

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Victor Valley Union High School District

CDS Code: 36679340000000

School Year: 2023-24

LEA contact information:

Mr. Carl Coles

Superintendent

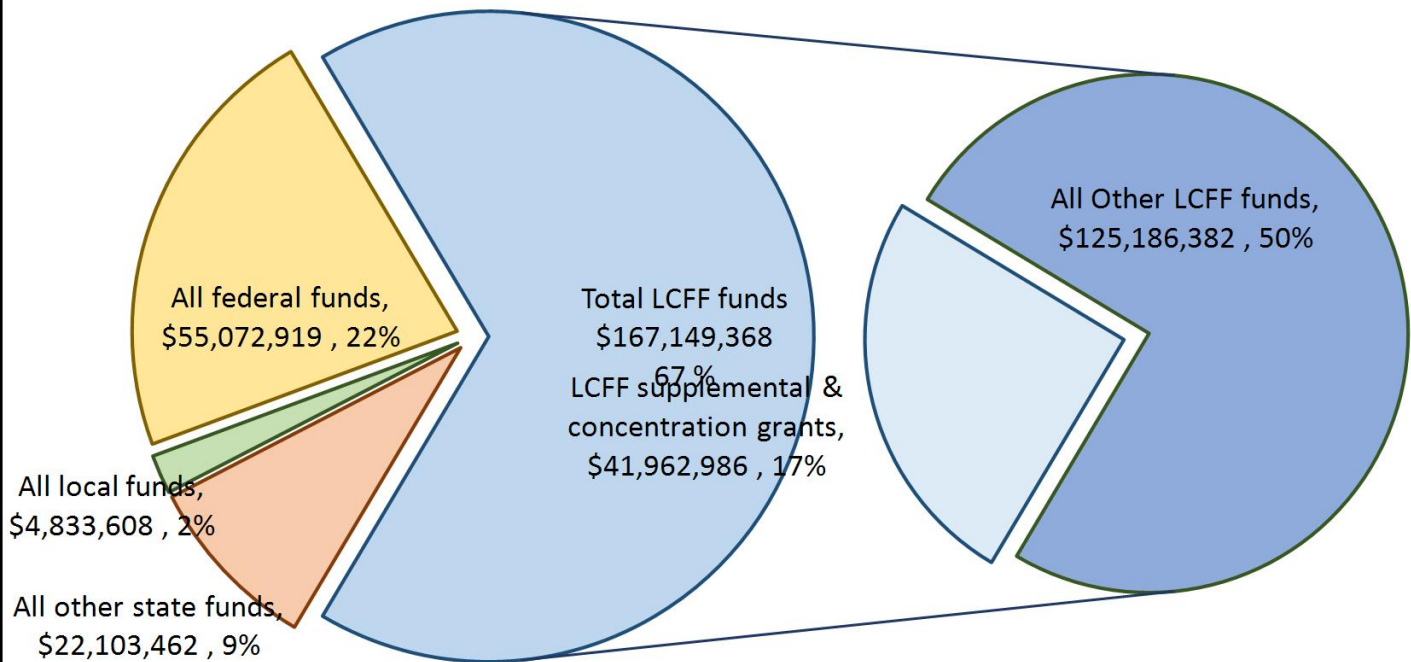
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2023-24 School Year

### Projected Revenue by Fund Source



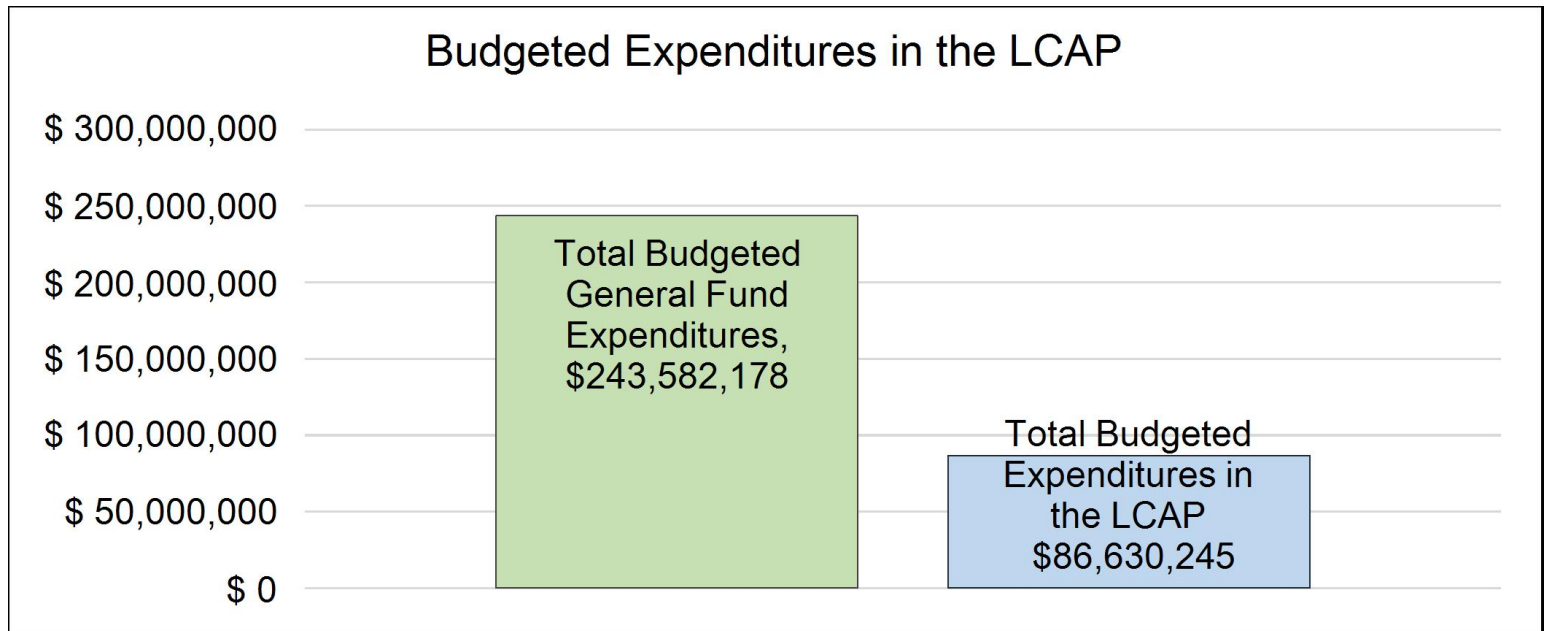
This chart shows the total general purpose revenue Victor Valley Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Victor Valley Union High School District is \$249,159,356.46, of which \$167,149,368.00 is Local Control Funding Formula (LCFF),

\$22,103,462 is other state funds, \$4,833,607.77 is local funds, and \$55,072,918.69 is federal funds. Of the \$167,149,368.00 in LCFF Funds, \$41,962,986.00 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 Victor Valley Union High School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Victor Valley Union High School District plans to spend \$243,582,178.11 for the 2023-24 school year. Of that amount, \$86,630,245.20 is tied to actions/services in the LCAP and \$156,951,932.91 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

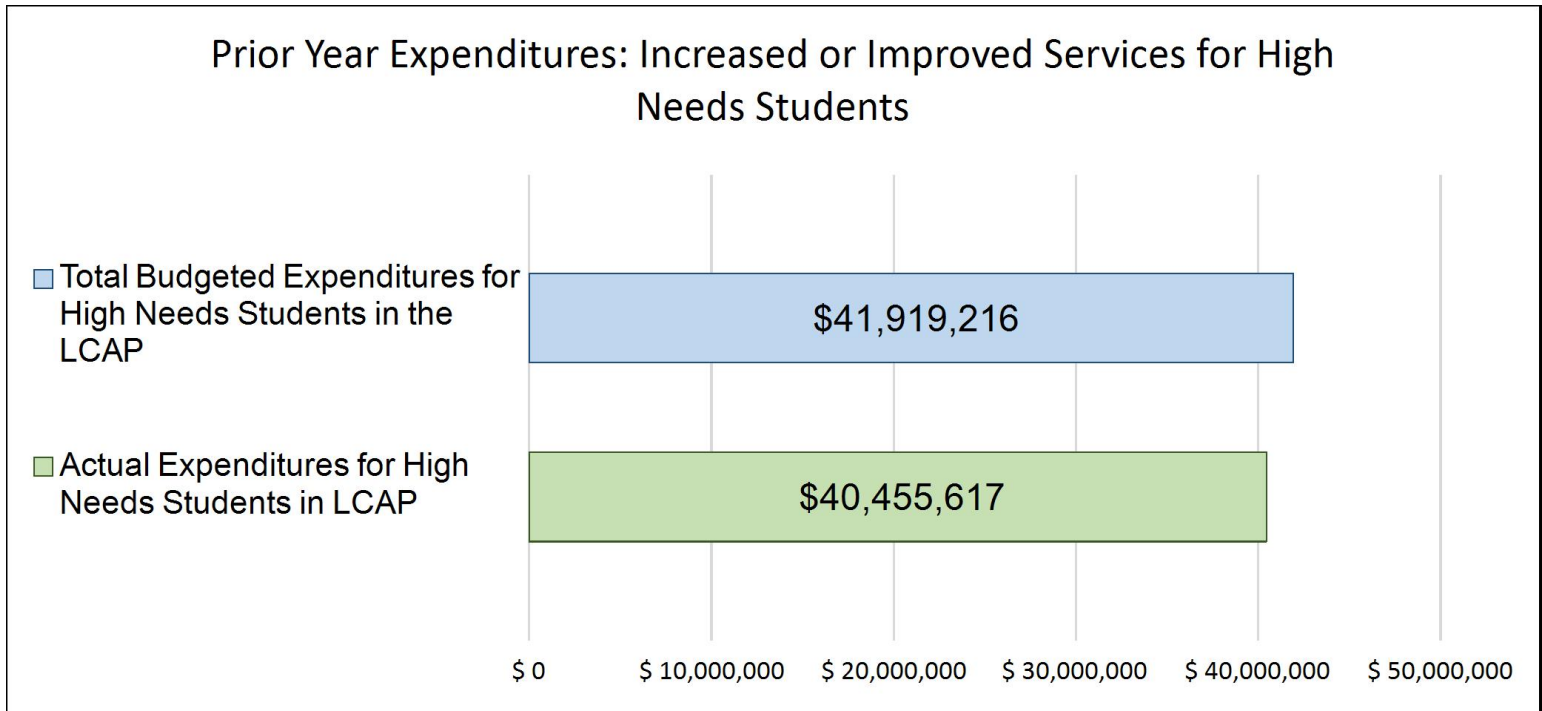
The budgeted expenditures that are not contained in the LCAP include core instructional program materials and costs, salaries and benefits for the certificated (teachers and counselors) staff, school office staff and administrative staff. Also not included in the LCAP are the costs of utilities, routine maintenance, Special Education and other programs that do not qualify for supplementary state or federal funding, but are required to provide a well-rounded, safe and effective learning program for students.

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Victor Valley Union High School District is projecting it will receive \$41,962,986.00 based on the enrollment of foster youth, English learner, and low-income students. Victor Valley Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Victor Valley Union High School District plans to spend \$44,329,222.00 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 2022-23



This chart compares what Victor Valley Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Victor Valley Union High 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.

The text description of the above chart is as follows: In 2022-23, Victor Valley Union High School District's LCAP budgeted \$41,919,216.00 for planned actions to increase or improve services for high needs students. Victor Valley Union High School District actually spent \$40,455,616.98 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$1,463,599.02 had the following impact on Victor Valley Union High School District's ability to increase or improve services for high needs students:

The district did not complete the World Language nor the AP Environmental Science Textbook Adoptions (Goal 1 action 7) which did not allow us to provide updated materials, however the current materials were used and the district will make a final decision and adopt the textbooks in the fall of 2023. Additionally, the district did not hire two instructional coaches. This did not impact our ability to provide improved services as other staff worked with newer teachers and those who needed extra support. Finally, the additional teachers to support smaller class sizes (Goal 3, Action 3) did not cost as much as we budgeted. Thus, the district was able to create smaller classes, this did not impact our ability to provide increased and improved services.

# 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
Victor Valley Union High School District	Mr. Carl Coles Superintendent	ccoles@vvuhsd.org (760) 955-3201

## Plan Summary [2023-24]

### General Information

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

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

The district has ten schools that are high-quality, educational learning environments. There are three comprehensive high schools offering grades 9 through 12, two schools of choice with grades 7 through 12, one academy with grades 7 through 12, one middle school with grades 7 and 8, and one virtual school with grades 7-12. Additional learning choices include a continuation school and an independent study school. VVUHSD is an urban district with approximately 11,920 (Dataquest - <https://dq.cde.ca.gov/dataquest/>) students residing in the district boundaries and an ethnically diverse student body. The five largest ethnic groups are Hispanic/Latino (68%), African American (17%), White (7%), two or more races (3%), and Asian (2%). The socioeconomic status of the families living within the district boundaries is lower than many surrounding communities with 10,165 students (85%) identified as Socio-economically disadvantaged (SED), and the rate by school is significant, with the lowest school at 75.9% and the highest school, 94.5%.

VVUHSD is committed to providing all students with the opportunity to perform to their fullest potential while ensuring equity of access to support achievement levels of students by race, gender, or economic levels. This includes giving all students access to a well-rounded and rigorous curriculum that is research-based and data-driven and supported by socioemotional support initiatives, while effectively and

efficiently operating within our fiscal accountability system. We prioritize ongoing professional development to enhance staff capacity to continually adjust teaching practice in response to student performance data. Our focus reflects the expectations of California's College and Career Readiness Standards, the California State Standards, the LCFF 8 State Priorities, the California School Dashboard, and our local assessments. Our final commitment to our school community is to provide a safe and clean environment to support student learning. Additional evidence of our progress may be accessed via our School Accountability Report Cards (SARCs) at [www.vvuhd.org](http://www.vvuhd.org).

The VVUHSD mission statement guides our high-quality staff as we serve the community of the Victor Valley. The mission states: "As the unifying agent of our community, steeped in more than a century of commitment to student achievement, the Victor Valley Union High School District will provide students with a high-quality education in a safe environment, cultivating skills necessary for success through the promotion of integrity, creativity, and collaboration, inspiring them to reach their full potential and become productive global citizens." The district has a new superintendent as of September 2022 and a new leadership team. The district continues its focus on instruction with the Guide for Instructional Design. It was rolled out to sites throughout the 2022-23 school year and is foundational in all professional learning. The English Learner master plan was also rolled out in 2022-23. The district has a 10-year Educational Master Plan which includes a plan for continued growth in organizational effectiveness, district workforce development and effectiveness, student success, and community partnerships and service. The district is also focusing on the socio-emotional well-being of students including ensuring a safe, warm, and welcoming school climate. In 2023-24 the district will open a new middle school. The middle schools will have a 25-1 student-teacher ratio in English and math classes and the high schools will have a 32-1 student-teacher ratio in core classes. Additionally, the district has a focus on literacy.

## Reflections: Successes

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

### Reflections: Successes

The LCAP process revealed many areas of growth and success for our district. In 2022, the California School Dashboard was released reflecting Status Level only. Below are examples of areas of greatest improvement as well as areas of student achievement related to the analysis of multiple data measures including the California School Dashboard and local indicators:

California School Dashboard (21-22) related indicators:

#### English Language Arts

~The 2022 California School Dashboard release shows a -40.8 Distance from Standard release for the English Language Arts academic indicator demonstrating that 36.62% of all students met or exceeded the standards. This is a decline of .87% from the 2018-19 CAASPP data. An area for celebration is the growth of our homeless youth. The met or exceeds the standards grew 15.75% to 30.30% between 2018-19 and 2021-22. The African American student group increased in met and exceeded standards from 2018-19 to 2021-22 by .5%.

~In 2022-23, we completed local benchmarks using the embedded formative assessments in our board-adopted English curriculum, myPerspectives, and Star Renaissance in the fall and winter for all grade levels. Data from the Savvas assessments showed a 9.9% average



percentile growth from Fall to Winter, a period of 5 months. The Star Renaissance data for the winter assessment showed all students demonstrated 1% growth from the fall assessment. The district will continue to support homeless and foster youth by providing transportation (Goal 1, Action 4), and ensuring technology are available to all students (Goal 1 Actions 2,7). The district also will continue with the STAR Renaissance as a universal screener and benchmark tool (Goal 2, Action 9). VVUHSD will be analyzing the end-of-year data for Star Renaissance as well as the CAASPP ELA data in July.

### Mathematics

~The 2022 CAASPP scores for the Mathematics academic indicator demonstrated that 15.37 of all students met or exceeded the standards.

~In 2022-23, we completed local benchmark assessments using SchoolCity for Grades 7, and 8 and Integrated Math I, II, and III. The assessments, administered quarterly, provide re-engagement between the formative and summative assessments. The Quarter 2 assessment saw growth across all students from the formative to the summative. Seventh grade saw an increase from 14.5% to 42% of students testing at meets or exceeds on operations with rational numbers. The eighth grade increased by 14% on linear functions. In high school creating algebraic equations and average rate of change of a function, 29% of our Integrated Math I students demonstrated proficiency. Integrated Math II students increased from 4% to 40% when assessed on congruence and similarity and 54% of our Integrated Math III students demonstrated proficiency on operations with polynomials. We observed similar results on the Quarter 3 assessment. The 8th grade students increased from 26% to 60.5% meeting and exceeding on linear and simultaneous equations.

~We completed regular local assessments for two of our conceptual classes, Integrated Math 9 (IM9) and Math Connections 7 (MC7). In the IM9 class, in the area of Functions, the pre-test data shows 29% of the students meeting or exceeding the standards and 68% meeting or exceeding on the post-test. In the area of Ratios, the pretest showed 35% meeting or exceeding and the posttest showed 53% were meets or exceeds. For Systems of Equations, 13% scored meets or exceeds on the pretest and 64% scored meets or exceeds on the posttest. In Math Connections, students also showed growth in Fractions from 6% to 26.80% proficiency and Integers from 49.48% to 91.40%. The district will continue with cycles of improvement with the Integrated Math 9, Integrated Math I and II Math 7, and Math 8 common assessments (Goal 2, Action 1).

### Career Technical Education

~ The College and Career indicator on the dashboard was not reported in 2022. All of our pathways are aligned to regional priority sectors with adequate employment opportunities.

~To support college and career in the future, the district will continue to fund a robust Career Technical Education (CTE) program and support staff to ensure all students have access. We will continue to articulate our classes with Victor Valley College for our students. This is one of the criteria for our students to be prepared. We will also continue our efforts to reinforce math and ELA in our CTE classes to support district efforts to increase Summative Assessment scores to receive a score of Level 3 or higher. CTE had 21 articulated college credits with Victor Valley Community College where students earn college credits from their CTE classes for the 2021-2022 school year.

~We have increased the quarterly cycle of introduction CTE courses in the middle schools for the 2022-23 school year using Project Lead the Way frameworks. The goal is to encourage students to transition into a said CTE Pathway in high school.

~ Industry partners continue to request career guidance and career technical programs in high schools.

Industry-recognized certifications continue to increase in all CTE pathways.

~ CTE student CTSO leadership opportunities continue to grow. In 2019-20 we had two students compete at the National level. In 2021-22, we had nine students compete at the national level.

~ Dual Enrollment is provided at all sites. Student interest is strong and continues to be a viable option for our students. In 2021-22, 29% of 11th and 12th grade students were enrolled in Dual Enrollment courses with 80% of those students earning grades of C or better. The district will continue to support the growth of the CTE pathways with an increased number of articulation courses and dual enrollment, which will be offered during the school day (Goal 2, Actions 12, 16).

#### Graduation Rates:

~Based on the 2022 California School Dashboard, the graduation rate for all students rose from 84.7% to 86% resulting in a status of Medium. The graduation rate for low-income students increased to 86%, putting them also at a status of Medium. Students with disabilities' graduation rate was 69.9% and foster youth was 70.5% resulting in each group having a status of Low. Foster Youth had the greatest gain from 65% to 80.5%, and Low-income students rose from 83.4% to 84.5%. The success with the graduation rate will once again be a priority by continuing to provide and expand the after-school credit recovery option through the after-school credit recovery program using APEX Learning (UCOP A-G) courses. We will continue with APEX Learning and the University of California Office of the President (UCOP) A-G Course Management Portal to redesign the courses at 70%, allowing students to remediate a D/F grade through these new courses. Students remediated over 2000 credits in 2022-23. This directly supported students to graduate as they were able to remediate quickly and without having to repeat the entire course, but remaining A-G compliant.

~Another area in which the district demonstrated growth is in the passage rate of Advanced Placement exams. In 2020-21, 2023 exams were taken and the pass rate was 29% in 2021-22, 2132 exams were taken and the pass rate increased to 41.4%. The district will continue to support the AVID and AP programs with professional development and increased PLC time for staff (Goal 2, Actions 3, 17)

#### Reclassification of ELs:

For the 2021-2022 school year, only 24 students were able to meet the criteria. In 2022-23, reclassification has improved to 120 with 146 students eligible for the State Seal of Biliteracy. The district attributes this success to the support of the EL Coordinator, the rollout of the EL Master Plan, and the work with our Bilingual Instructional Aides (BIAs). For the 2022-23 school year, the district added BIAs to school sites based on the population of English Learners at each site (Goal 2 Actions 10,11)

## Reflections: Identified Need

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

The district has identified several areas that need significant improvement based on a review of the new 2022 Dashboard and local data. To note, the new 2022 Dashboard reflects status only. The VVUHSD LCAP continues to include Goal 4 for Foster Youth and has added Goal 5 to support African American Students. Both student groups meet the requirements for low-performing in the applicable indicators.



## English Language Arts

In the area of the English Language Arts Academic Performance Indicator, the All Students group is at a level of Low (per the new dashboard status bar). English Learners, Foster Youth, Homeless Youth, Socio-economically disadvantaged, Students with Disabilities, and African American students all scored very low.

It is for these reasons that 2022-23 developed a renewed focus on literacy. This will continue into 2023-24 with each school site having a fully developed literacy plan that reflects the needs of their site. The district will support these plans with staffing and resources. We rolled out an English Learner master plan and continued to work with sites on improving the achievement of our ELs. Part of the master plan includes the Ellevation platform which provides detailed information on the achievement of each English learner. It also provides self-paced professional development which was rolled out in the spring of 2023.

The district continued to implement additional QTEL training for teachers, aligned the English Language Arts pacing guides to include the ELD standards, provided additional support through the purchase of MyELD Companion, and implemented universal screening using STAR Renaissance English Language Arts.

In the 2023-2024 school year, there will be a renewed focus on increasing participation and successful completion of A-G courses, as well as mastery of essential standards in both English and math.

## Mathematics

In the area of mathematics, on the 2022 California School Dashboard, the All Student group scored a status of Very Low. In addition, the Hispanic, African American, English Learner, Foster Youth, Homeless students, Students with Disabilities and our low-income student groups scored in the Very Low category for 2022. The local assessment data, Star Renaissance, for the winter assessment (2022-23) showed all students demonstrated 1% growth from the fall assessment and Hispanic students grew 2%. Mathematics student performance and achievement remain a priority for this district and is supported with ongoing, targeted professional development, deep data examinations, and discussions at the district, administrator, school site, and PLC levels. The district staffs a Mathematics Coordinator to support the work.

The district is focused on using strategies to support the learners testing very low and low. These include but are not limited to established essential standards that are taught in-depth and support student success on state testing. District pacing guides aligned to essential standards. Use of assessment to remediate gaps in understanding including STAR as a Universal Screener and quarterly assessments that includes formative and summative assessments that focus on essential standards and re-engagement lessons to remediate gaps. These assessments help us identify the gaps for specific learners. A consultant was hired to support teachers in the analysis of their data and conduct data chats. In addition, we used the MDTP (Mathematics Diagnostic Testing Program) annually as a district assessment in 6th and 8th grade which allows VVUHSD to provide two custom courses to support incoming 7th and 9th-grade students whose performance data recommends a more scaffolded course. Based on the MDTP data, math coaches and math teachers identified the need to introduce a 9th-grade course called Integrated I Math 9 (IM9) and a 7th-grade course, Math Connections 7 (MC7) to address the needs of students who are struggling. Two schools are offering the 7th-grade course this year (introduced in 2020-21) and four schools are offering the Integrated Math 9 course for 2022-2023. Data from the IM9 course is collected by administering a pre and post-exam after each unit and indicated that the IM9 students were outperforming the regular Integrated 9 students. A PLC meets every 6 weeks to support the instructors teaching these courses with data analysis, sharing of best practices, and lesson design. The district will continue its focus on math achievement. There is a need for instructional coaches at each site to support the implementation of research-based instructional strategies.

In the 2023-2024 school year, there will be a renewed focus on increasing student mastery of essential standards in both English and math.

### Chronic Absenteeism

Chronic Absenteeism continues to be an area of focus. The All Student group scored Very Low on the 2022 California School Dashboard status. The English Learner, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, African American, White, Hispanic and students with Two or More Races student groups all earned a status of Very Low. To continue to address chronic absenteeism, the district will offer the alternative setting of the virtual academy for homeless, foster, or medically fragile students and students with attendance concerns that cannot be resolved through the typical Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) process. The district will continue to contract with Attention to Attendance to provide school sites with data to help identify early-on students with growing attendance concerns to provide quick and timely intervention prior to the absences being labeled as chronic. Site Attendance Administrators meet with students and families to share resources regarding health, transportation, and/or family concerns regarding attendance. Bus passes are available should a student need access to transportation. IEHP and Desert Mountain SELPA resources are also shared regarding food & housing insecurity. The Student Services Department holds 15 SARB Hearings a year to address attendance concerns and share resources with parents/guardians. The Foster and Homeless Youth District Counselor will continue intensive intervention with the support of the Director of Student Services. The District will continue to conduct home visits and meet with families to discuss strategies to increase student attendance.

### Suspension Rate

The All Student group scored Very Low on the Suspension Rate Indicator. Our Foster Youth, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, and African American, American Indian, White and Two or More Races student groups also scored Very Low.

In response, we will continue to fund the Student Services office with a full team of staff dedicated to addressing the districtwide culture and implementing district-wide MTSS. The Director of Student Services will lead the discipline matrix and attendance improvement district collaborative teams to continue to develop systems and processes that support positive student behavior and unbiased district practices. Additionally, county support for districtwide PBIS will also continue. Much of our student behavioral concerns are grounded in the need for mental health support and the district has funded 8 Mental Health Clinicians, 8 Licensed Vocational Nurses, a district Certificated Registered Nurse, and additional 4 counselors to address student needs. The district will add more mental health clinicians for the larger comprehensive high schools.

### Graduation Rate

The graduation Rate indicator for Homeless Youth is two performance levels below the All Student group with a status of Very Low. The Foster and Homeless Youth District Counselor will continue intensive intervention with the support of the Director of Student Services. Counselors will continue to be trained on the laws around Foster Youth to ensure that they have access to academic support and are able to graduate on time. Supports include during the day course recovery, tutoring, and socio-emotional support. Another focus area for the upcoming school year is to increase the Heritage program, designed to support African American students, to include all three comprehensive high schools, as well as the addition of a Legacy program to support English Learners.

### Career Technical Education

All of our pathways are aligned to regional priority sectors with adequate employment opportunities. While we continue to grow with neighboring regional priority sectors with our Arts, Media, and Entertainment Pathways due to the close proximity to Los Angeles and

Hollywood career opportunities. When comparing the data from the 2020-2021 to the 2021-2022 school year, the CTE enrollment of Participants decreased by 4% (164 students), and the number of completers decreased by 42% (321 students).

## LCAP Highlights

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

The LCAP has been created with the voices of all educational partners involved and several areas have been highlighted as priorities for the plan. Due to our experiences from the pandemic, technology is still an integral necessity for teaching and learning and we have committed to enhancing equity and access to technology for all students. Technology actions are identified in Goals 1, 2, and 3 and include additional personnel, improved infrastructure, increased equipment, and devices, support for students, and ongoing training for staff. The data and educational partner feedback have also increased the focus on employing additional staff to support student and teacher mental health and wellness. The continued expansion and development of wellness centers and makerspaces in libraries at each school site will provide the support necessary to mitigate student behaviors and provide safe spaces for students to work through emotional and academic concerns. The lack of progress for our English Learners district-wide is also a strong focus in our LCAP and additional primary language support has been added to school sites in ratios that better meet their needs. We also recognized that in order to meet the learning loss experienced by our students, especially struggling learners and unduplicated students, the urgency to provide training and ongoing support for all certificated and classroom-based paraprofessionals in the standards-aligned instructional base and supplemental materials. The district has a renewed focus on essential standards, a design for learning for a-g completion. Additionally, each school site has created a literacy plan. One support of the literacy plan, the district will focus on providing reading intervention and reducing class sizes in core classes at the middle school and English and math classes at the high schools. Additionally, the district will be opening a new middle school to alleviate the stresses of our overpopulated middle school and Lakeview Leadership Academy. In order to continue to bridge the gaps in student achievement and improve graduation rates, the five goals also highlight the focus on the implementation of intervention and acceleration programs across the district. The additional fifth goal added to this LCAP addresses that VVUHSD is in differentiated assistance. The goal is designed to support our African American students. The actions related to this group target specific support for these important groups of learners in our district. The LCAP has been written as a comprehensive and responsive plan that will evolve based on ongoing analysis of our identified metrics and educational partner input.

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

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

In February 2023, three of the District's schools were identified as needing comprehensive support and intervention (CSI). These sites are Imogene Garner Hook Junior High (Hook) for low academic performance, and both Goodwill High (GHS) and Goodwill Independent Studies (GIS) for graduation rate. Each of the three CSI schools has developed a School Plan for Student Achievement (SPSA) which serves as their Comprehensive Support and Improvement Plan. Support for these sites is provided through Victor Valley Union High School District Educational Services Division staff as to how to best develop each site's annual CSI plan in alignment with their annual SPSAs.

In the 2022-23 school year, the District team continued to use the support process modeled after the District's Strategic Plan and Master Plan, to utilize evidenced-based practices listed here.

1. The district used the timeline of actions for the implementation of CSI SPSAs at each site.
2. Guided the process for sites to solicit input from educational partners including teachers, parents, and students via the Panorama Climate surveys and Family Engagement Liaisons (FELs). This included a needs assessment survey to help identify and analyze areas of need. The district also uses ParentSquare to contact all families, in both English and Spanish, to make them aware of these surveys, ensuring that the community has the opportunity to provide input.
3. With support from the Coordinator of Research, Assessment, and Evaluation, the district provided data as needed from the California School Dashboard, CAASPP, and local indicators, including the Star Renaissance Universal Screener (STAR Ren), and common formative assessments (CFAs), to identify the gaps in student performance.

In order to achieve the steps outlined, the district support team with the principals of the CSI schools prepared the annual CSI presentation, presenting each school's data to community partners in a public meeting at each site. Working with site leadership, analysis of the data guided decisions for determining schoolwide programs and evidence-based interventions and/or additional resources which might be needed for ongoing improvement. The What Works Clearinghouse was used to help identify potential programs to impact student achievement. The district team supported the sites by providing additional data and facilitating a review of student achievement and growth in the areas listed above and chronic absenteeism, suspension, and expulsion rates, school climate and social-emotional learning survey results,

Advanced Placement enrollment and passing rates, Career Technical Education career pathway and A-G completion data, and English Learner (EL) progress through the English Learner Proficiency Assessments for California (ELPAC) and reclassification rates.

This plethora of data was and continues to be used by site leadership to share student progress with and receive feedback from school staff through committees such as Professional Learning Communities (PLC), School Site Council, and English Learner Advisory Committees (ELAC) as part of the comprehensive needs assessment. After collecting this feedback, site administration and the Director of LCAP and Curriculum and Instruction review the needs of each of the CSI schools and provide support through SBCSS partnerships and other outside vendors as requested by the sites. The outside providers requested by teams include the SBCSS Office of Education, West Ed, and Solution Tree. These organizations support the implementation of strategies and will continue to be supported by the district through training and other support structures.

Through the schools' comprehensive needs assessments, the district supports CSI schools in the process of aligning their data with an examination of current intervention practices they have in place. Each school reviews its current programs and practices, and makes a determination regarding the efficacy of each program or practice, providing the evidence required to support a positive impact on student achievement. In 2023 the interventions were evaluated to determine if there is a narrowing of the gaps in achievement, or if other evidence-based interventions may be required to replace existing programs or supplement areas in which support may be found to be lacking.

Based on the data described above, the district and the school leadership will review the areas of focus and identify the student groups who have shown lower-than-expected progress on the state assessments as indicated on the dashboard. These needs assessments and collaborative discussions will identify any resource inequities in the following areas:

1. Availability of targeted interventions for students who are significantly behind in grade-level reading.
2. Availability of targeted interventions for students who are significantly behind grade level in mathematics.
3. Availability and utilization of learning resources and supplemental materials for ELs, students with disabilities, Foster Youth, and homeless students to support differentiation both in classroom instruction and beyond the school day in the form of technology and tutoring.
4. Access to trained teacher mentors/coaches to provide ongoing support for building teacher capacity with pedagogy and lesson design.
5. Needs for technology access for students beyond the instructional day.
6. Need for tutoring support for students with homework and test preparation. This is a unique need for this community.
7. Incorporation of formal practices around socio-emotional learning and student mental health wellness.

The district is currently providing, and will continue to provide the following supports to address the sites' CSI plans for 2023-2024 and to address resource inequities identified through the needs assessments at each site:

1. Expand the district-wide implementation of Read180 to provide an evidence-based reading intervention curriculum for all identified students. The needs assessment indicates the necessity to provide additional support for students with disabilities.
2. Continue and formally support the use of Desmos and MidSchool Math to provide additional support in each middle school classroom. Per the needs assessment, these programs will support all of our identified student groups, including students with disabilities, Foster Youth, the homeless, etc.
3. Purchase of instructional materials to bridge the digital gap with textbooks for multiple modalities. This is targeted especially ELs and students with disabilities at every level, and is a demonstrated need.

4. Chromebooks and hotspots are provided for families who make the request in response to surveys, and a device is assigned to each student. This is targeted especially for our socio-economically disadvantaged students and their families, as indicated by our needs assessment.
5. SBCSS partners support each of the CSI sites in Math and English Language Arts. An analysis of local data and the CA School Dashboard demonstrates that professional development is indicated across the board for these core subjects.
6. The district will continue the use of STAR Ren as a universal screening tool and predictor of SBAC performance. The coordinator RAE trains site administration regarding the use of the data to inform instruction for differentiation. This data and the support from the coordinator of RAE assist in providing more targeted reading intervention, as well as identifying students who would benefit from additional tutoring for lower achieving students in target groups. This screening tool also enables sites to target individual students in need of intensive intervention, tutoring, and other support.
7. An Equity Task Force will continue to support a district-wide focus on meeting the needs of target student groups with an emphasis on Foster Youth.
8. All students will be able to access 24/7 tutoring through FEV Tutor. This supplemental resource also supports teachers, especially those working with students with disabilities and others requiring differentiated support or those who need access to work at a different pace. This targeted support is beneficial for students with disabilities, ELs, Foster Youth, the homeless, and other student groups.
9. Students who are performing three or more grade levels below, as determined by the applicable scores in STAR Math and Reading, are provided intensive support through various interventions, including Read180, Math Connections, and online tutoring.
10. PBIS and MTSS support will not only continue but expand. The efficacy of these practices is well-established and will continue to be supported by the district. District support has expanded to providing both a director and a coordinator of student services whose primary role is to ensure equity of student services, including the support of PBIS.
11. After-school credit recovery, through APEX and Acellus, will support the remediation of D/F grades for graduation success and give struggling students every opportunity to graduate on time, with the support of the coordinator of RAE. This impacts the graduation rate, another indicator of the needs assessment. APEX is a well-established, reputable curriculum.
12. Access to social-emotional resources to support counselors and administrators in their work, impacting individual students and school climate. Results of the Panorama School Climate Surveys indicate that students and families see this as a significant area of need. This includes the addition of Licensed Vocational Nurses (LVNs) and mental health clinicians at each site.

## ***Monitoring and Evaluating Effectiveness***

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

Victor Valley Union High School District will monitor the implementation and effectiveness of the School Plan for Student Achievement (SPSA) of the three CSI-identified schools by completing the following steps to ensure that sites are able to access and examine multiple sources for data to look for evidence of the efficacy of implementation of supports. The district has added a coordinator of Research, Assessment, and Evaluation (RAE) to provide extensive training to support site teams on the use of data during their site staff meetings and subject/grade level PLCs to inform their needs assessment and monitor the progress of the implementation of interventions and supports.



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

The collection and analysis of school performance data help the district and site teams to identify the causal relationships of interventions and their individual and collective impact on academic achievement in English Language Arts and Math, ELPAC data, Mathematics Diagnostic Testing Project (MDTP), district common formative assessments (CFAs) and benchmarks, and universal screening data. This data and data analysis are shared regularly with appropriate educational partners, including at cabinet, principals roundtable, department chair meetings, PLC meetings, community forums, etc. at both a district and site level.

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

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

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

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

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

Differentiated Instruction and Multi-tiered Systems of Support (MTSS): In 2021-22 the District implemented the use of a universal screening tool through STAR Renaissance in both Reading and Math. The coordinator of RAE supports data analysis after each administration of the assessment. The Fall data was used to support teachers in understanding the current and explicit needs of the students, identify those who require remediation, intervention, or challenge, and inform their instructional planning. Mid-year data analysis allowed for course corrections to instructional planning in order to mitigate gaps and support growth. Data from the spring administration will be used to evaluate student growth throughout the year and provide information for targeted summer school support in reading and math, as well as recommend placement for the following school year.

The district provides direct support for site PLCs through professional development and core content coordinators. The coordinators work with teachers, department chairs, and other teacher leaders, counselors, and administrators, and provide access to timely and updated information. In the 2023-2024 school year, the district will initiate a teacher support program. These mentor teachers will be based at and support each of the three CSI sites.

SBCSS/CSUSB support will continue in response to the academic indicator in English Language Arts and Math. Each school will have multiple days throughout the year, scheduled to work with coordinators, coaches, and trainers from SBCSS and CSUSB to address gaps. PLC discussions and feedback from the teachers and district math and English Language Arts coordinators indicate that there is a need to revisit the current pacing guides and CFAs in core subjects. In the same discussion, it was identified that the review of the essential standards and that alignment across each grade would best benefit the schools. Building upon previous work, the district-SBCSS partnership will be structured to collaborate on the creation and implementation of alignment across grades and content areas. This work is based on the academic data analysis of SBAC, ELPAC, and CFAs and is going deeper by ensuring that ELD standards are being taught during the Integrated English Language Development time in all classrooms. All three schools are participating in this collaboration. ELA and math teacher leaders have collaborated, under the facilitation of the coordinator and an SBCSS partner, to vertically and horizontally align the standards. This work will be extended to include history and the social sciences, and science. Support for the effective use of the adopted curriculum, guidance for teachers in standards-based instruction and mastery grading, the design and use of learning intentions and success criteria, and scaffolding for student success will be cornerstones of these collaborations. In the 2023-24 school year, support will resume ensuring the fidelity of implementation of the curriculum maps for equity in access to instruction and the use of data to inform instructional decision-making.

Bridge classes for math support will involve the math coordinator and math teacher leaders who identified the need to introduce a 9th grade (Integrated 1 Math 9 - IM9) and a 7th grade (Math Connections 7 - MC7) course to address the needs of students based on the MDTP results. MDTP is conducted annually in the spring of the 6th and 8th grades to allow the district to use data to accurately place and provide these two courses to support 7th and 9th-grade students whose performance data recommends a more scaffolded course.

Student grade level progress monitoring will take the form of a quarterly analysis of D/F grades by the coordinator of RAE with conversations ensuing with site administrators and district administration around monitoring and intervention success at the site level. In addition, the district and high school sites will continue to provide a robust after-school credit recovery program that mitigates dropout and non-graduate risks by addressing credits concurrently and monitoring that progress. The coordinator of RAE will share the data regularly on Google Sheets with counselors and administrators, providing real-time monitoring, and summaries at the end of each three-week session. This directly supports the CSI schools' need for improved graduation rates and academic progress monitoring.

All relevant data will be shared with each site's School Site Council (SSC) on a regular basis to evaluate the effectiveness of the CSI plan.

# Engaging Educational Partners

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

Victor Valley Union High School District has established a series of engagement events to share data and success information with our educational partners to gather input to assist with developing the 2023-24 LCAP. Families are engaged through the LCAP Parent & Community Meetings held in person at each school site throughout the school year. The families of student groups represented included low-income, Foster Youth, English Learners, and Students with Disabilities. Additional informational Student Forums were held at each school site throughout the school year as listed below. The district also continued with the LCAP Advisory Committee, and the District English Language Advisory Committee, as required by Ed Code, and represents the above-mentioned student groups, and provided a cross-section of the educational community of VVUHSD including district and site administration, union leadership, teachers, counselors, classified staff, students, and parents. The community was advised of the opportunity to participate through communication at the school sites and the district website. The dates for the engagement meetings were communicated to all community partners through email, Parent Square, phone calls, texts, and the district website.

During the LCAP District Advisory Committee, the district presented a variety of ongoing data from state and local measures that represented our successes and areas of challenge that the student and staff faced throughout the school year. The district presented the Educational Master Plan, Strategic Plan, California School Dashboard local indicators, and current goals and associated actions. The data representing student success and achievement included: the California Assessment of Student Performance and Progress in English Language Arts, Math, and Science; the California School Dashboard in graduation rate, A-G completion rates, college/career readiness; local data in attendance, suspension, expulsions, climate, and social-emotional learning. This same data is provided to school site administration for standing LCAP agenda items for the School Site Council and English Learner Advisory Committees which are presented to school staff, parents, and community partners on a monthly basis. The Director of Special Education consults with the local plan area administrators and Special Education Local Plan Area (SELPA) representatives to ensure that the special education actions are included in the LCAP. Principals meet monthly in a roundtable to discuss program evaluation and data as well as engage in collaboration around the alignment of district professional learning goals in their School Plans for Student Achievement. The Director of LCAP holds a student forum at each school and engages students in data regarding the LCAP actions and services and the data from their annual Climate Survey and the Social Emotional Learning Survey through Panorama. This feedback from parents and students is brought back to the committee. A draft of the LCAP was presented at the final DELAC meeting of the year on May 02, 2023, and the LCAP Advisory Committee on May 17, 2023, for final input.

The educational partner engagement was completed through meetings on the below dates:

1. LCAP Advisory Committee Meetings - January 11th, February 8th, March 8th, and May 17, 2023.
2. LCAP Student forums - February 3rd, February 15th, March 2nd, March 7th, and April 4th, 2023.
3. Superintendent's Student Advisory Committee - March 9th
4. District English Learner Advisory Committee- February 28th and May 2nd, 2023.
5. School-Site Parent Meetings - January 24th, January 27th, February 1st, February 3rd, February 7th, February 10th and February 15th, 2023.
6. Superintendent Student Advisory Committee - March 9, 2023

The superintendent is required by statute to respond in writing to the questions received from the LCAP Advisory Committee and District English Learner Advisory Committee (DELAC). The superintendent responded in writing to a comment from the DELAC. No questions were proposed from the PAC for the superintendent to respond to in writing. The LCAP draft was placed on the district website on May 29, 2023, and questions or comments could be emailed directly to the superintendent and he responded in writing. The public hearing of the LCAP took place on June 1, 2023, and the governing board adopted the LCAP on June 27, 2023.

#### A summary of the feedback provided by specific educational partners.

As a result of the multiple educational partner engagement meetings held by VVUHSD, information was collected to ensure the voice of all educational partners were represented in the plan. The ideas, trends, and concerns expressed at the LCAP, Parent Advisory Committee (PAC), and District English Learner Advisory Committee (DELAC) informational meetings and through the Panorama Education School Climate and Student Well-being surveys were analyzed and specific areas were outlined for consideration in the revision of the 2023-24 LCAP.

##### Families of Foster Youth and homeless youth:

- ~Trauma and well-being support; more intervention programs.
- ~Staff at school campuses to support student mental health.
- ~Support with personal supplies, school supplies, and help with transportation.

##### Parents and Families of English Learners and District English Learner Advisory Committee:

- ~Add or increase site interpreters for parents who walk onto campus and need urgent/immediate assistance
- ~Provide more parent training opportunities under reclassification criteria and how their students enter into and exit from the English Learner program.
- ~Training for parents on how to access online information and technology training to support their students.
- ~Provide training/information on parenting, mostly around the use of technology.
- ~Increase transportation boundaries.
- ~Continue with the Family Engagement Centers and Family Engagement Liaisons
- ~Better communication about tutoring options (FEV) ~Train substitute teachers so students learn when the teacher is out.

##### Parents and Families of Students with Disabilities:

- ~Increase the number of students exiting the special education program.
- ~Increase the training for paraprofessionals on how to assist students in the classroom.
- ~Increase training of collaborative teaching models to allow for co-teaching.
- ~Increase sensory supplies for special education students.

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

~Increase outreach with the community college for Students with Disabilities

#### Teachers/Administrators/Classified Staff:

~Increase safety and supervision at all school sites. Increase or improve the security camera systems at the schools.

~Increase training for safety staff.

~Increase expectations of all staff supporting the attendance policies of the district and school sites, helping by having students in class the entire period and improving attendance/tardy monitoring.

~Provide additional staff to support student mental and physical health.

~Promote student individuality and equity. Address racism that may be affecting our school campuses by working with student groups to promote inclusion.

~Find more creative ways of addressing the needs of our students as individuals, teachers as individuals, and schools with their unique needs.

~Increase funding for extracurricular activities to help students feel connected to their schools.

~Provide a real-world course that teaches students to be prepared for life after high school such as a senior transition course.

~Provide students solid parameters regarding dress, behavior, and expectations then enforce those expectations. Align discipline across school sites.

~~Increase the variety of CTE pathways at school sites

~Consider decreased class size to foster positive relationships and increase ELA and Math scores

~Increase the number of high-interest elective classes and improve the quality of the equipment utilized by those classes to industry standards. Specifically, provide more funding for Visual and Performing Arts classes.

~Continue to provide alternative learning environments for students and increase their availability. Explore alternative learning options for students at the home school sites, similar to a school-within-a-school.

~Increase career exploration for grade 9 students to help them make connections with school and see how their education can help them with life beyond high school.

~Continue to provide classified staff professional development.

~Recruit more bus drivers and operate a full fleet of school buses to allow schools to offer more activities to students.

~Continue to provide the school site nurses (LVNs).

~Increase the number of Mental Health Clinicians

~Continue to provide MTSS and PBIS structures at the schools to help increase positive student behaviors.

~Continue to provide increased classified staff to provide adequate support for the offices and school campuses and meet the needs of our families.

~Increase recruitment of guest teachers

#### Counselors:

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

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

#### Students:

- ~Increased safety, supervision, and cleanliness of the schools
- ~Increase safety with metal detectors and active shooter drills
- ~Train security to build relationships with kids, not just catch them doing wrong
- ~Teachers should focus more on teaching and learning skills students need rather than on assignments and grades.
- ~Address teachers that have a lot of students failing or get a lot of complaints. Teachers should be more professional in their behavior.
- ~Teachers need to connect more with students and have an open mind to changing how they teach
- ~ Focus on mental health and social activities for students to help combat depression.
- ~Continue to support an English Learner program with staff and supplementary materials
- ~Increase custodians and security guards.
- ~Continue with study trips and community services trips to help students understand their community. Allow students to learn outside the classroom.
- ~Continue to provide students with opportunities so they can participate in college-ready activities such as college test prep, study trips, and access to Dual Enrollment courses and college exams (AP).
- ~Provide specific programs to target student groups to create equity and access to higher education.
- ~Ensure students in Special Education receive individualized supplementary support to increase their access and success in standards-based instruction in the general education setting.
- ~ Provide social-emotional and wellness support for staff members, families, and all students to improve school climate and culture and improve student success. This includes the addition of more mental health clinicians, continuing with the LVNs at school sites, office health clerks, a district nurse, and time for training for PBIS for all staff
- ~Improve the transportation for students to get to school.
- ~Increase anti-bullying training and messages at schools; communication needs to improve.
- ~More CTE programs
- ~Offer tutoring/intervention during the school day
- ~Train substitute teachers so they are more effective in the classroom
- ~Increase the number of counselors so they can better support students
- ~Increase awareness of FEV tutoring
- ~Increase school spirit and support for ASB (district to provide ASB cards for all students) ~ Keep/increase the Heritage Program - add to other schools and increase focus to include other students ~Increase funding for CTE uniforms (students have to pay for their own scrubs etc) ~Increase hands-on learning opportunities, on and off campus ~Host motivational speakers for students ~Promote testing days to engage students



#### Community Organizations:

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

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

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

Based on educational partner feedback, the established four broad goals will remain the same in the 2023–24 LCAP. In response to the data from the School Dashboard revealing a 3 consecutive year trend of low performance by African American students the district will add a focus goal on this population that addresses specific outcomes and supports for this target student group.

#### The goals for 2023-2024 are:

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

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

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

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

Goal 5: Victor Valley Union High School District will increase and improves services for African American students district-wide as measured on the CA Dashboard by an increase in ELA from -73 Distance from Standard (DFS) to -10 DFS, an increase in math DFS from -159 to -100 and a reduction in suspensions from 19.7% to 9% by June 30, 2024.

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

Goal 5 Action 1: the district will provide a coordinator for the heritage Program at each comprehensive high school. The coordinator will support students in the Heritage Program to increase transcript review, progress monitoring, or graduation, and A-G completion status. The coordinator will also support the completion of the FAFSA and college applications. This will be measured by the CA Dashboard ELA and math scores, suspension rates, and A-G eligibility.

Goal 5 Action 2: The program will provide engaging community speakers, culturally relevant events, and college readiness activities including trips to HBCUs and other universities.

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#1 Williams Instructional Materials Audit - Standards Based Instructional Materials 1:1 for Students	2020-2021 100% -No Findings	2021-2022 100% - No Findings	2022-2023 100% - No Findings		100% - No Findings
#2 Williams Facilities FIT Report	2020-2021 Findings -1 Emergency Repair Deficiency	2021-2022 Findings - 0 Emergency Repair Deficiencies	2022-2023 - No Findings		0 Findings - Emergency Repair Deficiencies
#3 Human Resources County Audit Teacher Credential Assignment/ Mis-Assignments	2020-2021 0 Teacher Mis-Assignments	2021-2022 0 Teacher Mis-Assignments	2022-2023 - 97 Mis-assignments due to a new county reporting system		0 Teacher Mis-Assignments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#4 1:1 Technology access for every student	2020-2021 90% Students 1:1 Devices	2021-2022 100% Students 1:1 Devices in Classroom and 77% checkout for home use.	2022-2023 - 100% 1-1		100% Students 1:1Devices
#5 1:1 Technology access for all staff	2020-2021 90% Staff Technology Access	2020-2021 100% Staff Technology Access	2022-2023 - 100% Technology Access		100% Staff Technology Access
#6 California School Dashboard, Chronic Absenteeism Indicator - All Students	2018-2019 YELLOW 14%	2020-2021 California School Dashboard, Chronic Absenteeism Indicator - All Students currently still YELLOW 14%.Dataquest reports Chronic Absenteeism Districtwide 10%.	2022 CA School Dashboard 27.1%		GREEN (Target 10%)Decrease by 4%
#7 Reclassification Rates of English Learners - Local Data	2019-2020 45 Students or 2%	2021-2022 24 Students or 1.64%	2022 4.88%		Target 90 Students or 7% Annually
#8 District Wide Average Daily Attendance - Local Data Aeries	2019-2020 Average Daily Attendance rate 87.8% for all students	2020-2021 Average Daily Attendance rate 91.2%	2022 93.6%		Increase average daily attendance by 5% for all students - Target 92.%
#9 California School Dashboard, Graduation Rate Indicator - Foster Youth	2018-2019 RED 65%	2018-2019 RED 65%-no change to dashboard. CDE Dataquest 2019-2020 37.9% and 2020-2021 80.5%.	2022 CA School Dashboard 70.5%		ORANGE (Target 70%) Increasing by 5%
#10 California School Dashboard,	2018-19 ORANGE 72%	2018-2019 ORANGE 72% - no change to	2022 CA School Dashboard 78.4%		YELLOW (Target 77%) Increase by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate Indicator - English Learners		dashboard. CDE Dataquest 2019-2020 48.9% and 2020-2021 68.9%.			
#11 California School Dashboard, Graduation Rate Indicator - Low Income/Socio Economically Disadvantaged Students	2018-19 GREEN 83.4%	2018-2019 GREEN 83.4% - no change to dashboard. CDE Dataquest 2019-2020 51.2% and 2020-2021 84.5%.	2022 CA School Dashboard 86%		GREEN (Target 85%) Increasing by 5%
#12 Technology Department Feedback Survey - Local Measure -Staff	2019-2020 90% support impact from technology team	2021-2022 83% support impact from technology team	2022-2023 84% support impact from technology team		100%
#13 Technology Department Feedback Survey - Local Measure -Student	2019-2020 90%support impact from technology team	2021-2022 86% support impact from technology team	2022-23 96.4% support impact from technology team		100%
#14 California School Dashboard, Chronic Absenteeism - Low Income/Socio Economically Disadvantaged Students	2018-2019 YELLOW 14.4%	2020-2021 YELLOW14.4%. Dataquest reports 2020-2021 Chronic Absenteeism LI Students 20.6%.	CA School Dashboard 2022 28.9%		GREEN (Target 9.4%) Reduce by 5%
#15 California School Dashboard, Chronic	2018-2019 RED 24.4%	2020-2021 RED 24.4%. Dataquest reports 2020-2021	CA School Dashboard 2022 25.4%		YELLOW (Target 19.4%) Decrease by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Absenteeism - Foster Youth		Chronic Absenteeism FY Students 20.2%.			
#16 California School Dashboard, Chronic Absenteeism - English Learners	2018-2019 YELLOW 11.7% - Declined	2020-2021 YELLOW 11.7%. Dataquest reports 2020-2021 Chronic Absenteeism EL Students 14.0%.	CA School Dashboard 2022 25.9%		GREEN (Target 6.7%) Decrease by 5%
#17 California School Dashboard, ELA Academic Indicator - English Learners	2018-19 RED - 71.1 Points Below Standard	2020-2021 English Learners currently still RED 71.1 Points Below Standard. No new data available for SBAC.	CA School Dashboard 2022 -92.1 DFS		YELLOW (Target Increase) Increase by 36 points
#18 California School Dashboard, English Learner Progress Indicator	2018-19 (LOW) Proficiency Progress 38.8% -	2020-2021 English Learner Progress Indicator - (LOW) Proficiency Progress 38.8%. No new data available for ELPI.	2022 English Learner Progress Indicator (LOW) 45.2%		YELLOW (Target 49%) Increase proficiency by 10% Annually
#19 California School Dashboard, Graduation Rate Indicator - All Students	2018-19 YELLOW 83.4%	2018-2019 YELLOW 83.4% - no change to dashboard. CDE Dataquest 2019-2020 Cohort 51.3% and 2020-2021 Cohort 84.7%.	2022 CA School Dashboard 86.1%		GREEN (Target 88.4%) Increase by 5%
#20 California School Dashboard, ELA Academic Indicator - All Students	2018-19 ORANGE(35 points below Standard -Maintained)	2018-2019 ORANGE 35.2 Points Below Standard. No new data available for SBAC.	2022 CA School Dashboard -40.8.DFS		Green (Target 10 points below Standard - Increase or Maintain Annually)Increase by 25 Points



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#21 California School Dashboard, ELA Academic Indicator - Foster Youth	2018-19 ORANGE (92.2 Points below Standard -Increased)	2018-2019 ORANGE 92.2 Points Below Standard. No new data available for SBAC.	2022 CA School Dashboard -127.2.4 DFS		YELLOW (Target 35 Points Below Standard - Increase or Maintain Annually) Increase by 57 Points
#22 California School Dashboard, ELA Academic Indicator - Low Income/Socioeconomically Disadvantaged Students	2018-19 YELLOW(40 pts below Standard - Increased)	2018-2019 YELLOW 40 Points Below Standard. No new data available for SBAC.	2022 CA School Dashboard -46.4 DFS		GREEN (Target 10 Points Below Standards - Increase or Maintain Annually) Increase by 30 Points
#23 California School Dashboard, Math Academic Indicator - all students	2018-2019 ORANGE(105 pts below Standard - Maintained)	2018-2019 ORANGE 105 Points Below Standard. No new data available for SBAC.	2022 CA School Dashboard -115.8 DFS		YELLOW (Target 54 Points Below Standard - Increase or Maintain Annually)Increase by 50 points
#24 California School Dashboard, Math Academic Indicator - Foster Youth Students	2018-2019 ORANGE(171.9 pts below Standard - Increased)	2018-2019 ORANGE 171.9 Points Below Standard. No new data available for SBAC.	2022 CA School Dashboard -171.4 DFS		YELLOW (Target 105 below Standard - Increase or Maintain Annually) Increase by 66 Points
#25 California School Dashboard, Math Academic Indicator - Low Income/Socioeconomically Disadvantaged Students	2018-2019 ORANGE (109.8 below Standard -Maintained)	2018-2019 ORANGE 109.8 Points Below Standard. No new data available for SBAC.	2022 CA School Dashboard -122.8 DFS		YELLOW (Target 60 Points Below Standard - Increase or Maintain Annually) Increase by 50 points
#26 California School Dashboard, Math Academic Indicator -	2018-2019 RED (129.7 below Standard - Declined)	2018-2019 RED 129.7 Points Below Standard. No new	2022 CA School Dashboard -157 DFS		YELLOW (Target 100 Points Below Standard - Increase or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Students		data available for SBAC.			Maintain Annually) Increase by 72 Points
#27 California School Dashboard, Math Academic Indicator - African American Students	2018-19 RED (151.9 below Standard - Maintained)	2018-2019 RED 151.9 Points Below Standard. No new data available for SBAC.	2022 CA School Dashboard -159.5 DFS		YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually) Increase by 51 Points
#28 California School Dashboard, Math Academic Indicator - Homeless Youth students	2018-19 RED (172.2 below Standard - Declined)	2018-2019 RED 172.2 Points Below Standard. No new data available for SBAC.	2022 CA School Dashboard -156.8 DFS		YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually) Increase by 72 Points
#29 California School Dashboard, Math Academic Indicator - Hispanic students	2018-19 ORANGE (104.6 below Standard - Declined )	2018-2019 ORANGE 104.6 Points Below Standard. No new data available for SBAC.	2022 CA School Dashboard -116.2 DFS		GREEN (Target 55 Points Below Standard - Increase or Maintain Annually) Increase by 50 points
California School Dashboard, Math Academic Indicator - Students With Disabilities	2018-19 ORANGE (189.4 pts below Standard -Increased)	2018-2019 ORANGE 189.4 Points Below Standard. No new data available for SBAC.	2022 CA School Dashboard -196.7 DFS		YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually)Increase by 90 points
#31 California School Dashboard, ELA Academic Indicator - Students With Disabilities	2018-19 ORANGE (124.7 pts below Standard - Increased)	2018-2019 ORANGE 124.7 Points Below Standard. No new data available for SBAC.	2022 CA School Dashboard -139.3 DFS		YELLOW (Target 80 Points Below Standard - Increase or Maintain Annually) Increase by 45 points

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1.1</b>	1.1 Maintain facilities that are clean and in good repair	The district will provide resources to ensure clean and updated facilities for all students to experience a positive and safe educational environment. We will also implement a facilities improvement plan and the deferred maintenance plan in order to meet annual Williams inspections. We will increase the number of custodial staff hired to improve safety and cleaning measures at all sites to improve staff and student safety related to post-pandemic concerns.	\$7,365,000.00	No
<b>1.2</b>	1.2 District support for technology access and implementation	The district will continue to provide technology support staff for the implementation of the district technology plan in teaching and learning to increase student academic achievement. The intended positive impact will be measured through the local annual technology department survey.	\$896,000.00	No
<b>1.3</b>	1.3 Support for students to access standards-based instructional materials	The district will continue to provide staff to monitor and ensure that each student has access to standards-based materials in every classroom, and at each school, to access grade-level standards-based instruction. This will be evaluated through the annual Williams Instructional Materials audit and the local indicator for standards-based instruction in the classroom.	\$1,130,000.00	No
<b>1.4</b>	1.4 Transportation	The District will continue to provide transportation district-wide to decrease chronic absenteeism and increase the attendance of English Learners, Foster Youth and Low Income students. This district service impact will be evaluated through the Chronic Absenteeism data and graduation rates from the California School Dashboard.	\$8,415,440.00	Yes
<b>1.5</b>	1.5 Site-based Technology Support	The district will continue to provide site-based Computer Media Specialists who support classroom needs related to teaching and learning, for both students and staff and also provide parent workshops at the site, primarily to support students and families identified as Foster Youth, English Learner and Low Income who need	\$927,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		access to technology for their academic success. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics, Graduation Rate and English Learner Progress on the California School Dashboard and an increase in student performance on the STAR Reading and Math Universal Screener.		
<b>1.6</b>	1.6 Provide designated and supplemental ELD Curriculum for English Learners - (Deleted)	This action was successfully implemented in 2021-2022 and will be deleted in the 2022-2023 plan. Supplemental materials and supports will continue to be provided in Goal 2 actions 10 and 11. See Goal Analysis prompt #4 for further clarification.		No
<b>1.7</b>	1.7 Purchase of instructional materials to support academic access and equity	The district will continue to provide supplementary materials, digital licenses for instructional materials and a variety of resources to increase access to learning with a focus on Low Income, Foster Youth students to support and increase their access to learning. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics, Graduation Rate and English Learner Progress on the California School Dashboard and an increase in student performance on the STAR Reading and Math Universal Screener.	\$5,500,000.00	Yes
<b>1.8</b>	1.8 Providing resources to bridge the technology access gap for Unduplicated Students	The district will continue to provide equipment, resources, and materials to support FY, EL, and LI students so that they can have access to devices, materials, and WIFI at home and school in order to bridge the technology access gap. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics, and Graduation Rate.	\$5,000,000.00	Yes

## Goal Analysis [2022-23]

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.

VVUHSD enjoyed the successful implementation of all actions and services and continued to make progress toward the goal of clean campuses, access to technology, sufficient instructional materials, and appropriately credentialed teachers and support staff at all school sites. When evaluating the effectiveness of the implementation of the Actions in Goal 1, the measures were summative and directly related to both the California Dashboard and Williams reporting. In addition, local metrics were used, including surveys and reclassification rates.

Action 1.1 was nearly fully implemented as the action indicated that the district would hire 15 additional custodians. It was determined that only 13 were required, ten of whom were assigned to school sites, while the remaining three served as substitutes, ensuring there is support during a custodial absence.

With regard to providing student access to technology, the district provided a full technology support staff. This team of individuals created and implemented the district's technology plan for teaching and learning and its success is measured through a survey (Action 1.2). In addition to the team at the district level, Computer Media Specialists (CMSs) are also assigned to individual school sites to support those teaching and learning needs (Action 1.5). The full implementation of both of these actions, along with Action 8, focused on supporting target groups, including Foster Youth, English Learners (ELs), and low-income students. When needed, these students were provided not only devices, but WIFI for full accessibility to technology to support student learning at home, successfully bridging the technology access gap. The district has checked out 5728 Chromebooks and 138 hotspot devices to access the internet wirelessly. The success is attributed to the systems in place to simplify checkouts. The challenge in this area will be refreshing the technology when the Chromebooks reach end-of-life.

During the most recent Williams visit, in the 2022-2023 school year, there were no findings for lack of instructional materials, a reflection of the success of the full implementation of Action 1.3. The implementation of this action continues, ensuring fidelity to the adopted standards-aligned programs, and addressing the 97 teacher misassignments. Providing instructional materials for all students, including supplemental materials for ELs, as well as digital licenses and a variety of other supplemental resources for low-income students, Foster Youth, and homeless students (Action 1.7) was also partially implemented. The district did not purchase the World Language adoptions nor the AP Environmental Science which is a substantial difference.

Action 1.4 was also fully implemented as transportation was provided for students that are eligible for transportation services including low-income, Foster Youth and English Learners. These students also had access to the flex periods of the school days (0/7 periods) with no impact on Home-to-School services for the 2022-2023 school year. No driver increase nor vehicles were needed to support the 0/7 period.

Finally, Action 6 was successfully implemented in 2021-2022 and has been deleted from the 2022-2023 plan.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.2: District support for technology access and implementation - three positions for Tech III were budgeted however based on restructuring, only two were hired- the district budgeted \$478,415.00 and the two technicians cost the district \$335,758.00. Action 5: Site-based technology support - the district budgeted \$865,371.00 and the new support staff cost the district \$746,480.00. Action 7: Purchase of instructional materials to support academic access and equity - the district did not complete the World Language Adoption as they are piloting a few publishers. The district will roll 1,500,000.00 into the 2023-24 school year to complete the World Language and AP Environmental Adoptions.

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

During the 2022-23 school year, the district made good progress toward the goal of clean campuses, access to technology for students and staff, sufficient instructional materials, and appropriately credentialed teachers and support staff at all school sites. Supplemental materials and support will continue to be provided in Goal 2 Actions 2.10 and 2.11.

In an effort to positively impact the conditions of students learning through Action 1.1, the district worked daily to maintain clean and updated facilities for all staff and students. The district had no Williams findings with FIT inspections, showing the action is effective. Part of the effectiveness of this action is the consistent use of the work order system which allows the staff to report issues and provides a system for the maintenance department to prioritize the work. A challenge for the maintenance department is to continue to maintain the aging HVAC units. Currently, the district office and three campuses have older HVAC systems.

Through Action 1.2 the district has successfully provided the much-needed support for staff and students in the area of technology. Through the tech survey administered in 2023, we found 63.6% of our students report that the use of technology aids in increasing their engagement, and 96.4% rate their ability as adequate to proficient to complete assignments through the use of technology.

We evaluated the effectiveness of Action 1.3 through the Williams audit which resulted in zero findings due to sufficient instructional materials and effective implementation at all school sites.

As an action item, a focus area will be fidelity to the adopted standards-aligned programs, and addressing the 97 teacher mis-assignments.

For Action 1.4, the district continues to provide school-to-home transportation. Buses were purchased to replace aging vehicles but did not increase the size of the fleet. All students participating in the after-school program have been able to receive transportation for the 0/7 period without accruing any additional cost or resources. Transportation will continue to support 0/7 periods for the 2023-24 school year without accruing any additional cost or resources.

Action 1.5: the district will continue to provide site-based Computer Media Specialists to support classroom needs related to teaching and learning. This action was effective based on the improved graduation rate for Foster Youth increased by 5%, for ELs by 6.4%, and for our low-income students by 2.6%. The district did provide additional workshops offered by the FELs, and VVHS has offered Chromebook training for families in Spanish and English. An additional CMS will be hired for the new Larrea Middle School as part of the base staffing.



The district added a wide array of reading materials encompassing all student interests and reading levels in both the classrooms and libraries to address Action 1.7. Additionally, we provided digital access to core instructional materials, however, not all of our core programs have a digital component. The effectiveness of this action must take into account the training of staff on how to most effectively use digital resources. This action was somewhat effective as evidenced by a lack of growth on the 2022 California Dashboard but the increase in graduation rate for our ELs and low-income students as noted above.

The district will continue to provide equipment, resources, and materials to support FY, EL, and low-income students so that they can have access to devices, materials, and WIFI at home and school in order to bridge the technology access gap (Action 1.8). This action has also shown some success as evidenced by the increase in graduation rate as noted above for ELs, Foster Youth, and low-income students. Additional Chromebooks and hotspots have been purchased as needed to provide materials to all requesting students, and more will be purchased as needed to refresh and add to the current collection. In the fall of 2023, the district is moving to a 2:1 Chromebook model where Chromebooks will be in every classroom and students may take one home if they have a need. The challenge with this action is that many students and parents do not know how to access the hotspots.

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.

There have been few changes to Goal 1. In Actions 1.4 and 1.7 the population of homeless students has been removed as they are not part of the student groups to which the principally directed supports are directed. Action 1.6 which was successfully implemented in 2021-2022 and will be deleted in the 2022-2023 plan. Instead, this action, and the supplemental materials and supports will continue to be provided in Goal 2 actions 2.10 and 2.11. See Goal Analysis prompt #4 for further clarification.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#1 CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - all students	CAASPP 2018-19 Met: 27.09% Exceeded: 10.40%	The 2021 CAASPP SBAC was not administered in 2021. Local Data STAR Reading 2021-2022 At/Above Benchmark 27.4%	CAASPP 2022 English Language Arts "Standard Met" 25.88% or "Exceeded" 10.74%		Increase by 5% Met: 32.09% Exceeded: 15.40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#2 CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded”- all students	CAASPP 2018-19 Met: 11.97% Exceeded: 6.67%	The 2021 CAASPP SBAC was not administered in 2021. Local Data STAR Math 2021-2022 At/Above Benchmark 29%	CAASPP 2022 Math "Standard Met" 10.13% or Exceeded" 5.24%		Increase by 5% Met: 16.97% Exceeded: 11.67%
#3 California School Dashboard, Graduation Rate - All Students	2018-19 GREEN 83.4% (Increased)	2018-2019 GREEN 83.4% - no change to dashboard. CDE Dataquest 2019-2020 Cohort 51.3% and 2020-2021 Cohort 84.7%.	2022 CA School Dashboard All Students 86.1%		GREEN (Target 95.5%) Increase 4% Annually
#4 Data Quest, A-G Completion Rate - All Students	2018-2019 A-G Completion Rate 40.1% (CALPADS Data Entry error for 2019-2020, may be higher)	2020-2021 A-G Completion Rate All Students 38.6%.	33% from Dataquest		Target - 60%
#5 Advanced Placement: Percent of Students passing AP exams with a score for 3 or higher.	2019-20 Pass rate - 592 (53%)	2020-21 Pass Rate - 475 (24%)	2022 Pass Rate - 41.4%		Target: 63% (Increase 5% or above annually)
#6 Professional Development - Teacher Attendance Data for Summer Professional Development (Local DataOMS)	July 2020 80% Attendance Rate of voluntary registered teachers.	August 2021 80% Attendance Rate of voluntary registered teachers.	Of the 470 teachers, 49% attended Summer Professional Development. 99% of registered participants attended.		August 2021 - 75% Attendance Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#7 Professional Development for Classified Classroom-based Paraprofessionals (Local Data OMS)	2019-2020 90%Attendance Rate of register paraprofessionals at all events	2021-2022 69% Attendance Rate of registered Paras at all events	100% of all Bilingual Instructional Assistants attended professional development events.		80% Attendance Rate
#8 Reclassification Rates of English Learners - Local Data	2020-2021 - 45 students or 2%	2021-2022 - 24 Students or 1.64%	2022 - 89 Students or 4.89%		Target 90 Students or 7% Annually
#9 California School Dashboard, English Learner Progress Indicator	2018-2019 (LOW) Proficiency Progress38.8%	The 2021 California School Dashboard did not report an academic indicator for English Learner Progress. Local Data STAR Reading does not disaggregate for this target group.ELPAC Levels:Minimally Developed 1 = 19.79%,Somewhat Developed 2 =32.57%, Moderately Developed 3 =33.66% Well Developed 4 =13.98%	2022 ELPI Proficiency 45.2%		Increase Proficiency by 10 % to 49%
#10 CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - English Learners	2018-2019 Standard Met: 8.12% Standard Exceeded:0.85%	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading does	2022 CAASPP, SBAC English Learners "Standard Met" - 5.47%, "Standard Exceeded" - 0%		Targets: (Increase by 5% annually) Standard Met:13.12% Standard Exceeded: 5.85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		not disaggregate for this target group.			
#11 CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - African American Students	2018-2019 Standard Met: 19.10% Standard Exceeded: 4.51%	CA School Dashboard did not report a student outcome for the ELA State Indicator. Local Data STAR Reading 2021-2022 At/Above Benchmark 10%	2022 CAASPP, SBAC African American "Standard Met" - 16.64%, "Standard Exceeded" - 7.47%		Targets: (Increase by 5% annually) Standard Met: 24.1% Standard Exceeded: 9.51%
#12 CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - Hispanic Students	2018-2019 Standard Met: 28.85% Standard Exceeded: 9.87%	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading 2021-2022 At/Above Benchmark 14%	2022 CAASPP, SBAC ELA Hispanic "Standard Met" 26.49% "Standard Exceeded" 10.25%		Targets: (Increase by 5% annually) Standard Met: 33.85% Standard Exceeded: 14.87%
#13 CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - Two or More Races	2018-2019 Standard Met: 22.0% Standard Exceeded: 11.33%	The 2021 California School Dashboard did not report an academic indicator for Two or More Races. Local Data STAR Reading does not disaggregate for this target group	2022 CAASPP, SBAC Two or More Race "Standard Met" 26.49% "Standard Exceeded" 13.13%		Targets: (Increase by 5% annually) Standard Met: 27% Standard Exceeded: 16.33%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#14 CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - Students with Disabilities	2018-2019 Standard Met: 6.68% Standard Exceeded: 0.23%	The 2021 California School Dashboard did not report an academic indicator for Students with Disabilities. Local Data STAR Reading does not disaggregate for this target group	2022 CAASPP, SBAC Students with Disabilities "Standard Met" 4.82% "Standard Exceeded" 0.39%		Targets: (Increase by 5% annually) Standard Met: 11.68% Standard Exceeded: 5.23%
#15 CASSPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - Homeless Youth	2018-2019 Standard Met: 12.73% Standard Exceeded: 1.82%	The 2021 California School Dashboard did not report an academic indicator for Homeless Youth. Local Data STAR Reading does not disaggregate for this target group	2022 CAASPP, SBAC Homeless Youth "Standard Met" 21.21% "Standard Exceeded" 9.09% 2021-2022		Targets: (Increase by 5% annually) Standard Met: 17.3% Standard Exceeded: 6.82%
#16 CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - English Learners	2018-2019 Standard Met: 4.19% Standard Exceeded: 0.67%	The 2021 California School Dashboard did not report an academic indicator for English Learner Progress. Local Data STAR Math does not disaggregate for this target group.	2022 CAASPP, SBAC English Learners Standard Met 1.65% Standard Exceeded 0%		Targets: (Increase by 5% annually) Standard Met: 9.19% Standard Exceeded: 5.67%
#17 CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - African American Students	2018-2019 Standard Met: 5.75% Standard Exceeded: 0.87%	CA School Dashboard did not report a student outcomes for the Math State Indicator. Local Data STAR Math 2021-	2022 CAASPP, SBAC African American Standard Met - 5.49%, Standard Exceeded - 1.88%		Targets: (Increase by 5% annually) Standard Met: 10.75% Standard Exceeded: 6.87%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2022 at/above benchmark 16%			
#18 CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - Homeless Students	2018-2019 Standard Met: 1.82% Standard Exceeded: 0%	CA School Dashboard did not report a student outcomes for the Math State Indicator.Local Data STAR Math 2021-2022 does not disaggregate for this target group.	2022 CAASPP, SBAC Homeless Standard Met - 3.03%, Standard Exceeded - 0%		Targets: (Increase by 5% annually) Standard Met: 6.82% Standard Exceeded: 5%
#19 CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - Hispanic Students	2018-2019 Standard Met: 12.27% Standard Exceeded: 5.93%	CA School Dashboard did not report a student outcomes for the Math State Indicator.Local Data STAR Math 2021-2022 at/above Benchmark 29%	2022 CAASPP, SBAC Hispanic Standard Met - 10.14%, Standard Exceeded - 4.36%		Targets: (Increase by 5% annually) Standard Met: 17.27% Standard Exceeded: 11.93%
#20 CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - Students with Disabilities	2018-2019 Standard Met: 1.15 % Standard Exceeded: 0.92%	CA School Dashboard did not report a student outcomes for the Math State Indicator.Local Data STAR Math does not disaggregate for this target group.	2021-2022 Students With Disabilities Standard Met - 1.36%, Standard Exceeded - 0.97%		Targets: (Increase by 5% annually) Standard Met: 6.15% Standard Exceeded :5.92%
#21 CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - Low Income/Socioeconomically Disadvantaged	2018-2019 Standard Met: 11.31% Standard Exceeded: 5.96%	CA School Dashboard did not report a student outcomes for the Math State Indicator.Local Data STAR Math does not	2021-2022 Low Income/Socioeconomically Disadvantaged Standard Met 9.46%, Standard Exceeded - 4.52%		Targets: (Increase by 5% annually) Standard Met: 16.31% Standard Exceeded: 10.96%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		disaggregate for this target group.			
#22 California School Dashboard, ELA Academic Indicator - All Students	2018-2019 ORANGE (92.2 Points Below Standard - Increase)	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading 2021-2022 At/Above Benchmark 27.4%	2022 CA Dashboard ELA All Students - 40.4 DFS		GREEN (Target 10 points below Standard - Increase or Maintain) Increase by 25 points
#23 California School Dashboard, ELA Academic Indicator - English Learners	2018-2019 RED -71.1 Points Below Standard - Declined	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading does not disaggregate for this target group.	2022 CA Dashboard ELA English Learners DFS -92.1		YELLOW (Target 35 Points Below Standard - Maintain or Increase) Increase by 36 Points
#24 California School Dashboard, ELA Academic Indicator - African American	2018-2019 ORANGE (73 points below Standard -Increased)	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading 2021-2022 At/Above Benchmark 10%	2022 CA Dashboard ELA African American DFS -84		GREEN (Target 10 points below Standard - Increase or Maintain) Increase by 63 Points
#25 California School Dashboard, ELA Academic Indicator - Hispanic Students	2018-2019 ORANGE(33.5 points below Standard - Increased)	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading 2021-2022 At/Above Benchmark 14%	2022 CA Dashboard ELA Hispanic DFS - 39.7		GREEN (Target 0points below Standard - Increase or Maintain) Increase by 34 Points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#26 California School Dashboard, ELA Academic Indicator - Two or More Races Students	2018-2019 ORANGE (35.6 points below Standard - Increased)	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading does not disaggregate for this target group.	2022 CA Dashboard ELA Two or More Races DFS -26.1%		GREEN (Target 10 points below Standard - Increase or Maintain) Increase by 25 Points
#27 California School Dashboard, ELA Academic Indicator - Students with Disabilities	2018-2019 ORANGE (124.7 points Below Standard -Increased)	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading does not disaggregate for this target group.	2022 CA Dashboard ELA Academic Indicator Students With Disabilities DFS - 142.6		Yellow (Target 94 points below Standard - Increase or Maintain) Increase by 31 Points
#28 California School Dashboard, ELA Academic Indicator - Homeless Students	2018-2019 ORANGE (98 points below Standard - Increased)	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading does not disaggregate for this target group.	2022 CA Dashboard ELA Academic Indicator Homeless DFS -67.3		Yellow (Target 44 points below Standard - Increase or Maintain) Increase by 50 Points
#29 California School Dashboard, Math Academic Indicator - All Students	2018-2019 ORANGE (105 points below Standard -Maintained)	CA School Dashboard did not report a student outcomes for the Math State Indicator.Local Data STAR Math 2021-2022 At/Above Benchmark 29%	2022 CA Dashboard Math All Students DFS -115.8		Yellow (Target 54 points below Standard - Increase or Maintain) Increase by 50 points
#30 California School Dashboard, Math	2018-2019 ORANGE (109.8 below	CA School Dashboard did not report a	2022 CA Dashboard Math Low		YELLOW (Target 60 points Below Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator - Low Income/Socioeconomically Disadvantaged	Standard - Maintained)	student outcomes for the Math State Indicator.Local Data STAR Math does not disaggregate for this target group.	Income/Socioeconomically Disadvantaged DFS -122.8		- Increase or Maintain Annually) Increase by 50 points
#31 California School Dashboard, Math Academic Indicator - African American Students	2018-2019 RED (151.9 points below Standard - Maintained)	CA School Dashboard did not report a student outcomes for the Math State Indicator.Local Data STAR Math 2021-2022 At/Above Benchmark 16%	2022 CA Dashboard Math African American DFS - 159.5%		YELLOW (Target 100 points Below Standard - Increase or Maintain Annually) Increase by 51 points
#32 California School Dashboard, Math Academic Indicator - Homeless Students	2018-2019 RED (172.2 below Standard - Declined)	CA School Dashboard did not report a student outcomes for the Math State Indicator.Local Data STAR Math does not disaggregate for this target group.	2022 CA Dashboard Math Homeless Students DFS -156.8		YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually) Increase by 72 Points
#33 California School Dashboard, Math Academic Indicator - Hispanic Students	2018-2019 ORANGE (104.9 points below Standard - Declined)	CA School Dashboard did not report a student outcomes for the Math State Indicator.Local Data STAR Math 2021-2022 At/Above Benchmark 29%	2022 CA Dashboard Math Hispanic DFS - 116.2%		Yellow (Target 55 Points Below Standard - Increases or Maintain Annually) Increase by 50 Points
#34 California School Dashboard, Math Academic Indicator -	2018-2019 ORANGE (189.4 points Below Standard - Increased)	CA School Dashboard did not report a student outcomes for the Math State	2022 CA Dashboard Math Students With Disabilities DFS - 196.7		Yellow (Target 100 points below Standard - Increase or Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students with Disabilities		Indicator.Local Data STAR Math does not disaggregate for this target group.			Annually)Increase by 45 points
#35 California School Dashboard, College and Career Indicator - All Students	2018-2019 - 57.9% Prepared	2018-2019 GREEN 57.9% Prepared. No new data available.	2022 CA Dashboard did not report this indicator		Target - Prepared 67% (15% improvement annually)
#36 Dual Enrollment - Number of Students - Local Data Aeries	2020-2021 - 487 Students	2020-2021 236 students	Dual Enrollment 3220 students, 29% of 11th and 12th graders		Target - 487 Students(Maintain or increase Dual Enrollment numbers
#37 Career Technical Education Enrollment - Local Data Aeries	2019-2020 3,275 students (Revised to reflect correct school year - June 2022)	2020-2021 - 3,543 Students	2022 CTE Enrollment 2,829 students		Target - 3,275 students (Increase or maintain CTE enrollment annually)
#38 Career Technical Education Pathway Completers - Local Data Aeries	2019-2020 - 717 Students	2020-2021 - 776 Students	2021-2022 455 Completers		Target - 753 students (Increase completers by 5% annually)
#39 California School Dashboard, Chronic Absenteeism Indicator - All students	2018-2019 - YELLOW 14%	2018-2019 YELLOW 14% Dataquest reports Chronic Absenteeism- 10%	2022 CA School Dashboard 27.1%		GREEN (Target 10%) Decrease by 4%
#40 Ed Data, Chronic Absenteeism Rate - all students	2018-19 Overall - 13.8%	2020-2021 Overall - 15.2%	2022 CA Dashboard All Students 29%		Target 83.8% (Decrease the chronic absenteeism by 5%)
#41 Ed Data, Chronic Absenteeism - Two or More Races Students	2018-2019 - 21%	2020-2021 - 16.8%	2022 CA Dashboard Two or More Races 31%		Target - 16%(Decrease the chronic absenteeism by 5%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#42 Ed Data, Chronic Absenteeism - Low Income/Socioeconomically Disadvantaged	2018-2019 - 14.4%	2020-2021 - 15.7%	2022 CA Dashboard Low Income/Socioeconomically Disadvantaged 30.2%		Target 9.34% (Decrease the chronic absenteeism by 5%)
#43 California School Dashboard, Chronic Absenteeism Indicator - Foster Youth	2018-2019 RED 24.4%	2018-2019 RED 24.4% Dataquest 2020-2021 Chronic Absenteeism FY 20.2%	2022 CA Dashboard Foster Youth 25.4%		YELLOW (Target 19.4%) Decrease by 5%
#44 California School Dashboard, Chronic Absenteeism Indicator - Homeless Students	2018-2019 ORANGE 43.1%	2018-2019 ORANGE 43.1% - no change to dashboard. CDE Dataquest 2019-2020 48.9% and 2020-2021 43.8%	2022 CA Dashboard Homeless 56.8%		YELLOW (Target 38%) Decrease by 5%
#45 California School Dashboard, Chronic Absenteeism Indicator - English Learners	2018-2019 YELLOW 11.7%	2018-2019 YELLOW 11.7% - Dataquest 2020-2021 Chronic Absenteeism EL Students 14%	2022 CA School Dashboard EL Students 25.9%		GREEN (Target 6.7%) Decrease by 5%
#46 California School Dashboard, Chronic Absenteeism Indicator-Low Income/Socioeconomically Disadvantaged	2018-2019 YELLOW 14.4%	2018-2019 YELLOW 14.4% Dataquest 2020-2021 Chronic Absenteeism LI Students 20.6%	2022 CA School Dashboard did not report this indicator		GREEN (Target 9.4%) Reduce by 5%
#47 California School Dashboard, College and Career Indicator - Foster Youth	2018-19 ORANGE 32.5% Prepared	2018-2019 ORANGE 32.5% Prepared, NO new data available.	2022-23 CA School Dashboard did not report the College/Career Indicator		GREEN (Target 45% Prepared) Increase by 13%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#48 California School Dashboard, Graduation Rate indicator - Foster Youth	2018-2019 RED 65%	2018-2019 RED 65% - no change to dashboard. CDE Dataquest 2019-2020 37.9% and 2020-2021 80.5%	2022 CA School Dashboard 70.5% (Low)		ORANGE (Target 70%) Increase by 5%
#49 California School Dashboard, Graduation Rate indicator - English Learners	2018-2019 ORANGE 72%	2018-2019 ORANGE 72% - no change to dashboard. CDE Dataquest 2019-2020 48.9% and 2020-2021 68.9%	2022 CA School Dashboard 78.4% (Low)		YELLOW (Target 77%) Increase by 5%
#50 California School Dashboard, Graduation Rate Indicator - Students with Disabilities	2018-2019 RED 65.3%	2018-2019 RED 65.3% - no change to dashboard. CDE Dataquest 2019-2020 42.0% and 2020-2021 66.2%	2022 CA Dashboard 69.9% (Low)		ORANGE (Target 75%) Increase by 10%
#51 Panorama Climate Survey - Families	2020-2021 Positive Climate for Academic Learning - 72% Agree	2021-2022 Positive Climate for Academic Learning - 91% Agree	2022 Positive Climate for Academic Learning - 94%		Target - 90%
#52 STAR Renaissance Reading: School Wide	2020-2021 At/Above Benchmark 27.8%	2021-2022 At/Above Benchmark 27.4%	2022 At/Above Benchmark 34.4%		Target At/Above Benchmark 40% Increase 3% Annually
#53 STAR Renaissance Reading: By Grade Level	2020-2021 At/Above Benchmark; Grade 7 39%, Grade 8 30%, Grade 9 29%, Grade 10 36%, Grade 11 33%, Grade 12 33%	2021-2022 At/Above Benchmark; Grade 7 40.8%, Grade 8 38.2%, Grade 9 29.7%, Grade 10 28.3%, Grade 11 34%, Grade 12 24.5%	Winter 2022 At/Above Benchmark Grade 7 - 31%, Grade 8 - 29%, Grade 9 - 26%, Grade 10 - 28%, Grade 11 - 32%, Grade 12 - 28%		At/Above Benchmark (increase 3 % annually) Grade 7 48%, Grade 8 % 39 Grade 9 28%, Grade 10 45%, Grade 11 42%, Grade 12 42%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#54 STAR Renaissance Reading: By Major Ethnicity	2020-2021 At/Above Benchmark; African American 12%, Hispanic 15%, White 19%	2021-2022 At/Above Benchmark; African American 10%, Hispanic 24%, White 28%	2022 Winter Benchmark Reading at/above Hispanic 28%, African American 20%, White 42%		Target At/Above Benchmark (Increase 3% Annually) African American 21% Hispanic 14%, White 28%
#55 STAR Renaissance Mathematics: School Wide	2020-2021 At/Above Benchmark 22%	2021-2022 At/Above Benchmark 29%	Winter 2022 At/Above Benchmark 16%		Target At/Above Benchmark 31%. Increase 3% Annually
#56 STAR Renaissance Mathematics: By Grade Level	2020-2021 At/Above Benchmark; Grade 7 30%, Grade 8 24%, Grade 9 24%, Grade 10 26%, Grade 11 25%, Grade 12 28%	2021-2022 At/Above Benchmark; Grade 7 16%, Grade 8 13%, Grade 9 13%, Grade 10 19%, Grade 11 18%, Grade 12 19%	Winter 2022 At/Above Benchmark Grade 7 - 14%, Grade 8 - 14%, Grade 9 - 13%, Grade 10 - 19%, Grade 11 - 19%, Grade 12 - 16%		At/Above Benchmark (increase 3 % annually) Grade 7 39%, Grade 8 % 33 Grade 9 33%, Grade 10 35%, Grade 11 34%, Grade 12 37%
#57 STAR Renaissance Mathematics: By Major Ethnicity	2020-2021 At/Above Benchmark; African American 23%, Hispanic 36%, White 39%	2021-2022 At/Above Benchmark; African American 16%, Hispanic 29%, White 38%	2022 Winter Benchmark Math At/above Hispanic 16%, African American 7%, White 21%		Target At/Above Benchmark (Increase 3% Annually) African American 32% Hispanic 45%, White 48%
#58 Panorama Climate Survey - Favorable Responses for School Connectedness	2020-2021 Fall Percent Favorable responses: Students: 55% Staff: 69% Family: 89%	2021-2022 Fall Percent Favorable responses: Students: 57% Staff: 71% Family: 89%	2022 Fall Percent Favorable responses: Students 48%, Staff: 74%, Parents 91%		Increase favorable responses: Students: 65% Staff: 79% Family: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#59 Broad Course of Study to include programs and services for unduplicated students and individual with exceptional needs. (Added June 2022)	2021-2022 All students 100% Unduplicated 100% Students with Special Needs 100%	Baseline Year	2022-23 All students 100% Unduplicated 100% Students with Special Needs 100%		All students 100% Unduplicated 100% Students with Special Needs 100%
#60 Met A-G Requirement and Complete 1 CTE Pathway (Added June 2022)	2020-2021 All Students 6.1% English Learners 1.8% Low Income 6.2% Foster Youth 0.0% Student with Disabilities 0.0%	Baseline Year	2022 All Students 6% EL: <1% Low Income: 5.8% From SOARS		2023-2024 All Students 12% English Learners 12% Low Income 12% Foster Youth 12% Student with Disabilities 3%

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 District support services for Academic Success	The district will continue to provide coordinators for core subject support, a math coach for middle and high school, a science coach for middle and high school, a data support coordinator, and assistant principals support staff at targeted schools to continue the work with staff on core content, training and classroom supports, leading Professional Learning Communities discussions and providing support with data and student monitoring. This will continue to ensure that students receive a well-rounded educational experience. In addition to district-wide support, coordinators will work with site teams to design targeted support programs and supplementary learning time by	\$692,457.20	Yes

Action #	Title	Description	Total Funds	Contributing
		providing direct support to target student groups for English Learners, Foster Youth and Low Income students. Programs will include, but not limited to, after school tutoring for English Learners, STAR data targeted foster youth and low income students for extended learning through FEV Tutor, etc. The focus of Educational Services will be on our targeted student groups in order to increase student academic success for our duplicated students. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics, Graduation Rate and English Learner Progress on the California School Dashboard and an increase in student performance on the STAR Reading and Math Universal Screener.		
<b>2.2</b>	2.2 Ensuring English Learner Academic Success	The district will continue to provide English Language Development (ELD) coordinators at each site, bilingual paraprofessionals, district ELD coordinator and program support staff to help monitor the 1,300 English Learner students' progress towards proficiency. The number of positions for Bilingual Instructional Assistant will be evaluated for equity and to include parity at school sites by number of level I and II students and by the hours support is provided on a daily basis. The team supports teachers with implementation of designated English Language Development and implements progress monitoring through individual learning plans, using Ellevation. The team ensures that sites provide a rich academic environment for English Learner students to achieve proficiency and increase reclassification. This will directly support increased reclassification rates which is a local measure, English Learner achievement on the SBAC for English Language Arts and Math, English Learner Progress indicator on the California School Dashboard and increase or maintain their ELPAC level.	\$2,533,700.00	Yes
<b>2.3</b>	2.3 Increasing services to support	The district will provide teachers for programs which target student groups who traditionally do not attend college after high school graduation, primarily English Learners, Low Income, and Foster	\$7,743,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	equity and access for college readiness	Youth.The district uses specific programs to target these student groups to create equity and access to higher education. Programs funded include Advancement via Individual Determination (AVID) program, open access and recruitment of target students for Advanced Placement courses, Honors courses in high school, and middle school Honors.The district funds additional intervention counselors and a foster youth counselor for targeted support. Programs will continue to be supported that create school connectedness, which evidence shows positively impact student engagement, such as visual and performing arts, music,and the newly developed middle college high school program to enhance college and career readiness services. This will increase more options for unduplicated student groups to access college preparatory courses and guidance for participation in a rigorous college preparatory pathway. This action is primarily directed towards Low Income, English Learner and Foster Youth student groups. The impact is measured by increased achievement on the college and career indicator data on the California Schools dashboard, increased A-G completions rates, and improvement on the student Panorama Climate survey for connectedness.		
2.4	2.4 Expanding Intervention and Credit Recovery Services	The district will expand intervention and credit recovery services provided by district coordinators, teachers and paraprofessionals and is primarily directed towards Low Income, Foster Youth and English Learner students, to support student academic success through grades7-12, and increase graduation rates. The sites will provide intervention teachers, after school tutoring, online targeted extended learning as well as district after school credit recovery teachers who are assigned groups of students for monitoring and support with credit recovery. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics,Graduation Rate and English Learner Progress on the California School Dashboard and an increase in student performance on the STAR Reading and Math Universal Screener.	\$5,865,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.5</b>	2.5 Increased and improved services for unduplicated Special Education students	The district is committed to ensuring unduplicated students in Special Education receive individualized supplementary supports to increase their access and success in standards-based instruction in the general education setting. This includes providing services for Low Income Special Education students to access programs in a safe and supportive environment, including English Learner students in Special Education accessing academic language acquisition opportunities. The data is measured through local measures of re-designation rates on AERIES.	\$4,432,500.00	No
<b>2.6</b>	2.6 Expanding Virtual School Learning options	The district has implemented a grade 7-12, A-G aligned and Western Association of School and Colleges (WASC) accredited Virtual School with teachers, administrative and counseling support to provide an alternate education option for students who are not successful in the traditional school setting. This option supports the reduction of chronic absenteeism and helps students to stay on track for promotion and graduation, with primary support for Foster Youth and Low Income students. Impact will be evidenced by improvement in attendance data through Chronic Absenteeism data and graduation rates from the California School Dashboard.	\$2,697,020.00	Yes
<b>2.7</b>	2.7 Providing and improving increased equity-driven Career Technical Education (CTE) programs	The district will continue to expand staffing to enhance Career Technical Education program access for students groups, primarily directed towards unduplicated students, to increase career readiness before graduation. CTE also creates high interest programs for school connectedness and supports rigorous learning. The impact is measured by increased achievement on the college and career indicator data on the California Schools dashboard, increased A-G completions rates, and improvement on the student Panorama Climate survey for connectedness.	\$5,645,160.00	Yes
<b>2.8</b>	2.8 Provide Resources for	The district will continue its ongoing work with County Coaches and other support providers to design collaborative workshops and training	\$329,100.00	Yes



Action #	Title	Description	Total Funds	Contributing
	ongoing support to ensure equity in teaching and learning	sessions to address best practices related to best first instruction, grading, equity-driven programs, etc. The focus is to improve classroom instruction and practices that will increase the academic success of students, primarily directed towards our English Learner, Foster Youth and Low Income students. This will be measured by improved student performance in the academic performance indicators for English Language Arts, Math and English Learner Progress on the California School Dashboard.		
<b>2.9</b>	2.9 Professional Development to Address Academic Equity and Achievement gaps	The district will continue to support all staff to participate in professional development activities and training to improve teaching and learning and directly impact the student academic programs with primary focus on the achievement of Low Income and English Learner students . This includes providing content, pedagogy and behavioral support training in core subject adoptions (ELA, Math, Science and Social Science),universal lesson designs, ELD and classroom based assessments,monitoring of student success using STAR Renaissance and Ellevation,and MTSS and PBIS training for classroom behavioral supports. This will be measured by improved student performance in the academic performance indicators for English Language Arts, Math and English Learner Progress on the California School Dashboard.	\$1,299,274.00	Yes
<b>2.10</b>	2.10 Provide Resources for English Learner instructional Programs	The district will continue to provide instructional resources for teachers and paraprofessionals to support all English Learners during the designated and integrated English Language Development (ELD)instructional time. This includes purchase of supplementary resources such as listening and speaking programs, targeted writing programs embedded into the new designated ELD curriculum and other targeted materials for language development support, as well as progress monitoring tools such as "Ellevation" which provides data used for the Individual Learning Plan monitoring for all English Learner students to help progress towards reclassification. This will directly support increased reclassification rates which is a local measure, English Learner achievement on the SBAC for English Language Arts	\$150,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and Math, English Learner Progress indicator on the California School Dashboard and increase or maintain their ELPAC level.		
<b>2.11</b>	2.11 Provide English Learner Intervention supports	The district will continue to support English Learner students with language acquisition by providing resources such as primary language resources in the library, MyELCompanion in ELA and teacher/paraprofessional after school tutoring and supports to increase access and time for intervention so that more English Learner students may gain language proficiency and reclassify. This will directly support increased reclassification rates which is a local measure, English Learner achievement on the SBAC for English Language Arts and Math, English Learner Progress indicator on the California School Dashboard and increase or maintain their ELPAC level.	\$542,700.00	Yes
<b>2.12</b>	2.12 Increasing supplemental college readiness activities for student success	The district will continue to provide students, especially Low Income students, with opportunities so they can actively engage in college ready activities such as college test prep, study trips, access to Dual Enrollment courses and college exams. The impact is measured by increased achievement on the college and career indicator data on the California Schools dashboard, increased A-G completions rates, and improvement on the student Panorama Climate survey for connectedness.	\$1,118,000.00	Yes
<b>2.13</b>	2.13 Providing supplemental resources to support response to intervention and instruction	The district will continue to provide resources, supplies, and materials for intervention for teachers to support ongoing needs for student success, especially for low-income students who are at risk or are struggling. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics, and Graduation Rate, and increased student performance on the STAR Reading and Math Universal Screener.	\$1,611,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.14</b>	2.14 Providing supplemental resources to promote unduplicated Special Education student success	The district will continue to provide resources to support Special Education student success, primarily for English Learner and Foster Youth students, to support their success in general education settings. This impact will be measured through the re-designation rates as a local measure.	\$2,370,000.00	No
<b>2.15</b>	2.15 Providing resources to enhance virtual school learning options	The district will provide resources to support a virtual school learning option for students who are experiencing a lack of success in the traditional setting. This option supports the chronic absenteeism that students experience and is primarily directed towards low income and foster youth so they can continue their learning when unable to attend school in-person. The district virtual program's impact will be measured by improvement in attendance data through Chronic Absenteeism data, and graduation rates from the California School Dashboard.	\$399,600.00	Yes
<b>2.16</b>	2.16 Providing resources to enhance Career Technical Education (CTE)	The district will continue to provide resources to enhance CTE programs across middle and high school sites so that students, especially Low Income students, are able to access CTE programs to increase career readiness before graduation. CTE also creates high interest programs for school connectedness and supports rigorous learning. The impact is measured by increased achievement on the college and career indicator data on the California Schools dashboard, increased A-G completions rates, and improvement on the student Panorama Climate survey for connectedness.	\$840,000.00	Yes
<b>2.17</b>	2.17 Ongoing support with implementing Professional Learning Communities of practice	The district will continue to support teachers in each subject group to conduct monthly Professional Learning Community meetings and use data from common assessments and universal screening to monitor student success and progress in all core areas. The impact of this action will be evidenced in the STAR Renaissance progress data, D/F data on AERIES, and the California Schools Dashboard data for graduation, academic indicator and college and career readiness.	\$71,400.00	No

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2022-23]

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.

The 2022-2023 school year witnessed the nearly full implementation of the 17 actions designed to provide a rich academic program grounded in equity-based practices. Of those actions, implementation is reflected through both estimated expenditures and qualitative analysis. The district witnessed full implementation of the majority of our actions with the exception of Actions 8 and 11.

Coordinators for core subject areas (ELA, Math, and English Learner), as well as the creation of a position for a data support coordinator (Research, Assessment, and Evaluation - RAE) stand out among the successes with Action 1. Assistant principals were also hired to support instruction at the middle school level. The challenge in implementing goal two has been the LEA's shift from the coaching model. In 2023-24, the district will create a teacher support program with individual mentors for teachers who will benefit from this support.

English Learner (EL) site coordinators support ELs at all sites, including the implementation of a new curriculum for newcomers (Action 2.2). The number of paraprofessionals to support these learners has increased from five to nineteen. While reclassification has increased, the implementation and monitoring EL success through Ellevation at the site level remains a challenge. English Learners are also supported through Advancement Via Individual Determination (AVID) and the opportunities for additional rigorous course offerings including Advanced Placement and Honors (Action 2.3). These students, in addition to Foster Youth and other target student groups, are also supported by the addition of intervention counselors at all sites. Middle College was not implemented (Action 2.3) as a result of a shift in administration and school goals.

The coordinator of RAE continues to support and expand credit recovery opportunities within the district (Action 2.4), and the use of intervention teachers and counselors is expected to impact student achievement. However, data from the Focused EduVation (FEV) tutoring program indicates that further training of teachers in the platform and promotion of the program remains a challenge. The redesignation for our ELs who are also in special education is a success for Action 5, as is the equity in access to educational programs for all target student populations.

The successful expansion of the Western Association of Schools and Colleges (WASC) -accredited Virtual Academy provides an alternative educational option for students who have not been successful in the traditional setting, including those in some target groups such as Foster Youth (Action 2.6). This option also supports the success the district has enjoyed with respect to the reduction in absenteeism for Foster Youth and low-income students and will impact graduation rates (Actions 2.15 & 2.16). Dual enrollment and College and Career Access Pathway (CCAP) offerings are also an area of success (Actions 2.7, 2.12).

Working closely with San Bernardino County Superintendent of Schools coaches, mathematics and English teachers have developed common assessments and re-engagement lessons to provide equity in access to a rigorous instructional program (Action 2.8). The local data show this has been a successful implementation in math. However, this action was not fully implemented as mastery grading with Doug Reeves was discontinued as it failed to produce results.

The successful implementation of professional development in content areas, during the summer and throughout the year is targeted to support teachers with improving their craft in terms of both academic and socio-emotional strategies to support target student groups including low-income and ELs (Action 2.9). Another contributing factor to the success of the implementation of this action is that teachers are supported in the use of data from Star Ren and other measures to inform instructional decision-making, as well as to identify and support students through the implementation of Multi-Tiered Systems of Support (MTSS) supports and Positive Behavior Intervention Supports (PBIS) in these targeted professional learning opportunities. Training for teachers in the use of Nearpod targeted prescriptive lessons (Action 2.9) and the training of ELD core teachers in light of the adoption of iLit, has further supported student academic achievement (Action 2.10). A few challenges include access to guest teachers during the school year and the consistent and intentional use of STAR Renaissance data to inform instruction.

The use of instructional support materials, as well as primary language reading materials, is a success for Action 2.11. These digital and print materials are available in several languages other than English and cover both fictional topics as well as addressing non-fiction issues of interest to teens. Action 2.11 has not yet been fully implemented as the challenge to this action has been in providing designated English Learner support in after-school tutoring to support redesignation as it is limited by the availability of the EL teaching staff. During the school day, integrated EL students were often not supported through the resources, like MyELD companion and thus the publisher will return to provide additional training and support. FEV tutoring is used with Long Term English Learners (LTEL), and the reclassification rate had more than doubled (Action 2.14).

Resources, supplies, and materials for intervention for teachers, Action 2.13, was fully implemented. Action 2.17 was partially implemented as Professional Learning Communities meet quarterly not weekly or even bi-weekly. When meeting, all collaborative discussions are centered around the data, and interpreting how that data can inform decision-making. Not all school sites are at the same level of implementation of their PLCs.

#### An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.1: District support services for academic success - the district did not hire academic coaches. The cost savings was \$302096.00. Action 2.1: Ensuring English Learner academic success - the district did not hire or provide release time for EL Coaches, instead providing extra duty hours. This cost the district \$215,385.00 less than was budgeted. Action 8: Provide resources for ongoing support to ensure equity in teaching and learning - the district did not purchase the contract for individual coaching, choosing to do this in-house. The difference in the budget was a savings of \$52,719.00. Action 2.10: Provide resources for English Learner instruction programs - the district did not require extra core instructional supports or materials with a difference of \$50,000.00. Action 2.12: Increasing supplemental college readiness

activities for students success: a difference of \$200,000.00 due to the district not spending the budgeted amount on college readiness exams. Action 2.13: Providing supplemental resources to support response to intervention and instruction - the district did not purchase VMath nor Step Up To Writing. This resulted in a difference of \$518,606.00 in the budget. Action 2.15: Providing resources to enhance Virtual School learning options: The cost of the extra duty for the instructions was considerably less than budgeted: \$89049.15.

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

The goal of VVUHSD is to provide equitable educational opportunities for all students, with a focus on reducing disparities in academic achievement, suspension, and attendance rates while promoting a positive school climate. To evaluate the efficacy of the actions implemented for the 2022-2023 LCAP, multiple measures were used that were considered summative, such as graduation rates, chronic absenteeism, and suspension rates of students. The effectiveness of actions also included local measures such as the student achievement on the Star Renaissance (Star Ren) universal screener in English and in math. The metrics revealed overall effectiveness in most actions in reaching our goal of a rich academic program that provides equity and positive impact on student success for all students as well as unduplicated students. Graduation rates and reclassification rates have increased and ELA and Math Star Ren data show increased success. The success of the district continues to build with the implementation of teacher and curriculum support, additional educational opportunities, and increased classes for targeted groups including CTE class offerings (Actions 2.7 and 2.16). The district has shown mixed results in the CAASPP, the chronic absenteeism upward trend is still a challenge, and suspension rates remain high.

The district has the benefit of a Coordinator of Research, Assessment, and Evaluation (RAE) who supports deeper analysis driving targeted instruction, as addressed in Actions 2.1 and 2.4, and impacting academic achievement as measured by both the Star Ren and the CAASPP. English Language Development Support, ELD 3, and Academic English courses have been added at all sites providing EL students with additional time and instruction. In the area of supplemental instructional supports and interventions, the district embedded supplementary services, online and in-person programs, and supplementary materials and supplies into Actions 2.1, 2.4, 2.6, 2.13, 2.14 and 2.15 to positively impact student achievement and attendance. The district continued to provide coordinators for core subject support, the RAE, and assistant principals at targeted schools to continue the work with staff on core content, training, and classroom supports, leading Professional Learning Communities (PLCs) discussions and providing support with data and student monitoring. This was designed to target support programs and supplementary learning time by providing direct support to target student groups for ELs, Foster Youth, and low-income students. The district plans to add a Legacy program at each comprehensive high school to support ELs.

Actions that demonstrated consistent growth include those items related to professional learning by staff and the use of PLCs district-wide (Actions 2.8, 2.9, and 2.17) also are intended to positively impact the progress and performance of students with a focus on unduplicated students. The Star Ren was administered district-wide in the fall, winter, and spring and reflected growth in all students in reading from 27.4% at or above benchmark to 34.4% at or above benchmark. Math has not enjoyed the same growth, dropping from 22% at or above the benchmark to only 16% at or above the benchmark. Our local formative assessments reveal a positive trend in math achievements. Similarly, the California Dashboard for English Learner Progress Indicator (ELPI) reflects a growth of 38.8% to 45.2%. The CAASPP showed a small loss in both English Language Arts and Math standards met or exceeded by the EL student group. Part of this may have been impacted by the reduction in staff by the loss of both math coaches and the addition of a number of new teachers hired after a retirement incentive. This is reflected in Actions 2.1, 2.2, 2.4, 2.8, 2.9, 2.10, 2.11, 2.13 and 2.17. With regard to graduation rates, Foster Youth, ELs and students with



disabilities all showed an improvement of about 5% over the benchmark. Rates are still below district averages and remain an area of concentration. Action 2.1, 2.4, 2.6, 2.13, and 2.17 contributed to this growth. English Learner achievement, a focus of actions 2.1, 2.2, 2.4, 2.8, 2.10, and 2.11, is indicated on the 2022 CA Dashboard by academic achievement and by reclassification rates. While achievement results have been mixed through the reporting on the CAASPP and Star Renaissance, the reclassification rates have soared from 38.8% to 45.2% proficiency on the ELPAC, referenced in Actions 2.2 and 2.10. School climate is reflected in the graduation rate, as well as absenteeism, and is quantified on the 2022 CA Dashboard Chronic Absenteeism indicator, and through the Panorama student climate survey. Panorama results demonstrate improvements across the board in favorable responses. This is in contrast to an increase in chronic absenteeism. This is likely attributable to conditions requiring quarantine during the previous school year and was addressed through Actions 2.3, 2.6, 2.7, 2.12, 2.13, and 2.16.

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

In the school year 2020-2021, VVUHSD had 25 CTE Pathways; in the 2021-2022 school year, VVUHSD offered 23 Career Technical Education (CTE) Pathways. Fewer pathways resulted in fewer students enrolled in CTE courses and thus fewer students were eligible to be Completers. The CTE office is working with the counselors and site administration to address this issue. (Action 2.7) (Action 2.16). Dual enrollment and an increase in College and Career Access Pathways (CCAP) offerings is also an area of success (Action 2.12).

Overall, the data suggests that there is room for improvement in several areas, including suspension rates and chronic absenteeism. While some action items have been successful, others have not yet achieved the desired outcomes. The 2022-2023 school year opened with students who were still struggling with gaps in attendance and academic growth as a result of the conditions of COVID. Engaging with virtual classes, and then returning from distance learning has left students with both academic and socio-emotional challenges. The interruptions in teaching and learning have made it a challenge to see expected results as the district implemented the actions of this goal.

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.

There is one change to the planned Action 2.8 as the district is not contracting with Doug Reeves. We are using our in-house staff to support our teachers. There are no other changes to the planned goal, desired outcomes or actions for 2023-24.



**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#1 California School Dashboard, Suspension Rate Indicator - all students	2018-2019 ORANGE(High) - 9% of all students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator. CDE Dataquest 2019-2020 8.2% and 2020-2021 0%.	2022 CA Dashboard Suspension Rate All Students 10.4%		YELLOW (Medium) Target 6% - Reduce by 3%
#2 California School Dashboard, Chronic Absenteeism Indicator - All Students	2018-2019 YELLOW 14%	The 2021 California School Dashboard did not report a Chronic Absenteeism Indicator. Dataquest reports Chronic Absenteeism Districtwide 10%.	2022 CA Dashboard Chronic Absenteeism All Students 27.1%		GREEN (Target 10%) Decrease by 4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#3 Ed Data, Expulsion Rate - All Students	2019-2020 = 0.04%	2020-2021 = 0%	2021-2022 Expulsion Rate All Students 0.2%		Target - 0.02% (Maintain or decrease percentage of expulsions)
#4 Panorama Climate Survey - Favorable Responses	Fall 2019 Safety - Students 66% Winter 2020 Safety - Staff 55% and Family 82%	Fall 2021 Safety - Students 74% Winter 2021 Safety - Staff 50% Spring 2022 Safety - Family 86%	Winter 2022 Safety - Students 67%, Staff 53%, Family 85%		Target 80% or higher for each group of educational partners
#5 California School Dashboard, Suspension Rate Indicator - Low Income/Socioeconomically Disadvantaged	2018-19 ORANGE(Very High) 9.3%students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator. CDE Dataquest 2019-2020 8.5% and 2020-2021 0%.	2022 CA Dashboard Suspension Rate Low Income/Socioeconomically Disadvantaged 10.7%		YELLOW (Target - Medium 6.0%) Decrease by 3%
#6 California School Dashboard, Suspension Rate Indicator - English Learners	2018-2019 ORANGE (High) 8.4% students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator. CDE Dataquest 2019-2020 6.4% and 2020-2021 10%.	2022 CA Dashboard Suspension Rate English Learners 8.1%		YELLOW (Target Medium 5.0%) Decrease 4.4%
#7 California School Dashboard, Suspension Rate Indicator - African American	2018-2019 RED (Very High) 18% students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator.CDE Dataquest 2019-2020 17.3% and 2020-2021 0%.	2022 CA Dashboard Suspension Rate African American 19.7%		ORANGE (Target High 9.0%) Decrease by 9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#8 California School Dashboard, Suspension Rate Indicator - Foster Youth	2018-2019 RED (Very High) 19% students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator. CDE Dataquest 2019-2020 20.4% and 2020-2021 0%.	2022 CA Dashboard Suspension Rate Foster Youth 19.9%		YELLOW (Target High 9.0%) Decrease by 10%
#9 California School Dashboard, Suspension Rate Indicator - Hispanic Students	2018-2019 ORANGE (High) 6.6% students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator. CDE Dataquest 2019-2020 6.1% and 2020-2021 0%.	2022 CA Dashboard Suspension Rate Hispanic 8%		YELLOW (Target Medium 4%) Decrease by 2.4%
#10 California School Dashboard, Suspension Rate Indicator - Low Income/Socioeconomically Disadvantaged	2018-2019 ORANGE (Very High) 9.3% students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator. CDE Dataquest 2019-2020 8.5% and 2020-2021 0%.	Duplicate of Metric 5		YELLOW (Target Medium 4%) Decrease by 5.3%
#11 California School Dashboard, Suspension Rate Indicator - Homeless Students	2018-2019 ORANGE (Very High) 12.6% students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator. CDE Dataquest 2019-2020 15.0% and 2020-2021 0%.	2022 CA Dashboard Suspension Rate Homeless Students 18.5%		YELLOW (Target Medium 7.6%) Decrease by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#12 California School Dashboard, Suspension Rate Indicator - White Students	2018-2019 ORANGE (High) 7.7% students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator. CDE Dataquest 2019-2020 6.3% and 2020-2021 0%.	2022 CA Dashboard Suspension Rate White 9.9%		YELLOW (Target Medium 3.7%) Decrease by 4%
#13 California School Dashboard, Chronic Absenteeism Indicator - African American Students	2018-2019 ORANGE 22.6%	The 2021 California School Dashboard did not report a Chronic Absenteeism Indicator. Dataquest reports 2020-2021 Chronic Absenteeism 15.5%.	2022 CA Dashboard Chronic Absenteeism African American 35.2%		YELLOW (Target 17%) Reduce by 5%
#14 California School Dashboard, Chronic Absenteeism Indicator - Homeless Students	2018-2019 ORANGE 43.1%	The 2021 California School Dashboard did not report a Chronic Absenteeism Indicator. Dataquest reports 2020-2021 Chronic Absenteeism 43.8%.	2022 CA Dashboard Chronic Absenteeism Homeless 56.8%		YELLOW (Target 38%) Decrease by 5%
#15 California School Dashboard, Chronic Absenteeism Indicator - Foster Youth	2018-2019 RED 24.4%	The 2021 California School Dashboard did not report a Chronic Absenteeism Indicator. Dataquest reports 2020-2021 Chronic Absenteeism 20.2%.	2022 CA Dashboard Chronic Absenteeism Foster Youth 25.4%		YELLOW (Target 19.4%) Decrease by 5%
#16 California School Dashboard, Chronic	2018-2019 ORANGE 29%	The 2021 California School Dashboard did	2022 CA Dashboard Chronic Absenteeism		YELLOW (Target 20%) Decrease by 9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Absenteeism Indicator - Students with Disabilities		not report a Chronic Absenteeism Indicator. Dataquest reports 2020-2021 Chronic Absenteeism 20.6%.	Students with Disabilities 38.3%		
#17 California School Dashboard, Chronic Absenteeism Indicator -Two or More Races Students	2018-2019 RED 25.9%	The 2021 California School Dashboard did not report a Chronic Absenteeism Indicator. Dataquest reports 2020-2021 Chronic Absenteeism 12.7%.	2022 CA Dashboard Chronic Absenteeism Two or More Races 29.6%		YELLOW (Target 20%) Decrease by 6%
#18 Panorama Climate Survey - Sense of Belonging	2020-2021 Percent Favorable responses: Students: 54% Staff: 69% Family: 89%	2021-2022 Percent Favorable responses: Students: 57% Staff: 71% Family: 89%	Winter 2022 Sense of Belonging - Students 48%, Staff 74%, Family 91%		Increase favorable responses to at least 90% for each group of educational partners.
#19 Panorama Climate Survey - Climate of Academic Learning	2020-2021 Percent Favorable responses:: Students: 72% Staff: 88% Family: 88%	2021-2022 Percent Favorable responses:: Students: 77% Staff: 90% Family: 91%	Winter 2022 Climate for Academic Learning - Students 70%, Staff 88%, Family 94%		Increase favorable responses to at least 90% for each group of educational partners.
#20 Parental Participation including families of unduplicated students and students with exceptional needs. (Added June 2020)	2021-2022 = 2,196 Parents/Guardians in Attendance	Baseline Year	2022-2023 = 209 parents/ guardian at in person parent events		2,500 Parents/Guardians in Attendance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#21 Drop out rate grades 7 & 8 (MS Dropout) (Added June 2022)	2020-2021 5 Students or .001%	Baseline Year	2022 drop out rate for grades 7 & 8 is 21 students or 0.0002%		0 Students or 0%
#22 Drop out rate grades 9-12 (HS Dropout) (Added June 2022)	2020-2021 115 Students or .014%	Baseline Year	2022 drop out rate for grades 9-12 is 281 Students or .02%		57 Students or .007%

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>3.1</b>	3.1 Provide purposeful and meaningful supports for health and wellness for student success	The district will provide social-emotional and wellness supports primarily for unduplicated students. Staff members, families, and all students will have access to these supports to improve school climate and culture and improve student success. This includes the addition of mental health clinicians, LVNs at school sites, office health clerks, a district nurse and time for PBIS training for all staff. This action will include student behavioral supports and reduce the levels of disciplinary infractions, including suspensions for unduplicated students. This will be measured by the California School Dashboard decrease in suspension rates, reduction in chronic absenteeism and increase in school connectedness as measured by the annual Panorama climate survey.	\$4,200,502.00	Yes
<b>3.2</b>	3.2 Provide support for improved school communication and connectedness	The district will provide staffing to improve parent education and engagement activities and increase school-home partnerships for unduplicated students, while creating a welcoming and supportive school environment for students and families. This action continues to support the work of our Family Engagement Liaisons at each site, the district translator and the Public Engagement Officer to expand	\$1,019,100.00	Yes



Action #	Title	Description	Total Funds	Contributing
		communication with families and to build school and home connectedness. We will expand our communication tools by purchasing ParentSquare to integrate with our Aeries SIS system to ensure our unduplicated families have improved communication, and better tools for flexible use to help monitor and support their students at school. The combined efforts of programs and staff will positively impact the social-emotional wellness of our students and families. This will be measured by the California School Dashboard decrease in suspension rates, reduction in chronic absenteeism and increase in school connectedness as measured by the annual Panorama climate survey.		
<b>3.3</b>	3.3 Student Services supports for Foster Youth, and Low-Income student success	The district will provide additional staff to provide district and site level support for new and enrolled Foster Youth and Low Income students to increase participation in school programs that will improve school connectedness, resulting in increased success in classroom achievement. The district has created a stand-alone Student Services office with a Director and a team, including an additional Family Engagement Liaison and Foster Youth Counselor, whose primary task is to work with schools to support positive culture and climate and support Low Income and Foster Youth students to increase attendance and school participation. This will be measured by improved chronic absenteeism, reduced suspension rates and increased school connectedness on the Panorama climate and SEL surveys.	\$2,346,000.00	Yes
<b>3.4</b>	3.4 Maintain and support a safe environment	The district staffs the school sites with trained security and safety officers who implement comprehensive safety standards and provides a physically and emotionally safe learning environment for staff and students. This allows for an increased positive school climate as measured by the annual climate survey and district suspension and chronic absentee data.	\$7,965,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.5</b>	3.5 Provide expanded home-school connections through community resources	The district will contract with the Department of Probation and use their expertise to expand community supports and implement partnerships with families at their school sites as well as outside the school setting. The positive supports provided by this team also includes providing community resources and guiding families to social service resources, while increasing school-home communication for students who may be struggling with attendance and social emotional stressors in school. Probation Officers receive specialized training to provide individualized assessment and Strength-Based/Family-Centered supports. They work closely with parents and guardians to encourage regular school attendance and increasing school connectedness. This positive intervention for students will be measured by improved data on the annual Panorama climate survey, student socio-emotional survey, and a decrease in the chronic absenteeism rate for school sites.	\$142,800.00	No
<b>3.6</b>	3.6 Provide resources to address student and staff Social-emotional well-being	The district will provide social, emotional and mental health resources and services with providers such as DM SELPA, Capturing Kids Hearts, SEL support, and training. With students experiencing immense trauma due to the pandemic, this action is designed to expand SEL services to support primarily Foster Youth and Low Income students to increase student engagement and student attendance. This will be measured by the California School Dashboard and see a decrease in suspension rates, reduction in chronic absenteeism and increase in school connectedness as measured by the annual Panorama climate survey.	\$1,980,042.00	Yes
<b>3.7</b>	3.7 Provide resources for increased family and student engagement	The district will provide family engagement activities, trainings, and services to increase family and student engagement for unduplicated students. This also includes expanding student celebrations, family workshops on college readiness, financial aid, student success supports, and parent leadership training to empower parent participation in their student's education. This will be measured by the California School Dashboard with a decrease in suspension	\$163,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		rates, reduction in chronic absenteeism and increase in school connectedness as measured by the annual Panorama climate survey.		

## Goal Analysis [2022-23]

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.

Victor Valley Union High School District planned for 7 action items with embedded services in order to provide an equity-centered, safe learning environment that would promote a positive school climate to meet the needs of students and staff. There are no substantive differences between the planned actions. The success of implementation is evident in the actions. The creation of the stand-alone Student Services department with support from the Director of Student Services (Action 3.1) and district Family Engagement Liaisons (FELs) (Action 3.2). Additionally, we had full implementation with the addition of Mental Health Clinicians (MHC) and Licensed Vocational Nurses (LVNs) (Action 3.1) at each school site. Capturing Kids Hearts (Action 3.6) was implemented at our middle school, which resulted in partial success as there was a plan for two schools to use Capturing Kids Hearts as a Social Emotional Curriculum. The training for security (Action 3.4) has been implemented successfully with ongoing training throughout the 2022-23 school year. Finally, the partnership with the Department of Probation (Action 3.5) has also been a success.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.3: Student Services supports for FY, HL, and LI student success - the new staff hired cost the district less than estimated due to their placement on the salary schedule, for a difference of \$393,372.00. Action 3.7: Provide resources for increased family and student engagement - the district budgeted \$163,500.00 and spent \$139,790.00. This is a difference of 23,710. The district did not spend funds from this action on services / supplies and parent education events.

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

The district continues to employ a district nurse, Mental Health Clinicians, Licensed Vocational Nurses, and office health clerks at all school sites (Action 3.1). Additionally, all school staff have been trained in PBIS and sites are working toward school-wide implementation. FELs continue to increase their parent contact including regular meetings with principals, informational workshops, and campus tours. FEL meetings are offered in both English and Spanish. Additional information is disseminated to students, parents, and staff through Parent Square by both district and schools (Action 3.2). All of these supports are directed by the Student Services Department (Action 3.3) which demonstrates success for the district.

The implementation of a district Foster Youth Counselor, site FELs, and MHCs (Actions 3.1, 2.3, 3.3) demonstrated a positive impact on the Chronic Absenteeism of our Foster Youth which is at 25%; 3% below the district average. Overall, student connectedness has increased from baseline but decreased in 2021-22 with the first full year back from virtual learning. The Spring 2023 Panorama Survey revealed an overall increase in favorable responses from parents, staff, and students on the school climate survey. These results represent all actions in Goal 3. The district continued to expand actions to support school connectedness through the training of security and safety officers (Action 3.4) and partnership with the Department of Probation (Action 3.5). The addition of Capturing Kids Hearts helped the district to regain ground lost during COVID. Building school culture takes time and the district is confident that the data will show the effectiveness of these actions and continued growth in the metrics next school year. The Panorama Sense of Belonging survey demonstrates that the FELs, the Public Engagement Manager, and the use of Parent Square have positively impacted the connectedness of parents and staff. Over 260 families attended training through Day Break. The District and school sites have significantly increased the number of family outreach communications and began providing school resources and academic support through Family Workshops for college readiness and financial aid with the support of College and Career Technicians and Family Engagement Liaisons. These individuals also provide PIQE training for parents and provide invaluable information on student support, both academic and personal (Actions 3.2 & 3.7). Regarding students, the feedback and survey results show that the number of MHCs on each campus (1 per campus) is not enough to support all students' needs, particularly on the comprehensive high school campuses. Additionally, the metrics of student connectedness, suspension rates, and chronic absenteeism show that the implementation of PBIS and other SEL supports needs a greater focus on students. The district will increase focus on working directly with students through Family Engagement Evenings with AVID and other events.

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.

Metrics #5 and #10 are duplicates. Metric 10 will not report data.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
4	Victor Valley Union High School District will increase and improve services for Foster Youth district wide to increase Foster Youth Graduation Rate by 10% with a target of 75% while decreasing the Chronic Absenteeism Rate of Foster Youth by 5% with a target of 20% by June 30th of 2024.

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard Graduation Rate Indicator Foster Youth	2018-2019 RED 65%	The 2021 California School Dashboard did not report a "color" outcome. Dashboard additional report states 80.5%.	2022 Low 70.5% - CA 2022 School Dashboard		(Target 95%) Increasing by 5%
California School Dashboard Chronic Absenteeism Foster Youth	2018-2019 RED 24.4%	The 2021 California School Dashboard did not report a Chronic Absenteeism Indicator. Dataquest	2022 Low 25.4% - CA 2022 School Dashboard		(Target 20%) Decrease by 5.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		reports 2020-2021 Chronic Absenteeism FY Students 20.2%.			
Foster Youth A-G Completion Rates as measured by Ed-Data			3.1% Ed-data (added 2022)		

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>4.1</b>	4.1 Foster Youth Identification	The district will create/implement policies and practices to ensure all foster youth (under both LCFF and AB 490 foster definitions) are identified and tagged through the enrollment process and through state and local data matches. This will be measured by Foster Youth Graduation Rate.	\$183,000.00	Yes
<b>4.2</b>	4.2 Foster Youth Services & Support	The district Foster Youth counselor will monitor Foster Youth academic progress monthly, provide social-emotional referrals, provide FAFSA/college application support and provide timely communication and other interventions to address A-G completion rates and graduation rates. This will be measured by Foster Youth graduation rates.	\$135,000.00	Yes
<b>4.3</b>	4.3 Foster Youth Staff and Monitoring	The district Family Engagement Liaison will provide targeted supports for Foster Youth by acting as the district contact to provide school supplies, set up home visits, leading the Food for Home Program, organizing foster family workshops and facilitate home technology support. This will provide a positive impact and will be measured by Foster Youth attendance, graduation rates and percentage of passing grades quarterly.	\$10,000.00	Yes

## Goal Analysis [2022-23]

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.

Victor Valley Union High School District will increase and improve services for Foster Youth district-wide to increase the Foster Youth Graduation Rate while decreasing the Chronic Absenteeism Rate of Foster Youth. The 2022-23 school year is the first year of implementation of this goal. Each of the three actions in this goal was fully implemented through the collaboration between the district Foster Youth Counselor and the site counselors and both the site and district administration. Through the district's Foster Youth Counselor collaboration with the Central Enrollment Center, the Foster Youth are identified and tagged in our student information system (Action 4.1). This helps the staff at school sites to identify and provide targeted intentional support to our Foster Youth. The district's counselor and site representatives connect regularly with our Foster Youth to ensure they have supplies and support to succeed, including school supplies, food (Food for the Home program) interventions and transportation (free bus passes), and connections with social workers (Action 4.3). The district counselor and site counselors connect to monitor academic progress and provide support to encourage college and career readiness (Action 4.2). An additional success is that the Foster Youth counselor organized foster family workshops and facilitated home technology support. A challenge of implementation for the district is deeply understanding and responding to the needs of our Foster Youth. The district did not hire a Family Engagement Liaison for the Student Services office and therefore did not fully implement this action.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4.3: Foster Youth Staff and Monitoring. The district did not hire a Family Engagement Liaison for the Student Services Office. The district Foster Youth Counselor provides monitoring and support and collaborates with the site Family Engagement Liaisons. This is a difference of \$122,632.00.

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

When evaluating the effectiveness of the actions for the 2022-23 LCAP, the measures were summative (graduation rate and chronic absenteeism for 7th and 8th graders). The effectiveness of actions also included local measures such as the district's monthly attendance tracking which includes chronic absenteeism. The local metrics reveal the overall effectiveness of the three actions. The SIS data revealed a 51% decrease in Foster Youth chronic absenteeism (Action 4.3). The 2023 graduation rate of the 12th-grade Foster Youth was 70%.

The identification of Foster Youth has been extremely effective in that students are quickly identified and all staff are able to provide immediate support (Action 1). Additionally, the Foster Youth Counselor at the district works daily with the school site counselors to review progress toward graduation and attendance rates and conducts home visits to offer support. Through the district's Foster Youth Counselor collaboration with the Central Enrollment Center, the Foster Youth are identified and tagged in our student information system (Actions 4.2 and 4.3). This helps the staff at school sites to identify and provide targeted intentional support to our Foster Youth. The local measure for this is quarterly grades and attendance.



The district's counselor and site representatives connect regularly with our Foster Youth to ensure they have the supplies and support they need to succeed, including school supplies, food (Food for Home program) interventions and transportation (free bus passes), and connections with social workers. The district counselor and site counselors connect to monitor academic progress and provide support to encourage college and career readiness. Additionally, the Foster Youth Counselor organizes foster family workshops and facilitates home technology support.

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.

In 2023-24 The Goal number 4 description was changed to clarify Graduation Rate targets of 75% and the Chronic Absenteeism target of 20%. The desired outcome for Graduation Rate was also updated to reflect 75%. The desired outcome of 70% graduation rate was achieved in the 2022-23 school year. The colors on the desired outcomes were also removed. The date of the goal was changed from June 2023 to June 2024. A third metric was added to measure the A-G readiness of our Foster Youth as it is mentioned in Action 2.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
5	Victor Valley Union High School District will increase and improve services for African American students district wide as measured on the CA Dashboard by an increase in ELA from -73 Distance from Standard (DFS) to -10 DFS, an increase in Math from -159 DFS to -100 DFS and a reduction in suspensions from 19.7% to 9% by June 30, 2024

An explanation of why the LEA has developed this goal.

Victor Valley Union High School District has qualified for the State of California's System of Support Differentiated Assistance Program for 3 consecutive years which requires the district to have a specific goal to support African American students. Through educational partner engagement meetings which included parents, students, staff, and the community, recommendations were solicited for action and services that would improve African American achievement. Specific feedback included programs specifically supporting African American students in the area of academic support, a sense of belonging, and creating a college-going culture through connections to the community and college visits to Historically Black Colleges and Universities. African American student ELA scores on the CAASPP (SBAC) in 2019 were -73 Distance from Standard (DFS) while the all-student group was -35.2 DFS. In 2022, the African American student ELA scores on the CA Dashboard were -84 DFS. Additionally, the African American student math scores on the CAASPP (SBAC) were -151 DFS in 2019, with the All Student group scoring at -104 DFS. In 2022, the African American student population decreased to -159.5 DFS while the All Student group also decreased to -115.8 DFS. The African American student suspension rate indicator on the CA Dashboard was 18% in 2019 and has risen to 19.7% in 2022, which is 9.3% higher than the All Student group which is at 10.4%. The actions below will provide the services required for our African American youth to continue to make progress toward graduation.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard ELA scores - African American Students	(Baseline Established June 2023) - 73 DFS				Target 10 points below standard - Increase by 63 points.
CA School Dashboard math scores - African American Students	(Baseline Established June 2023) -159.9 DFS				Target 100 points below standard - Increase by 59.9 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard Suspension Rate Indicator African American	(Baseline Established June 2023) 19.7%				Target is 9% suspensions
A-G rates for African American Students as reported by Ed-Data	(Baseline Established June 2023) 25.3%				Target is 30%

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Heritage Program Coordinators	The district will provide a coordinator for the Heritage Program at each comprehensive high school. The coordinator will support students in the Heritage Program to increase transcript review, progress monitoring or graduation, and A-G completion status. The coordinator will also support the completion of the FASFA and college applications. This will be measured by the CAASPP (SBAC) ELA and math scores, suspension rates, and A-G eligibility.	\$300,000.00	No
5.2	African American Student Support and Monitoring	The program will provide engaging community speakers, culturally relevant events, college readiness activities including trips to HBCUs and other universities.	\$610,000.00	No

## Goal Analysis [2022-23]

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.

Goal 5 was added to the LCAP for the 2023-2024 school year and therefore a goal analysis will not be required until the end of the next LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 5 was added to the LCAP for the 2023-2024 school year and therefore a goal analysis will not be required until the end of the next LCAP cycle.

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

Goal 5 was added to the LCAP for the 2023-2024 school year and therefore a goal analysis will not be required until the end of the next LCAP 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.

Goal 5 was added to the LCAP for the 2023-2024 school year and therefore a goal analysis will not be required until the end of the next LCAP cycle.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
41,962,986	5,002,886

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.91%	1.63%	\$1,919,849.02	35.54%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

LCAP was collaboratively developed based on educational partner feedback including parents, students, and staff, and comprehensive needs assessments which helped determine which increased services are needed across the district. The actions below are provided across the entire school district with an explicit focus on English Learners (EL), Foster Youth (FY), and low-income students and their success.

1. Professional Development, Coaching, and Support:
  - a.Goal 2 Action 1: District support services for Academic Success
  - b.Goal 2 Action 8: Provide resources for ongoing support to ensure equity in teaching and learning
  - c.Goal 2 Action 9: Professional Development to address academic equity and achievement gaps

When considering the progress of the student groups, we reviewed the data from the 2018-2019 baseline to the 2022 CA School Dashboard. The results follow. The 2022 CA School Dashboard data identified the ALL student group decreased slightly, from -35.2 points DFS to -40.2 DFS, in ELA and in math from -104.8 DFS to -115.6 DFS. However, ELs declined significantly in ELA from -71.1 DFS to -92.4 DFS and in

math from -129.7 to -157.5. Foster Youth scored -92.2 DFS in ELA in 2018-2019 and declined to -131 DFS. In math, our Foster Youth improved slightly from -171.9 DFS in 2018-19 to -170.8 DFS. Our low-income students scored -39.8 DFS in ELA in 2018-19 and declined to -46 DFS. In math, our low-income students moved from -109.8 DFS in 2018-2019 to -122.5 DFS. The graduation rate for all students is 86.1%. However our English Learner graduation rate is 78.4 % and the FY is 70.5% and low income is 86% and the EL progress is 45.2%. In 2022-23, the STAR Universal Screener identified all students 27.4% at/above benchmark in reading, which is a decline of .4%, and 29% at/above benchmark in math, which is a 7% increase. The STAR Universal Screener for ELs reflects 9% at or above proficient in math and 13% in ELA. Our low incomes students Renaissance Learning will be providing disaggregated data for English Learners, Foster Youth, and Low-Income students for the 2022-2023 school year.

After assessing the needs, conditions, and circumstances of our low-income, English Learners and Foster Youth, the district recognizes the continued need to provide designated academic support, coaching, and professional development to increase staff capacity to ensure academic progress in language proficiency, English, and math for unduplicated students. The district will continue to provide targeted ELA and math curriculum professional development and coaching to teachers and paraprofessionals who provide instruction to low-income, English Learners and Foster Youth to ensure that students are receiving rigorous classroom instruction, both during the school year and as part of a summer conference. The district will continue its ongoing work with SBCSS consultants to design collaborative workshops and training sessions to address best practices related to the best first instruction, assessment, and re-engagement lessons. Additional support will be given to new teachers to support unduplicated students' learning through the new teacher onboarding in August and monthly trainings offered by the Curriculum & Instruction coordinators and instructional strategists. The classified support staff will receive additional professional development to enact research-based strategies supporting academic and social-emotional learning that increases student engagement in academic content instruction. Further, professional development for teachers in using software programs to differentiate instruction to accelerate learning for unduplicated students.

The determination to continue and improve upon these actions was determined by the increase in DFS across most unduplicated student groups which reflects a decrease in achievement. The district is taking into account that the increase in DFS is measured from 2018-2019 which involves pre-pandemic scores. The decline in specific groups since the 2018-2019 scores is as follows: ELA: English Learners -21 points, low income -6 points, and Foster Youth-40 points, In math: English Learners -27 points, low income -21 points, and Foster Youth +1 point. However, effectiveness was also determined by the selected area of increase in student performance on the STAR Reading with a 7% increase. The effectiveness of these actions will be measured by future student performance on ELA and math per the California School Dashboard and STAR Reading and Math universal screener and graduation rates and EL progress.

## 2. Services for Students for Increased Attendance:

### a. Goal 1 Action 4: Transportation

- b. Goal 2 Action 6: Expanding Virtual School Learning options
- c. Goal 2 Action 15: Providing resources to enhance Virtual School Learning options

Needs, Conditions, and Circumstances: During the 2022-2023 school year, Dataquest Chronic Absenteeism Data identified all students were 27.1% chronically absent and the additional dashboard report states district Graduation Rate is 86.1%, 2.7% below the state average. Additionally, the English Learner (EL) chronic absenteeism increased to 25.9%. However, the EL graduation rate rose to 78.4, an increase of 9 percentage points, but still below both county and state averages. Low-income student chronic absenteeism is 28.9% which is an 8.3% increase, but the graduation rate increased by 1.7% to 86%. Foster Youth chronic absenteeism is 25% which is an increase of 4.8% and a graduation rate of 70.5% which is a 10% decrease. These data points demonstrate the need to continue to provide transportation and virtual school learning options for our unduplicated students. These actions are designed to provide equal access for our foster youth and low-income students. The district is situated in a large geographical area and this poses a safety concern for students walking long distances to attend school. Additionally, many of our low-income and foster youth students would not be able to attend school without transportation causing inequity for these unduplicated students and creating the possibility that they will become disengaged. This action is designed to improve attendance by ensuring our unduplicated students have the means to get to and from school and ensuring access to academic and extracurricular activities that connect them to the school community on a daily basis. The district is also continuing to support and expand the virtual school to provide an alternate education option for students who are not successful in the traditional school setting and often have difficulty with living arrangements and transportation and tend to be absent due to home circumstances.

The continuation of these actions was determined by their past effectiveness by comparing the 2018-2019 school year to 2021-2022 which indicated a decrease in chronic absenteeism (up until school closures as a result of the pandemic) and an increase in graduation rate 1.3% for all students and low-income students. The impact of the virtual school enrollment increased from 48 students in 2020-2021 to 150 students in 2022-2023. The effectiveness of this action will continue to be measured by reduced chronic absenteeism and increased graduation rates.

### 3. Services for Unduplicated Students for Increased Student Achievement:

- a. Goal 1 Action 5: Site-based Technology support
- b. Goal 1 Action 7: Purchase of instructional materials to support academic access and equity
- c. Goal 2 Action 4: Expanding Intervention and Credit Recovery Services
- d. Goal 2 Action 13: Providing supplemental resources to support response to intervention and instruction

Needs, Conditions, and Circumstances:



When considering the progress of the unduplicated student groups, we reviewed the data from the 2018-2019 baseline to the 2022 CA School Dashboard. The 2022 CA School Dashboard data identified the ALL student group decreased slightly, from -35.2 points DFS to -40.2 DFS, in ELA and in math from -104.8 DFS to -115.6 DFS. However, ELs declined significantly in ELA from -71.1 DFS to -92.4 DFS and in math from -129.7 to -157.5. Foster Youth scored -92.2 DFS in ELA in 2018-2019 and declined to -131 DFS. In math, our Foster Youth improved slightly from -171.9 DFS in 2018-19 to -170.8 DFS. Our low-income students scored -39.8 DFS in ELA in 2018-19 and declined to -46 DFS. In math, our low-income students moved from -109.8 DFS in 2018-2019 to -122.5 DFS.

In 2022-23, the STAR Universal Screener identified all students 27.4% at/above benchmark in reading, which is a decline of .4%, and 29% at/above benchmark in math, which is a 7% increase. The STAR Universal Screener for ELs reflects 9% at or above proficient in math and 13% in ELA. Our low income students Renaissance Learning will be providing disaggregated data for English Learners, Foster Youth, and Low-Income students for the 2022-2023 school year. Our EL progress is 45.2%

The 2022 CA School Dashboard reflects the all student Graduation Rate is 86.1%, 1.3% below the state average. However, the EL graduation rate rose to 78.4, an increase of 9 percentage points and above the state average of 73.3% Low-income student the graduation rate increased by 1.7% to 86%. Foster Youth graduation rate of 70.5% which is a 10% decrease. These data points demonstrate the need to provide supplemental resources, expanded intervention, expanded credit recovery, support for academic success, increased digital and online materials for access and equity, and technology support to unduplicated students. The district will continue to provide site-based Computer Media Specialists who support classroom needs related to teaching and learning, for both students and families to ensure access and equity. The district will continue to provide supplementary materials, digital licenses for instructional materials, and a variety of resources to increase access to learning for unduplicated students. In order to increase academic achievement, the district will continue to provide three assistant principals at the select schools based on data to maintain the work with staff on core content, training, and classroom supports, leading Professional Learning Communities discussions and providing support with data and student monitoring to ensure that students receive targeted support programs and extended learning time. To positively impact achievement as well, the district will continue to expand intervention and credit recovery services and provide resources, supplies, and materials for intervention for teachers to support ongoing needs for student success, especially for low-income students who are at risk or are struggling.

The continuation of these actions was determined by their past effectiveness showing an increase in the graduation rate of 1.3% for all students and low-income students and a larger increase in the graduation rate of our ELs of 9%.

There is also a need for increased implementation due to the decline in DFS in ELA and math for ELs, low-income students, and Foster Youth. The effectiveness of these actions will be measured by future student performance on ELA Academic Indicator, Math Academic Indicator, and graduation rate per the California School Dashboard and the achievement on the STAR Reading and Math universal screener and the EL progress indicator.

#### 4. Services for Students for Increased College and Career readiness:

- a. Goal 2 Action 3: Increasing services to support equity and access for college readiness
- b. Goal 2 Action 7: Providing and improving increased equity-driven CTE programs
- c. Goal 2 Action 12: Increasing supplemental college readiness activities for student success
- d. Goal 2 Action 16: Providing resources to enhance Career Technical Education (CTE)

Needs, Conditions, and Circumstances: During the 2021- 2022 school year, Dataquest did not report the College and Career Readiness indicator. Ed-Data (CDE/FCMAT) measures reveal that: identified all students as 32.1% of students completing the A-G requirements which is a key indicator of college or career readiness. In contrast, English Learners performed at 21.9% an increase of 4.2%. Low income decreased by 0.5% to 36.7% and Foster Youth increased by 0.2% to 3.1%. An additional indicator of student college and career readiness is the number of students completing a Career Technical Education pathway. Districtwide, 25.2% of students completed at least one CTE pathway and are A-G Eligible while data for English Learners is 23.2%, Low-Income student is 27.0% and Foster Youth is 31.7%. On the annual Panorama district climate survey, in the Winter of 2023, 48% of students felt a sense of belonging (School Connectedness) which is a 6% decrease from 2021-2022.

These data points demonstrate the need to continue to provide increased services in college readiness and career technical education to help students plan for the future, beyond graduation. The district will continue to provide programs for unduplicated student groups who traditionally do not attend college after high school graduation to create equity and access to higher education. Programs funded include increased Dual Enrollment offerings, free college readiness test prep and exams, Advancement via Individual Determination (AVID) program, Advanced Placement courses and free AP exams, and CTE pathways with voluntary and paid internships. The district funds additional intervention counselors and a foster youth counselor for targeted support. We will continue to support programs that create school connectedness, such as visual and performing arts, student activities, and PBIS incentives which evidence shows positively impacts student engagement. This will increase more options for unduplicated student groups to access college preparatory courses and guidance for participation in a rigorous college preparatory pathway.

The continuation of these actions was determined by their past effectiveness prior to 2022-2023 where there were two fewer CTE programs due to a lack of qualified instructors. The impact of CTE pathways for Foster Youth is higher than the district average by 5.9% which demonstrates Foster Youth increased performance. A-G completion rates on the college/career measure report indicate 38.6% for all students, which is below county (48.2%) and state (51.8%) averages. On the annual Panorama district climate survey, there was a slight increase from 57% in 2022 to 48% in 2023. The effectiveness of these actions will be measured by future student performance on the college and career indicator per the CA School Dashboard, the A-G Completion Rate through Dataquest, and the student climate survey for school connectedness through Panorama.

## 5. Mental and Social-Emotional Services for Students and Families

- a. Goal 3 Action 1: Provide purposeful and meaningful supports for health and wellness for student success
- b. Goal 3 Action 2: Provide support for improved school communication and connectedness
- c. Goal 3 Action 6: Provide resources to address student and staff social-emotional well-being
- d. Goal 3 Action 7: Provide resources for increased family and student engagement

### Needs, Conditions, and Circumstances:

A comparison of the baseline year (2018-2019) data to the 2022 CA School Dashboard Suspension Rate Indicator shows an increase for the All Student group of 1.4%. The low-income student group increased by .5% to 10.7%, the Foster Youth stayed basically the same at 19.9% and the ELs decreased by 0.3% to 8.1%. During the 2021-22 school year, the Dataquest Chronic Absenteeism Data identified 27.1 % of all students as chronically absent which is an increase of 13% from the baseline year, though the Foster Youth rate increased only 1% to 25%. Our low-income students' Chronic Absenteeism data is at 25.9%.

On the 2022-2023 annual Panorama district climate survey, only 48% of students felt a sense of belonging (school connectedness) which is a 9% decrease from 2021-2022. These data points demonstrate the need to provide increased services and meaningful supports for student health and wellness, resources to address student and staff social-emotional well-being, and improved home-to-school communication and connectedness. The district will continue to provide mental health clinicians, Licensed Vocational Nurses (LVNs) at school sites, office health clerks, a district-certificated Registered Nurse (RN), and MTSS/PBIS training for all staff in addressing student behavioral supports targeting unduplicated students. The district will also continue to create warm and welcoming Wellness Centers at each school. Family supports will continue to include staffing to improve parent education and engagement activities and increase school-home partnerships for unduplicated students while creating a welcoming and supportive school environment for students and families through our parent centers and family engagement liaisons. In order to continue with mental health and social-emotional learning, the district will continue to contract mental health resources and services with providers such as DM SELPA, Capturing Kids Hearts, and other in-school and online Social Emotional Learning supports. To foster stronger home-to-school relationships for unduplicated student families, the district will provide family engagement activities, trainings, and services to increase family and student engagement. This also includes continuing with student celebrations, family workshops on college readiness, financial aid, student success, and parent leadership training to empower parent participation in their student's education. These actions will support improved mental health and address social-emotional concerns for students, families, and staff.

The continuation of these actions was determined by their past effectiveness with Dataquest providing a decrease in suspension rates for our ELs to 8.1% in 2022. The effectiveness of these actions will be measured by future student performance on the suspension rate indicator and the chronic absenteeism indicator per the CA School Dashboard, and the student climate survey for school connectedness through Panorama.

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

The below actions and services have directly supported and benefited and increased support for unduplicated students. In order to support their academic success, full attendance, and socio-emotional well-being, and improve and increase their school connectedness. The schoolwide actions described above, coupled with the limited actions described here, allow the district to meet or exceed its percentage to increase or improve services of 38.12% quantitatively.

1. English Learner Directed Supports:
  - a. Goal 2 Action 2: Ensuring English Learner academic success
  - b. Goal 2 Action 10: Provide resources for English Learner instructional programs
  - c. Goal 2 Action 11: Provide English Learner Intervention supports
  - d. Goal 4, Action 2: Foster Youth Services and Support

Needs, Conditions, and Circumstances: During the 2018-2019 school year, the district CAASPP Data identified that all students were -35.2 points Distance from Standard (DFS) for ELA and -104.8 points DFS in math. In contrast, ELs scored -71.1 DFS in ELA and -129.7 DFS in math. According to the 2022 CA School Dashboard, ELs declined significantly in ELA from -71.1 DFS to -92.4 DFS and in math from -129.7 to -157.5.

Reclassification rates for English Learners for the 2020-2021 school year was 24 students or 1.8% of all English Learners and in 2021-2022, this minimally increased to 27 students or 2%.

In 2022 English Learners' performance level in the English Learner Progress Indicator was 45.2% of ELs making progress toward language proficiency. In addition, 6.8% of ELs maintained a level 4, and 38.5% increased by at least 1 ELPI level.

An ELPAC score of 4 is required for ELs to reclassify as Fluent English Proficient (RFEP) These data points demonstrate the need to provide increased services and meaningful supports for English Learners through integrated and designated curriculum, teacher professional learning for EL strategies and English Language Development, supplementary programs and tools, and dedicated staff that provide direct services to students and families. The district will continue to provide designated and supplemental materials in ELA and ELD courses to improve English language proficiency rates as well as provide monitoring tools for teachers to help students meet reclassification criteria.

Intervention materials and additional resources in primary languages will be purchased to increase access to content standards. The district will continue to provide English Language Development (ELD) coordinators at each site through extra duty hours. The increase in the number of bilingual paraprofessionals has helped to increase the reclassification rates and support our ELs on a daily basis in the classrooms. The district will also continue to provide a district ELD coordinator and EL program support staff to help monitor the 1,412 English Learner students' progress toward proficiency. The team supports teachers with the implementation of designated English Language Development and implements progress monitoring through individual learning plans. The district will also be adding a Legacy program. These actions will support improved English Learner student performance.

The continuation of these actions was determined by their past effectiveness showing an increase in EL student English Language Acquisition. The EL Progress indicator in 2018 indicated only 19.4% progressed in English language proficiency which increased to 33% in 2019. The summative ELPAC also reported fewer students scoring level 3 (moderately developed) and level 4 (well developed) from 2019 to 2021. ELPAC Level data from 2020-2021 to 2021-2022 demonstrate an increase in all levels. ELPAC Level 4 (Proficient) increased from 12.21% to 15.72 %, Level 3 (Moderately Developed) increased from 32.25% to 34.93%, Level 2 (Somewhat Developed) decreased from 34.89% to 32.90%, and Level 1 (Minimally Developed) decreased from 20.65% to 16.41%, indicating a 6.19% increase toward proficiency. This data points directly toward the district's continued efforts to support English Learners. As we increase service for the 2023-2024 school year, the effectiveness of these actions will be measured by future student performance on local reclassification rates, SBAC performance in ELA and math, and performance on the English Learner Progress indicator which is based on ELPAC performance.

## 2. Technology Resources specifically for Unduplicated Students

### a. Goal 1 Action 8: Providing resources to bridge the technology access gap for all unduplicated students.

Needs, Conditions, and Circumstances: During the 2018-2019 school year, the district CAASPP Data identified that all students were -35.2 points Distance from Standard (DFS) for ELA and -104.8 points DFS in math. In contrast, English Learners scored -71.1 DFS in ELA and -129.7 DFS in math. Low-income students scored -39.8 points DFS in ELA and -109.8 points DFS in math. Foster Youth scored -92.2 DFS in ELA and -171.9 DFS in math.

The 2022 CA School Dashboard data identified the ALL student group decreased slightly, from -35.2 points DFS to -40.2 DFS, in ELA and in math from -104.8 DFS to -115.6 DFS. However, ELs declined significantly in ELA from -71.1 DFS to -92.4 DFS and in math from -129.7 to -157.5. Foster Youth scored -92.2 DFS in ELA in 2018-2019 and declined to -131 DFS. In math, our Foster Youth improved slightly from -171.9 DFS in 2018-19 to -170.8 DFS. Our low-income students scored -39.8 DFS in ELA in 2018-19 and declined to -46 DFS. In math, our Low-income students moved from -109.8 DFS in 2018-2019 to -122.5 DFS.

In the 2022 CA School Dashboard report, the district Graduation Rate is 86.1%. In contrast, the EL graduation rate was 78.4% which reflects an increase of 9%. The low-income student graduation rate was 86% which is a small increase of 1.7%. The Foster Youth graduation rate was 70.5 reflecting a 10% decrease. These data points reflect a need for the district to continue to increase technology services and devices for unduplicated students to close the technology gap that impacts student learning. The district will continue to provide equipment, resources, and materials to support Foster Youth, ELs, and low-income students so that they can have access to devices, materials, and WIFI at home and school in order to bridge the technology access gap.

The continuation of these actions was determined by their past effectiveness showing an increase in EL graduation rate of 9% and our low-income students' graduation rate increase of 1.7%. The effectiveness of these actions will be measured by future student performance on ELA, math, and graduation rate per the California School Dashboard and Dataquest.

### 3. Student Services for Unduplicated Youth

- a. Goal 3 Action 3: Student Services supports Foster Youth and low-income student success
- b. Goal 4 Action 1: Foster Youth Identification
- c. Goal 4, Action 2: Foster Youth Services and Support
- d. Goal 4, Action 3: Foster Youth Staff and Monitoring

Needs, Conditions, and Circumstances: During the 2018-2019 school year, on the California School Dashboard, the district Suspension Rate Indicator identified all students as 9% of students suspended at least once. The low income Suspension Rate indicators was 9.3% and Foster Youth had a 19% rate. The 2022 CA School Dashboard Suspension Rate Indicator reflected a 1.4% increase to 10.4%. The low-income student group was at 10.7%, a slight increase, and the Foster Youth had a suspension rate of 19.9%, which was about the same, and well above the ALL student group. The 2022 CA School Dashboard Chronic Absenteeism indicator showed a 13.1% jump for all students. Low-income student Chronic Absenteeism was 28.9% in 2022, which is a 14.5% increase from 2018-2019 and an 8% increase from 2021. Foster Youth chronic absenteeism in 2022 was 25.4% which is 1% higher than the baseline year, 2018-2019. The local indicator of quarter grades revealed 78% A,B, or C grades for all students. The graduation rate for all students was 86.1%, for Foster Youth it was 70.5 and low income students' rate was 86%. The district is cognizant of the toll the pandemic took on families, student learning loss, and student overall health and well-being which can contribute to students not attending school on a regular basis. The annual Panorama district climate survey revealed only 48% of students felt a sense of belonging (school connectedness) in Winter 2023, which is a 9% decrease from 2021. However, the family 2021-2022 climate survey reflected that 89% of families feel a sense of belonging and in 2023 that percentage jumped to 94. These data points demonstrate the need to continue to provide a dedicated student services department that utilized specialized support for Foster Youth and Low-Income students. The district has created a stand-alone Student Services office with a Director and team, including an additional Family Liaison and Foster Youth Counselor, whose primary task is to work with schools to support positive culture and climate and support low-income and Foster Youth students to increase attendance and school participation.

The new implementation of these Foster Youth specific actions was determined by an analysis showing the current actions in place are providing evidence of effectiveness but additional supports must be layered in the program services to continue the forward progress. Data included an increase in suspension rates and chronic absenteeism rates. While there was a slight decrease in the annual Panorama student climate survey, there was an increase in the family sense of belonging. The effectiveness of these actions will be measured by future student performance on the suspension rate indicator and the chronic absenteeism indicator per the California School Dashboard, and the student and family climate survey for school connectedness through Panorama.



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

The additional concentration grant add-on funding will be used to continue staffing a foster youth counselor (Goal 4 Action 2), Middle School Counselors (Goal 2 Action 3) Bilingual Instructional Assistants (Goal 2 Action 2), additional teachers for ELD (Goal 2 Action 11) additional 15 teachers to reduce class size at the comprehensive high schools(Goal 2 Action 4) and Assistant Principals at the middle schools (Goal 2 Action 1), AVID and AP Sections (Goal 3, Action 3), Intervention Counselors (Goal 2 Action 3).

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	No Comparison Schools	All schools 1:28
Staff-to-student ratio of certificated staff providing direct services to students	No Comparison Schools	Hook Junior High:1:24, Cobalt Institute of Math and Science 1:27, University Preparatory 1:26, Lakeview Leadership Academy 1:27, Victor Valley HS 1:24, Adelanto HS 1:24, Silverado HS 1:23, Goodwill Education Center 1:20, Victor Valley Virtual Academy: 1:10



## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$61,687,722.00	\$12,875,707.00		\$12,066,816.20	\$86,630,245.20	\$52,843,953.20	\$33,786,292.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 Maintain facilities that are clean and in good repair	All	\$1,765,000.00	\$5,600,000.00			\$7,365,000.00
1	1.2	1.2 District support for technology access and implementation	All	\$896,000.00				\$896,000.00
1	1.3	1.3 Support for students to access standards-based instructional materials	All	\$1,130,000.00				\$1,130,000.00
1	1.4	1.4 Transportation	English Learners Foster Youth Low Income	\$8,415,440.00				\$8,415,440.00
1	1.5	1.5 Site-based Technology Support	English Learners Foster Youth Low Income	\$927,000.00				\$927,000.00
1	1.6	1.6 Provide designated and supplemental ELD Curriculum for English Learners - (Deleted)	All					
1	1.7	1.7 Purchase of instructional materials to support academic access and equity	Foster Youth Low Income	\$5,000,000.00			\$500,000.00	\$5,500,000.00
1	1.8	1.8 Providing resources to bridge the technology access gap for	English Learners Foster Youth Low Income	\$1,000,000.00			\$4,000,000.00	\$5,000,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Unduplicated Students						
2	2.1	2.1 District support services for Academic Success	English Learners Foster Youth Low Income	\$305,000.00	\$236,640.00		\$150,817.20	\$692,457.20
2	2.2	2.2 Ensuring English Learner Academic Success	English Learners	\$1,289,000.00	\$229,500.00		\$1,015,200.00	\$2,533,700.00
2	2.3	2.3 Increasing services to support equity and access for college readiness	English Learners Foster Youth Low Income	\$7,693,000.00			\$50,000.00	\$7,743,000.00
2	2.4	2.4 Expanding Intervention and Credit Recovery Services	English Learners Foster Youth Low Income	\$3,672,000.00	\$2,193,700.00			\$5,865,700.00
2	2.5	2.5 Increased and improved services for unduplicated Special Education students	All	\$4,408,300.00			\$24,200.00	\$4,432,500.00
2	2.6	2.6 Expanding Virtual School Learning options	Foster Youth Low Income	\$1,794,020.00	\$903,000.00			\$2,697,020.00
2	2.7	2.7 Providing and improving increased equity-driven Career Technical Education (CTE) programs	English Learners Foster Youth Low Income	\$4,999,160.00	\$328,500.00		\$317,500.00	\$5,645,160.00
2	2.8	2.8 Provide Resources for ongoing support to ensure equity in teaching and learning	English Learners Foster Youth Low Income	\$161,000.00			\$168,100.00	\$329,100.00
2	2.9	2.9 Professional Development to Address Academic Equity and Achievement gaps	English Learners Low Income	\$632,400.00	\$76,500.00		\$590,374.00	\$1,299,274.00
2	2.10	2.10 Provide Resources for English Learner instructional Programs	English Learners	\$50,000.00			\$100,750.00	\$150,750.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.11	2.11 Provide English Learner Intervention supports	English Learners	\$392,700.00			\$150,000.00	\$542,700.00
2	2.12	2.12 Increasing supplemental college readiness activities for student success	Low Income	\$650,000.00			\$468,000.00	\$1,118,000.00
2	2.13	2.13 Providing supplemental resources to support response to intervention and instruction	Low Income	\$1,461,500.00			\$150,000.00	\$1,611,500.00
2	2.14	2.14 Providing supplemental resources to promote unduplicated Special Education student success	All	\$2,370,000.00				\$2,370,000.00
2	2.15	2.15 Providing resources to enhance virtual school learning options	Foster Youth Low Income	\$106,000.00	\$263,600.00		\$30,000.00	\$399,600.00
2	2.16	2.16 Providing resources to enhance Career Technical Education (CTE)	Low Income	\$840,000.00				\$840,000.00
2	2.17	2.17 Ongoing support with implementing Professional Learning Communities of practice	All	\$71,400.00				\$71,400.00
3	3.1	3.1 Provide purposeful and meaningful supports for health and wellness for student success	English Learners Foster Youth Low Income	\$1,111,702.00	\$237,100.00		\$2,851,700.00	\$4,200,502.00
3	3.2	3.2 Provide support for improved school communication and connectedness	English Learners Foster Youth Low Income	\$393,000.00			\$626,100.00	\$1,019,100.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.3	3.3 Student Services supports for Foster Youth, and Low-Income student success	Foster Youth Low Income	\$2,346,000.00				\$2,346,000.00
3	3.4	3.4 Maintain and support a safe environment	All	\$6,265,000.00	\$1,700,000.00			\$7,965,000.00
3	3.5	3.5 Provide expanded home-school connections through community resources	All	\$142,800.00				\$142,800.00
3	3.6	3.6 Provide resources to address student and staff Social-emotional well-being	Foster Youth Low Income	\$975,000.00	\$844,467.00		\$160,575.00	\$1,980,042.00
3	3.7	3.7 Provide resources for increased family and student engagement	English Learners Foster Youth Low Income	\$60,000.00			\$103,500.00	\$163,500.00
4	4.1	4.1 Foster Youth Identification	Foster Youth	\$35,300.00	\$137,700.00		\$10,000.00	\$183,000.00
4	4.2	4.2 Foster Youth Services & Support	Foster Youth	\$10,000.00	\$125,000.00			\$135,000.00
4	4.3	4.3 Foster Youth Staff and Monitoring	Foster Youth	\$10,000.00				\$10,000.00
5	5.1	Heritage Program Coordinators	African American / Black	\$300,000.00				\$300,000.00
5	5.2	African American Student Support and Monitoring	African American / Black	\$10,000.00			\$600,000.00	\$610,000.00

## 2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$123,757,240	41,962,986	33.91%	1.63%	35.54%	\$44,329,222.00	0.00%	35.82 %	<b>Total:</b>	\$44,329,222.00
								<b>LEA-wide Total:</b>	\$39,196,222.00
								<b>Limited Total:</b>	\$5,133,000.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	1.4 Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,415,440.00	
1	1.5	1.5 Site-based Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$927,000.00	
1	1.7	1.7 Purchase of instructional materials to support academic access and equity	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$5,000,000.00	
1	1.8	1.8 Providing resources to bridge the technology access gap for Unduplicated Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$1,000,000.00	
2	2.1	2.1 District support services for Academic Success	Yes	LEA-wide	English Learners Foster Youth Low Income		\$305,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	2.2 Ensuring English Learner Academic Success	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,289,000.00	
2	2.3	2.3 Increasing services to support equity and access for college readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,693,000.00	
2	2.4	2.4 Expanding Intervention and Credit Recovery Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,672,000.00	
2	2.6	2.6 Expanding Virtual School Learning options	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: Victor Valley Virtual Academy - GEC Campus	\$1,794,020.00	
2	2.7	2.7 Providing and improving increased equity-driven Career Technical Education (CTE) programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,999,160.00	
2	2.8	2.8 Provide Resources for ongoing support to ensure equity in teaching and learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$161,000.00	
2	2.9	2.9 Professional Development to Address Academic Equity and Achievement gaps	Yes	LEA-wide	English Learners Low Income	All Schools	\$632,400.00	
2	2.10	2.10 Provide Resources for English Learner instructional Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$50,000.00	
2	2.11	2.11 Provide English Learner Intervention supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$392,700.00	
2	2.12	2.12 Increasing supplemental college readiness activities for student success	Yes	LEA-wide	Low Income	All Schools	\$650,000.00	
2	2.13	2.13 Providing supplemental resources to	Yes	LEA-wide	Low Income	All Schools	\$1,461,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		support response to intervention and instruction						
2	2.15	2.15 Providing resources to enhance virtual school learning options	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: Victor Valley Virtual Academy	\$106,000.00	
2	2.16	2.16 Providing resources to enhance Career Technical Education (CTE)	Yes	LEA-wide	Low Income	All Schools	\$840,000.00	
3	3.1	3.1 Provide purposeful and meaningful supports for health and wellness for student success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,111,702.00	
3	3.2	3.2 Provide support for improved school communication and connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$393,000.00	
3	3.3	3.3 Student Services supports for Foster Youth, and Low-Income student success	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$2,346,000.00	
3	3.6	3.6 Provide resources to address student and staff Social-emotional well-being	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$975,000.00	
3	3.7	3.7 Provide resources for increased family and student engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
4	4.1	4.1 Foster Youth Identification	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$35,300.00	
4	4.2	4.2 Foster Youth Services & Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$10,000.00	
4	4.3	4.3 Foster Youth Staff and Monitoring	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$10,000.00	



## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$77,772,701.00	\$81,790,112.97

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 Maintain facilities that are clean and in good repair	No	\$6,855,955.00	\$7,582,229.00
1	1.2	1.2 District support for technology access and implementation	No	\$753,001.00	\$724,421.00
1	1.3	1.3 Support for students to access standards-based instructional materials	No	\$1,360,668.00	\$1,063,160.00
1	1.4	1.4 Transportation	Yes	\$7,399,877.00	\$8,326,504.00
1	1.5	1.5 Site-based Technology Support	Yes	\$865,371.00	\$746,480.00
1	1.6	1.6 Provide designated and supplemental ELD Curriculum for English Learners - (Deleted)	No	0	0
1	1.7	1.7 Purchase of instructional materials to support academic access and equity	Yes	\$5,367,676.00	\$4,365,828
1	1.8	1.8 Providing resources to bridge the technologyaccess gap for Unduplicated Students	Yes	\$1,829,858.00	\$3,302,483.00
2	2.1	2.1 District support services for Academic Success	Yes	\$2,208,048.00	\$2,002,998.00
2	2.2	2.2 Ensuring English Learner Academic Success	Yes	\$2,245,525.00	\$2,258,973.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	2.3 Increasing services to support equity and access for college readiness	Yes	\$7,228,483.00	\$7,509,768.00
2	2.4	2.4 Expanding Intervention and Credit Recovery Services	Yes	\$6,556,516.00	\$6,870,067.55
2	2.5	2.5 Increased and improved services for unduplicated Special Education students	No	\$4,023,956.00	\$5,399,664.88
2	2.6	2.6 Expanding Virtual School Learning options	Yes	\$2,248,318.00	\$2,920,121.00
2	2.7	2.7 Providing and improving increased equity-driven Career Technical Education (CTE) programs	Yes	\$5,531,173.00	\$5,435,342.00
2	2.8	2.8 Provide Resources for ongoing support to ensure equity in teaching and learning	Yes	\$325,000.00	\$383,390.90
2	2.9	2.9 Professional Development to Address Academic Equity and Achievement gaps	Yes	\$1,208,222.00	\$1,119,501.62
2	2.10	2.10 Provide Resources for English Learner instructional Programs	Yes	\$130,000.00	\$81,180.86
2	2.11	2.11 Provide English Learner Intervention supports	Yes	\$410,109.00	\$501,656.00
2	2.12	2.12 Increasing supplemental college readiness activities for student success	Yes	\$1,101,724.00	\$675,075.48
2	2.13	2.13 Providing supplemental resources to support response to intervention and instruction	Yes	\$1,637,925.00	\$2,050,619.00
2	2.14	2.14 Providing supplemental resources to promote unduplicated Special Education student success	No	\$3,283,308.00	\$1,671,425.71

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.15	2.15 Providing resources to enhance virtual school learning options	Yes	\$435,500.00	\$324,450.85
2	2.16	2.16 Providing resources to enhance Career Technical Education (CTE)	Yes	\$800,000.00	\$838,000.00
2	2.17	2.17 Ongoing support with implementing Professional Learning Communities of practice	No	\$70,000.00	72,600.00
3	3.1	3.1 Provide purposeful and meaningful supports for health and wellness for student success	Yes	\$3,878,716.00	\$2,714,068.10
3	3.2	3.2 Provide support for improved school communication and connectedness	Yes	\$944,002.00	\$985,330.00
3	3.3	3.3 Student Services supports for Foster Youth, Homeless Youth, and Low-Income student success	Yes	\$2,217,737.00	\$1,824,366.00
3	3.4	3.4 Maintain and support a safe environment	No	\$5,055,739.00	\$5,663,138.52
3	3.5	3.5 Provide expanded home-school connections through community resources	No	\$137,434.00	\$137,434.00
3	3.6	3.6 Provide resources to address student and staff Social-emotional well-being	Yes	\$1,116,619.00	\$3,787,085.50
3	3.7	3.7 Provide resources for increased family and student engagement	Yes	\$163,500.00	\$139,790.00
4	4.1	4.1 Foster Youth Identification	Yes	\$177,976.00	\$180,329.00
4	4.2	4.2 Foster Youth Services & Support	Yes	\$120,904.00	\$132,632.00
4	4.3	4.3 Foster Youth Staff and Monitoring	Yes	\$83,861.00	\$0.00



## 2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$42,375,466	\$41,919,216.00	\$40,455,616.98	\$1,463,599.02	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	1.4 Transportation	Yes	\$7,399,877.00	\$8,326,504.00		
1	1.5	1.5 Site-based Technology Support	Yes	\$865,371.00	\$746,480.00		
1	1.7	1.7 Purchase of instructional materials to support academic access and equity	Yes	\$5,000,000.00	\$2,184,634.00		
1	1.8	1.8 Providing resources to bridge the technology access gap for Unduplicated Students	Yes	\$829,858.00	\$812,647.00		
2	2.1	2.1 District support services for Academic Success	Yes	\$675,130.00	\$373,034.00		
2	2.2	2.2 Ensuring English Learner Academic Success	Yes	\$1,254,499.00	1,039,114.00		
2	2.3	2.3 Increasing services to support equity and access for college readiness	Yes	\$7,188,483.00	7,509,768.00		
2	2.4	2.4 Expanding Intervention and Credit Recovery Services	Yes	\$3,518,274.00	3,669,524.00		
2	2.6	2.6 Expanding Virtual School Learning options	Yes	\$2,248,318.00	2,920,121.00		
2	2.7	2.7 Providing and improving increased equity-driven Career	Yes	\$4,995,574.00	5,277,721.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Technical Education (CTE) programs					
2	2.8	2.8 Provide Resources for ongoing support to ensure equity in teaching and learning	Yes	\$160,000.00	107,281.00		
2	2.9	2.9 Professional Development to Address Academic Equity and Achievement gaps	Yes	\$600,000.00	685,199.13		
2	2.10	2.10 Provide Resources for English Learner instructional Programs	Yes	\$50,000.00	0.00		
2	2.11	2.11 Provide English Learner Intervention supports	Yes	\$254,469.00	\$431,656.00		
2	2.12	2.12 Increasing supplemental college readiness activities for student success	Yes	\$634,410.00	\$431,561.00		
2	2.13	2.13 Providing supplemental resources to support response to intervention and instruction	Yes	\$1,437,925.00	\$919,319.00		
2	2.15	2.15 Providing resources to enhance virtual school learning options	Yes	\$100,000.00	\$10,950.85		
2	2.16	2.16 Providing resources to enhance Career Technical Education (CTE)	Yes	\$800,000.00	\$838,000.00		
3	3.1	3.1 Provide purposeful and meaningful supports for health and wellness for student success	Yes	\$1,042,412.00	\$1,052,078.00		
3	3.2	3.2 Provide support for improved school communication and connectedness	Yes	\$357,082.00	\$381,851.00		
3	3.3	3.3 Student Services supports for Foster Youth, Homeless Youth, and Low-Income student success	Yes	\$2,217,737.00	\$1,824,365.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.6	3.6 Provide resources to address student and staff Social-emotional well-being	Yes	\$175,000.00	\$826,800.00		
3	3.7	3.7 Provide resources for increased family and student engagement	Yes	\$60,000.00	\$54,400.00		
4	4.1	4.1 Foster Youth Identification	Yes	\$34,797.00	\$32,609.00		
4	4.2	4.2 Foster Youth Services & Support	Yes	\$10,000.00	\$0		
4	4.3	4.3 Foster Youth Staff and Monitoring	Yes	\$10,000.00	\$0		



## 2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$117,547,999.	\$42,375,466	0%	36.05%	\$40,455,616.98	0.00%	34.42%	\$1,919,849.02	1.63%

# Instructions

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[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

## Plan Summary

### Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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



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

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

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

### **Broad Goal**

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

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

### **Maintenance of Progress Goal**

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

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

### **Required Goals**

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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> or when adding a new metric.

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

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

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

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

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

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



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

**For schools with 40 percent 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 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

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

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

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

## Data Entry Table

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

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

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

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

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)



- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### **LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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