under both LCFF and AB 490 foster definitions) are identified and tagged through the enrollment process and through state and local data matches. This will be measured by Foster Youth Graduation Rate.	\$177,976.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #2	4.2 Foster Youth Services & Support	The district Foster Youth counselor will monitor Foster Youth academic progress monthly, provide social-emotional referrals, provide FAFSA/college application support and provide timely communication and other interventions to address A-G completion Rates and graduation rates. This will be measured by Foster Youth graduation rates.	\$110,904.00	Yes
Action #3	4.3 Foster Youth Staff and Monitoring	The district Family Engagement Liaison will provide targeted supports for Foster Youth by acting as the district contact to provide school supplies, set up home visits, leading the Food for Home Program, organizing foster family workshops and facilitate home technology support. This will provide a positive impact and will be measured by Foster Youth attendance, graduation rates and percentage of passing grades quarterly.	\$73,861.00	Yes

## Instructions

- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

### Requirements and Instructions

## **General Information**

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA’s LCAP.

### **Reflections: Successes**

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

### **Reflections: Identified Need**

Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self- reflection tools and reporting local indicators on the Dashboard.

## **LCAP Highlights**

Identify and briefly summarize the key features of this year’s LCAP.

## **Comprehensive Support and Improvement**

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

### **Schools Identified:**

Identify the schools within the LEA that have been identified for CSI.

### **Support for Identified Schools:**

Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

**Monitoring and Evaluating Effectiveness:**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

**Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and districtlevel goals and actions.

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

**Requirements and Instructions**

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

**Local Control and Accountability Plan:**

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

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

**Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”**

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A

sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2: “A summary of the feedback provided by specific educational partners.”**

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

**Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”**

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the

engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

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

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and

areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

## Requirements and Instructions

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

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

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

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

### Focus Goal(s)

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

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

### Broad Goal

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

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

### **Maintenance of Progress Goal**

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

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

### **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- ♦ **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be

specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- *Goal Description:* Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

*Low-performing school(s) criteria:* The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- *Low-performing school(s) goal requirement:* A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- *Goal Description:* Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and

expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP. Complete the table as follows:

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

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

#### **Actions:**

Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with

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

**Actions for English Learners:**

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

**Actions for Foster Youth:**

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

**Goal Analysis:**

Enter the LCAP Year

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

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

include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be

sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

*Projected LCFF Supplemental and/or Concentration Grants:* Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

*Projected Additional LCFF Concentration Grant (15 percent):* Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

*Projected Percentage to Increase or Improve Services for the Coming School Year:* Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

*LCFF Carryover — Percentage:* Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

*LCFF Carryover — Dollar:* Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

*Total Percentage to Increase or Improve Services for the Coming School Year:* Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

### **Required Descriptions:**

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for

unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:**

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

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

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

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

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

- After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
- These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged

status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

### **COEs and Charter Schools:**

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

##### **Unduplicated Percentage > 55%:**

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

##### **Unduplicated Percentage < 55%:**

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

#### **Actions Provided on a Schoolwide Basis:**

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

##### **For schools with 40% or more enrollment of unduplicated pupils:**

Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the

required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55

percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The

staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- *LCAP Year*: Identify the applicable LCAP Year.

- *1. Projected LCFF Base Grant:* Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- *2. Projected LCFF Supplemental and/or Concentration Grants:* Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- *3. Projected Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- *LCFF Carryover — Percentage:* Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- *Total Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

**Goal #:**

Enter the LCAP Goal number for the action.

**Action #:**

Enter the action's number as indicated in the LCAP Goal.

**Action Title:**

Provide a title of the action.

**Student Group(s):**

Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

**Contributing to Increased or Improved Services?:**

Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.

If "Yes" is entered into the Contributing column, then complete the following columns:

**Scope:**

The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

**Unduplicated Student Group(s)**

Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

**Location:**

Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Time Span:**

Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an

LEA might enter “1 Year”, or “2 Years”, or “6 Months”.

**Personnel Expense:**

This column will be automatically calculated based on information provided in the following columns:

**Total Personnel:**

Enter the total amount of personnel expenditures utilized to implement this action.

**Total Non-personnel:**

This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

**LCFF Funds:**

Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- *Note:* For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

**Other State Funds:**

Enter the total amount of Other State Funds utilized to implement this action, if any.

**Local Funds:**

Enter the total amount of Local Funds utilized to implement this action, if any.

**Federal Funds:**

Enter the total amount of Federal Funds utilized to implement this action, if any.

**Total Funds:**

Enter the total amount of Federal Funds utilized to implement this action, if any.

**Planned Percentage of Improved Services:**

For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- ◆ As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- ◆ Estimated Actual Expenditures: Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- *6. Estimated Actual LCFF Supplemental and/or Concentration Grants:* Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- *Estimated Actual Expenditures for Contributing Actions:* Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- *Estimated Actual Percentage of Improved Services:* For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### **Contributing Actions Table**

4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column

Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

#### 6. Estimated Actual LCFF Supplemental and Concentration Grants

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

#### 4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

#### 7. Total Estimated Actual Expenditures for Contributing Actions

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

#### Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

#### 5. Total Planned Percentage of Improved Services (%)

- This amount is the total of the Planned Percentage of Improved Services column

#### 8. Total Estimated Actual Percentage of Improved Services (%)

- This amount is the total of the Estimated Actual Percentage of Improved Services column

#### Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

## LCFF Carryover Table

**10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

**11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

**12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

**13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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