

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Simi Valley Unified School District

CDS Code: 56726030000000

School Year: 2021-22

LEA contact information:

Dr. Hani Youssef

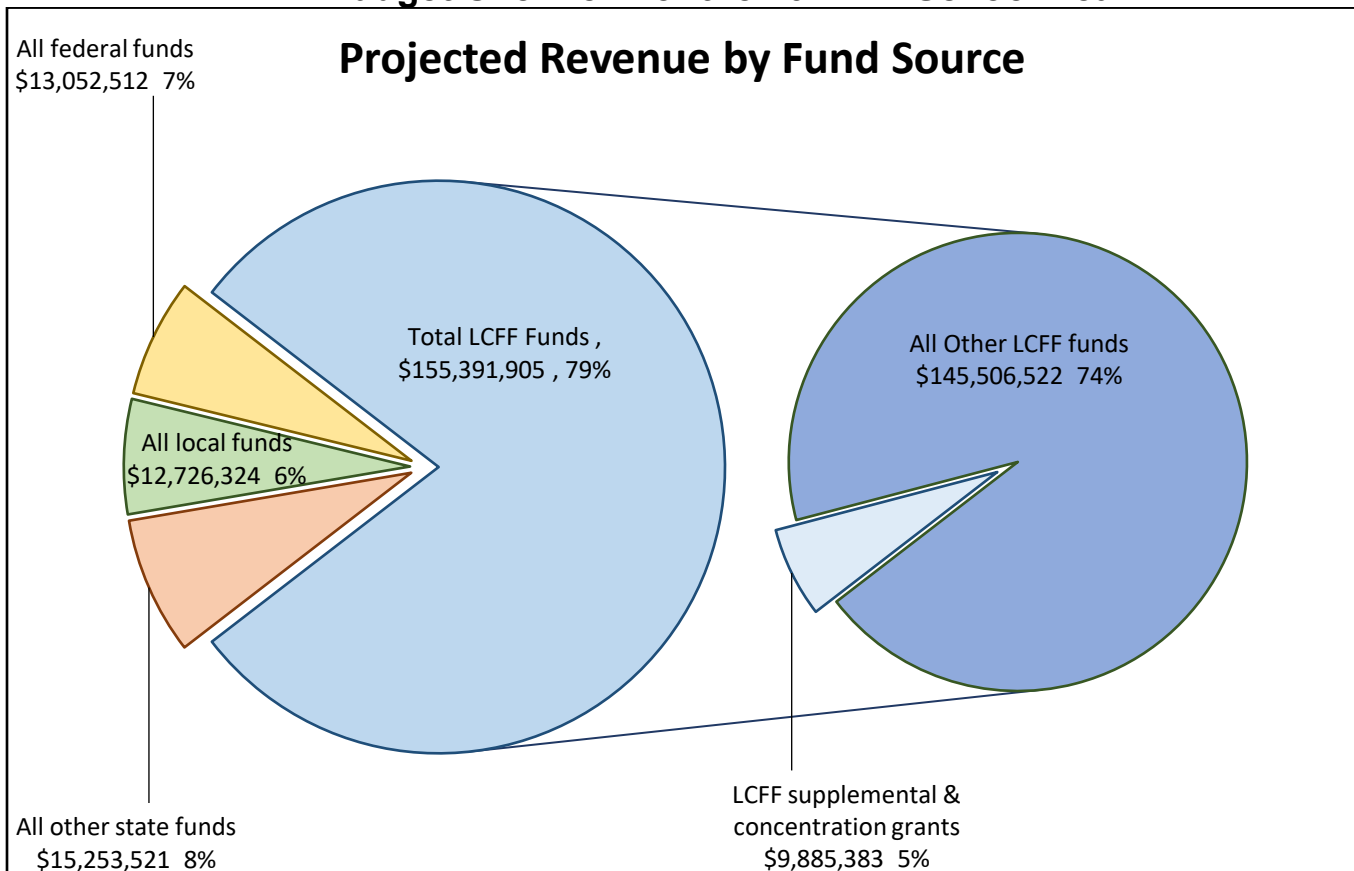
Assistant Superintendent of Educational Services

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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021-22 School Year

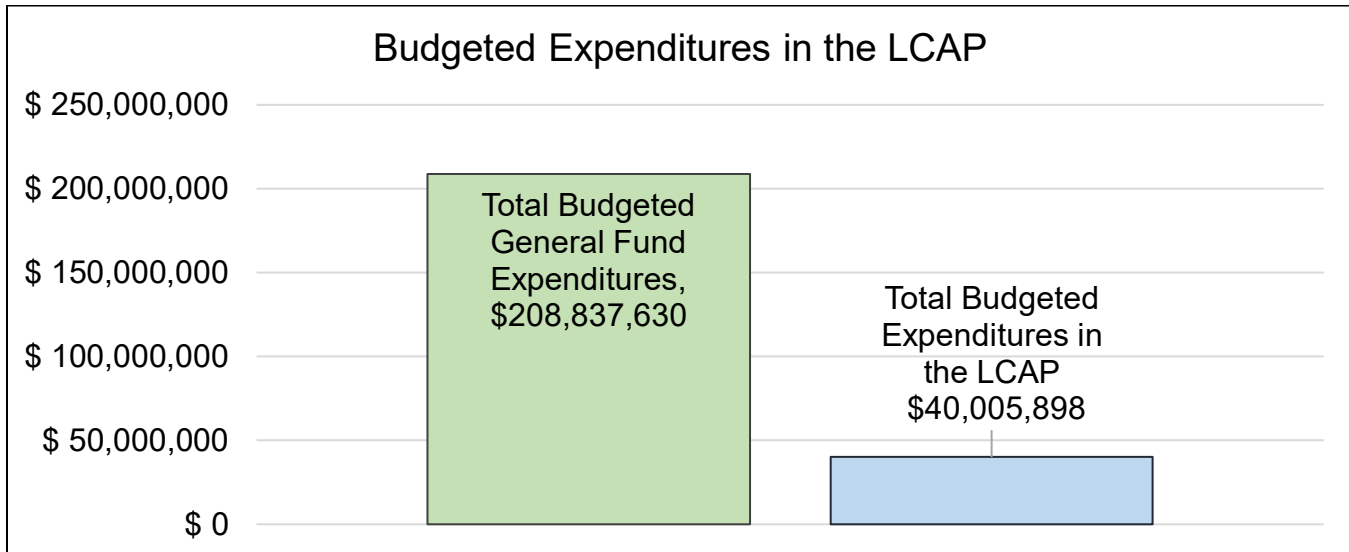


This chart shows the total general purpose revenue Simi Valley Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Simi Valley Unified School District is \$196,424,262, of which \$155,391,905 is Local Control Funding Formula (LCFF), \$15,253,521 is other state funds, \$12,726,324 is local funds, and \$13,052,512 is federal funds. Of the \$155,391,905 in LCFF Funds, \$9,885,383 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

Simi Valley Unified School District plans to spend \$208,837,630 for the 2021-22 school year. Of that amount, \$40,005,898.17 is tied to actions/services in the LCAP and \$168,831,731.83 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

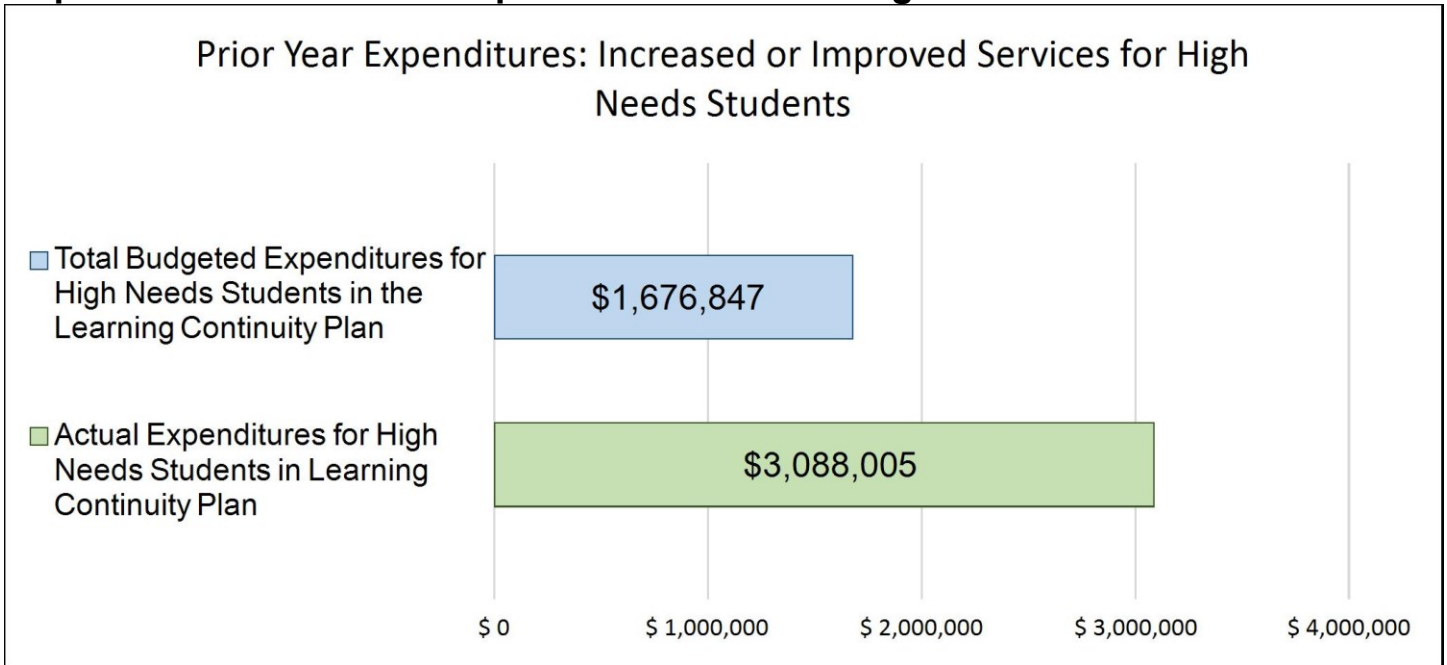
Expenditures that are not included in the LCAP are primarily operational costs. They support the base programs & services. These operational costs contribute to keeping all schools thriving and functional. They include: general supplies such as paper, toner, pencils, and other office supplies. Copier leases and contracts with service providers for phone services, internet/wifi access, and utility costs, deferred maintenance, salaries, and benefits.

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

In 2021-22, Simi Valley Unified School District is projecting it will receive \$9,885,383 based on the enrollment of foster youth, English learner, and low-income students. Simi Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Simi Valley Unified School District plans to spend \$11,623,482 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

In 2020-21, Simi Valley Unified School District's Learning Continuity Plan budgeted \$1,676,847 for planned actions to increase or improve services for high needs students. Simi Valley Unified School District actually spent \$3,088,005 for actions to increase or improve services for high needs students in 2020-21.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Simi Valley Unified School District	Dr. Hani Youssef Assistant Superintendent of Educational Services	<a href="mailto:Hani.Youssef@simivalleyusd.org">Hani.Youssef@simivalleyusd.org</a> (805) 306-4500

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

### Goal 1

Secondary schools will provide comprehensive programs to prepare all students for college and career.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 7

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
46.5% of students will meet a-g requirements	Not Met: 44.8% of students met a-g req's in 2019-20

67.5% ELA, 38% Math demonstrating competence on EAP	Not Met: Unable to find specific EAP data.
1,320 AP exams passed with a score of 3 or higher	Met: 1,630 AP exams passed in 2019-2020
89 IB exams passed with a score of 4 or higher	Not Met: Due to COVID -19 Pandemic
96% of students enrolled in pathways completed pathways	199 of 828 (24%) Completed a Pathway in 2019-2020
Royal HS graduation indicator: Performance level of blue	Not Met: Did not have a dashboard to extract data from.
Hispanic/Latino student graduation rate at Royal HS = 82.3%	Met; 86.5% in 2019-2020
Socioeconomically Disadvantaged student graduation rate at Royal HS = 85.5%	Not Met: 84.2% in 2019-2020
Students with Disabilities graduation rate at Royal HS = 78.9%	Not Met: 77.8% in 2019-2020
Berylwood Elementary is performing two performance levels below the district average in the English Learner Progress indicator (increase one performance level each year): Performance level of green	Not Met: did not have a dashboard to extract data from.
Crestview Elementary is performing two performance levels below the district average in the English Learner Progress indicator (increase one performance level each year): Performance level of green	Not Met: Did not have a dashboard to extract data from.

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1.1a. Evaluate current Career Pathways to determine sustainability and to define participation and completion.	N/A	N/A
1.1b. Design a Global Studies program at Arroyo Elementary. This program will teach at least two world languages and will study current events. The staff will visit established elementary International Baccalaureate programs.	\$145,000	\$133,059.47
1.1c. Teachers will collaborate with school pathways and articulate pathway courses with the community college district.	\$11,000	\$0
	\$25,000	\$0

1.1e. Team with VCOE for ROP Capstone courses, articulation, and industry certification.	\$125,000	\$264,784.09
1.1f. Purchase equipment, consumable instructional materials, and provide for work-based learning with a focus on access for all students for career technical education.	\$250,000	\$184,452.54
1.1g. Purchase of equipment included in action #5	N/A	\$0
1.1h. Teachers attend professional industry and CTE curriculum development based conferences. Teachers participate in externships.	\$100,000	\$5,205.35
1.1i. Provide Pathways and A-G information through EL, RFEP and Foster Youth monitoring protocol. District develops and prints supporting documentation and materials.	\$100	\$0
1.1j. Sustain middle school pathway visits by high school students, counselor information nights, and College to Career Seminar to inform high school freshman of Pathways opportunities and A-G requirements. Counselors, case managers, and ELD Coordinators ensure students enroll in and receive support for Career and College Seminar course. Support middle schools visiting high school campuses and high schools providing outreach to the middle schools.	\$25,000 from lottery money and \$7,000 from Vista Real Charter Summer School Program (\$7,000 not in SVUSD budget)	\$0
1.1k. Implement Naviance software to assist secondary students in completing course requirements for Pathways and A-G. Program partially provided by county. Maintain Naviance Coordinator (15% of counselor salary).	\$18,874	\$38,023.60
1.1l. Continue Workability program to provide opportunities for SPED students in career readiness.	\$47,990	\$47,426.06

1.1m Advertise Cyber High credit recovery options for all high school students at Apollo through concurrent enrollment.	\$1,200	\$6,015
1.2a. Sustain task force to evaluate courses that meet A-G requirements and graduation requirements.	No additional cost.	N/A
1.3a. Continue Equal Opportunity Schools (EOS) Initiative by partnering with EOS, training teachers, and providing student support principally toward unduplicated pupil populations.	\$40,000	\$27,000
1.3b. Expand International Baccalaureate (IB) program participation including teacher training toward principally supporting unduplicated pupil populations.	\$60,000	\$12,100
1.3c Provide professional development to support secondary CTE teachers to obtain appropriate CTE credentials per state requirements.	\$10,000	\$2,750
1.3d Partner with Moorpark College for dual enrollment opportunities for high school students and offer Moorpark College visits and the Rising Scholars Academy for Hillside and Sinaloa Middle School.	\$1,000	\$0
1.3e College visitations for EL students and other unduplicated pupil populations.	\$5,000	\$0
1.3f EL students and other unduplicated pupil populations to attend field trips throughout the course of the academic year.	\$5,000	\$0
1.3g Madera Elementary will continue as a Connected Learning Program (CPL) with a focus on Civic Learning.	\$9,000	\$0
1.3h Provide staffing at Apollo Continuation High School to principally support unduplicated pupil populations.	\$783,384	\$653,357.37
1.3i Maintain high school counselors at Simi Valley High School, Royal High School, and Santa Susana High School to principally support unduplicated pupil populations.	\$465,240	\$589,885.02
1.3j. Maintain our partnership with the Center for Advanced Professional Studies (CAPS) and visit successful models of this program.	\$20,000 (Supplemental 906)	\$1,500



## Goal Analysis

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

Some actions/services were not implemented during the 20-21 school year through the funding sources that were originally budgeted. In some cases, the actions/services still took place even though the assigned budgeted amounts did not need to be expended. For example, Cyberhigh was still made available to students through a different restricted funding source (1.1m) and Madera Elementary School continued as a Connected Learning Pathway with a focus on civic education even though funds were not expended (1.3g).

In most cases, funding for actions/services that did not take place will be rolled over to the 21-22 school year and beyond. For example, the purchasing of equipment and instructional material to support CTE courses will take place in future years to support in-person instruction (1.1f) and we will continue to explore a partnership with Center for Advanced Professional Studies (CAPS) network to determine feasibility of starting and sustaining the program (1.3j). Sustaining middle school pathway visits by high school students, hosting counselor information nights, and College to Career Seminar courses to inform high school freshman of Pathways opportunities and A-G requirements will continue in 21-22 as well when we return to in-person instruction and site visits will be possible (1.1j).

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

### Successes:

Given the inability to host in-person events, many of the actions/services needed to take place virtually. Our partnership with Equal Opportunity Schools (EOS) continued to thrive during the pandemic allowing for students to be identified and enrolled in rigorous AP, H, and IB courses (1.3a). The ability to maintain high school counselors at the high schools allowed the District to provide much-needed support to high school students (1.3i). High school counselors were able to contact students who were not attending classes during virtual learning, they were able to visit the homes of students for “check-in” purposes as needed, and they were able to remain as a resource for families. Apollo Continuation High School continued to support Apollo students during virtual learning through modifications to the instructional schedule “check-ins” with students by assigned staff (1.3h). The workability program was sustained and continued to be a source of support for special education students (1.1i). We also continued to team with VCOE to provide ROP Capstone courses, articulation, and industry certification for our students (1.1e).

### Challenges:

Due to school closures and the requirement to provide virtual learning, various action items were not able to take place. For example, EL students were not able to visit college campuses (1.3e) or take field trips (1.3f). The ability to provide professional development opportunities specific to CTE teachers was not possible as well (1.1h). Much of the professional development opportunities provided to

teachers was based on virtual learning strategies and the use of educational technology platforms. Articulation with our local community college (1.1c) did not occur as expected due to the pandemic and the ability of college instructors to visit high school classes and analyze the alignment of the courses.

## Goal 2

SVUSD will fully implement the California State Standards (CSS). Teachers will be fully trained and provided with aligned material; technology integration will also be a focus.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
3 full days of PD for every teacher each year	Met: SVUSD hosted three days throughout the 19-20 school year and four days at the start of the 20-21 school year.
Teachers utilizing materials that are aligned to California State Standards (CSS) in core content classes  Math = 100% ELA/ELD = 100% Social Science = 100% Science = 80%	Not Met: Math, ELA/ELD, and Social Science adoptions and training have been accomplished. Science is still in the process of piloting science materials.
Percentage of teachers receiving Chromebook training: 100%	Met

Percentage of teachers with classroom Chromebook carts using technology 35 times per: 97.6%	Met: However devices are assigned to each student not to a specific classroom or teacher due to COVID-19.
Maintain fully credentialed teachers & access to a broad course of study. : Maintain	MET

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
2.1a. Hold three full days of CSS PD for all teachers principally directed toward supporting unduplicated pupil populations: August, November and January.	\$1,237,274	\$1,515,994.41 (3 days based on \$72,190.21 total certificated hourly rate x 7 hrs)
2.1c Sustain fulltime Science TOSA begins assignment principally directed toward unduplicated pupil populations.	\$133,014	\$136,617.04
2.1d. Train teachers and administrators on Classroom Instruction that Works.	No additional cost.	N/A
2.1e. Align use of walkthrough software with best practices based on Classroom Instruction that Works. Software purchased in 2015-2016 for five years.	No additional cost.	N/A
2.1f. Secondary and elementary math teachers will attend math conference and PD focused on CSS and differentiation principally directed toward unduplicated pupil populations.	\$164,000	\$64
2.1g. Hire consultant for one day to train Kindergarten and JK/TK teachers on current and relevant strategies to principally support unduplicated pupil populations.	\$2,500	\$0
2.1h. TOSAs provide PD for elementary teachers related to best instructional practices during staff meetings and push in coaching.	No additional cost.	N/A
2.1i. Training for EL teachers in through the California Reading and Literature Project or other training. Substitutes provided for teachers.	\$6,700	\$0
2.1j. Training for elementary teachers on 2012 ELD Standards or strategies.	\$10,000	\$0

Substitutes provided for teachers.		
2.1k. Twelve teachers to attend California Association of Bilingual Education conference to increase knowledge on English language acquisition and EL students.	\$10,000	\$1,265
2.1l. Training for secondary ELD department teachers to articulate cross content language skills directed toward supporting unduplicated pupil populations. Substitutes provided for teachers.	\$5,424	\$0
2.1m. Two full-day pullout for secondary teachers to see ELD instruction to principally support unduplicated pupil populations. Substitutes provided for teachers.	\$2,260	\$0
2.1n. Training for secondary ELD teachers on How Language Works. Includes purchase of books.	\$5,000	\$0
2.1o. Two half-day trainings for paraprofessionals on 2012 ELD standards and best practices. No substitutes needed.	No additional cost.	N/A
2.1p. Elementary principals to attend ELD training at VCOE.	\$5,000	\$0
2.1q Knolls Elementary School will remain a Project Based Learning (PBL) school moving forward without the assistance of outside consulting.	N/A	\$0
2.1r Implement online professional development platform via Chrome Warrior suite (company changed name to Alludo Learning) to support Unduplicated Pupil Populations.	\$4,000	\$0
2.1s Provide district-directed professional development opportunities to all full-time Certificated employees principally directed to supporting unduplicated pupil populations. Materials and supplies to be included.	\$1,400,000	Total: \$742,357.06
2.2a Implement year 1 of social science adoption.	No additional costs	\$10,016.49
2.2b. Provide Mystery Science supplemental science materials aligned to CSS.	\$18,981	\$18,981
2.2c. Purchase supplemental ELD materials that are aligned to ELA CSS for rigor and relevance.	\$15,000	\$44,140.49
2.2d. Purchase supplemental ELD materials for classrooms that provide instruction for ELPAC Levels 13.	\$4,000	\$17,181.52

2.2e. Implement Year 3 of ELA/ELD adopted materials for K12.	No additional cost.	N/A
2.3a Only teachers who are new to SVUSD will be trained to use chromebooks and chrome carts to principally support unduplicated pupil populations.	\$10,000	\$3,135.34
2.3b Purchase Chromebooks and Chrome carts for teachers who are new to SVUSD.	\$75,000	\$0
2.3c. Implement Year 3 of International Society for Technology in Education (ISTE) standards to guide teaching and learning related to educational technology.	No additional cost.	N/A
2.4a. Provide induction for candidates clearing their administrative credential to principally support unduplicated pupil populations.	\$50,000	\$25,670.59
2.4b. Provide induction services for new teacher candidates principally directed toward unduplicated pupil populations. Expense includes the salary of induction provider.	\$300,000	\$273,232.63
2.4e Implement Title Crate to support EL students and track mandated documentation.	\$2,250	\$0
2.4f Maintain six full-time Teachers on Special Assignment to provide professional development for teachers to principally support unduplicated pupil populations. Science TOSA accounted for in action #3 and Induction TOSA accounted for in action #28.	\$477,065	\$542,160.64
2.4d Pilot and adopt Next Generation Science Standards (NGSS) curriculum.	\$4.25 million	\$0
2.4g Maintain position of Coordinator of Categorical Programs to principally support unduplicated pupil populations to learn and master California Academic Standards (CSS).	\$125,314	\$160,615.69

## Goal Analysis

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

Some actions/services were not implemented during the 20-21 school year through the funding sources that were originally budgeted. In some cases, the actions/services still took place even though the assigned budgeted amounts did not need to be expended. For

example, the three full days of CSS PD for all teachers principally directed toward supporting unduplicated pupil populations took place prior to the start of the 20-21 school year to prepare for virtual learning (2.1a). That action/service was paid for through COVID-19 relief funds. Similarly, providing Mystery Science as supplementary science materials aligned to CSS was paid for from COVID-19 relief funding (2.2b). The purchasing of chromebooks and chromecarts (2.3b) was modified. There was no longer a need to purchase chromecarts. All students were issued chromebooks for their personal use at the start of the 20-21 school year. A description of the successes and challenges in implementing the actions/services to achieve the goal.

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

#### Successes:

Given the inability to host in-person events, many of the actions/services needed to take place virtually. For example, most of the professional development intended for classified and certificated staff in Goal 2 took place virtually rather than canceling them or hosting them in-person (2.1d, 2.1h, 2.1o, 2.1s, and 2.3a). Two full days (8/12/2020 and 8/13/2020) of professional development took place prior to the start of school were geared towards supporting the implementation of distance learning, educators had the ability to choose sessions to meet their professional needs. DEI (Digital Educators Institute) for new teachers to SVUSD (8/15/20) covering the use of Aeries, Google Classroom, and other technology platforms to facilitate student learning was hosted as well. Educators were given the opportunity to expand their professional knowledge through professional development held outside of their contractual schedule, the professional development encompassed social and emotional learning, technology tools, UDL (Universal Design for Learning), assistive technology, and mental wellness.

Regardless of challenges related to the pandemic and reopening of schools to begin the 20-21 schools year, we were still able to provide various actions/ services as intended in Goal 2. For example, we were able to sustain a full-time Science TOSA (2.1c), we were able to maintain six full-time Teachers on Special Assignment to provide professional development for teachers (2.4f), we were able to maintain the position of Coordinator of Categorical Programs (2.4g), and Knolls Elementary School remained a Project Based Learning (PBL) school moving forward without the assistance of outside consulting (2.1q). In addition, all induction services were provided to candidates clearing their administrative credential (2.4a) and teacher candidates clearing their teaching credentials (2.4b).

#### Challenges:

Given the inability to host in-person events, many of the actions/services needed to take place virtually. For example, any action/service related to travel for the purposes of professional development did not take place after March 12, 2020 (2.1f, 2.1k, 2.1p). Due to the limited availability of substitute teachers, classroom teachers were not able to attend professional development opportunities during the school day as they had in previous years such as CRLP, STEAM Symposium, NCTM, CUE Conferences, and Subject Area Leadership Networks. The science pilot and adoption process that was scheduled for the 20-21 school year was postponed (2.2a, 2.4d). A consultant was not hired for one day to train Kindergarten and JK/TK teachers on current and relevant strategies to principally support unduplicated pupil populations (2.1g), but Kindergarten teachers still received professional development that was relevant to supporting

students with virtual learning. Also, training for EL teachers in the California Reading and Literature Project (2.1i), training elementary teachers on ELD standards (2.1j), training secondary school ELD Department Chairs (2.1l), and having secondary teachers observe ELD instruction (2.1m) took place to a lesser degree than originally intended, but EL teachers and elementary teachers still received professional development that was relevant to supporting students with virtual learning.

### Goal 3

SVUSD will provide comprehensive programs to meet the needs of all students. California State Standardsaligned (CSS) district benchmarks will be established and implemented. A comprehensive Response to Intervention (Rtl) program will be initiated and subgroups will be addressed.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 8

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Decrease the number of D and F grades in Algebra 1 and biology at Royal HS and Simi Valley HS: Algebra 1 = 33% Biology = 24%	Royal HS Algebra 1 Computer Programming: D - 4.35%; F - 13.04%; Algebra 1: D - 14.16%; F - 18.13%; Biology: D - 15.55%; F - 14.33% Simi Valley High School: Algebra 1 Computer Programming: D - 13.64%; F - 22.73%; Algebra 1: D - 12.61%; F - 20.12%; Biology: D - 15.38%; F - 16.92%
Improve high school graduation rates: Overall = 92% SPED = 78% EL = 79%	2019-2020: Overall = SPED = 76.47%; EL = 60.98%
Establish and sustain district benchmarks in ELA/ELD in grades K8: 100%	NOT MET: Reading and Math benchmark assessments were implemented using Renaissance Early Literacy and STAR in grades K-6. Grades K-6 students were scheduled to be

	assessed at the beginning of the year, mid-year, and end of year in both Reading and Math. 19-20 completion data was unavailable due to COVID-19 school closure/transition to Virtual instruction.
Improve performance on intervention assessments from entrance to exit: Sustain: 1.2 grade level increase in BRI and IRI; 10% increase in BPST; 10% in math intervention	NOT MET = we did not purchase formal BRI and IRI licenses
Improve performance on state assessment (CAASPP): ELA overall = 60% Math overall = 48%	ELA 18-19 = 54%; Math 18-19 = 43% *19-20 data not available as state testing was waived due to the pandemic
Maintain EL reclassification rate: 10%	Not Met: Currently at 4.79% - Unable to test all students in 2019-2020 due to COVID-19 Pandemic
Improve performance on ADEPT: Sustain: 80% of students improve 1 level	Not Met: Decided not to purchase the ADEPT program.
Improve GPA of Foster Youth: Middle School = 2.72 High School = 2.38	Not Met: Middle School = 2.31 High School = 2.09
English Learner Progress/ELPAC: Increase	Met; Increased from 7.76 (18-19) > 8.45 (19-20)
API: N/A	N/A

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
3.1a. Hire eighteen part-time Intervention Specialists (August to May, 3.5 hours/day) at every elementary school site (one specialist per site) for Tier 2 intervention in ELA and math principally directed toward unduplicated pupil populations. District to provide salaries. Provide \$200 per specialist for materials/supplies. Provide additional time to attend staff meetings.	\$570,954 for salaries + \$3600 for materials/supplies	\$452,909.29
3.1b Provide additional part-time Intervention Specialist (beyond those already assigned to each elementary school) for elementary schools with high percentages of socio-economically disadvantaged students for Tier 2 intervention. Provide \$200 per teacher for materials/supplies.	\$94,287 for salaries + \$600 for materials/supplies	\$53,513.34



3.1c. Provide five sections for ELA/ELD intervention at Sinaloa Middle School and four sections of ELA/ELD intervention at Hillside Middle School and Valley View Middle School for Tier 2 support principally directed toward unduplicated pupil populations. Provide \$500 per school for materials/supplies.	\$260,135 (salaries) = \$500 per school for materials/supplies (\$1,500)	\$265,520.01
3.1d. Purchase research based intervention programs for elementary ELA and math principally directed toward unduplicated pupil populations. District provides supplemental intervention materials.	\$12,000	\$2,420.25
3.1e. Provide intervention in Algebra 1, biology, and social science including the use of concept recovery and credit recovery principally directed toward unduplicated pupil populations. The credit recovery will occur at Monte Vista School.	\$27,000	\$13,878.49
3.1g. Provide three sections of math Rtl at Sinaloa Middle School and three sections of Rtl math at Valley View Middle School and Hillside Middle School principally directed toward unduplicated pupil populations. Includes use of research based math software (Math 180) and PD on the software. Three-year purchase of Math 180 in 20142015. Two classes at each site plus two substitute days for PD. Math 180 contract renewal for 20182019 is \$2,250.	\$208,725	\$159,097.83
3.1h. At high schools not participating in the intervention pilot, provide afterschool intervention sessions at high schools based on school need. \$10,000 per high school principally directed toward unduplicated pupil populations.	\$20,000	\$0
3.1i. Rtl workshops/conferences for teacher leaders K-12 principally directed toward unduplicated pupil populations.	\$5,000	\$0
3.1j. Roll out practices and documentation to standardize intervention and Student Study Team protocol that align with Special Education Department in elementary school principally directed toward unduplicated pupil populations. Develop the practices and documentation to standardize intervention and Student Study Team protocol that align with Special Education Department in middle and high schools. Provide training and materials for school sites.	\$1,000	\$0
3.1l. Discontinue 600 licenses of ACHIEVE3000 to support mild/moderate special education students.	N/A funding source was not continued from SELPA	N/A

3.1m Provide Temporary full time teachers at grades 4, 5, or 6 to elementary schools with socioeconomically disadvantaged student populations of 35% or more. Temporary teachers will be funded for the duration of the Low Performing Students Block Grant (LPSBG) during the academic years of 20192020 and 2020 2021. Funds for LPSBG must be exhausted by June 30, 2021.	\$750,000	\$773,089.02
3.1n Develop benchmark assessments to monitor student progress utilizing Comprehensive Support and Improvement Grant that is to be spent by June 30, 2020.	\$172,442	\$99,267.70
3.1o Explore co-teaching models to support academic achievement for students with special needs. This will also allow for increased time special education students spend in general education programs improving Least Restrictive Environment (LRE) minutes.	\$10,000	\$0
3.2a. Provide district benchmarks for K-8 students that are aligned to California State Standards.	No additional cost.	N/A
3.2b. Support Tier 1 math instruction in all Title 1 elementary schools. Includes TOSA coaching and teacher participation in online course (\$125 per teacher). Only changing Resource code to 0020.	\$1,500	\$0
3.2c California Principals' Support Network (CAPS) training provided to all schools. Principals and teacher leaders will receive Professional Learning Community (PLC) training with the intent of developing PLCs at throughout the LEA principally directed toward unduplicated student populations. Training to include attending PLC Summits, attending full day professional development sessions, and onsite meetings.	\$347,000	\$173,823.60
3.2d Provide Typing Agent typing program to all K8 students.	\$9,500	\$9,500
3.2e Test site Coordinators to offer make up opportunities as appropriate for students who are absent or miss completing state assessments.	N/A	N/A
3.3a. District personnel to provide PD for ELD site coordinators on 2012 ELD Standards, program administration, EL/RFEP monitoring and EL parent involvement.	No additional cost.	N/A
3.3b. Continue to implement ELD administrator's checklist.	No additional cost.	N/A

3.3c. Form ELD departments, with a department chair, at all secondary schools. Extra duty pay for the five department chairs.	\$6,000	\$7,252.47
3.3d. Provide field trips for LTEL students.	\$5,000	\$1,208.73
3.3e. Offer targeted tutoring support for ELs and RFEP based on site data.	\$1500	\$0
3.4a. Maintain a administrative Foster Liaison and teacher support provider for Foster Youth at each secondary site with \$1,000 extra duty pay (for teachers only). Appoint a district lead liaison for Foster Youth point people.	\$8,500	\$7,224
3.4b. Implement a protocol of support for Foster Youth, which includes monthly committee meetings, documented protocol, data analysis, and regular student contact.	No additional cost.	N/A
3.4c. Offer ongoing and expanded PD for Foster Youth team members to include Trauma Informed Practices (TIPS). Substitutes provided for teachers.	\$2,200	\$0
3.4d Provide paraprofessionals to support EL students K12.	\$687,394	\$591,616.57
3.4e Provide paraprofessionals to support Special Education students.	\$12,995,671	\$9,984,721.90
3.4f Provide part-time Title teachers to Title 1 schools.	\$1,037,266	\$848,272.57
3.4g Provide math Rtl at Title 1 schools.	\$120,000	\$0
3.4h Offer math courses during summer for students in grades 4, 5, and 6. Program and salaries to be provided by Vista Real Charter (they are the summer school provider for SVUSD).	N/A	N/A
3.4i Applied and received three-year MTSS grant from OCDE to support writing instruction at SVHS.	\$17,574	\$0
3.4j Employ Literacy Coaches at all four Title 1 schools (one per school) to support students and teachers principally directed toward unduplicated pupil populations.	\$505,465	\$510,119.12
3.4k Maintain paraprofessionals to support K/1 and 5/6 combination classrooms in where more than one grade level is assigned to a teacher principally directed toward unduplicated pupil populations.	\$342,339	\$133,992.60

3.4l Maintain JK/TK classes at select elementary schools based on enrollment to principally address the needs of unduplicated pupil populations.	\$1,410,911	\$1,226,998.84
3.4m Maintain a preschool program to address readiness gaps and improve pre academic progress of unduplicated student populations; maintain preschool funding, principally directed to support low income, foster youth, and/or English learner students.	\$319,391	\$308,888.04
3.4n Provide staffing at Monte Vista Independent Learning Academy to principally support unduplicated pupil populations to improve student performance and address students who are not meeting grade level standards.	\$525,748	\$524,995.03
3.4o Maintain position of Assistant Director of Student Support Services to principally support unduplicated pupil populations who are not meeting grade level standards.	\$88,935	\$161,187.34
3.4p Maintain two certificated positions and 2 classified positions at Simi Institute for Careers and Education to principally support unduplicated pupil populations as they earn GEDs or recover credit to earn a high school diploma.	\$235,568	\$165,693.72
3.4q Maintain classified staffing positions at the district office to principally support unduplicated pupil populations to improve student performance and address students who are not meeting grade level standards.	\$182,478	\$154,782.55
3.4r Provide Spanish for Native Speakers classes at high schools to principally support unduplicated pupil populations.	\$74,173	\$85,247.58

## Goal Analysis

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

Some actions/services were not implemented during the 20-21 school year through the funding sources that were originally budgeted. In some cases, the actions/services still took place even though the assigned budgeted amounts did not need to be expended. For example, the purchase of research-based intervention supplemental materials for elementary ELA were purchased from COVID-19 relief funding (3.1d) as well as providing the Typing Agent typing program to all K-8 students (3.2d).

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

**Successes:**

Given the inability to host in-person events, many of the actions/services needed to take place virtually. For example, Rtl workshops/conferences for K-12 teacher leaders was hosted virtually (3.1i), developing and rolling out Student Study Team protocols took place in-person and virtually (3.1j), District personnel providing PD for ELD site coordinators on ELD Standards, program administration, EL/RFEP monitoring and EL parent involvement took place virtually (3.3a), and offering PD for Foster Youth team members to include Trauma Informed Practices (TIPS) took place virtually (3.4c).

The majority of actions/services in Goal 3 were successfully implemented. For example, elementary intervention teachers were provided throughout the 20-21 school year (3.1a, 3.1b), secondary intervention programs and credit recovery opportunities were provided as intended (3.1c, 3.1e, 3.1g), middle school tutoring from Moorpark High school was added to provide additional learning support, temporary full-time teachers at grades 4, 5, or 6 at elementary schools were provided (3.1m), and Spanish for Native Speakers classes were provided at the high school level (3.4r). All other classified and certificated positions intended to support students in Goal 3 were maintained (3.4d, 3.4e, 3.4f, 3.4j, 3.4k, 3.4n, 3.4o, 3.4p, and 3.4q). Finally, maintaining a preschool program to address readiness gaps and maintaining preschool funding was possible (3.4m).

**Challenges:**

Given the inability to host in-person events, some of the actions/services were not provided. For example, field trips for LTEL students did not take place (3.3d) and after school intervention sessions at high schools did not take place (3.1h). However, a collaboration with Moorpark High School provided additional tutoring support for our middle school students.

## **Goal 4**

Parents will be active partners with the school district and school sites. The focus will be to augment parent opportunities for involvement; improve the communication between school and home; and improve parent digital access. Specific attention will be given to EL parents.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: [Add Local Priorities Here]

### Annual Measurable Outcomes

Expected	Actual
Local Measure: Continue to issue district survey to parents: +2% increase in parent survey participation	[Add actual outcome here]
Local Measure: Increase percentage of parents with accounts for Aeries weekly reminders: Increase percentage of parents with accounts for Aeries weekly reminders by +2%	Met: 16.2% increase from 2019-2020 (7,184 parents) to 2020-2021 (8,348 parents)
Local Measure: Continue to issue district surveys to staff and secondary students: Staff surveys = 514 (+20%) Student surveys = maintain 10,000+	Not Met: Student surveys were completed virtually/hybrid as an option
Local Measure: Maintain updated district and school websites: Continue to update district and school websites on a regular basis	Met: All school websites have been rolled over to the new platform. SVUSD and its schools continue to use these websites as tools to communicate with families and to access school and district news and information.

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
4.1a. Provide parent education workshops at the district level, with topics including CAS, college and career readiness, child development, social media, and safety issues.	\$600	\$0
4.1b. Attend Family Involvement Network workshops VCOE with district personnel, parents, and liaisons.	\$600	\$0
4.1c. Provide parent education workshops in Spanish for college and career readiness, technology, and child development principally directed toward unduplicated pupil populations.	\$1,500	\$0
4.1d. Organize two district events for Spanish-speaking parents.	\$400	\$0

4.1e. Provide Parent Project Workshop. Funding includes training of two district personnel.	\$2,000	\$0
4.1f. Employ Public Information Officer (PIO).	\$156,775	\$159,676.76
4.2a. Improve the district's social media outreach by supporting sites with their participation in social media.	\$500	\$0
4.2b. Train principals on using electronic newsletters for school parent student communication needs.	No additional cost.	N/A
4.3a. District will provide parent technology workshops.	\$1,823	\$0
4.4a. The district will hold Single Plan for Student Achievement (SPSA) and School Site Council (SSC) training provided for all School Site Council teams	No additional cost.	N/A
4.4b. Increase participation in ELAC and DELAC activities with all required topics.	No additional cost.	N/A
4.4c. Special Education parents to participate in Community Advisory Committee (CAC) at VCOE to advise district on SPED needs.	No additional cost.	N/A
4.5a. Participate in the Simi Valley Street Fair for community outreach.	\$700	\$0
4.5b. Present annual State of Our Schools address to the community.	\$100	\$0
4.5c. Create and publish advertising to support SVUSD programs and its successes.	\$60,000	\$36,495.00
4.5d. Investigate federal Green Ribbon School designation for the SVUSD.	\$300	\$0
4.5e Provide Ready Rosie program to support EL families and students (one day training will not be necessary as it was in 2017-2018).	\$7,200	\$0
4.5f Provide Community Liaisons to schools to support non-English speaking parents/families principally directed toward unduplicated pupil populations.	\$194,514	\$193,972.45
4.5g Host School of Choice informational events school site tours.	No additional cost.	N/A
4.5h Host JK/TK informational events and tours.	No additional costs.	N/A
4.5i Host kindergarten informational events and tours at elementary schools.	No additional costs.	N/A

4.5j Host and schedule parent conferences in the fall for all elementary students (JK/TK 6th grade).	No additional costs.	N/A
4.5k Host and schedule parent conferences in the spring for all elementary students (JK/TK 6th grade) who are struggling academically.	No additional costs.	N/A
4.5l High schools to host Financial Aid nights for students/families pursuing post secondary educational options.	No additional costs.	N/A
4.5m High and middle schools to host A-G informational events for students/families.	No additional costs.	N/A
4.5n Employ .5 interpreter to translate and interpret for nonEnglish speaking students/families during parent conferences, 504 meetings, IEP meetings, and other informational events principally directed toward unduplicated pupil populations.	\$39,363	\$39,796.96
4.5o Host and offer College Fair and Community College informational events for parents/families.	\$1,300	\$0
4.5q Host AP and IB informational events to educate and inform parents/families on AP and IB programs.	No additional costs	N/A
4.5r Schedule and conduct special education transition meetings as students promote to middle school and high school.	No additional costs	N/A
4.5s Host informational events for parents/families interested in preschool offerings at Justin Early Learners Academy.	No additional costs	N/A
4.5t Participate in Simi Valley Days Parade to support and promote the school district to parents, families, and the community.	\$600	\$0
4.5u Participate in Read Across America events to promote the school district to parents, families, and the community.	\$300	\$0
4.5v All school sites and district office to receive upgraded websites.	N/A	N/A
4.5w Host parent summits at Royal High School.	N/A	N/A



## Goal Analysis

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

Given the inability to host in-person events, many of the actions/services took place virtually. For example, schools and the District Office hosted Junior Kindergarten/Transitional Kindergarten Parent Nights (4.5h) and Kindergarten Parent Nights (4.5i) virtually through Zoom. Fall Parent Conferences (4.5j) and some of the Spring Parent Conference for at-risk students (4.5k) were hosted virtually as well. In addition, our high schools hosted and offered the annual College Fair and Community College informational events for parents/families virtually through Zoom (4.5o). All English Learners Advisory Committee (ELAC) and District English Learners Advisory Committee (DELAC) meetings were hosted virtually (4.4b). The scheduling and conducting of special education transition meetings for students promoting to middle school and high school were conducted virtually (4.5r). Advanced Placement (AP) and International Baccalaureate (IB) informational events to educate and inform parents/families on AP and IB programs were hosted virtually (4.5q). Informational events for parents/families interested in preschool offerings at Justin Early Learners Academy (4.5s). Finally, Read Across America events to promote reading and literacy were hosted virtually (4.5u).

Under pandemic conditions, we had to create many systems and processes to support communications and virtual instruction that were unique. For instance, we had to put 16,000 chromebooks into the hands of our students to ensure that every student had access to their virtual classes. While we already had the chromebooks and were using them in our physical classrooms for several years, each unit had to be reconfigured to be used off-campus and with non-proprietary internet access. The chromebooks then needed to be deployed safely to our families. We held drive-through pick-up days at our larger high schools so families could sign out a device. We also had families with no internet access. We purchased almost 2,000 wifi hotspots and created a system for families to receive a hotspot if needed, with extra outreach efforts targeting our Spanish-speaking families (who disproportionately did not have internet access).

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

### Successes:

Given the inability to host in-person events, many of the actions/services took place virtually. The actions/services listed in the above analysis to support parents and augment parent participation were not canceled. Rather our schools and District Office creatively and resourcefully found ways to make those actions/services available to our parents/families. For instance, for technology issues with our families, we trained our Community Liaisons in technology skills and practices and they in turn worked directly with our families to help with tech issues. Another example was Read Across America, teachers had volunteers read to students over Zoom and some teachers created video libraries to show to students at a later date (4.5u). In addition, we were able to employ and maintain a Public Information Officer (4.1f); a .5 FTE interpreter to translate and interpret for non-English speaking students/families during parent conferences (4.5n),

504 meetings, ELAC/DELAC meetings, IEP meetings, and other informational events (4.5n); and Community Liaisons at schools to support non-English speaking parents/families (4.5f).

For outreach and communication efforts, we created a mini website strictly for Covid-19 related concerns and embedded this site on all of the District's 28 websites to provide consistent and current information. All family communications were archived on our websites for future reference. Because of all of the technology tools now being used at our students' homes, our families struggled with accessing online programs, connecting their devices to the internet, and experienced other technology challenges. To troubleshoot these issues, we created a Parent Tech Help Desk, manned by our IT staff and our Teachers on Special Assignment (TOSAs). Families could call, email and/or Zoom into the Help Desk and receive live help to work through technology issues. We also reconfigured and deployed 16,000 chromebooks, and purchased, supported, and deployed 2,000 wifi hotspots to our families in need of internet access. Our websites provided video and written tutorials on how to use these devices.

#### Challenges:

Schools were not able to host or participate in any "live events" such as assemblies, events, or activities that were scheduled to take place in-person. District-sponsored events, such as parent workshops with topics including California Academic Standards (CAS), college and career readiness, child development, social media, and safety issues (4.1a); two district events for Spanish-speaking parents (4.1d); parent technology workshops (4.3a); the Simi Valley Street Fair (4.5a); the annual State of Our Schools address (4.5b); Simi Valley Days Parade (4.5t); and the Parent Summit (4.5w) did not occur. Many of these assemblies, events, and activities are rescheduled for the following year(s).

## Goal 5

SVUSD will provide a safe and engaging environment for students. The areas of focus will be to address bullying and to implement a digital citizenship curriculum, as well as to improve student connectedness to school. Facilities maintenance will also be a focus.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 & 6

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
Percentage of sites hosting anti bullying assemblies or anti bullying education: 100% of schools to host anti-bullying assemblies or anti-bullying education	Met: 100%
Dashboard Data: Suspension Rate is Yellow: Decrease suspension rate by .5% to 1.7% to maintain at Blue	Met: Used Aeries Suspension Data; 31% decrease in 19-20
Number of bullying and cyberbullying incidents: Decrease officially recorded incidents of bullying or cyberbullying in Aeries student information system to 15	Not Met: 25 incidents recorded in 19-20
Percent of schools completing and implementing digital citizenship curriculum: Maintain 100% of all school completing and implementing digital citizenship curriculum	Met: 100%
California Healthy Kids Survey: Increase the percentage of students who feel connected to school by +5% to 75%	Not Met: 55% of students
Chronic Absenteeism: Decrease rate of chronic absenteeism by .5% to 8.83%	Not Met: 9.7% Chronic 19-20
High School Dropout Rate: Decrease rate of high school dropouts by 1% to 6.4%	Met: 5.77% HS Dropout rate in 19-20
FIT: Maintain	
School Attendance Rates: Maintain	Met: 90.3% in 19-20
Middle School Dropout: Maintain	
Pupil Expulsion Rate: Maintain	Met: .08% of total student population

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
5.1a. Sites hold anti-bullying assemblies for students.	\$500	\$0

5.1b. District website provides information and resources on bullying for students, parents and community.	No additional cost.	N/A
5.1c. Educate stakeholders on bullying through district-run workshops.	\$500	\$0
5.1d. Train site administrators and employees on documentation of bullying incidents.	\$500	\$0
5.2a. Implement digital citizenship curriculum (Common Sense Media) in K 12. Provide training to K8 schools/teachers on "Building a Culture of Digital Citizenship."	\$2,500	\$0
5.2b. District will support and train principals on implementation of digital citizenship curriculum, including the maintenance of implementation data.	No additional cost.	N/A
5.2c. Update district digital citizenship website that contains complete curriculum, Professional Development opportunities, using the curriculum, and certification process.	No additional cost.	N/A
5.3a. Support school site clubs, student organizations, and athletic teams to increase participation of unduplicated pupil populations in school site clubs and student organizations.	\$407,249	\$309,282.11
5.3b. Create and implement safety assemblies to be held at all elementary schools.	No additional cost.	N/A
5.3c. Secondary schools review student connectedness survey data; create improvement plans.	No additional cost.	N/A
5.3d Madera Elementary School to host safe driving program as part of school safety awareness week.	N/A	N/A
5.3e Hire one counselor to support elementary students with behavioral, peer, social, and emotional adjustments to principally support unduplicated pupil populations.	\$108,281	\$190,065.38
5.4a. Review facilities' project list and prioritize needs.	No additional cost	N/A
5.4b Train employees on identifying signs of suicide per state mandate. SVUSD will use "More Than Sad" as its training tool.	\$350	\$0

5.4c Schedule and facilitate Student Study Team (SST) meetings at all SVUSD schools as needed.	No additional costs.	N/A
5.4e Continue to implement Choosing Healthy Activities and Methods Promoting Safety (CHAMPS) character education program at Sinaloa Middle School.	No additional costs.	N/A
5.4f Continue to provide and support Tobacco Use Prevention Programs (TUPE) at all SVUSD school sites. Support to include guest speakers and Friday Night Live program.	\$22,000	\$9,030.04
5.4g As part of Measure X Bond projects, all occupied classrooms in SVUSD will be redesigned with new flexible seating classroom furniture and some rooms will need to be modernized as needed. Classroom redesign will result in two secondary schools being completed (Valley View Middle School and Santa Susana High School) to be completed in 19-20. The project is ahead of schedule. Valley View Middle School and Santa Susana High School were completed in the 18-19 school year. Other schools will be identified for redesign in 19-20.	\$1,000,000	\$1,000,000
5.4h Organize and deploy District Crisis Management Team as needed.	No additional costs.	N/A
5.4i Host Junior Olympics event at a SVUSD school in the spring of each academic year.	\$1,448	\$0
5.4j Install security cameras at every SVUSD school site (no additional costs in 2019-2020).	No additional costs.	N/A
5.4l Organize and provide Every 15 Minutes drinking and driving prevention program to juniors and seniors in the spring at Simi Valley High School and Royal High School. Will take place at SVHS in spring of 2020.	No additional costs, program fully funded by SVUSD PTSA	N/A
5.4m Host and provide Special Olympics event.	\$3,000	\$0
5.4n Formalize partnership with Panorama Education to gather data from students and teachers on social-emotional learning principally targeted toward unduplicated pupil populations.	\$53,700	\$53,700
5.4o Graduating seniors and elementary school students will participate in a "Senior Walk" event. Wearing graduation caps and gowns, graduating seniors will visit elementary school sites to promote student connectedness, safe and engaging environments for elementary school students.	\$600	\$0

5.4p In order to promote safe and engaging learning environments, campus supervisors at all schools across the district to principally support unduplicated pupil populations will be maintained.	\$527,600	\$509,454.10
5.4q Maintain positions of Activities Directors to principally increase participation and school engagement of unduplicated pupil populations.	\$283,380	\$264,599.22
5.4r Purchase Attention to Attendance software to principally increase school attendance of unduplicated pupil populations.	\$73,900	\$0
5.4s Provide transportation to and from school for foster and homeless youth in accordance with McKinney Vento and foster youth laws to address barriers to regular attendance through American Logistics Company (ALC), a student transportation solution, to principally support unduplicated pupil populations.	\$25,000	\$0
5.4t Host student summit at Royal High School.	N/A	N/A

## Goal Analysis

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

Some actions/services were not implemented during the 20-21 school year through the funding sources that were originally budgeted. In some cases, the actions/services still took place even though the assigned budgeted amounts did not need to be expended. For example, Attention to Attendance software was purchased using one-time restricted funds for the 20-21 school year rather than the originally identified budget (5.4r). Tobacco Use Prevention Programs (TUPE) still took place (5.4f). Our social-emotional learning initiative and partnership with Panorama Education was restructured to provide educators with professional learning opportunities throughout the year since we were unable to survey students (5.4n). Although transportation to and from school was not necessary for foster and homeless youth, support was still provided throughout the pandemic under McKinney Vento law as calls were made to students, home visits took place, and counseling services were made available (5.4s). Although done virtually, implementation of the digital citizenship curriculum (Common Sense Media) in K-12 still took place (5.2a). Our suicide prevention training for staff still took place but was restructured to train all staff online, on “Recognizing and Preventing Youth Suicide” via Target Solutions (Vector Solutions) (5.4b) Progress was still made with classroom redesign and adding new flexible seating and classroom modernization at several school sites. (5.4g).

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

## Successes:

Given the inability to host in-person events, many of the actions/services needed to take place virtually. Some school sites were still able to educate students on the effects of bullying, what bullying is, and how to address bullying (5.1a, 5.1b, 5.1c). Even though schools were closed and virtual learning was the norm for most of the 20-21 school year, we were still able to provide opportunities for students to participate in clubs and athletics (5.3a). In addition, we were able to hire and maintain three elementary counselors rather than the one we originally intended to hire and fund (5.3e). The elementary counselors implemented Tier 1 SEL lessons for TK-6. Additionally, in collaboration with school psychologists, the elementary counselors hosted a virtual parent information night regarding student mental health and strategies for supporting students. Secondary counselors held small (virtual) groups and Zoom Office hours for student counseling to address Social emotional learning and student mental health needs. As well, student outreach was done via Counseling Websites, videos, electronic newsletters, and consistent email communication.

The District Mental Health and Student Wellness Page was created to provide resources for students, families and the community on student mental health, drug abuse and prevention, anti-bullying, and suicide prevention. In addition, the District Anonymous Reporting Link, community resources and specific supports provided by the SVUSD District Counseling Team are included in this web resource. Additional digital mental health resources were created such as the elementary school counseling website and the District's Counselor's Page webpage on Social Emotional Learning Resources and Activities for educators.

Under pandemic conditions, we had to convert many programs and curriculum to online/virtual only. In regards to (5.4f) TUPE (Tobacco Use Prevention Education), all the curriculum was taught online for 6th, 7th, 8th & 9th grade students. As well, many student advocacy activities/projects (in relation to drug prevention), TUPE field trips, prevention workshops, as well as our Friday Night Live Peer Mentoring program were able to be conducted online (via Zoom).

The District also maintained an anonymous reporting system on District and School websites and on the back of secondary student ID cards. Students were able to report any areas of need and Site Administrators and Counselors were able to follow-up with students to address the concerns. In addition, scheduling and facilitating Student Study Team (SST) meetings, at all SVUSD schools, was successfully done virtually.

Bond projects related to modernizing classrooms in SVUSD with new flexible seating classroom furniture was accelerated given the amount of time spent in virtual learning due to the pandemic (5.4g). We were also able to review facilities' project list and prioritize needs given the opportunity to complete facilities projects while schools were unoccupied (5.4a). All campus supervisors (5.4p) and the Activities Director positions (5.4q) were maintained throughout the district. In some cases, campus supervisors and Activities Directors were able to support other school sites as needed.

## Challenges:

Schools were not able to host or participate in any of the assemblies, events, or activities that were scheduled to take place in-person such as anti-bullying assemblies (5.1a), safety assemblies (5.3b, 5.3d), Junior Olympics (5.4i), Every 15 Minutes (5.4l), Special

Olympics (5.4m), Senior Walk (5.4o), and the Student Summit (5.4t). Many of these assemblies, events, and activities are being rescheduled for the following year(s). Because students were not on-campus much of the year and schedules were altered, the Panorama Education survey was not able to be administered.

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

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

### In-Person Instructional Offerings

#### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and where appropriate, face shields, and sneeze guards), isolation gowns to ensure that students and staff entering school sites and staff working are minimizing the spread of respiratory droplets while on campus. Increased supply of hand sanitizer and soap.	\$47,910.17	\$83,945.24	Y
Health Materials: Additional thermometers to screen student temperatures and additional supplies to respond to students who display signs of illness.	\$6,860.32	\$149,937.19	Y
Disinfecting Materials: Additional materials to support effective routine disinfection of high touch surfaces. (Protexus/pump Sprayers, air filters, wipes, gloves, bleach)	\$314,238.59	\$445,262.99	Y
Plexiglass and shower curtain liners provide barriers when close contact is likely and does not allow for physical distancing when administering assessments for individualized instruction.	\$109,244.20	\$942,117.04	Y
Signage, Posters, and Floor Decals: Visual cues throughout the school sites to maximize social distancing.	\$2,762.66	\$3,785.81	Y



Classroom Technology: Purchase of additional technology for classrooms to allow for increased access to online and virtual streaming of classes. (classroom topcats)	\$1,151,425.46	\$1,676,154.32	Y
Additional staff hours for training related to safety and COVID-19	\$98,063.33	\$1,613,850.64	Y
4 professional development days to provide training to teachers	\$1,622,406.95	\$1,675,655.30	Y
Ed. Services salary pay for 25 days of planning for in-person and distance learning models in the month of July	\$110,319.07	\$47,553.19	Y
3 non-contract professional development days to provide training to teachers 8/29, 10/3, and 10/17.	\$80,850.90	\$132,867.11	Y

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

In most cases, the actual expenditures exceeded the budgeted expenditures for in-person instruction. The actual expenditures for thermometers to screen students and adults in order to access district property surpassed what was budgeted, because the identified thermometers for purchase were quite advanced. These particular devices were not what we initially intended to purchase when our school board approved the Learning Continuity and Attendance Plan. The amount of additional materials to support effective routine disinfection of high touch surfaces exceeded what was budgeted as well. We needed to purchase more material to support the disinfecting effort across the district. In addition, to allow for social distancing on school buses, we purchased two additional school buses. The expense for the two additional school buses dramatically increased the budgeted amount designated to allow for social distancing. The guidelines regarding social distancing and transportation were not relaxed until much later in the 20-21 school year. The same holds true for classroom technology. As we were allowed to reopen schools, there was a need to accelerate the number of audio systems that were being installed in classrooms. There was an established timeline for every learning space to have a Topcat audio system installed in that learning space. That timeline was associated with Measure X bond projects. Given the guidelines for reopening schools under COVID-19, we needed to accelerate the installation process for the Topcat audio systems in all learning spaces. Doing this would enhance a teacher's ability to be heard while wearing face coverings and social distancing. Finally, the number of professional development days increased as the need to support and prepare teachers for in-person instruction increased.

### **Analysis of In-Person Instructional Offerings**

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

**Successes:**

We were able to purchase all the necessary items to support in-person instruction such as Personal Protective Equipment (PPE), health materials, disinfecting materials, plexiglass, signage, and classroom technology. We were also able to provide additional staffing hours for training and we were able to provide the four (4) professional development days prior to the start of the school year as intended. In addition, we were able to provide training videos, documents, webinars, training during staff meetings to meet the needs associated with technology and instruction in order to transition to in-person and hybrid learning. On demand tech support was available for all teachers, parents, and students via zoom, phone, and email. Partial salaries for specific administrative positions in Educational Services were funded through COVID-19 relief funding as well as salaries associated with (7 non-contract days, 8/15, 8/29, 10/3, 10/17, 10/24, 2/20, 3/20) offering the three (3) non-contract days in August 2020 and October 2020 for Classified and Certificated employees. As a result, targeted in-person student support was made available at the elementary level per State and local guidelines. Counselors supported the social and emotional needs of students as well as attendance by conducting home visits along with principals at the elementary and secondary levels.

**Challenges:**

Although the necessary actions/services took place to reopen schools, we were unable to open all elementary schools, all middle schools, all high schools, our preschool and our adult school at the same time. A phased reopening plan was approved by our school board that identified primary grades (TK/JK-3rd grade) to open in November of 2020. The intent was to open the remaining schools in January of 2021. Although we were able to have students in grades 4-6 return, State and local guidelines prevented the reopening of middle schools and high schools as intended in January of 2021. Middle schools, high schools, and the adult school did not reopen until March of 2021. The preschool reopened in April of 2021.

## **Distance Learning Program**

### **Actions Related to the Distance Learning Program**

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1 year district license to support distance learning: Nearpod, Screencastify, Edpuzzle, Labster, ESGI, Kami, DeltaMath, Freckle, Music first, VOCES, Rosetta Stone, Newsela, Seesaw	\$371,824.49	\$477,187.13	Y

Wifi Hotspots	\$240,038.56	\$336,092.17	Y
School supplies for student grab bags: watercolors, pencils, rulers, markers, erasers, pencil sharpeners	\$12,199.55	\$384,803.70	Y
Breakfast and Lunch Meal Distributions: thermal food bags, drop box with stand, portable tables, pop- up canopies, hot/cold cambro, Versa cart with casters, braising pan, tilt skillet.	\$63,754.20	\$102,600.85	Y
Purchase of programs/resources to support staff development for distance learning: How to Engage in Distance Learning	\$117.00	\$2,078.00	Y
Purchase of earbuds/headsets for students/staff	\$5,575.14	\$10,394.06	Y
Additional textbooks for elective courses (students can no longer share)	\$1,167.22	\$0	Y
Additional hours for Library Clerks for distributing textbooks	\$2,076.85	\$3,183.95	Y
Additional hours for campus supervisors	\$7,340.62	\$62,410.83	Y
Ed. Services salary pay for 25 days of planning for in-person and distance learning models in the month of July	\$110,319.07	\$47,553.19	Y
5 Additional TOSA Planning days to provide support to teachers	\$18,342.40	\$26,317.59	Y

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

In most cases, the actual expenditures exceeded the budgeted expenditures for the distance learning program. The need to purchase online digital programs to support distance learning resulted in actual expenditures that exceeded the budgeted amount. There were a number of digital programs and online programs that were needed to supplement distance learning and instruction. The same holds true for the purchasing of hot spots. Due to the increased demand for hot spots, we needed to purchase as much as we could and as early as we could. In addition, we needed to pay for hot spot activity. Students and families requested hot spots throughout the course of the school year. We issued hot spots to families as supplies allowed us to do so. The actual expenditures for school supplies exceeded the budgeted amount as well. There was a need to distribute basic school supplies to all elementary students across our school district. These basic school supplies ensured that all elementary students can actively participate in the distance learning program. Because child nutrition guidelines were relaxed for the entirety of the 20-21 school year, the actual expenditures for meal distribution was higher than the budgeted amount. Any and all students who wanted to receive food from our distribution sites were eligible to do so. There was no need to qualify through the Free or Reduced Meal Program. The additional hours for Campus Supervisors was much higher than expected. Campus Supervisors were needed to work additional hours at multiple school sites. The

same holds true for the additional TOSA planning days. Our team of TOSAs were required to work days sooner than they originally planned to support the distance learning program.

## **Analysis of the Distance Learning Program**

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

### **Successes:**

Multiple educational technology platforms, software and resources were purchased and made available to staff and students at the start of the 2020-2021 school year. Professional development for each of the platforms, software, or resources was made available. Wifi hotspots and school supplies (pencils, pens, paper, rulers, markers, erasers, and pencil sharpeners) were available for students. Additional earbuds/headsets and textbooks were purchased as needed for students to use at home or in-school when in-person learning was possible. To support students, schools, and families, additional hours were assigned to campus supervisors and library clerks for the distribution of various materials, supplies, and resources throughout the school year. A portion of specific administrative salaries in Educational Services and five (5) additional work days for Teachers on Special Assignments (TOSA) were funded to support Distance Learning. For various reasons, more than 50% of all students at the elementary school, middle school, and high school levels remained in virtual learning when schools were allowed to reopen for instruction during the 20-21 school year.

### **Challenges:**

Per State guidelines, all instruction for the 20-21 school year was to begin with virtual learning. In-person instruction was prohibited to begin the 20-21 school year. Some students and some schools in SVUSD remained in Distance Learning longer than others. Due to the adapted instructional day, some families may have incurred challenges with transportation in getting their children to and from school for in-person instruction resulting in the lower number of students receiving in-person learning. A phased reopening plan was approved by our school board that identified primary grades (TK/JK-3rd grade) to open in November of 2020. The intent was to open the remaining schools in January of 2021. Although we were able to have students in grades 4-6 return, State and local guidelines prevented the reopening of middle schools and high schools as intended in January of 2021. Middle schools, high schools, and the adult school did not reopen until March of 2021. The preschool reopened in April of 2021.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Wifi Hotspots	\$240,038.56	\$336,092.17	Y
School supplies for student grab bags: watercolors, pencils, rulers, markers, erasers, pencil sharpeners	\$12,199.55	\$384,803.70	Y
Hourly Staff: Additional hours for training in COVID-19 practices and online support	\$20,000.00	\$20,000.00	Y
Additional textbooks for elective courses (students can no longer share)	\$1,167.22	\$0	Y
Purchase of earbuds/headsets for students	\$4,828.36	\$10,394.06	Y
Additional hours for Library Clerks for distributing textbooks	\$2,076.85	\$3,183.95	Y
1 year district license to support distance learning: Nearpod, Screencastify, Edpuzzle, Labster, ESGI, Kami, DeltaMath, Freckle, Music first, VOCES, Rosetta Stone, Newsela, Seesaw	\$371,824.49	\$477,187.13	Y
Purchase of programs/resources to support staff development for distance learning: How to Engage in Distance Learning	\$117.00	\$2,078.00	Y
4 additional staff development days to provide training for effective virtual learning	\$1,622,406.95	\$1,675,655.30	Y
3 non-contract professional development days to provide training to teachers 8/29, 10/3, and 10/17.	\$80,850.90	\$132,857.11	Y

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

In most cases, the actual expenditures exceeded the budgeted expenditures for addressing pupil learning loss. The need to purchase online digital programs to support distance learning resulted in actual expenditures that exceeded the budgeted amount. There were a number of digital programs and online programs that were needed to supplement distance learning and instruction. The same holds true for the purchasing of hot spots. Due to the increased demand for hot spots, we needed to purchase as much as we could and as

early as we could. In addition, we needed to pay for hot spot activity. Students and families requested hot spots throughout the course of the school year. We issued hot spots to families as supplies allowed us to do so. The actual expenditures for school supplies exceeded the budgeted amount as well. There was a need to distribute basic school supplies to all elementary students across our school district. These basic school supplies ensured that all elementary students can actively participate in the distance learning program. Finally, the number of professional development days increased as the need to support and prepare teachers for in-person instruction increased.

## **Analysis of Pupil Learning Loss**

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

### **Successes:**

All of the intended actions related to Pupil Learning Loss were implemented. Multiple educational technology platforms, software and resources were purchased and made available to staff and students at the start of the 20-21 schools year. Professional development for each of the platforms, software, or resources was made available. Professional development and resources were provided to administrators with a PLC focus on bridging the gap in student learning. Wifi hotspots and school supplies (pencils, pens, paper, rulers, markers, erasers, and pencil sharpeners) were available for students. Additional earbuds/headsets and textbooks were purchased as needed for students to use at home or in-school when in-person learning was possible. To support students, schools, and families, additional hours were assigned to campus supervisors and library clerks for the distribution of various materials, supplies, and resources throughout the school year.

### **Challenges:**

During the 20-21 school year, it has been difficult to resume in-person instruction at some grade levels. A phased reopening plan was approved by our school board that identified primary grades (TK/JK-3rd grade) to open in November of 2020. The intent was to open the remaining schools in January of 2021. Although we were able to have students in grades 4-6 return, State and local guidelines prevented the reopening of middle schools and high schools as intended in January of 2021. Middle schools, high schools, and the adult school did not reopen until March of 2021. The preschool reopened in April of 2021. For various reasons, less than 50% of all students at the elementary school, middle school, and high school levels returned for in-person instruction. Due to the adapted instructional day, some families may have incurred challenges with transportation in getting their children to and from school for in-person instruction resulting in the lower number of students receiving in-person learning. The majority of students opted to remain in virtual learning for the 20-21 school year.

## Analysis of Mental Health and Social and Emotional Well-Being

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

### Successes:

We supported the mental health and social emotional well-being of students and staff during the 20-21 school year. Professional development for staff included support for Tier 1 (Whole school safety and prevention, community and family engagement and supports, staff wellness, classroom strategies), Tier 2 and Tier 3 (Early and targeted intervention for students/staff).

### For Tier 1 we provided the following:

-Modeling of and support for community circles and SEL check-ins.

-Elementary: SEL whole group lessons/presentations, interactive virtual counseling rooms (rooms include calming activities, calming strategies, multicultural library, Medal of Honor, kindness, growth mindset and positive self concept), student SEL videos, parent resources (newsletter, videos, website and tool box of resources), SEL summer packet for students/parents, Google check-in form, classroom behavior consultation (behavior modifications, digital citizenship), professional development for teachers- SEL in a virtual setting and Restorative Justice, suicide prevention training for staff, psychologists will provide risk assessments to students who are having social emotional difficulties and will refer students for the appropriate intervention including RISE, Crisis Stabilization (CSU), and CIT services.

-Secondary: Office Hours for student counseling (via Zoom); Parent resources/information outreach (Counseling Websites, videos, electronic newsletters, consistent email communication). Staff Meeting Professional Development/Engagement/SEL strategies for Teacher's virtual classrooms, suicide prevention training for staff, psychologists will provide risk assessments to students who are having social emotional difficulties and will refer students for the appropriate intervention including RISE, Crisis Stabilization (CSU), and CIT services.

-The District Mental Health and Student Wellness Page was created to provide resources for students, families and the community on student mental health, drug abuse and prevention, anti-bullying, and suicide prevention. In addition, the District Anonymous Reporting Link, community resources and specific supports provided by the SVUSD District Counseling Team are included in this web resource. The website is embedded and regularly updated on all District and individual school websites.

### Tier 2 supports included Tier 1 and:

-Elementary: small group or individual counseling sessions for students referred, brief intervention, classroom management strategies, SST's, teacher/staff support

-Secondary: small group or individual counseling sessions, brief intervention, academic/career advisement, SST's, 504's; Teacher/staff individual support. Coordinate and participate in parent/teachers conferences.

Tier 3 supports were provided by outside agencies, in addition to the supports at both Tier 1 and Tier 2 for students and staff. The following was provided:

-Elementary: Collaboration for crisis intervention, referrals to outside agencies as needed, work in collaboration with SRO and school psychologists, collaboration with student services for behavior plan support, collaboration with district office personnel for foster/homeless, family consultation/support

-New Dawn Counseling teletherapy services provided for low income students.

-Secondary: Collaboration for crisis intervention, referrals to outside agencies as needed, work in collaboration with SRO's and school psychologists to support students in crisis (as applicable), collaboration with student services for behavior plan support, collaboration with district office personnel for foster/homeless; family consultation/support.

For students with disabilities:

-Students who have social emotional needs will be monitored and receive individual and group counseling through Educationally Related Social Emotional Support (ERSES) services, designated individual and group counseling provided by school psychologists and STAR Era-Ed therapists. Psychologists will provide risk assessments to students who are having social emotional difficulties and will refer students for the appropriate intervention including RISE, Crisis Stabilization (CSU), and CIT services.

Challenges:

Some students were inconsistent with their participation in virtual counseling, small group counseling, and/or individual counseling. Multiple home visits were needed, multiple phone calls needed to be made, and check-ins were often required as a follow-up with students who were not attending assigned sessions. Due to confidentiality concerns and the virtual setting, elementary counselors were not able to conduct small group counseling sessions with students. At times, it was difficult to engage some students during virtual counseling sessions.

In addition, there appeared to be a disconnect with students during times of crisis while in virtual learning. The District Crisis Management Team was assembled on three different occasions during the 20-21 school year. In one case a veteran teacher assigned to one of our high schools passed away. A community liaison at one of our elementary schools also passed away. In addition to supports for students/staff, parents were also connected to district support, but were not widely utilized. In the other two cases, a high school student committed suicide and another high school student passed away due to complications related to COVID-19. In all three cases, students at multiple school sites were given the opportunity to seek counseling and speak with a trained professional member of our District Crisis Team. Multiple schools were impacted because the deceased students and the teacher who passed away had connections with students and employees across the school district. For precautionary reasons, services were provided to any student



or employee seeking support. The virtual counseling services were largely unused by students. Conversely, when the District Crisis Team was assembled prior to virtual learning, multiple students sought out counseling services for multiple days. There was an obvious need for services by students when students attended school in-person prior to COVID-19.

## **Analysis of Pupil and Family Engagement and Outreach**

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

### **Successes:**

Procedures for non-participating students were developed and followed during the 20-21 school year to support virtual and hybrid learning. The intent of the support plan was to provide a multi-tiered system of support to re-engage students who miss instruction or are chronically absent. This plan was developed to promote a culture of collaboration with our families to address barriers that may prevent students from engaging in virtual or hybrid learning. When we reached out to a non-English speaking family, we involved our Bilingual Community Liaisons, Bilingual Paras, office staff, ASES staff, and district interpreters to assist with translation, technology, and virtual learning. Parent support website with resources and instructions to assist in the areas of technology, math, and ELA was created. ELA support was offered in both Spanish and English. A technology help line was available for parents and students with on-demand assistance available. In addition, school counselors and school staff conducted home visits to provide outreach for our English Learners. Flyers and Professional Development tutorials were created to assist parents with educational applications and social emotional learning. A non-participating student is a student that has an unverified absence as indicated by the student's teacher. Also, there were multiple and frequent communications shared with families and the community through social media outreach and Superintendent video and written messages to parents.

### **Elementary Procedures**

#### First and Second unverified absence/non-participation

-The automated system will send a robocall and email notifying the families of the absence.

#### Third unverified absence/non-participation

-The teacher initiates contact with the family, this can be accomplished through email and/or phone calls. If the teacher is not successful in making contact, the school site administration should be notified.

#### Fourth unverified absence/non-participation

-On the fourth day of absence/non-participation, the office staff or site administration will make contact with the family to determine if any site-level support help is necessary.

#### Fifth unverified absence/non-participation

If a student has reached a fifth absence/non-participation the site administration must initiate a home visit.

-The home visits should never be conducted alone.

-Elementary: Principals should conduct home visits with assigned site counselor.

-Secondary: Sites will determine the home visit team. Assistant Principals and Counselors conducted home visits as needed.

-If there is concern about safety, the SROs are available to support the home visit process.

By the end of each week, a list of students that have reached three days or 60% of non-participation must be submitted to the Director of Instruction and Pupil Services.

### **Secondary Procedures**

#### First unverified period absence/non-participation

-The automated system will send a robocall and email notifying the families of the absence.

#### Second unverified period absence/non-participation

-The teacher initiates contact with the family, this can be accomplished through email and/or phone calls. If the teacher is not successful in making contact site administration should be notified.

#### Third unverified period absence/non-participation

-On the third day of absence/non-participation, the office staff or site administration will make contact with the family to determine if any site-level support help is necessary.

#### Fourth unverified period absence/non-participation

If a student has reached the fourth absence/non-participation the site administration must initiate a home visit.

-The home visits should never be conducted alone.

-Elementary: Principals should conduct home visits with assigned site counselor

-Secondary: Sites will determine the home visit team.

-If there is concern about safety the SROs are available to support the home visit process.

By the end of each week, a list of students that have reached three days or 60% of non-participation must be submitted to the Director of Instruction and Pupil Services.

#### Tier 1

- Update Contact Information in Aeries
- Technology Support (equipment, connectivity)
- Engagement (connecting families with school site, teachers, counselors)

#### Tier 2

- Mental Health referral
- Family Support
- Telehealth
- Educational supports (tutoring)

#### Tier 3

- Meetings similar to SART with site administrators via video conferencing

#### Challenges:

Some students experienced home and environmental factors outside of their control. Some of those factors included, but were not limited to, home wifi infrastructure, communicating with caregivers who have limited technology experiences, and various language barriers.

## **Analysis of School Nutrition**

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

#### Successes:

Following the Child Nutrition Departments successful 2020-2021 school year feeding our district's children, they continued their solid work through the Summer of 2020 by continuing the Grab-N-Go meal pick-up for all children 18 and younger.

Two sites, Berylwood Elementary School and Santa Susana High School offered meal pick-ups on Mondays, Wednesdays and Fridays, from the end of the school year on June 8 through July 31. (Campuses reopened on August 17, giving the Child Nutrition staff time to do its annual deep cleaning at all kitchen sites.) Mondays and Wednesdays each offered breakfast and lunch for two days and Fridays provided breakfast and lunch for three days. Altogether 89,326 meals were distributed over the summer to Simi Valley's children.

At the start of the 2020-2021 school year, all students were in Virtual Learning as mandated by state guidelines.

The Child Nutrition Department opened Grab-N-Go meal pick-up sites at nine schools: Arroyo Elementary School, Berylwood Elementary School, Hillside Middle School, Katherine Elementary School, Park View Elementary School, Sinaloa Middle School, Santa Susana High School, Simi Valley High School and Valley View Middle School. These locations were chosen because of their facilities, parking lots and locales around our city to best serve as many families as possible. Following the rules reinstated in September, meals were available for all children 18 and younger living in our district (not just students), and children did not need to be present to receive a meal.

Pick up continued for five days a week with breakfast and lunch served Mondays, Tuesdays, Wednesdays and Thursdays. On Fridays, pick-up meals included three breakfasts and three lunches to keep children fed throughout the weekend.

We also continued our home delivery program, serving up to 188 homebound children unable to pick-up food in person. This aspect of our meal program was handled by our bus drivers and Child Nutrition staff.

After the announcement was made that all children would be fed for free, the numbers of those using the Grab-N-Go meals almost quadrupled in four days. (September 1 was the last day under the Free & Reduced Lunch restrictions. That day 592 meals were distributed. On September 2, 1,379 meals were distributed. On September 3, 1,672 meals were distributed and on September 4, 1,963 meals were distributed.) The Child Nutrition Department quickly ordered additional food, and for the next two months they worked tirelessly and with great creativity to make the meals as nutritious and tasty as possible.

By early October, about 2,000 meals were distributed daily through the Grab-N-Go sites.

On November 2, after our county had reached the Red Tier for the COVID designations, we reopened our 18 elementary schools for in-person instruction for students in JK/TK, Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grades. About 49% of those students returned for in-person instruction. The result was that the Child Nutrition Department once again had to shift its operations with a major pivot in order to provide the children physically attending school with their meals while also continuing to provide meals for all other children not routinely on campus. The decision was made to eliminate the four elementary schools from the Grab-N-Go pick-up service, leaving our remaining five middle and high school sites to continue to feed any children who came to them. Then the elementary sites, which had children attending morning or afternoon sessions, scheduled meal times during the break and provided meals to-go to in-person

students and their siblings (whether the siblings were attending school in-person or not). We also delivered bulk meals to the different before- and after-school care programs serving our students. (In SVUSD, three organizations cover our schools: The YMCA, Rancho Simi Recreation and Parks District and the Boys & Girls Club of Moorpark & Simi Valley.) The result was the immediate jump to about 2,500 students receiving meals daily, with the remainder of the 2020 calendar year seeing between 1,900 and 3,200 meals served daily.

One negative about having the schools begin to reopen is our bus drivers now attended to their regular duties and we did not have the staff to continue the home deliveries. We made accommodations for a handful of families that had no other way to obtain their meals.

The Child Nutrition Department was closed during the Winter Break. On January 5, our first day back, we opened the remaining elementary grades at the schools, 4<sup>th</sup>, 5<sup>th</sup> and our elementary 6<sup>th</sup> graders. (Half our 6<sup>th</sup> graders choose to attend their elementary schools and the other half attend one of our three middle schools.) Our secondary students were still all-virtual learners. In terms of numbers, we were steadily feeding more than 3,000 students a day, hitting a high of 3,976 in mid-February.

On March 23, after our county once again entered the Red Tier, we reopened our remaining campuses. Meals are now served on all campuses to in-person students. At the elementary schools, about 48% returned to in-person. Middle schools had about 44% of its students return and high schools saw 34% of students come back for in-person instruction. We continued to provide Grab-N-Go meals at the five middle and high school sites to accommodate our virtual learners and the community as a whole.

Because we had a few families reach out to us after Winter Break to share that they struggled to feed their children over the long holiday, we implemented Spring Break Grab-N-Go at four sites. On Monday of Spring Break (March 29) 1,491 children received bags that represented 7,455 breakfasts and lunches to cover five days.

For the upcoming summer, we will continue to provide Grab-N-Go meals without cessation until July 30, 2021 at two sites: Berylwood Elementary School and Santa Susana High School. We will also feed on their campuses our Extended School Year students (Special Education).

#### Challenges:

The challenges were unique to this year's conditions. The most challenging factor for this last year was the constant change of how meal services were provided. With the gradual, phased-in return to school, staff and families had to constantly shift where they were picking up meals. If the students remained virtual throughout the school year, then at least the primary Grab-N-Go sites remained open for their needs. But families with children who switched from virtual to in-person, especially if they had other children who remained virtual, there was much confusion and sometimes additional driving.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Support for Pupils with special needs	Distance Learning Program: Special Ed Teachers, Speech Pathologist, Occupational therapy assessments for students, SLP therapist services	\$345,970.50	\$384,789.24	Y
Staff/Student Safety and Hygiene	Personal Protective Equipment: Face coverings (masks and where appropriate, face shields, and sneeze guards), isolation gowns to ensure that students and staff entering school sites and staff working are minimizing the spread of respiratory droplets while on campus. Increased supply of hand sanitizer and soap.	\$ 41,639.70	\$83,945.24	Y
Staff/Student Safety and Hygiene	Health Materials: Additional thermometers to screen student temperatures and additional supplies to respond to student who display signs of illness.	\$6,860.32	\$149,937.19	Y
Staff/Student Safety and Hygiene	Disinfecting Materials: Additional materials to support effective routine disinfection of high touch surfaces. (Protexus/pump Sprayers, air filters, wipes, gloves, bleach)	\$314,238.59	\$445,262.99	Y
Staff/Student Safety	Plexiglass and shower curtain liners provide barriers when close contact is likely and does not allow for physical distancing when administering assessments for individualized instruction.	\$109,244.20	\$942,117.04	Y
Staff/Student Safety	Signage, Posters, and Floor Decals: Visual cues throughout the school sites to maximize social distancing.	\$2,762.66\$	\$3785.81	Y
Implementing Distancing Inside and Outside of the Classroom	Classroom Technology: Purchase of additional technology for classrooms to allow for increased access to online and virtual streaming of classes. (classroom topcats)	\$1,151,425.46	\$1,676,154.32	Y
Preparations for 2020-2021 School Year	Additional staff hours for training related to safety and COVID-19	\$9,806.33	\$1,610,666.69	Y

Staff Development for Distance Learning	4 professional development days to provide training to teachers	\$1,622,406.95	\$1,675,655.30	Y
Preparations for 2020-2021 School Year	Ed. Services salary pay for 25 days of planning for in-person and distance learning models in the month of July	\$110,319.07	\$47,553.19	Y
Staff Development	5 Additional TOSA Planning days to provide support to teachers	\$18,342.40	\$26,317.59	Y
Staff/Student resources	1 year district license to support distance learning: Nearpod, Screencastify, Edpuzzle, Labster, ESGI, Kami, DeltaMath, Freckle, Music first, VOCES, Rosetta Stone, Newsela, Seesaw,	\$384,188.36	\$477,187.13	Y
Student Engagement	Wifi Hotspots	\$240,038.56	\$336,092.17	Y
Student Engagement/Outreach	School supplies for student grab bags: watercolors, pencils, rulers, markers, erasers, pencil sharpeners	\$12,199.55	\$384,803.70	Y
Pupil/Family Engagement and Nutrition	Breakfast and Lunch Meal Distributions: thermal food bags, drop box with stand, portable tables, pop-up canopies, Hot/Cold Cambro, Versa Cart with casters, braising pan, tilt skillet	\$76,811.04	\$102,600.85	Y
Staff Development for Distance Learning	Purchase of programs/resources to support staff development for distance learning: How to Engage in Distance Learning	\$117.00	\$2,078.00	Y
Student Engagement/Outreach	Purchase of earbuds/headsets for students/staff	\$5,575.41	\$10,394.06	Y
Limit Sharing Resources	Additional textbooks for elective courses (students can no longer share)	\$1,167.22	\$0	Y
Preparations for 2020-2021 School Year	Additional hours for Library Clerks for distributing textbooks	\$2,076.85	\$3,183.95	Y
Preparations for 2020-2021 School Year	Additional hours for campus supervisors	\$7,340.62	\$62,410.83	Y

Preparations for 2020-2021 School Year	3 non-contract professional development days to provide training to teachers 8/29, 10/3, and 10/17.	\$80,850.90	\$132,857.11	Y
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A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

In most cases, the actual expenditures exceeded the budgeted expenditures for the additional plan requirements. The actual expenditures for thermometers to screen students and adults in order to access district property surpassed what was budgeted, because the identified thermometers for purchase were quite advanced. These particular devices were not what we initially intended to purchase when our school board approved the Learning Continuity and Attendance Plan. The amount of additional materials to support effective routine disinfection of high touch surfaces exceeded what was budgeted as well. We needed to purchase more material to support the disinfecting effort across the district. In addition, to allow for social distancing on school buses, we purchased two additional school buses. The expense for the two additional school buses dramatically increased the budgeted amount designated to allow for social distancing. The guidelines regarding social distancing and transportation were not relaxed until much later in the 20-21 school year. The same holds true for classroom technology. As we were allowed to reopen schools, there was a need to accelerate the number of audio systems that were being installed in classrooms. There was an established timeline for every learning space to have a Topcat audio system installed in that learning space. That timeline was associated with Measure X bond projects. Given the guidelines for reopening schools under COVID-19, we needed to accelerate the installation process for the Topcat audio systems in all learning spaces. Doing this would enhance a teacher’s ability to be heard while wearing face coverings and social distancing. Finally, the number of professional development days increased as the need to support and prepare teachers for in-person instruction increased.

In addition, the need to purchase online digital programs to support distance learning resulted in actual expenditures that exceeded the budgeted amount. There were a number of digital programs and online programs that were needed to supplement distance learning and instruction. The same holds true for the purchasing of hot spots. Due to the increased demand for hot spots, we needed to purchase as much as we could and as early as we could. In addition, we needed to pay for hot spot activity. Students and families requested hot spots throughout the course of the school year. We issued hot spots to families as supplies allowed us to do so.

**Overall Analysis**

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

Many of the actions/services in the 2021-2024 LCAP have been influenced by implementing in-person and distance learning. The need to provide review classes and tutoring to high school students during the 2020-2021 school year has resulted in those supports



becoming actions/services for the next three years. AP review sessions (1.4d) and additional tutoring sessions (3.5d) to address learning gaps have been added to the LCAP to support high school students. The 2020-2021 experience also revealed the need to continue supporting and making available CTE courses at the high school level (1.4d). The need to provide standards-aligned and accessible digital programs during the 2020-2021 school year has also resulted in maintaining digital programs as actions/services moving forward in the 2021-2024 LCAP (1.1k, 2.2b, 2.5f, 2.5g, 2.5h, 2.5i, 2.5j, 2.5k, 2.5l, 2.5m, 2.5n, 2.5o, 2.5p, 2.5q, 2.5r, 2.5s, 2.5t, 2.5u, 3.2d, 5.5j). As we transition into full-time in-person instruction in the 2021-2022 school year, there is also a need to purchase additional science equipment and supplies to maintain social distancing and avoid close contacts (2.5e).

Lessons learned from implementing in-person and distance learning programs in 2020-2021 have also informed us of the need to reevaluate our Response to Intervention actions/services. As a result of the reevaluation, we will now offer increased Rtl time at the elementary level by employing full-time Rtl teachers versus part-time, employing Title teachers at Title I schools, and employing Literacy Coaches at Title I schools (3.1a, 3.1b, 3.4f, 3.4g, 3.4j). We will also dedicate one (1) section for an Intervention Coordinator to our secondary schools (3.5f) and support five (5) sections of Rtl classes to support math and ELA learning gaps for secondary students (3.1g, 3.5e).

The need for social-emotional support and mental health services were common themes throughout the 2020-2021 school year. From our outreach and stakeholder engagement feedback, those needs have been highlighted as essential moving forward in 2021-2024. As a result, counseling support and training have been added at the elementary level (5.5l) and high school level (1.3i, 5.5b, 5.5g, 5.5m). Secondary counselors will also provide support and education to students on a number of topics to maintain healthy lifestyles and healthy decision-making (5.5c, 5.5e, 5.5f).

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

Pupil learning loss will be addressed in the 2021-2024 LCAP through a variety of actions/services. Formal assessments will be used to determine any learning loss that may exist (2.5f, 3.1n, 3.2a, 3.5b). Students identified as having gaps in learning will receive Response to Intervention (Rtl) support at the elementary level (3.1a, 3.1b), the middle school level (3.1g, 3.5f), and the high school level (3.5e, 3.5f). Credit recovery issues will be provided as well (1.1m, 3.1e). Summer school learning opportunities will be provided as well at all level across the district (3.4h) in addition to Jump Start/Orientations prior to the start of the 2021-2022 school year for students who have been on hybrid or virtual learning for the 2020-2021 school year (5.5k).

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

In most cases, the actual expenditures exceeded the budgeted expenditures throughout implementing the Learning Continuity and Attendance Plan. There were very few instances where the budgeted amounts exceeded actual expenditures. One area where this was the case was the projected purchase of additional textbooks for electives courses. The purchasing of additional textbooks was not necessary. Therefore, the expense was not necessary. In addition, the budgeted amount for administrative salaries for Educational Services personnel to work over the summer was less than expected. Although the work was still carried out, the actual expenditures were less than expected.

In terms of actual expenditures exceeding the budgeted expenditures, there were numerous instances where this was the case. For example, the purchasing of thermometers to screen students and adults in order to access district property exceeded the budgeted amount, the amount of additional materials to support effective routine disinfection of high touch surfaces exceeded what was budgeted, we purchased two additional school buses to comply with social distancing guidelines, classroom technology cost more than anticipated, and the need to purchase online digital programs to support distance learning resulted in actual expenditures that exceeded the budgeted amount.

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

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

The analysis and reflection of the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan have informed the development of the 2021-2024 LCAP. Through stakeholder feedback/engagement and the analysis of various data samples, the 2021-2024 LCAP is centered around primary themes. These primary themes include an emphasis to develop Professional Learning Communities, an emphasis on student academic achievement and intervention, the need to support social-emotional learning, and the need to support all stakeholders with educational technology. This will all be accomplished through various levels of professional development that have become actions/services in the 2021-2024 LCAP (1.1h, 1.3c, 2.1a, 2.1d, 2.1f, 2.1h, 2.1i, 2.1j, 2.1l, 2.1m, 2.1n, 2.1o, 2.3a, 2.4a, 2.4b, 2.5a, 2.5v, 2.5w, 3.1i, 5.1d, 5.2b, 5.5g).

In addition, various academic, social-emotional learning, and educational technology programs will be purchased and used to support desired student outcomes (1.1k, 1.3a, 2.2c, 2.3b, 5.1b, 5.2a, 5.4e, 5.4r, 2.2b, 2.5f, 2.5g, 2.5h, 2.5i, 2.5j, 2.5k, 2.5l, 2.5m, 2.5n, 2.5o, 2.5p, 2.5q, 2.5r, 2.5s, 2.5t, 2.5u, 3.2d, 5.5j).

Various partnerships will with local and national educational providers also enable our district to support desired student outcomes that are aligned with our LCAP goals (1.3a, 1.3b, 1.3d, 1.3j, 2.3c, 3.2c, 5.2a, 5.4f, 5.4n, 5.4s,).

## **Instructions: Introduction**

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

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

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

### **Annual Update**

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

### **Annual Measurable Outcomes**

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

### **Actions/Services**

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

### **Goal Analysis**

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

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

### **Analysis of In-Person Instructional Offerings**

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

### **Actions Related to the Distance Learning Program**

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

## **Analysis of the Distance Learning Program**

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

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

## **Actions Related to Pupil Learning Loss**

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

## **Analysis of Pupil Learning Loss**

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

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education  
January 2021

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

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

LEA Name	Contact Name and Title	Email and Phone
Simi Valley Unified School District	Dr. Hani Youssef Assistant Superintendent of Educational Services	Hani.youssef@simivalleyusd.org 805-306- 4500 ext. 4201

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



# Local Control 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
Simi Valley Unified School District	Dr. Hani Youssef Assistant Superintendent of Educational Services	Hani.youssef@simivalleyusd.org 805-306- 4500 ext. 4201

## Plan Summary [2021-22]

### General Information

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

The Simi Valley Unified School District serves about 15,500 TK-12 students at 28 campuses, along with a thriving preschool community and successful adult school. Located in Ventura County, Simi Valley shares a border with Los Angeles County, making us a suburb of Los Angeles with about 130,000 residents.

Our demographics include:

- 40.22% Latino/Hispanic
- 43.42% White
- 10.75% English Learners Current (85.58% of EL's are Spanish Speaking)
- 29.39% Free and Reduced Lunch/4,776 students (2020-2021)
- Special Education 2,231 students (2020-2021)
- Junior Kindergarten/Transitional Kindergarten 227 students (2020-2021)

We serve a diverse community with parents who are very active in our schools. Students graduate and go on to two-year and four-year colleges and universities, trade schools and the military. We have two comprehensive high schools, one magnet high school, one continuation high school and a thriving independent study school. We have three middle schools and 18 elementary schools. Of the elementary schools, four are Title 1 schools. Ten of our 24 qualified schools are California Gold Ribbon schools and we have four National Blue Ribbon schools, including one named in 2016.

## Reflections: Successes

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

Prior to the pandemic, the LEA boasts about a number of accomplishments related to the 2019 California School Dashboard. In the area of Chronic Absenteeism on the 2019 Dashboard, the All Students group who were chronically absent declined .5% to 8.2%. According to the 2019 Dashboard, the graduation rates for all students increased by 3.7% to 89.6%. In particular, Royal High School met their goals related to 2019 graduation rates for all students, English Learners, and socio economically disadvantaged students. In addition, the number of students taking and passing Advanced Placement (AP) exams increased from 1,270 students to 1,372 students.

In the area of mathematics, our 2019 student performance Dashboard data maintained from one year to the next. Where many districts experienced decline in math performance, our LEA did not. Our 2019 LEA's Dashboard College and Career Indicator for all students increased by 2% as well. As for Local Indicators on the 2019 Dashboard, the LEA is proud that it has met standards in the areas of Academic Performance, Academic Engagement, and Conditions and Climate.

## 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.

Although 2019 Dashboard data in the area of mathematics sustained and did not decline, Dashboard data revealed that CAASPP results in the area of mathematics continue to need improvement. Only 43% of Simi Valley Unified School District students met or exceeded grade level standards on the state performance assessments in 2017-2018. An increase of 2% was identified as a growth target prior or the pandemic.

Performance from one year to the next did not improve by 2% as desired in 2019. Although performance from one year to the next in mathematics sustained, it did not improve. Less than 50% of students taking the state assessment are meeting grade level standards. As a result, providing professional development opportunities in the areas of mathematics will increase (2.1a, 2.1f, 2.5v, 2.5w), incorporating math into the elementary Rtl program by hiring full-time elementary Rtl teachers will increase (3.1a), sustaining math intervention at the middle school levels will continue (3.1g), secondary intervention opportunities before and after school will be available (3.5d), math intervention sections at the high school levels will be added (3.5e), secondary schools will receive an additional section to assign an Intervention Coordinator (3.5f), Title I schools will offer additional math tutoring after school hours (3.4g), and the summer math academy will expand to include 4th grade students along with 5th and 6th grade students (3.4h). There are no state indicators with a performance level of orange for the "all students" group per the 2019 California Schools Dashboard.

Students with Disabilities are performing two or more levels below the "all student" group in ELA, math, chronic absenteeism, graduation rates, and the College and Career Indicator according to the 2019 California Schools Dashboard. This resulted in SVUSD entering

Differentiated Assistance. Root causes have been analyzed and identified. SVUSD will explore co-teaching models to support Students with Disabilities (3.1o), provide online credit recovery opportunities through Cyber High (1.1m), and each elementary school will receive one fulltime Rtl teacher who will offer support in ELA and mathematics (3.1a). In addition, math intervention sections at secondary schools will be added (3.1g, 3.5e).

Foster youth are also performing two or more levels below the "all student" group in math according to the 2019 California Schools Dashboard. To address the needs of foster youth in math, the LEA will offer a-g monitoring protocol support (1.1i), the LEA will continue to identify students for greater access to curriculum (1.3a), offer summer math academy courses (3.4h), and offer additional instructional personnel to foster youth who may be in Title and non-Title schools (3.4a, 3.4c, 3.4f, 3.4g, 3.4l, and 3.4j). Also, TOSA coaching as well as online math support (2.4f), and each elementary school will continue to receive one part-time Rtl teacher who will offer support in ELA and mathematics (3.1a). In addition, math intervention sections at secondary schools will be added (3.1g, 3.5e).

To support students with disabilities in academic achievement in the area of ELA at the middle school level and high school level, additional sections will be added to each middle school and high school for ELA Rtl support (3.1g, 3.5e). Writing support will be offered at the high school level (3.4i). Secondary schools will also receive an additional section to assign an Intervention Coordinator (3.5f). Testsite Coordinators will also offer make-up opportunities for students with disabilities who do not complete state assessments. This is a result of 2019 Dashboard data indicating that Students with Disabilities did not meet the minimum requirements for the percentage of students required to test, 95%.

In regards to the 2019 College and Career Indicator, there are other subgroups that are performing two or more levels below the "all student" student performance like Students with Disabilities. English Learners, Hispanic students, and socio economically disadvantaged students are performing two or more levels below "all students."

English Learners will receive ongoing support by way of offering professional development to staff (2.1j, 2.1k, 2.1l, 2.1m, 2.1o, 2.1p, 3.3a, 3.3d). Supplemental materials will be purchased to support English Learners (2.2c, 2.2d, 2.2e). Additional staffing will be employed and events planned to support English Learners (1.3e, 1.3f, 3.3c, 3.4d). Homeless and socio economically disadvantaged students will receive ongoing academic support by way of providing additional staffing and offering professional development to staff (2.1a, 3.1a, 3.1e 3.1i, 3.4f, 3.4g, 3.4h, 3.4n, 3.4o, 3.4p).

State indicators from the 2019 Dashboard also reflect foster youth are two or more performance indicators below the "all students" group in the suspension indicator. Foster youth will receive ongoing support by way of offering social emotional education (5.4n), providing personnel to support foster youth (5.3a, 5.3e, and 5.4p) and host assemblies to promote better decision-making (5.1a and 5.4f) along with digital citizenship curriculum to promote positive online decision-making (5.2a).

Lastly, 2019 state indicators reflect there are performance gaps in the chronic absenteeism indicator. The following groups of students are performing two or more indicators below the "all student" group: foster youth, socio economically disadvantaged students, African-American students, and students with disabilities (addressed above). To support the identified groups of students in the area of chronic absenteeism, the LEA will employ additional personnel to address student needs that will promote improved attendance at school (3.4a, 3.4b, 3.4c, 3.4n, 3.4o, 3.4p, 3.4q, 3.5f, 5.3a, 5.3e, 5.4c, 5.4f, 5.4h, 5.4q, 5.5l, and 5.5n). Transportation to and from school will also be provided to foster youth as needed. Parent and guardian support will also be provided to improve the rate of chronic absenteeism (4.1c, 4.1e, 4.1f, 4.4b, 4.4c, 4.5f, 4.5n, and 4.5w).

## LCAP Highlights

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

The Key features of this year's LCAP can be identified by reviewing select Annual Measurable Outcomes and Action Items for the five goals that have been identified. The highlights, by goal, include:

### Goal 1:

- Continue to offer a College and Career Seminar (CCS) course to all ninth grade students (1.1j). This will continue to provide ninth grade students an opportunity to explore the possibility of participating in Pathway courses and evaluating their postsecondary options.
- Expand International Baccalaureate (IB) course offerings to our secondary school students (1.3b). This will allow for greater promotion of Universal Access of more rigorous courses to students pursuing alternatives to Advanced Placement (AP) courses.
- Provide online credit recovery opportunities for students with disabilities (1.1m).
- Explore a partnership with Center for Advanced Professional Studies network (1.3j).
- Provide district-wide AP review sessions before and after school (1.4c)
- Hiring additional high school counselors to support ninth grade students (1.4e)
- Monitor a metric that measures the number of students enrolling in IB courses and take the IB exam.
- Monitor a metric that measures the number of students enrolling in AP courses and take the AP exam.

### Goal 2:

- Ongoing professional development opportunities for staff (2.1a, 2.1f, 2.1g, 2.1h, 2.5v, 2.5w)
- Support and sustain a Science Teacher on Special Assignment (TOSA) (2.1c) as we transition to Next Generation Science Standards (NGSS) to accompany our already established team of TOSAs (2.4f).
- Pilot and adoption of science curriculum to take place in 2021-2022 (2.4d).
- Train teachers newly hired to the district on the use of Chromebooks and issue Chromecarts to all teachers who complete a one-day training (2.3a & 2.3b). This allows for greater access by students to devices that support educational technology.

- Continue to implement International Society for Technology Education (ISTE) standards to guide teaching and learning (2.3c). These fluid standards will guide teachers and students as they navigate the ever changing and expanding role of technology in education.
- Purchasing science materials and equipment to support science instruction and lab experimentation (2.5e).
- Purchasing digital programs to support student learning (2.5f, 2.5g, 2.5h, 2.5i, 2.5j, 2.5k, 2.5l, 2.5m, 2.5n, 2.5o, 2.5p, 2.5q, 2.5r, 2.5s, 2.5t, 2.5u).

#### Goal 3:

- Employ 20 full-time intervention teachers (one at every elementary school) to support all elementary students in closing achievement gaps in ELA and math (3.1a).
- Intervention sections at secondary schools will be added (3.1g, 3.5e).
- Continue to provide credit recovery support for struggling students in high school (3.1e). This will increase the number of students passing Algebra 1 and biology at the high school level.
- Use Renaissance Learning program to implement quarterly benchmark assessments districtwide in grades K-12 (3.2a). Using quarterly benchmarks will provide valuable data that allows teachers to tailor instruction as needed.
- Principals and teacher leaders will receive year three of Professional Learning Community (PLC) training with the intent of developing PLCs at every school in the LEA. Training to include attending full-day professional development sessions and onsite meetings. California Principals' Support Network (CAPS) training provided to all schools (3.2c).
- Full-time content area PE specialist will be hired to allow elementary teachers additional release time to focus on PLC-related responsibilities (3.5c).
- Apollo Continuation High School will use CSI grant money to support students (3.1n).
- An Intervention Coordinator will be identified at each secondary school to monitor and support struggling students (3.5f).

#### Goal 4:

- Continue to promote the “percentage of parents who subscribe to and access the weekly SIS reminders” as a measurable outcome, in order to provide more valuable information related to parents monitoring student progress throughout the course of a grading period versus after grades are submitted.
- Continue to incorporate the efforts of the Public Information Officer (PIO) with improving community and parent outreach/communication (4.1f). Although the PIO is not a new position to SVUSD, it has been an instrumental position in communicating successes, changes, and updates about the district, school sites, students, employees, and school communities.
- Provide and update the district web-site to include mental health and student wellness resources (4.6b).
- Continue to host College Fair and Community College informational events for parents, families, and community members (4.5o).
- Host informational events related to preschool programs, JK/TK programs, and Kindergarten (4.5h, 4.5i, 4.5s).

#### Goal 5:

- Hire elementary counselors to support elementary students with behavioral, peer, social, and emotional adjustments (5.3e, 5.5l)

- Update and implement year four of a new digital citizenship curriculum, Common Sense Media, in grades K12 (5.2a). This curriculum educates all students on appropriate use of technology. Students learn about the impact of cyberbullying, safeguards to protect their identity when online and using various programs, as well being able to identify dangers as they interact with others via the internet and shared sites.
- Continue to survey students to measure student connectedness (5.3c) and social-emotional learning (5.4n), which will allow schools to improve instruction and programs to meet the needs of all students.
- With the passage of a new bond in November 2016, a number of facilities projects will be completed to improve the exterior and interior of numerous classrooms, learning spaces, offices, and school grounds (5.4a).
- Provide transportation to Foster and Homeless youth (5.4s)
- Host Special Olympics event to provide additional support to students (5.4u).
- Hire a Coordinator of Diversity, Equity, Inclusion, and Humanities (5.5a).
- Each school site will identify and establish SEL Steering Committees to address social-emotional learning needs (5.5c)
- Host Jump Start/student orientation programs prior to the start of the school year to support students who are transitioning to new schools (5.5k).
- Hire a School Social Worker to support students (5.5n).

## 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.

Apollo Continuation 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.

The LEA will support Apollo High School by providing paraprofessionals to support English Language Development (3.4d) and a full-time counselor (1.3h). Staff at Apollo High School will be eligible to attend conferences and workshops to improve math instruction and learning (2.1f). Staff will also be eligible to participate in all training and opportunities related to Professional Learning Communities (3.2c). In addition, the LEA applied for Comprehensive Support and Improvement (CSI) grant funding to support the school. The school district received additional funding to support the site's plan, which includes the following supports:

- Professional development in the area of social-emotional learning.
- Professional development in the area of Restorative Justice.
- Professional development time devoted to academic progress and data analysis.
- Professional development in the areas of differentiated instruction and response to intervention.

- Development of diagnostic and benchmark assessments to monitor academic achievement.
- Teacher collaboration on sharing best practices in the areas of classroom management and instruction.
- Online credit recovery programs to support students who are credit deficient.

### **Monitoring and Evaluating Effectiveness**

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

Student and school improvement at Apollo High School will be monitored and evaluated in the following manner and through the following measurements:

- Data analysis related to student attendance/absences.
- Data analysis related to student tardiness/punctuality to school/classes.
- Data analysis related to student suspensions.
- Data analysis related to disciplinary referrals.
- Data analysis related to students failing courses.
- Data analysis related to credit recovery.
- Data analysis related to course completion.
- Successful development of benchmark assessments.
- Progress monitoring through benchmark assessments.
- Data analysis of social-emotional learning surveys in the areas of grit, classroom effort, growth mindset, student teacher relationships, learning strategies, and rigorous expectations.
- Academic growth on the math and ELA portions of the CAASPP for students who took the state assessment.
- Data analysis of graduation rates.
- In addition, Apollo's School Plan for Student Achievement (SPSA) will also contain how the school will monitor and evaluate student support and school improvement.

# Stakeholder Engagement

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

Many opportunities are offered each year for our community to become involved in our schools. Starting at the school level, every school has a School site council, which serves as an advisory board for larger scale issues on campus. The PTA/PTSA brings parents, students and staff together to support campus activities. At the middle and high schools, special interest groups, sometimes called boosters, support music, sports and other extracurricular activities.

There are also standing and special committees covering a wide range of topics and concerns at the District level, from our Bond Oversight Committee to LCAP and ELAC, to name just a few.

We surveyed our parents, students, and employees to identify needs, measure progress, and gather feedback on various topics. These surveys are generally sent through our District email and call system, called Blackboard. Also, notifications are sent through the district's smartphone app. The following groups were actively involved in the LCAP development process described below:

Principal's Meetings held on 2/3/21, 2/10/21, 2/24/21, 3/10/21, 3/24/21, 4/7/21, 4/14/21, 4/21/21, 4/28/21, 5/12/21, 5/19/21, 5/26/21, 6/7/21: Disseminated information regarding implementation of LCAP goals, stakeholder input, new draft goals, and presentation of final plan.

Teachers: LCAP training and updates given through site specific staff meetings that included Simi Educators Association (SEA) and CSEA, local bargaining units.

Parents: LCAP training and updates given through SSC meetings, ELAC, Back to School Nights, and other site meetings.

District English Language Advisory Committee meetings (DELAC) were held on 10/29/20, 12/8/20, 2/18/21, 4/22/21, and 5/20/21: LCAP training provided, reviewed 2020-2021 progress and discussed further needs. DELAC meeting on 5/20/2021: Presentation of 2021-2024 LCAP for review and discussion.

Parent Advisory Committee (PAC), including reps from every site held on 2/25/21, 4/8/21, 5/12/21, 5/13/21: LCAP training provided, reviewed 2020-2021 progress, and discussed further needs. Presentation of 2020-2021 LCAP for review. Discussion and parent input provided.



District Advisory Committee (DAC) held on 2/25/21, 4/8/21, 5/13/21: LCAP training provided, reviewed 2020-2021 LCAP progress, and discussed further needs. Presentation of 2020-2021 LCAP for review. Discussion and participant input provided.

Ventura County SELPA consultation.

School Board meeting held on 5/18/21: Reviewed progress of the 2020-2021 goals and provided opportunity for Board input. Update committee meetings held on 3/26/21, 4/9/21, 5/7/21, 5/21/21: District staff met to compile data, discuss needs of various stakeholder groups and departments and plan improvements.

Update committee meetings held on 3/26/21, 4/9/21, 5/7/21, 5/21/21: District staff met to compile data, discuss needs of various stakeholder groups and departments and plan improvements.

Surveys issued: LCAP surveys included parent survey, employee survey, and student survey. Parent and employee surveys were open in March of 2021. Student survey was open in April of 2021. Outreach through social media and mass email. Specific outreach and opportunity for participation through ELPAC. Paper copies available for parent survey. Parent survey available in English and Spanish.

School Board meeting held on 6/15/21: Presentation of 2020-2021 LCAP. Public Hearing on LCAP and budget on 6/15/21; Superintendent comments and response to questions were not necessary as the Superintendent did not receive any questions. Approval of the LCAP and the budget on 6/29/21.

Finally, the Local Indicator Self-Reflection was completed for each of the state priorities (1- Basic Services and Conditions, 2- Implementation of State Standards, 3- Parent Engagement, 6-School Climate, and 7 – Access to Broad Course of Study) as part of the analysis and development of year one, 2021-2024 LCAP. The 2021 CA Dashboard will indicate 'met' for each of the indicators upon release to the public in the fall.

#### A summary of the feedback provided by specific stakeholder groups.

A number of stakeholder groups provided feedback to support our LCAP process. Our Parent Advisory Committee (PAC) expressed their interest in addressing the potential for learning loss and addressing social emotional learning of students due to COVID-19. Members of the PAC offered personal insight of their own home and family experiences as they shared information. PAC members expressed their desire for a focus on social-emotional learning to help transition out of the pandemic back to a more normal and stable school setting. Some PAC

members expressed concern about lack of physical activity throughout the school year due to online instruction in response. Not all PAC members sent their students back to school as we reopened schools in 2020-2021.

As our development of the LCAP for 2021-2024 progressed, we received suggestions from our PAC. Parents desired greater internship opportunities to better prepare students for life after high school. Parents also expressed interest in the creation of the proposed Ethnic Studies Course. In addition, parents expressed that reading intervention programs have been very successful for their students and they would like to see that program expanded to the secondary level to better serve older students who may be struggling. They also expressed their desire for more elementary counselors in our schools as many students may be experiencing an increase of anxiety and depression in students due to the pandemic. An increase in Parent Information Nights and workshops were also suggested. Parents want some of those events to continue to be held virtually so they may attend and not have childcare challenges.

Our District Advisory Committee (DAC) provided a great deal of feedback as well. They expressed a desire to continue making online supplemental programs available in the 21-22 school year and beyond. DAC members also expressed interest in supporting any potential learning loss and social-emotional learning challenges brought about by the pandemic. These conversations resulted in considerations for increased support and programming for response to intervention approaches. They also expressed some concern with the number of young learners who have yet to be in a formal school setting going into the 21-22 school year.

Our school site stakeholders (classified staff, certificated staff, and administrative staff) shared feedback that was aligned with the PAC and DAC. There were some consistent themes that emerged from our stakeholder engagement sessions. The topics related to response to intervention and social-emotional learning support seemed to be referenced with greatest frequency. The transition to full-time in-person instruction was at the forefront of many of the conversations as we explored a three-year LCAP. Ongoing professional development was also desired by stakeholders. Employees wanted to see more opportunities to grow professionally and support students in a number of areas. They also wanted increased opportunities to collaborate with one another as we strengthen our Professional Learning Communities.

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

Given all the feedback we received from multiple stakeholder groups, a number of aspects of our LCAP was influenced by their input. The ability to add more human resources and increase positions across our district was made possible due to state and federal COVID relief funding. For the 21-24 LCAP, we will increase the number of school counselors to our high schools and to our team of elementary counselors. This is directly related to feedback we received about increasing support for social-emotional learning. Adding a School Social Worker position to our district will also allow for Tier 3 support of our students. In addition, response to intervention programming and resources will also be addressed. One full-time intervention teacher will be hired at each elementary school, each middle school will receive five sections of Rtl classes, and each high school will receive five sections of Rtl classes. All secondary schools will also receive one section

for an Intervention Coordinator who will support Rtl at their individual school sites. To further support Rtl, all secondary students will have an opportunity to receive additional academic support before and after school hours as teachers will be available district-wide.

Stakeholder input also resulted in the purchasing of digital programs to supplement teaching and learning in the 21-22 school year. Their input also resulted in our continued commitment to provide professional development in the use of those digital programs along with professional development in a number of other academic and social-emotional learning areas. In addition to Rtl support, we were able to explore credit recovery opportunities as a result of the feedback we received. Students will now be able to recover credit for high school courses through increased online mediums. Some of those online opportunities already existed, our intent is to broaden those opportunities alongside in-person credit recovery programming.

The 21-22 school year and LCAP will also feature nine additional content-area specialists in PE at the elementary level. These elementary PE teachers will be able to relieve elementary teachers of the responsibility of teaching PE to their own students. As these PE teachers are teaching elementary students, the teacher of record will be able to collaborate with colleagues on their campus to strengthen their Professional Learning Community and fulfill the responsibilities that come with Professional Learning Communities.

As a result of stakeholder feedback, our LCAP will also allow for our schools to host various events through virtual mediums where and when possible. The intent is to support the desire for families who would like to attend events, but cannot do so due to childcare challenges. A Jump Start/student orientation program will also be developed and offered prior to the first day of school. This will allow some of our students who have yet to be on their campus an opportunity to become more comfortable with their school setting before formal instruction begins in the fall.

# Goals and Actions

## Goal

Goal #	Description
1	Secondary schools will provide comprehensive programs to prepare all students for college and career.

An explanation of why the LEA has developed this goal.

“From here to anywhere” is our district motto. SVUSD students have the opportunity to pursue their goals and dreams upon graduating from our schools. This includes opportunities that may exist anywhere in the world. SVUSD prides itself on preparing all students for postsecondary educational pursuits. Our a-g completion rate has increased 20 percent since 2015 to 46.5% as well. Our goal is to continue increasing the number and percentage of students who complete a-g requirements. However, our Dashboard data shows that there is room for improvement in terms of graduation rates, particularly within certain student populations at Royal High School. Socio-economically Disadvantaged students at Royal High School have a graduation rate of 85.5%. Students with Disabilities at Royal High School have a graduation rate of 78.9% at Royal High School. Establishing this specific LCAP goal allows for all students, not just students at Royal High School, to be more successful and better prepared for college and career pursuits. As a district, the overall graduation rate for students is 92%.

When surveyed in the spring of 2021, 91.9% staff members indicated that SVUSD students are prepared for college. However, SVUSD stakeholders also recognize that not all students desire to attend two-year or four-year colleges and universities upon graduation from high school. Some students prefer to pursue career opportunities, trade school opportunities, or opportunities in the military. With this in mind, our Trustees and stakeholders believe it is important to ensure all students are prepared for college and career opportunities reinforcing that attending Simi Valley Schools will allow all students to go “From here to anywhere.”

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students will meet ag requirements	46.5%				52.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Establish baseline % of students enrolled in an AP class taking the AP exam.	Baseline will be established 21/22 school year.				100%
Establish baseline % of students who take an AP exam who pass the exam.	Baseline will be established 21/22 school year.				100%
Establish baseline % of students enrolled in an IB class who take the IB exam.	Baseline will be established 21/22 school year.				100%
Royal High School graduation indicator	Increase to performance level of blue.				Performance level of blue or better
Hispanic/Latino student graduation rate at Royal HS	Current: 82.3% - Increase by 2%				88.3%
Socioeconomically Disadvantaged student graduation rate at Royal HS	Current: 85.5% - Increase by 2%				91.5%
Students with Disabilities graduation rate at Royal HS	Current: 78.9% - Increase by 2%				84.9%
47.4% of High School graduates were	Increase by 2%				53.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
deemed prepared for College and Career.					

## Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1a Career Pathways	Evaluate current Career Pathways to determine sustainability and to define participation and completion.		No
2	1.1b Global Studies at Arroyo	Design a Global Studies program at Arroyo Elementary. This program will teach at least two world languages and will study current events. The staff will visit established elementary International Baccalaureate programs.	\$105,000.00	Yes
3	1.1c School Pathways	Teachers will collaborate with school pathways and articulate pathway courses with the community college district.	\$11,000.00	No
4	1.1f Work-Based Learning	Purchase equipment, consumable instructional materials, and provide for work-based learning with a focus on access for all students for career technical education.	\$769,689.00	No
5	1.1h CTE Curriculum	Teachers attend professional industry and CTE curriculum development based conferences. Teachers participate in externships	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
6	1.1i Pathway & A-G Information	Provide Pathways and A-G information through EL, RFEP and Foster Youth monitoring protocol. District develops and prints supporting documentation and materials.	\$100.00	Yes
7	1.1j Pathway Visits	Sustain middle school pathway visits by high school students, counselor information nights, and College to Career Seminar to inform high school freshmen of Pathways opportunities and A-G requirements. Counselors, case managers, and ELD Coordinators ensure students enroll in and receive support for Career and College Seminar courses. Support middle schools visiting high school campuses and high schools providing outreach to the middle schools	\$32,000.00	No
8	1.1k Naviance Software	Continue Naviance Software to assist secondary students in the areas of academic planning (course requirements for graduation, pathways and A-G), college preparation, career exploration and self-discovery. (30% Counselor Salary).	\$40,000.00	Yes
9	1.1l Workability Program	Continue Workability program to provide opportunities for SPED students in career readiness.	\$63,000.00	No
10	1.1m CyberHigh Credit Recovery	Advertise Cyber High credit recovery options for all high school students at Apollo through concurrent enrollment.	\$1,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	1.2a Evaluate Courses That Meet AG	Sustain task force to evaluate courses that meet A-G requirements and graduation requirements.		No
12	1.3a Equal Opportunity Schools	Continue Equal Opportunity Schools (EOS) Initiative by partnering with EOS, training teachers, and providing student support principally toward unduplicated pupil populations	\$40,000.00	No
13	1.3b International Baccalaureate (IB)	Expand International Baccalaureate (IB) program participation including teacher training toward principally supporting unduplicated pupil populations.	\$60,000.00	No
14	1.3c Professional Development to Support CTE	Provide professional development to support secondary CTE teachers to obtain appropriate CTE credentials per state requirements.	\$10,000.00	No
15	1.3d Moorpark College Partnership	Partner with Moorpark College for dual enrollment opportunities for high school students and offer Moorpark College visits and the Rising Scholars Academy for Hillside and Sinaloa Middle School.	\$1,000.00	No
16	1.3e College Visitations	College visitations for EL students and other unduplicated pupil populations	\$5,000.00	No



Action #	Title	Description	Total Funds	Contributing
17	1.3f Field Trips for Unduplicated Pupil Populations	EL students and other unduplicated pupil populations to attend field trips throughout the course of the academic year.	\$5,000.00	No
18	1.3g Connected Learning Program	Madera Elementary will continue as a Connected Learning Program (CPL) with a focus on Civic Learning.	\$9,000.00	No
19	1.3h Staffing at Apollo Continuation High School	Provide staffing at Apollo Continuation High School to principally support unduplicated pupil populations.	\$783,384.00	Yes
20	1.3i High School Counselors	Maintain high school counselors at Simi Valley High School, Royal High School, and Santa Susana High School to principally support unduplicated pupil populations	\$550,000.00	Yes
21	1.3j Center for Advanced Professional Studies	Maintain our partnership with the Center for Advanced Professional Studies (CAPS) and visit successful models of this program.	\$20,000.00	No
22	1.4a AP Capstone Program	Santa Susana High School will adopt the AP Capstone program. Provide professional development for teachers and purchase course materials.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>23</b>	1.4b Community College Articulation Program (CCAP)	Establish a CCAP (Community College articulation program) agreement with Moorpark College.		No
<b>24</b>	1.4c Advanced Placement (AP) Review Sessions	Provide advanced placement (AP) review sessions before and after school.	\$50,000.00	No
<b>25</b>	1.4d CTE Courses at High Schools	Provide 10 sections of CTE courses to secondary schools.	\$200,000.00	No
<b>26</b>	1.4e 9th Grade Counselors	Hire three high school counselors to directly support 9th grade students.	\$348,465.00	No

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Simi Valley Unified School District will fully implement the California State Standards (CSS). Teachers will be fully trained and provided with aligned material; technology integration will also be a focus.

An explanation of why the LEA has developed this goal.

SVUSD recognizes that fully trained staff members provide the greatest opportunities for students to succeed in and out of the classroom. Therefore, Trustees and stakeholders support the need for ongoing professional development and training for all staff members. Training in state approved standards is one area where professional development will be provided. In particular, such professional development will be intensified when adopting and piloting new curriculum. Fortunately, curriculum adoptions for math, ELA, and social science have recently taken place and been completed making SVUSD 100% compliant with teaching state standards in those specific content areas. Due to pandemic-related challenges, SVUSD was not able to continue piloting Next Generation Science Standards (NGSS) meaning a full adoption for NGSS has yet to take place. Through the purchasing of supplemental learning material, supplemental curriculum, and the purchasing of lab supplies, SVUSD is 80% aligned with the current state-approved NGSS curriculum. As SVUSD prepares to fully reopen schools in the Fall of 2021, our intent is to reconvene our NGSS adoption and pilot committees to determine the best plan of action to pilot and adopt NGSS curriculum.

When surveyed in the spring of 2021, 62.1% of staff indicated a need for ongoing professional development on how to integrate technology into instruction. However, 91.1% of staff believed that increased technology has improved student learning. As a result, this goal has identified technology integration as a focus of professional development for staff members. Fortunately, SVUSD and the bargaining units representing Certificated and Classified employees have agreed to provide three full days of staff development opportunities for the next school (2021-2022) year just as they have in previous years.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide full day professional development for teachers each year.	Provide 3 full days of Professional Development per year.				Continue to provide 3 full days of professional development per year
Teachers utilizing materials that are aligned to California State Standards (CSS) in core content classes Math = 100% ELA/ELD = 100% Social Science = 100% Science = 80%	Math =100% ELA/ELD = 100% Social Science =100% Science = 80%				Math =100% ELA/ELD = 100% Social Science =100% Science = 100%
Percentage of teachers who are new to SVUSD will receive Chromebook training	100%				100%
Maintain fully credentialed teachers	100%				100%

# Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1a Professional Development	Hold three full days of CSS PD for all teachers principally directed toward supporting unduplicated pupil populations: August, November and January.	\$1,750,000.00	Yes
2	2.1c TOSA – Science	Sustain fulltime Science TOSA, begins assignment principally directed toward unduplicated pupil populations.	\$150,178.00	Yes
3	2.1f Math Teacher Professional Development	Secondary and elementary math teachers will attend math conferences and professional development principally directed toward unduplicated pupil populations.	\$164,000.00	No
4	2.1g JK/TK	Train Kindergarten and JK/TK teachers on current and relevant strategies to principally support unduplicated pupil populations.	\$2,500.00	No
5	2.1h TOSA Lead PD	TOSAs provide professional development for teachers related to best instructional practices.		No
6	2.1j Training for ELD standards/Strategies	Training for elementary teachers on ELD Standards or strategies.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	2.1k CABE Conference	Twelve teachers to attend California Association of Bilingual Education conference to increase knowledge on English language acquisition and EL students.	\$10,000.00	Yes
8	2.1l Secondary ELD training	Training for secondary ELD department teachers to articulate cross content language skills directed toward supporting unduplicated pupil populations.	\$5,424.00	Yes
9	2.1m Secondary ELD Instruction	Two full-day pullout for secondary teachers to see ELD instruction to principally support unduplicated pupil populations.	\$2,260.00	Yes
10	2.1o ELD Training for Paraprofessionals	Trainings for paraprofessionals on ELD standards and best practices.		Yes
11	2.1p Principal Training for ELD	Elementary principals to attend ELD training.	\$5,000.00	No
12	2.1q Project Based Learning	Knolls Elementary School will remain a Project Based Learning (PBL) school moving forward without the assistance of outside consulting.		No
13	2.2a Social Science Adoption	Implement year 2 of social science adoption.		No

Action #	Title	Description	Total Funds	Contributing
14	2.2b Mystery Science	Provide Mystery Science supplemental science materials aligned to CSS.	\$18,981.00	No
15	2.2c ELD Materials aligned to ELA	Purchase supplemental ELD materials that are aligned to ELA CSS for rigor and relevance.	\$50,000.00	Yes
16	2.2d ELD Materials for Classrooms	Purchase supplemental ELD materials for classrooms that provide instruction for ELPAC Level 3.	\$20,000.00	Yes
17	2.2e ELA/ELD materials for K12	Implement ELA/ELD adopted materials for K12		Yes
18	2.3a Chromebook Training	Only teachers new to SVUSD will be trained to use chromebooks.	\$10,000.00	No
19	2.3b Purchase Chromebooks	Purchase Chromebooks to replace outdated devices.	\$10,000.00	No
20	2.3c International Society for Technology in Education (ISTE)	Implement Year 4 of International Society for Technology and learning related to educational technology.		No



Action #	Title	Description	Total Funds	Contributing
21	2.4a Induction for Administrative Credential	Provide induction for candidates clearing their administrative credential to principally support unduplicated pupil populations.	\$50,000.00	No
22	2.4b Induction for New Teachers	Provide Induction services for new teacher candidates principally directed toward unduplicated pupil populations. Expense includes the salary of induction provider.	\$300,000.00	Yes
23	2.4d NGSS Curriculum	Pilot and adopt Next Generation Science Standards (NGSS) curriculum.	\$4,250,000.00	No
24	2.4f 6 TOSA's	Maintain six full-time Teachers on Special Assignment (TOSA) to provide professional development for teachers to principally support unduplicated pupil populations. Science TOSA accounted for in action #3 and Induction TOSA accounted for in action #28.	\$550,567.00	Yes
25	2.4g Coordinator of Categorical Programs	Maintain position of Coordinator of Categorical Programs to principally support unduplicated pupil populations to learn and master California Academic Standards (CSS).	\$160,000.00	No
26	2.5a Substitute Teachers & Chromebooks	Train Substitute teachers who are new to SVUSD to use Chromebooks.	\$6,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
27	2.5b Coordinator of Diversity, Equity, Inclusion & Humanities	Create and Hire Coordinator of Diversity, Equity, Inclusion & Humanities	\$160,000.00	Yes
28	2.5c Seal of Civic Engagement	Develop and expand State Seal of Civic Engagement Program to all grade levels.	\$10,000.00	Yes
29	2.5d Ethnic Studies	Develop Ethnic Studies Course at the high school level	\$10,000.00	Yes
30	2.5e Science Lab Materials	Purchase materials and supplies to support science labs and experiments for all grade levels.	\$121,780.00	No
31	2.5f Renaissance Learning Digital Program	Provide Renaissance Learning Digital Program to support student learning.	\$688,222.17	No
32	2.5g Ellevation Program	Provide Ellevations program to support ELD Student learning.	\$125,938.00	No
33	2.5h DeltaMath	Provide DeltaMath to support student learning in grades 6-12.	\$8,000.00	No

Action #	Title	Description	Total Funds	Contributing
34	2.5i Gizmos Science	Provide Gizmos Science Program for student learning in grades 9-12.	\$34,903.00	No
35	2.5j Labster Science	Provide Labster Science Program for student learning in grades 9-12.	\$16,875.00	No
36	2.5k Voces Digital Classroom	Provide Voces Digital Classroom to support world language instruction.	\$19,479.00	No
37	2.5l Screen Castify	Provide Screen Castify to support technology integration in student learning.	\$46,170.00	No
38	2.5m EdPuzzle	Provide EdPuzzle to support technology integration in student learning.	\$25,721.00	No
39	2.5n KAMI	Provide KAMI to support technology integration in student learning.	\$20,000.00	No
40	2.5o Seesaw	Provide Seesaw to support technology integration in student learning.	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
41	2.5p Handwriting Without Tears	Provide Handwriting Without Tears to support technology in student learning.	\$300.00	No
42	2.5q NEWSELA	Provide NEWSELA to support technology integration in student learning. (May exclude)	\$72,725.00	No
43	2.5r MusicFirst	Provide MusicFirst to support technology integration in student learning.	\$12,368.00	No
44	2.5s Typing Agent	Provide Typing Agent to support technology integration in student learning.	\$10,000.00	No
45	2.5t Kahoot	Provide Kahoot to support technology integration in student learning.	\$1,440.00	No
46	2.5u SAVVAS	Provide SAVVAS to support science instruction for grade 9-12.	\$66,000.00	No
47	2.5v Additional Professional Development (required)	In addition to the professional development identified in 2.1a, provide required professional development to certificated staff in June/August of 2022.	\$1,500,000.00	No

Action #	Title	Description	Total Funds	Contributing
48	2.5w Additional Professional Development (optional)	In addition to the professional development identified in 2.1a, provide optional professional development to certificated staff in June/August of 2022.	\$1,500,000.00	No

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Simi Valley Unified School District will provide comprehensive programs to meet the needs of all students. California State Standards aligned (CSS) district benchmarks will be established and implemented. A comprehensive Response to Intervention (RtI) program will be initiated and subgroups will be addressed.

An explanation of why the LEA has developed this goal.

SVUSD is committed to supporting its Professional Learning Communities (PLCs) initiative that it embarked on in the fall of 2018. With the exception of Simi Institute, 100% of SVUSD schools are committed to the PLC initiative. An essential component of successful PLCs is to provide academic support for students who are struggling to master standards or perform at grade level standards. Fortunately, when surveyed in the Spring of 2021, 96.8% of students shared that their teachers think they are capable of succeeding in class. In addition, 91.3% of parents shared that teachers were attentive to the academic needs of students. This positive mindset that students and parents have about teacher expectations and attentiveness is commendable. Such data supports the need for this LCAP goal.

The academic data about student performance also supports the need for this LCAP goal. Data reveals that students who take Algebra 1 in SVUSD high schools struggle to pass Algebra 1 with a grade of C or better. At Royal High School, just over 32% of students who take Algebra 1 earn a grade of D or F. At Simi Valley High School, the same holds true. Just over 32% of students who take Algebra 1 at Simi Valley High School earn a grade of D or F.

Students who take Biology at Royal High School and Simi Valley High School, struggle as well. At Royal High School, close to 30% of students earn a D or F in Biology. At Simi Valley High School, just over 32% of students earn a D or F in Biology. Dashboard data reveals that some of our elementary students are not meeting grade level standards as well. English Learner students at Berylwood Elementary School and Crestview Elementary School are performing below their peers in the content area categories. All of the above data points support the need for SVUSD to establish this goal in order to meet the academic needs of all students.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease the number of D and F grades in Algebra 1 at Royal High School, Simi Valley High School, and Santa Susana High School.	<p>Royal HS Algebra 1 Computer Programming: D - 4.35% F - 13.04%;</p> <p>Algebra 1: D - 14.16%; F - 18.13%.</p> <p>Simi Valley High School: Algebra 1 Computer Programming: D - 13.64% F - 22.73%</p> <p>Algebra 1: D - 12.61% F - 20.12%</p>				<p>Royal HS Algebra 1 Computer Programming: D - 1.35% F - 10.04%;</p> <p>Algebra 1: D - 11.16%; F - 15.13%.</p> <p>Simi Valley High School: Algebra 1 Computer Programming: D - 10.64% F - 19.73%</p> <p>Algebra 1: D - 9.61% F - 17.12%</p>
Decrease the number of D and F grades in biology at Royal High School, Simi Valley	<p>Royal HS Biology: D - 15.55%</p>				<p>Royal HS Biology: D - 12.55%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School, and Santa Susana High School.	F - 14.33%  Simi Valley HS Biology: D- 15.38% F - 16.92%				F - 11.33%  Simi Valley HS Biology: D- 12.38% F - 13.92%
Improve high school graduation rates	Current Graduation Rates: Overall: 92% SPED: 76.47% EL: 60.98% Increase by 2%				Overall: 95% SPED: 82.47% EL: 66.98%
Establish a baseline in district benchmarks for ELA/ELD in grades K-12.	Establish a baseline.				100%
Establish a baseline in district benchmarks in Math in grades K-12.	Establish baseline				100%
Improve performance on state assessments (CAASPP): Math - 11th grade EAP	Math 18/19 SY overall = 43% *19/20 SY data N/A due to COVID-19 11th grade Math:				49% EAP: increase baseline by 2%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	43%				
Improve performance on state assessment (CAASPP): ELA - 11th grade EAP	ELA 18/19 SY overall = 54% *19/20 SY data N/A due to COVID-19 11th grade ELA: 54%				60% EAP: increase baseline by 2%
Maintain EL reclassification rate: 5%	Reclassification rate: 5%/year				10% reclassification rate
Establish baseline percentage for English Learner Progress/ELPAC. Increase by 2% once baseline is established	Increase by 2% once baseline is established.				10% ELPAC progress
Establish baseline for Foster Youth attendance	Establish baseline				100% attendance rate
Berylwood Elementary is performing two performance levels below the district average in the English	Performance level: Green				Performance level of Green or better

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Learner Progress indicator (increase one performance level each year)					
Crestview Elementary is performing two performance levels below the district average in the English Learner Progress indicator (increase one performance level each year)	Performance level: Green				Performance level of Green or better
Improve performance on state assessment (CAASPP): Science	Most recent data 2018-2019: 38% in grades 5, 8, 11 met grade level standards pending 2020-2021 results.				Pending results of 2020-2021 CAST scores to exceed baseline.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1a Intervention Specialists	Hire twenty full-time Intervention Specialists at every elementary school site (one specialist per site) for Tier 2 intervention in ELA and math principally directed toward unduplicated pupil populations. District to provide salaries. Provide additional time to attend staff meetings.	\$2,000,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	3.1c ELD Support	Provide three sections of ELD support at all three middle schools for Tier 2 support principally directed toward unduplicated pupil populations.	\$182,555.00	No
3	3.1d Intervention Supports/Programs	Identify and Purchase research based intervention supports and programs for elementary ELA and math principally directed toward unduplicated pupil populations. District provides supplemental intervention materials.	\$12,000.00	Yes
4	3.1e Credit Recovery	Provide credit recovery opportunities principally directed toward unduplicated pupil populations. The credit recovery will occur at Monte Vista School and through the use of Cyber High at Apollo.	\$27,000.00	Yes
5	3.1g Intervention at Middle Schools	Provide five sections of Intervention at all three middle schools to provide ELA and Math supports Tier 2 support principally directed toward unduplicated pupil populations.	\$300,000.00	Yes
6	3.1i Rtl Workshops/Conferences	Rtl workshops/conferences for teacher leaders K-12 principally directed toward unduplicated pupil populations.	\$25,000.00	Yes
7	3.1j Student Study Team Protocols	Roll out practices and documentation to standardize intervention and Student Study Team protocol that align with Special Education Department in elementary school principally directed toward unduplicated pupil populations.	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Develop the practices and documentation to standardize intervention\ and Student Study Team protocol that align with Special Education Department in middle and high schools. Provide training and materials for school sites.		
8	3.1n Comprehensive Support and Improvement Grant	Provide credit recovery opportunities utilizing Comprehensive Support and Improvement Grant that is to be spent by June 30, 2022.	\$536,852.00	No
9	3.1o Co-Teaching for Students with Special Needs	Explore co-teaching models to support academic achievement for students with special needs. This will also allow for increased time special education students spend in general education programs improving Least Restrictive Environment (LRE) minutes.	\$10,000.00	No
10	3.2a District Benchmarks for K-12	Provide district benchmarks for K-12 students that are aligned to California State Standards to support the professional learning communities initiative.		No
11	3.2c CAPS	California Principals' Support Network (CAPS) training provided to all schools. Principals and teacher leaders will receive Professional Learning Community (PLC) training with the intent of developing PLCs at throughout the LEA principally directed toward unduplicated student populations. Training to include attending PLC Summits, attending full day professional development sessions, and onsite meetings.	\$400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	3.2d Typing Agent	Provide Typing Agent typing program to all K-8 students.	\$9,500.00	No
13	3.2e Test Site Coordinators	Test site Coordinators to offer makeup opportunities as appropriate for students who are absent or miss completing state assessments.		No
14	3.3a Professional Development for ELD site coordinators	District personnel to provide PD for ELD site coordinators on ELD Standards, program administration, EL/RFEP monitoring and EL parent involvement.		No
15	3.3b Implement ELD Administrator's Checklist	Continue and implement ELD administrator's checklist.		No
16	3.3c ELD Departments	Maintain ELD departments, with a department chair, at all secondary schools. Extra duty pay for the five department chairs.	\$9,000.00	Yes
17	3.3d Field Trips for LTEL Students	Provide field trips for LTEL students	\$5,000.00	Yes
18	3.3e Target Tutoring for ELs & RFEP	Offer targeted tutoring support for ELs and RFEP based on site data.	\$1,500.00	Yes
19	3.4a Foster Liaison	Maintain an administrative Foster Liaison and teacher support provider for Foster Youth at each secondary site with \$1,000 extra duty pay (for	\$8,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teachers only). Appoint a district lead liaison for Foster Youth point people.		
<b>20</b>	3.4b Support for Foster Youth	Implement a protocol of support for Foster Youth, which includes monthly committee meetings, documented protocol, data analysis, regular student contact, and attendance protocols.		Yes
<b>21</b>	Professional Development for Foster Youth Team Members	Offer ongoing and expanded PD for Foster Youth team members to include Trauma Informed Practices (TIPS).  Substitutes provided for teachers.	\$2,200.00	Yes
<b>22</b>	3.4d Paraprofessional for EL Students	Provide paraprofessionals to support EL students K12.	\$750,000.00	Yes
<b>23</b>	3.4e Paraprofessionals to Support SPED Students	Provide paraprofessionals to support Special Education students.	\$10,000,000.00	No
<b>24</b>	3.4f Title Teachers	Provide part-time Title teachers to Title 1 schools.	\$1,180,447.00	No
<b>25</b>	3.4g Math Rtl at Title Schools	Provide math Rtl at Title 1 schools. Provide additional math intervention after regular working hours.	\$111,419.00	No

Action #	Title	Description	Total Funds	Contributing
26	3.4h Summer Math/ELA Courses	Offer math courses during summer for students in grades 4-6.Literacy for grades 1-3.  Program and salaries to be provided by a Charter School. (they are the summer school provider for SVUSD).		No
27	3.4j Literacy Coaches	Employ Literacy Coaches at all four Title 1 schools (one per school) to support students and teachers principally directed towards high need student groups	\$561,273.00	No
28	3.4k Paraprofessionals to support K/1 & 5/6 Classes	Maintain paraprofessionals to support K/1 and 5/6 combination classrooms in where more than one grade level is assigned to a teacher principally directed toward unduplicated pupil populations.	\$381,552.00	Yes
29	3.4l JK/TK Classes	Maintain JK/TK classes at select elementary schools based on enrollment to principally address the needs of unduplicated pupil populations.	\$1,269,159.00	Yes
30	3.4m Preschool Program	Maintain a preschool program to address readiness gaps and improve preacademic progress of unduplicated student populations; maintain preschool funding, principally directed to support low income, foster youth, and/or English learner students.	\$328,315.00	Yes

Action #	Title	Description	Total Funds	Contributing
31	3.4n Staffing at Monte Vista	Provide staffing at Monte Vista Independent Learning Academy to principally support unduplicated pupil populations to improve student performance and address students who are not meeting grade level standards.	\$553,311.00	Yes
32	3.4o Director of Instruction & Pupil Services	Maintain position of Director of Instruction & Pupil Services to principally support unduplicated pupil populations who are not meeting grade level standards.	\$185,836.00	Yes
33	3.4p GED/High School Diploma	Maintain two certificated positions and 2 classified positions at Simi Institute for Careers and Education to principally support unduplicated pupil populations as they earn GEDs or recover credit to earn a high school diploma.	\$243,979.00	Yes
34	3.4q Student Performance at Grade Level Standards	Maintain classified staffing positions at the district office to principally support unduplicated pupil populations to improve student performance and address students who are not meeting grade level standards.	\$180,000.00	Yes
35	3.4r Spanish for Native Speakers	Provide Spanish for Native Speakers classes at high schools to principally support unduplicated pupil populations.	\$130,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
36	3.5a Learning Assessment Skills(LAS)	Provide Learning Assessment Skills (LAS) to support Newcomer students who are also special education students.	\$1,442.00	Yes
37	3.5b ESGI	Provide ESGI to support JK/TK student learning and progress monitoring.	\$2,500.00	No
38	3.5c PE Teachers for Elementary	Hire nine elementary physical education teachers to allow for PLC planning time.	\$900,000.00	No
39	3.5d Secondary Academic Intervention	Provide secondary academic intervention opportunities before and after school.	\$50,000.00	No
40	3.5e Academic Intervention	Provide five sections of academic intervention classes to support students ELA and math learning gaps at Royal HS (5 sections), Simi Valley HS (5 sections), and Santa Susana HS (5 sections).	\$300,000.00	Yes
41	3.5f Intervention Coordinator	Provide one section for an Intervention Coordinator at all three middle schools, Royal HS, Simi Valley HS, and Santa Susana HS.	\$120,000.00	Yes

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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# Goals and Actions

## Goal

Goal #	Description
4	Parents will be active partners with the school district and school sites. The focus will be to augment parent opportunities for involvement; improve the communication between school and home; and improve parent digital access. Specific attention will be given to EL parents.

An explanation of why the LEA has developed this goal.

Parent and community engagement is a priority for schools in the state of California. It is also a priority for SVUSD Trustees and other stakeholders. The more parents are involved in the schools where their children attend and the more informed parents are about what is taking place in the children’s school, the greater the likelihood of success for students. The partnership between schools and home cannot be underestimated. This partnership is vital to supporting students in and out of the classroom. In particular, this goal will focus on English Learner (EL) parents. Fortunately, according to the 2021 spring survey, just over 96% of parents believe that teachers are easy to talk to and reach.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Continue to issue district survey to parents.	Increase parent participation by 2%				20% of all parents to participate in survey
Increase percentage of parents with accounts for Aeries weekly reminders.	Increase percentage of parents with accounts for Aeries weekly reminders by 2%.				50% of all parents to set-up weekly reminder accounts in Aeries
Maintain updated district and school websites	Continue to update district and school websites on a regular basis.				100% updated

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District wide PTA membership	Determine baseline 2021-2022.				50% of all parents to be PTA members

## Actions

Action #	Title	Description	Total Funds	Contributing
1	4.1c Parent Workshops in Spanish	Provide parent education workshops in Spanish in-person and/or virtually for college and career readiness, technology, and child development principally directed toward unduplicated pupil populations.	\$1,500.00	Yes
2	4.1e Parent Project Workshops	Provide Parent Project Workshops	\$2,000.00	No
3	4.1f Public Information Officer	Employ Public Information Officer	\$122,539.00	Yes
4	4.2a Social Media	Improve district's social media outreach by supporting sites with their participation on social media.	\$500.00	Yes
5	4.2b Parent Communication	Principals, office managers, and/or counselors are trained and provided documentation on the use of Blackboard to communicate with families electronically using tools such as Smore Newsletters or via phone regarding school activities, events, links to surveys, and other general school information.		No

Action #	Title	Description	Total Funds	Contributing
6	4.3a Technology Workshops	Provide parent technology workshops.	\$1,823.00	No
7	4.4a SPSA & SSC	The district will hold School Plan for Student Achievement and School Site Council (SSC) training provided for all school site Council teams.		No
8	4.4b ELAC/DELAC	Increase participation in ELAC and DELAC activities and ensure all required topics are covered.		Yes
9	4.4c Community Advisory Committee	Special Education parents to participate in Community Advisory Committee (CAC) at VCOE to advise district on SPED needs.		Yes
10	4.5a Street Fair	Participate in the Simi Valley Street Fair for community outreach.	\$1,400.00	Yes
11	4.5b State of Our Schools Address	Present annual State of Our Schools address to the community.	\$100.00	Yes
12	4.5c Advertising	Create and publish advertising to support SVUSD programs and its successes.	\$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
13	4.5f Community Liaisons	Provide and train Community Liaisons to support Non English speaking parents/families principally directed toward unduplicated pupil populations.	\$227,816.00	Yes
14	4.5g School of Choice Tours	Host in-person and/or virtual School of Choice informational events and school site tours		No
15	4.5h JK/TK Information Night	Host in-person and/or virtual JK/TK informational events and tours.		No
16	4.5i Kindergarten Information Night	Host in-person and/or virtual kindergarten informational events and tours at elementary schools.		No
17	4.5j Elementary Fall Conferences	Host and schedule in-person and/or virtual parent conferences in the fall for all elementary students (JK/TK - 6th grade).		No
18	4.5k Elementary Spring Conferences	Host and schedule in-person and/or virtual parent conferences in the spring for all elementary students (JK/TK - 6th grade) who are struggling academically.		No
19	4.5l Financial Aid Information Night	High schools to host in-person and/or virtual Financial Aid nights for students/families pursuing postsecondary educational options.		No

Action #	Title	Description	Total Funds	Contributing
20	4.5m A-G Information Night	High schools and middle schools to host in-person and/or virtual A-G informational events for students/families		No
21	4.5n Interpreter/Translator	Employ 1 Full time interpreter to translate and interpret for non English speaking students/families during parent conferences, 504 meetings, IEP meetings, and other informational events principally directed toward unduplicated pupil populations.	\$78,726.00	Yes
22	4.5o College Fair	Host and offer in-person and/or virtual College Fair and Community College informational events for parents/families.	\$1,300.00	Yes
23	4.5q AP/IB Program	Host in-person and/or virtual AP and IB informational events to educate and inform parents/families on AP and IB programs		No
24	4.5r SPED Transition Meetings	Schedule and conduct special education transition meetings as students promote to elementary school from JELA, middle school from elementary school, and high school from middle school		No
25	4.5s Justin Early Learners Academy Informational Event	Host informational events for parents/families interested in preschool offerings at Justin Early Learners Academy.		No

Action #	Title	Description	Total Funds	Contributing
<b>26</b>	4.5t Simi Valley Days Parade	Participate in Simi Valley Days Parade to support and promote school district to parents, families, and the community.	\$600.00	Yes
<b>27</b>	4.5u Read Across America	Participate in Read Across America events to promote school district to parents, families, and the community.	\$300.00	No
<b>28</b>	4.5w Parent Summits	Host parent summits at Royal High School.		No
<b>29</b>	4.6a Customer Service Training	Provide customer service training for classified staff.		No
<b>30</b>	4.6b Mental Health/Wellness Resources	Provide and update mental health and student wellness resources through the district website.		No



## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
5	Simi Valley Unified School District will provide a safe and engaging environment for students. The areas of focus will be to address bullying and student social-emotional wellness, maintain a digital citizenship curriculum, as well as improve student connectedness to school. Facilities maintenance will also be a focus.

An explanation of why the LEA has developed this goal.

Students are the number one priority in SVUSD. Before students can succeed academically, they must feel safe in school and connected to their school. Providing a safe and engaging learning environment for all students is a priority for SVUSD Trustees and stakeholders. Fortunately, almost 80% of students stated they have a trusted adult at their school per survey response captured in spring of 2021. Given feedback from our Trustees, parents, staff, and students, language related to social-emotional learning (SEL) was intentionally added to this goal. A number of stakeholders believed SEL support will be of greater need than ever before as students return to full-time instruction in the fall of 2021. In addition, Simi Valley voters approved a bond (Measure X) in 2018 that will continue to allow SVUSD to modernize all learning spaces at all schools throughout the district. Modernizing all learning spaces, focusing on SEL, educating students about bullying, and providing digital citizenship lessons supports this LCAP goal that seeks to provide a safe and engaging environment for students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of sites hosting antibullying/safety assemblies or antibullying education.	100% of Elementary schools				100% of Elementary schools
Suspension Rate is yellow.	Decrease suspension rate by .5%				Decrease suspension rate by 2%
Percentage of schools completing and implementing digital citizenship curriculum.	Maintain 100% of all schools completing and implementing				Maintain 100% of all schools completing and implementing

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	digital citizenship curriculum				digital citizenship curriculum
Panorama Education/California Healthy Kids Survey	Increase the percentage of students who feel connected to school by +5% to 60%				75% of students to feel connected to school
Decrease rate of chronic absenteeism	Decrease rate of chronic absenteeism by .5% to 8.83%				Decrease rate of chronic absenteeism to 7.33%
Decrease high school dropout rate and maintain middle school dropout rate	Decrease by 1% to 6.4% MS dropout rate: 0%				Decrease HS dropout rate to 5.4% Maintain MS dropout rate
Maintain school attendance rates	Maintain				Maintain
Pupil Expulsion Rate	Maintain Pupil Expulsion rate				Maintain
Complete modernization of learning environments	Complete 1 school annually.				75% of SVUSD schools to have learning environments modernized
Elementary (TK-6) students (at each school) receive one or	70%				100% (TK-6)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
more Tier 1 SEL lesson(s).					
Student participation rate for LCAP survey completion for secondary students	Identify and update baseline.				20% of all students to participate in survey

## Actions

Action #	Title	Description	Total Funds	Contributing
1	5.1a Anti-Bullying/Safety Assemblies	Elementary Sites hold anti-bullying/safety assemblies, annually, as part of School Safety Week	\$500.00	No
2	5.1b Mental Health and Student Wellness Website	Update District Mental Health and Student Wellness website to include resources for students, parents and the community on student mental health, drug abuse and prevention, anti-bullying, and suicide prevention.		No
3	5.1d Bullying Incidents	Train Site Administrators and Counselors on documentation of bullying incidents in District’s student information system.	\$500.00	No
4	5.2a Digital Citizenship Curriculum	Implement digital citizenship curriculum (Common Sense Media) in K-12 and maintain District digital citizenship website that contains the complete Common Sense Media curriculum used to educate students to act appropriately and stay safe while online as well as updated	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
		social media awareness resources for students, parents and educators.		
<b>5</b>	5.3a Clubs, Student Organizations, and Athletic Teams	Support school site clubs, student organizations, and athletic teams to increase participation of unduplicated pupil populations in school site clubs and student organizations.	\$450,000.00	Yes
<b>6</b>	5.3c Student Connectedness Survey	Secondary schools review student connectedness survey data to create action plans. SEL supports, resources, and educator training will be identified and aligned to site survey results.		No
<b>7</b>	5.3d Safe Driving Program	Madera Elementary School to host safe driving program as part of school safety awareness week.		No
<b>8</b>	5.3e Elementary Counseling Program	Maintain three elementary counselors to support elementary students with behavioral, peer, social, and emotional adjustments to principally support unduplicated pupil populations.	\$375,445.00	No
<b>9</b>	5.4a Facilities' Project List	Review facilities' project list and prioritize needs.		No

Action #	Title	Description	Total Funds	Contributing
10	5.4b Employee Training	Train employees, using Vector Solutions, on "recognizing and preventing youth suicide" per state mandate. SVUSD Counselors will be trained in the "More than Sad" program	\$350.00	Yes
11	5.4c Student Study Team	Schedule and facilitate Student Study Team (SST) meetings at all SVUSD schools as needed.		No
12	5.4e CHAMPS	Continue to implement Choosing Healthy Activities and Methods Promoting Safety (CHAMPS) character education program at Sinaloa Middle School		No
13	5.4f TUPE	Continue to provide and support Tobacco Use Prevention Programs (TUPE) at all SVUSD school sites. Support to include substance abuse prevention curriculum (6th- 9th grade students), guest speakers, field trips, opportunities for student connectedness, and the Friday Night Live peer mentoring program.	\$22,000.00	No
14	5.4g Measure X Bond	As part of Measure X Bond projects, all occupied classrooms in SVUSD will be redesigned with new flexible seating classroom furniture and some rooms will need to be modernized as needed. Classroom redesign will result in nine Elementary Schools and three secondary schools (Santa Susana High School, Hillside Middle School and Valley View Middle School) completed by Summer 2021.  Other schools have been identified for redesign starting summer 2021.	\$1,207,746.00	No

Action #	Title	Description	Total Funds	Contributing
15	5.4h Crisis Management Team	Organize and deploy District Crisis Management Team as needed.		No
16	5.4i Junior Olympics	Host Junior Olympics event at a SVUSD school in the spring of each academic year.	\$1,448.00	Yes
17	5.4l Every 15 Minutes	Organize and provide Every 15 Minutes drinking and driving prevention program to juniors and seniors in the spring at Simi Valley High School and Royal High School. Will take place at SVHS in spring of 2022		No
18	5.4m Special Olympics	Host and provide Special Olympics event	\$3,000.00	Yes
19	5.4n Panorama Education	Continue partnership with Panorama Education to gather data from students and teachers on social-emotional learning principally targeted toward unduplicated pupil populations.	\$53,700.00	Yes
20	5.4o Senior Walk	Graduating seniors and elementary school students will participate in a "Senior Walk" event. Wearing graduation caps and gowns, graduating seniors will visit elementary school sites to promote student connectedness, safe and engaging environments for elementary school students.	\$600.00	Yes

Action #	Title	Description	Total Funds	Contributing
21	5.4p Campus Supervisors	In order to promote safe and engaging learning environments, campus supervisors at all schools across the district to principally support unduplicated pupil populations will be maintained.	\$661,596.00	Yes
22	5.4r Attention to Attendance	Purchase Attention to Attendance software to principally increase school attendance of unduplicated pupil populations.	\$73,900.00	Yes
23	5.4s Transportation for Foster/Homeless	Provide transportation to and from school for foster and homeless youth in accordance with McKinney-Vento and foster youth laws to address barriers to regular attendance through American Logistics Company (ALC), a student transportation solution, to principally support unduplicated pupil populations.	\$25,000.00	Yes
24	5.4t Student Summit	Host student summit at Royal high School.		No
25	5.5a Coordinator of Diversity, Equity, Inclusion & Humanities	Create and Hire Coordinator of Diversity, Equity, Inclusion & Humanities (budgeted expenditure applied in 2.5b as to not duplicate expense).	\$160,000.00	Yes
26	5.5b Tier 1 SEL program	Elementary Counselors provide support in the development of a Tier 1 SEL program for TK-6. Common SEL lessons to be facilitated by Elementary Counselors and for teachers to utilize in elementary classrooms		Yes



Action #	Title	Description	Total Funds	Contributing
27	5.5c Student Social-Emotional Wellness	In order to address student social-emotional wellness, each site identifies a SEL site-steering committee to include teacher leaders and site Counselors. The SEL school-site committees will provide guidance and implementation plans to address SEL needs and initiatives aligned to site goals.		Yes
28	5.5d Reporting System	SVUSD provide an anonymous reporting system on District and School websites and on the back of secondary student ID cards.		No
29	5.5e Behavior Expectation Talks	Middle School Sites, annually, provide harassment/bullying prevention presentations as part of beginning of the year behavior expectations talks.		No
30	5.5f Suicide and Self Harm Prevention Assemblies	Secondary sites hold suicide and self harm prevention assemblies for students.		No
31	5.5g BRIEF Intervention	Train SVUSD Counselors and Assistant Principals in brief Intervention Counseling and implement BRIEF intervention as an alternative to suspension where appropriate.		No
32	5.5h Restorative Justice Program	Middle Schools implement and maintain Progressive Discipline and Peer Mentorship through a Restorative Justice Program		No

Action #	Title	Description	Total Funds	Contributing
33	5.5i Walk to School Day	Some Elementary schools hold a "walk to school" day or event(s) or an activity tied to promoting "healthy choices."		No
34	5.5j California Student Privacy Alliance (CSPA)	Maintain membership with the California Student Privacy Alliance (CSPA) to ensure compliance and to ensure signed agreements are in place with all vendors added as resources for our district through the Student Data Privacy Consortium (sdpc.a4l.org).	\$5,500.00	No
35	5.5k Jump start	Provide Jump Start/student orientation program to orient students as they transition to elementary schools (grades JK/TK, 1), middle schools (grade 6,7), high school (grade 9 & new students).	\$120,000.00	No
36	5.5l Additional Counselors	Hire two additional elementary counselors to support elementary students with behavioral, peer, social, and emotional adjustments to principally support unduplicated pupil populations. One of the counselors will specifically be assigned to support Title Schools.	\$200,000.00	No
37	5.5m Additional Working days for Counselors	Add five additional days to the working calendar for the 21/22 school year for Elementary and Secondary Counselors to support the reopening of schools.	\$55,000.00	No
38	5.5n School Social Worker	Hire School social Worker to principally support unduplicated pupil populations.	\$100,000.00	No

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.79%	\$9,885,383.00

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

## Required Descriptions

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

Based on staff and stakeholder feedback and research on effective practices, Simi Valley Unified School District is implementing 80 LCAP Action/Services in 2021-2022 to increase or improve services for socioeconomically disadvantaged students, English learners, and foster youth. Given the district has been identified for Differentiated Assistance, a number of action items have been instituted to support students with special needs (1.1m, 1.3j, 3.1o, 3.2e, 3.4e, 3.4g, 5.3e, 5.5l, and 5.5n). Targeted support for those subgroups of students are geared toward academic growth, planning, social-emotional needs, and behavioral needs. Qualitatively, stakeholder feedback supporting continuing or expanding current targeted supports is validated by the data showing year to year growth. Quantitatively, survey data supports the five goals that have been identified as well as the actions and services that are being provided to support each goal. SVUSD has determined these actions in the LCAP are the most effective use of funds to meet the district's goals for unduplicated pupils and has established processes to ensure that supplemental funds are utilized in a manner which benefits the intended student subgroups.

All funding requests go through an approval process through stakeholder meetings, Educational Services department, and the Business office to ensure funds are spent to benefit the identified subgroups of students. This process also allows stakeholders to ensure the needs of foster youth, English Learners, and socio-economically disadvantaged students are being considered first. In addition, funds expended at the district level are targeted toward providing postsecondary options for students related to college and career choices that allow for improved services to the subgroups of students (1.1m, 1.3e, 1.3f, 1.4e, 3.1o, and 3.4i). Providing college and career choices includes Career and Technical Education (CTE) professional development for teachers (1.1j, 1.3c, 1.3j, and 2.1s), and purchasing CTE equipment and consumable materials for student use (1.1f). Funding is also used in the identification of underrepresented students for higher level Honors, Advanced Placement, and International Baccalaureate courses (1.3a). The same holds true for schools that have been identified for Comprehensive Support and Improvement (3.1n).

Funds expended at the district level are targeted to provide personnel with professional development opportunities that allow for improved services to the subgroups of students (1.3c, 1.3j, 1.4e, 2.1j, 2.1k, 2.1l, 2.1m, 2.1o, 2.1p, 2.2c, 2.2d, 2.4f, 2.5v, 2.5w, 3.1o, 3.3a, and 3.4c). Such professional development includes training for intervention teachers, foster youth liaisons, ELD teachers, ELD paraprofessionals, special education paraprofessionals, nurses, and CTE teachers. Site ELD Coordinators. LTEL monitoring and parent education are also provided through these resources. Additionally, these funds are used to provide Response to Intervention (RtI) to students who are not meeting grade level standards. RtI is provided at the elementary level, middle school level, and high school level (3.1a, 3.3d, 3.3e, 3.4a, 3.4b, and 3.4c). These funds are also used to support early learners at the preschool level (3.4m) and Transitional Kindergarten and Junior Kindergarten level (3.4k, 3.4l, 5.2a, 5.3e, 5.4g) to address school readiness gaps and improve pre-academic progress of unduplicated pupil populations. Funds are also expended to increase parental involvement and improve parent communication (4.1c, 4.4b, and 4.5w). From launching new school site and district websites to greater efforts in positive community outreach through advertising, the district has expanded its efforts to engage parents and the community (Goal 4).

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

Simi Valley Unified School District is using LCFF funds to improve student achievement that principally meet the needs of socioeconomically disadvantaged students, English learner students, and foster youth at the school sites. There is an increase in actions and services embedded in each of the five goals that will be provided to the identified subgroups of students for the 2021-2022 school year and beyond. Academic intervention support will continue, and support will be increased at all levels throughout the school district. In some cases, additional personnel will be added (1.4e, 2.5b, 3.5c, 5.5l, and 5.5n). In other cases, existing actions and services will be expanded (1.4c, 2.5v, 2.5w, 3.1a, and 3.5f). By providing intervention for targeted subgroups (3.1a, 3.3d, 3.3e, 3.4a, 3.4b, 3.4c, 3.4g, 3.5d, 3.5e, and 3.5f), student performance will improve and the achievement gap will be reduced (Elbaum, Vaughn, Hughes, & Moody, 2000). Assigning one full-time intervention teacher, an increase from part-time status in previous years, to each of the elementary schools will ensure that elementary students receive additional academic support to close achievement gaps and improve student learning (3.1a). Hiring full-time intervention teachers at elementary schools allows for student exposure to academic intervention throughout the school year. The same holds true for providing academic intervention support at the secondary level (3.5d, 3.5e, and 3.5f).

Materials for ELD will include aligned instruction to the ELD Standards and link instruction to the Common Core State Standards (2.1j, 2.1k, 2.1l, 2.1m, 2.1o, 2.1p, 2.2c, 2.2d, and 3.3a) (Laurie Olsen, 2014). Student and parent workshops will increase awareness of and access to services and create a positive culture (4.1c, 4.1e, and 4.3a) (Bryk, A.S., and Schneider, B. 2003; Family Engagement Framework, CDE), including AG coursework, academic success, and other school-based resources for which subgroup participation is under-representative of the total population. In addition, paraprofessionals to support EL students, Literacy Coaches, and "Title Teachers" to support Title 1 schools will continue to be provided (3.4d, 3.4f, and 3.4j). By embedding focus on best practices for our subgroups in all ongoing Professional Development, teachers and administrators will be better prepared to respond to the needs of said subgroups, thereby increasing and improving services (Zwiers, J., Susan O'Hara, and Robert Pritchard. 2014). By editing the language of Goal 3 in 2019 and editing the

language in Goal 5 in 2021, the academic and social-emotional needs of all students will continue to become more emphasized throughout the district.

**Total Expenditures Table**

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$11,060,481.00	\$15,646,195.17	\$1,394,852.00	\$11,904,370.00	\$40,005,898.17

Totals:	Total Personnel	Total Non-personnel
Totals:	\$29,740,588.00	\$10,265,310.17

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Secondary Students	1.1a Career Pathways					
1	2	English Learners Foster Youth Low Income	1.1b Global Studies at Arroyo	\$105,000.00				\$105,000.00
1	3	All Students with Disabilities Secondary Students	1.1c School Pathways		\$11,000.00			\$11,000.00
1	4	All Students with Disabilities Secondary Students	1.1f Work-Based Learning		\$769,689.00			\$769,689.00
1	5	All Students with Disabilities Secondary Students	1.1h CTE Curriculum		\$100,000.00			\$100,000.00
1	6	English Learners Foster Youth Low Income	1.1i Pathway & A-G Information	\$100.00				\$100.00
1	7	All Students with Disabilities Secondary Students	1.1j Pathway Visits		\$32,000.00			\$32,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	8	English Learners Foster Youth Low Income	1.1k Naviance Software	\$40,000.00				\$40,000.00
1	9	All Students with Disabilities Secondary Students	1.1l Workability Program				\$63,000.00	\$63,000.00
1	10	English Learners Foster Youth Low Income	1.1m CyberHigh Credit Recovery	\$1,200.00				\$1,200.00
1	11	All Students with Disabilities Secondary Students	1.2a Evaluate Courses That Meet AG					
1	12	All Students with Disabilities Secondary Schools	1.3a Equal Opportunity Schools		\$40,000.00			\$40,000.00
1	13	All Students with Disabilities Secondary Students	1.3b International Baccalaureate (IB)		\$60,000.00			\$60,000.00
1	14	All Students with Disabilities Secondary Students	1.3c Professional Development to Support CTE		\$10,000.00			\$10,000.00
1	15	All Students with Disabilities Secondary Students	1.3d Moorpark College Partnership		\$1,000.00			\$1,000.00



Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	16	All Students with Disabilities EL	1.3e College Visitations				\$5,000.00	\$5,000.00
1	17	All Students with Disabilities EL LI FY	1.3f Field Trips for Unduplicated Pupil Populations				\$5,000.00	\$5,000.00
1	18	All Students with Disabilities	1.3g Connected Learning Program		\$9,000.00			\$9,000.00
1	19	English Learners Foster Youth Low Income	1.3h Staffing at Apollo Continuation High School	\$783,384.00				\$783,384.00
1	20	English Learners Foster Youth Low Income	1.3i High School Counselors	\$550,000.00				\$550,000.00
1	21	All Students with Disabilities Secondary Students	1.3j Center for Advanced Professional Studies		\$20,000.00			\$20,000.00
1	22	English Learners Foster Youth Low Income	1.4a AP Capstone Program	\$10,000.00				\$10,000.00
1	23	All Students with Disabilities	1.4b Community College Articulation Program (CCAP)					
1	24	All Students with Disabilities Secondary Students	1.4c Advanced Placement (AP) Review Sessions		\$50,000.00			\$50,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	25	All Students with Disabilities Secondary Students	1.4d CTE Courses at High Schools		\$200,000.00			\$200,000.00
1	26	All Students with Disabilities Secondary Students	1.4e 9th Grade Counselors		\$348,465.00			\$348,465.00
2	1	English Learners Foster Youth Low Income	2.1a Professional Development	\$1,750,000.00				\$1,750,000.00
2	2	English Learners Foster Youth Low Income	2.1c TOSA – Science	\$132,000.00			\$18,178.00	\$150,178.00
2	3	All Students with Disabilities EL LI FY	2.1f Math Teacher Professional Development		\$164,000.00			\$164,000.00
2	4	All Students with Disabilities	2.1g JK/TK		\$2,500.00			\$2,500.00
2	5	All Students with Disabilities	2.1h TOSA Lead PD					
2	6	English Learners	2.1j Training for ELD standards/Strategies	\$10,000.00				\$10,000.00
2	7	English Learners	2.1k CABE Conference	\$10,000.00				\$10,000.00
2	8	English Learners	2.1l Secondary ELD training	\$5,424.00				\$5,424.00
2	9	English Learners	2.1m Secondary ELD Instruction	\$2,260.00				\$2,260.00
2	10	English Learners Foster Youth Low Income	2.1o ELD Training for Paraprofessionals					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	11	All Students with Disabilities English Learners	2.1p Principal Training for ELD				\$5,000.00	\$5,000.00
2	12	All Students with Disabilities	2.1q Project Based Learning					
2	13	All Students with Disabilities	2.2a Social Science Adoption					
2	14	All Students with Disabilities	2.2b Mystery Science		\$18,981.00			\$18,981.00
2	15	English Learners	2.2c ELD Materials aligned to ELA	\$50,000.00				\$50,000.00
2	16	English Learners	2.2d ELD Materials for Classrooms	\$20,000.00				\$20,000.00
2	17	English Learners	2.2e ELA/ELD materials for K12					
2	18	All Students with Disabilities	2.3a Chromebook Training		\$10,000.00			\$10,000.00
2	19	All Students with Disabilities	2.3b Purchase Chromebooks			\$10,000.00		\$10,000.00
2	20	All Students with Disabilities	2.3c International Society for Technology in Education (ISTE)					
2	21	All Students with Disabilities	2.4a Induction for Administrative Credential		\$50,000.00			\$50,000.00
2	22	English Learners Foster Youth Low Income	2.4b Induction for New Teachers	\$111,055.00	\$176,349.00	\$12,596.00		\$300,000.00
2	23	All Students with Disabilities	2.4d NGSS Curriculum		\$4,250,000.00			\$4,250,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	24	English Learners Foster Youth Low Income	2.4f 6 TOSA's	\$334,580.00			\$215,987.00	\$550,567.00
2	25	All Students with Disabilities EL LI FY	2.4g Coordinator of Categorical Programs		\$160,000.00			\$160,000.00
2	26	English Learners Foster Youth Low Income	2.5a Substitute Teachers & Chromebooks	\$6,500.00				\$6,500.00
2	27	English Learners Foster Youth Low Income	2.5b Coordinator of Diversity, Equity, Inclusion & Humanities	\$160,000.00				\$160,000.00
2	28	English Learners Foster Youth Low Income	2.5c Seal of Civic Engagement	\$10,000.00				\$10,000.00
2	29	English Learners Foster Youth Low Income	2.5d Ethnic Studies	\$10,000.00				\$10,000.00
2	30	All Students with Disabilities	2.5e Science Lab Materials		\$121,780.00			\$121,780.00
2	31	All Students with Disabilities	2.5f Renaissance Learning Digital Program		\$688,222.17			\$688,222.17
2	32	All Students with Disabilities EL	2.5g Ellevation Program		\$125,938.00			\$125,938.00
2	33	All Students with Disabilities	2.5h DeltaMath		\$8,000.00			\$8,000.00
2	34	All Students with Disabilities	2.5i Gizmos Science		\$34,903.00			\$34,903.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	35	All Students with Disabilities high Schools	2.5j Labster Science		\$16,875.00			\$16,875.00
2	36	All Students with Disabilities	2.5k Voces Digital Classroom		\$19,479.00			\$19,479.00
2	37	All Students with Disabilities	2.5l Screen Castify		\$46,170.00			\$46,170.00
2	38	All Students with Disabilities	2.5m EdPuzzle		\$25,721.00			\$25,721.00
2	39	All Students with Disabilities	2.5n KAMI		\$20,000.00			\$20,000.00
2	40	All Students with Disabilities	2.5o Seesaw		\$20,000.00			\$20,000.00
2	41	All Students with Disabilities	2.5p Handwriting Without Tears		\$300.00			\$300.00
2	42	All Students with Disabilities	2.5q NEWSLA		\$72,725.00			\$72,725.00
2	43	All Students with Disabilities	2.5r MusicFirst		\$12,368.00			\$12,368.00
2	44	All Students with Disabilities	2.5s Typing Agent		\$10,000.00			\$10,000.00
2	45	All Students with Disabilities	2.5t Kahoot		\$1,440.00			\$1,440.00
2	46	All Students with Disabilities	2.5u SAVVAS		\$66,000.00			\$66,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	47	All Students with Disabilities	2.5v Additional Professional Development (required)		\$1,500,000.00			\$1,500,000.00
2	48	All Students with Disabilities	2.5w Additional Professional Development (optional)		\$1,500,000.00			\$1,500,000.00
3	1	All Students with Disabilities EL LI FY	3.1a Intervention Specialists		\$2,000,000.00			\$2,000,000.00
3	2	All Students with Disabilities EL LI FY	3.1c ELD Support		\$182,555.00			\$182,555.00
3	3	English Learners Foster Youth Low Income	3.1d Intervention Supports/Programs	\$12,000.00				\$12,000.00
3	4	English Learners Foster Youth Low Income	3.1e Credit Recovery	\$27,000.00				\$27,000.00
3	5	English Learners Foster Youth Low Income	3.1g Intervention at Middle Schools	\$300,000.00				\$300,000.00
3	6	English Learners Foster Youth Low Income	3.1i Rtl Workshops/Conferences	\$25,000.00				\$25,000.00
3	7	English Learners Foster Youth Low Income	3.1j Student Study Team Protocols	\$1,000.00				\$1,000.00
3	8	All Students with Disabilities EL, FY, LI	3.1n Comprehensive Support and Improvement Grant		\$536,852.00			\$536,852.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	9	All Students with Disabilities	3.1o Co-Teaching for Students with Special Needs		\$10,000.00			\$10,000.00
3	10	All Students with Disabilities	3.2a District Benchmarks for K-12					
3	11	English Learners Foster Youth Low Income	3.2c CAPS	\$400,000.00				\$400,000.00
3	12	All Students with Disabilities	3.2d Typing Agent		\$9,500.00			\$9,500.00
3	13	All Students with Disabilities	3.2e Test Site Coordinators					
3	14	All Students with Disabilities EL LI FY	3.3a Professional Development for ELD site coordinators					
3	15	All Students with Disabilities EL LI FY	3.3b Implement ELD Administrator's Checklist					
3	16	English Learners Foster Youth Low Income	3.3c ELD Departments	\$9,000.00				\$9,000.00
3	17	English Learners	3.3d Field Trips for LTEL Students	\$2,000.00			\$3,000.00	\$5,000.00
3	18	English Learners	3.3e Target Tutoring for ELs & RFEP	\$1,500.00				\$1,500.00
3	19	Foster Youth	3.4a Foster Liaison	\$8,500.00				\$8,500.00
3	20	Foster Youth	3.4b Support for Foster Youth					
3	21	Foster Youth	Professional Development for Foster Youth Team Members	\$2,200.00				\$2,200.00
3	22	English Learners	3.4d Paraprofessional for EL Students	\$750,000.00				\$750,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	23	All Students with Disabilities SPED Students	3.4e Paraprofessionals to Support SPED Students				\$10,000,000.00	\$10,000,000.00
3	24	All Students with Disabilities	3.4f Title Teachers				\$1,180,447.00	\$1,180,447.00
3	25	All Students with Disabilities	3.4g Math Rtl at Title Schools				\$111,419.00	\$111,419.00
3	26	All Students with Disabilities GRADE 1-6	3.4h Summer Math/ELA Courses					
3	27	All Students with Disabilities EL, LI, FY, Homeless	3.4j Literacy Coaches		\$505,148.00		\$56,125.00	\$561,273.00
3	28	English Learners Foster Youth Low Income	3.4k Paraprofessionals to support K/1 & 5/6 Classes	\$381,552.00				\$381,552.00
3	29	English Learners Foster Youth Low Income	3.4l JK/TK Classes	\$1,269,159.00				\$1,269,159.00
3	30	English Learners Foster Youth Low Income	3.4m Preschool Program	\$328,315.00				\$328,315.00
3	31	English Learners Foster Youth Low Income	3.4n Staffing at Monte Vista	\$553,311.00				\$553,311.00
3	32	English Learners Foster Youth Low Income	3.4o Director of Instruction & Pupil Services	\$185,836.00				\$185,836.00



Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	33	English Learners Foster Youth Low Income	3.4p GED/High School Diploma	\$243,979.00				\$243,979.00
3	34	English Learners Foster Youth Low Income	3.4q Student Performance at Grade Level Standards	\$180,000.00				\$180,000.00
3	35	English Learners Foster Youth Low Income	3.4r Spanish for Native Speakers	\$130,000.00				\$130,000.00
3	36	English Learners	3.5a Learning Assessment Skills(LAS)	\$1,442.00				\$1,442.00
3	37	All Students with Disabilities	3.5b ESGI		\$2,500.00			\$2,500.00
3	38	All Students with Disabilities	3.5c PE Teachers for Elementary		\$900,000.00			\$900,000.00
3	39	All Students with Disabilities	3.5d Secondary Academic Intervention		\$50,000.00			\$50,000.00
3	40	English Learners Foster Youth Low Income	3.5e Academic Intervention	\$300,000.00				\$300,000.00
3	41	English Learners Foster Youth Low Income	3.5f Intervention Coordinator	\$120,000.00				\$120,000.00
4	1	English Learners	4.1c Parent Workshops in Spanish	\$1,500.00				\$1,500.00
4	2	All Students with Disabilities EL	4.1e Parent Project Workshops				\$2,000.00	\$2,000.00
4	3	English Learners Foster Youth Low Income	4.1f Public Information Officer	\$122,539.00				\$122,539.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4	English Learners Foster Youth Low Income	4.2a Social Media	\$500.00				\$500.00
4	5	All Students with Disabilities	4.2b Parent Communication					
4	6	All Students with Disabilities	4.3a Technology Workshops				\$1,823.00	\$1,823.00
4	7	All Students with Disabilities	4.4a SPSA & SSC					
4	8	English Learners	4.4b ELAC/DELAC					
4	9	English Learners Foster Youth Low Income	4.4c Community Advisory Committee					
4	10	English Learners Foster Youth Low Income	4.5a Street Fair	\$700.00			\$700.00	\$1,400.00
4	11	English Learners Foster Youth Low Income	4.5b State of Our Schools Address	\$100.00				\$100.00
4	12	All Students with Disabilities	4.5c Advertising		\$60,000.00			\$60,000.00
4	13	English Learners	4.5f Community Liaisons	\$91,125.00			\$136,691.00	\$227,816.00
4	14	All Students with Disabilities	4.5g School of Choice Tours					
4	15	All Students with Disabilities	4.5h JK/TK Information Night					
4	16	All Students with Disabilities	4.5i Kindergarten Information Night					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	17	All Students with Disabilities	4.5j Elementary Fall Conferences					
4	18	All Students with Disabilities	4.5k Elementary Spring Conferences					
4	19	All Students with Disabilities	4.5l Financial Aid Information Night					
4	20	All Students with Disabilities	4.5m A-G Information Night					
4	21	English Learners	4.5n Interpreter/Translator	\$78,726.00				\$78,726.00
4	22	English Learners Foster Youth Low Income	4.5o College Fair	\$1,300.00				\$1,300.00
4	23	All	4.5q AP/IB Program					
4	24	All Students with Disabilities	4.5r SPED Transition Meetings					
4	25	All Students with Disabilities	4.5s Justin Early Learners Academy Informational Event					
4	26	English Learners Foster Youth Low Income	4.5t Simi Valley Days Parade	\$600.00				\$600.00
4	27	All Students with Disabilities	4.5u Read Across America		\$300.00			\$300.00
4	28	All Students with Disabilities	4.5w Parent Summits					
4	29	All Students with Disabilities	4.6a Customer Service Training					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	30	All Students with Disabilities	4.6b Mental Health/Wellness Resources					
5	1	All Students with Disabilities	5.1a Anti-Bullying/Safety Assemblies		\$500.00			\$500.00
5	2	All Students with Disabilities	5.1b Mental Health and Student Wellness Website					
5	3	All Students with Disabilities	5.1d Bullying Incidents	\$500.00				\$500.00
5	4	All Students with Disabilities	5.2a Digital Citizenship Curriculum		\$2,500.00			\$2,500.00
5	5	English Learners Foster Youth Low Income	5.3a Clubs, Student Organizations, and Athletic Teams	\$450,000.00				\$450,000.00
5	6	All Students with Disabilities	5.3c Student Connectedness Survey					
5	7	All Students with Disabilities	5.3d Safe Driving Program					
5	8	All Students with Disabilities EL LI FY	5.3e Elementary Counseling Program		\$210,935.00	\$164,510.00		\$375,445.00
5	9	All Students with Disabilities	5.4a Facilities' Project List					
5	10	English Learners Foster Youth Low Income	5.4b Employee Training	\$350.00				\$350.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	11	All Students with Disabilities	5.4c Student Study Team					
5	12	All Students with Disabilities	5.4e CHAMPS					
5	13	All Students with Disabilities	5.4f TUPE		\$22,000.00			\$22,000.00
5	14	All Students with Disabilities	5.4g Measure X Bond			\$1,207,746.00		\$1,207,746.00
5	15	All Students with Disabilities	5.4h Crisis Management Team					
5	16	English Learners Foster Youth Low Income	5.4i Junior Olympics	\$1,448.00				\$1,448.00
5	17	All Students with Disabilities	5.4l Every 15 Minutes					
5	18	English Learners Foster Youth Low Income	5.4m Special Olympics	\$3,000.00				\$3,000.00
5	19	English Learners Foster Youth Low Income	5.4n Panorama Education	\$53,700.00				\$53,700.00
5	20	English Learners Foster Youth Low Income	5.4o Senior Walk	\$600.00				\$600.00
5	21	English Learners Foster Youth Low Income	5.4p Campus Supervisors	\$661,596.00				\$661,596.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	22	English Learners Foster Youth Low Income	5.4r Attention to Attendance	\$73,900.00				\$73,900.00
5	23	Foster Youth Low Income	5.4s Transportation for Foster/Homeless	\$25,000.00				\$25,000.00
5	24	All Students with Disabilities	5.4t Student Summit					
5	25	English Learners Foster Youth Low Income	5.5a Coordinator of Diversity, Equity, Inclusion & Humanities	\$160,000.00				\$160,000.00
5	26	English Learners Foster Youth Low Income	5.5b Tier 1 SEL program					
5	27	English Learners Foster Youth Low Income	5.5c Student Social-Emotional Wellness					
5	28	All Students with Disabilities	5.5d Reporting System					
5	29	All Students with Disabilities	5.5e Behavior Expectation Talks					
5	30	All Students with Disabilities	5.5f Suicide and Self Harm Prevention Assemblies					
5	31	All Students with Disabilities	5.5g BRIEF Intervention					
5	32	All Students with Disabilities	5.5h Restorative Justice Program					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	33	All Students with Disabilities Elementary Schools	5.5i Walk to School Day					
5	34	All Students with Disabilities	5.5j California Student Privacy Alliance (CSPA)		\$5,500.00			\$5,500.00
5	35	All Students with Disabilities	5.5k Jump start		\$120,000.00			\$120,000.00
5	36	All Students with Disabilities EL LI FY	5.5l Additional Counselors		\$100,000.00		\$100,000.00	\$200,000.00
5	37	All Students with Disabilities	5.5m Additional Working days for Counselors		\$55,000.00			\$55,000.00
5	38	All Students with Disabilities	5.5n School Social Worker		\$100,000.00			\$100,000.00

**Contributing Expenditures Tables**

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$11,059,981.00	\$11,623,482.00
<b>LEA-wide Total:</b>	\$9,035,992.00	\$9,599,493.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$2,023,989.00	\$2,023,989.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	1.1b Global Studies at Arroyo	Schoolwide	English Learners Foster Youth Low Income	Elementary	\$105,000.00	\$105,000.00
1	6	1.1i Pathway & A-G Information	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100.00	\$100.00
1	8	1.1k Naviance Software	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary schools	\$40,000.00	\$40,000.00
1	10	1.1m CyberHigh Credit Recovery	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	\$1,200.00	\$1,200.00
1	19	1.3h Staffing at Apollo Continuation High School	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Apollo High School	\$783,384.00	\$783,384.00
1	20	1.3i High School Counselors	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	\$550,000.00	\$550,000.00
1	22	1.4a AP Capstone Program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools	\$10,000.00	\$10,000.00



Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	2.1a Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,750,000.00	\$1,750,000.00
2	2	2.1c TOSA – Science	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$132,000.00	\$150,178.00
2	6	2.1j Training for ELD standards/Strategies	LEA-wide	English Learners	Specific Schools: Elementary Schools	\$10,000.00	\$10,000.00
2	7	2.1k CABE Conference	LEA-wide	English Learners	All Schools	\$10,000.00	\$10,000.00
2	8	2.1l Secondary ELD training	LEA-wide	English Learners	Specific Schools: Secondary Schools	\$5,424.00	\$5,424.00
2	9	2.1m Secondary ELD Instruction	LEA-wide	English Learners	Specific Schools: Secondary Schools	\$2,260.00	\$2,260.00
2	10	2.1o ELD Training for Paraprofessionals	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	15	2.2c ELD Materials aligned to ELA	LEA-wide	English Learners	All Schools	\$50,000.00	\$50,000.00
2	16	2.2d ELD Materials for Classrooms	LEA-wide	English Learners	All Schools	\$20,000.00	\$20,000.00
2	17	2.2e ELA/ELD materials for K12	LEA-wide	English Learners	All Schools		
2	22	2.4b Induction for New Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$111,055.00	\$300,000.00
2	24	2.4f 6 TOSA's	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$334,580.00	\$550,567.00
2	26	2.5a Substitute Teachers & Chromebooks	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,500.00	\$6,500.00
2	27	2.5b Coordinator of Diversity, Equity, Inclusion & Humanities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$160,000.00	\$160,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	28	2.5c Seal of Civic Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
2	29	2.5d Ethnic Studies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
3	3	3.1d Intervention Supports/Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Middle Schools	\$12,000.00	\$12,000.00
3	4	3.1e Credit Recovery	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: High Schools	\$27,000.00	\$27,000.00
3	5	3.1g Intervention at Middle Schools	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Middle Schools	\$300,000.00	\$300,000.00
3	6	3.1i RtI Workshops/Conferences	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00
3	7	3.1j Student Study Team Protocols	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$1,000.00
3	11	3.2c CAPS	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,000.00	\$400,000.00
3	16	3.3c ELD Departments	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Secondary Schools	\$9,000.00	\$9,000.00
3	17	3.3d Field Trips for LTEL Students	LEA-wide	English Learners	All Schools Specific Schools: Secondary Schools	\$2,000.00	\$5,000.00
3	18	3.3e Target Tutoring for ELs & RFEP	LEA-wide	English Learners	All Schools	\$1,500.00	\$1,500.00
3	19	3.4a Foster Liaison	LEA-wide	Foster Youth	All Schools	\$8,500.00	\$8,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					Specific Schools: secondary schools		
3	20	3.4b Support for Foster Youth	LEA-wide	Foster Youth	All Schools		
3	21	Professional Development for Foster Youth Team Members	LEA-wide	Foster Youth	All Schools	\$2,200.00	\$2,200.00
3	22	3.4d Paraprofessional for EL Students	LEA-wide	English Learners	All Schools	\$750,000.00	\$750,000.00
3	28	3.4k Paraprofessionals to support K/1 & 5/6 Classes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Elementary Schools	\$381,552.00	\$381,552.00
3	29	3.4l JK/TK Classes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Elementary schools	\$1,269,159.00	\$1,269,159.00
3	30	3.4m Preschool Program	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Justin Early Learners Academy	\$328,315.00	\$328,315.00
3	31	3.4n Staffing at Monte Vista	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Monte Vista	\$553,311.00	\$553,311.00
3	32	3.4o Director of Instruction & Pupil Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$185,836.00	\$185,836.00
3	33	3.4p GED/High School Diploma	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$243,979.00	\$243,979.00
3	34	3.4q Student Performance at Grade Level Standards	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$180,000.00	\$180,000.00
3	35	3.4r Spanish for Native Speakers	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: High Schools	\$130,000.00	\$130,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	36	3.5a Learning Assessment Skills(LAS)	LEA-wide	English Learners	All Schools	\$1,442.00	\$1,442.00
3	40	3.5e Academic Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: High Schools	\$300,000.00	\$300,000.00
3	41	3.5f Intervention Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: High Schools	\$120,000.00	\$120,000.00
4	1	4.1c Parent Workshops in Spanish	LEA-wide	English Learners	All Schools	\$1,500.00	\$1,500.00
4	3	4.1f Public Information Officer	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$122,539.00	\$122,539.00
4	4	4.2a Social Media	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	\$500.00
4	8	4.4b ELAC/DELAC	LEA-wide	English Learners	All Schools		
4	9	4.4c Community Advisory Committee	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	10	4.5a Street Fair	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$700.00	\$1,400.00
4	11	4.5b State of Our Schools Address	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100.00	\$100.00
4	13	4.5f Community Liaisons	LEA-wide	English Learners	All Schools	\$91,125.00	\$227,816.00
4	21	4.5n Interpreter/Translator	LEA-wide	English Learners	All Schools	\$78,726.00	\$78,726.00
4	22	4.5o College Fair	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: High Schools	\$1,300.00	\$1,300.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	26	4.5t Simi Valley Days Parade	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$600.00	\$600.00
5	5	5.3a Clubs, Student Organizations, and Athletic Teams	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$450,000.00	\$450,000.00
5	10	5.4b Employee Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$350.00	\$350.00
5	16	5.4i Junior Olympics	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Elementary Schools	\$1,448.00	\$1,448.00
5	18	5.4m Special Olympics	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00
5	19	5.4n Panorama Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$53,700.00	\$53,700.00
5	20	5.4o Senior Walk	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$600.00	\$600.00
5	21	5.4p Campus Supervisors	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$661,596.00	\$661,596.00
5	22	5.4r Attention to Attendance	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$73,900.00	\$73,900.00
5	23	5.4s Transportation for Foster/Homeless	LEA-wide	Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00
5	25	5.5a Coordinator of Diversity, Equity, Inclusion & Humanities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$160,000.00	\$160,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
5	26	5.5b Tier 1 SEL program	LEA-wide	English Learners Foster Youth Low Income	All Schools		
5	27	5.5c Student Social-Emotional Wellness	LEA-wide	English Learners Foster Youth Low Income	All Schools		

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

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

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



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

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 stakeholders and the public.

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

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

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 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.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <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> .

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year



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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 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% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance 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% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

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

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

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

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

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

## Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the 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.
- **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).
- **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:** This amount is automatically calculated based on amounts entered in the previous four columns.