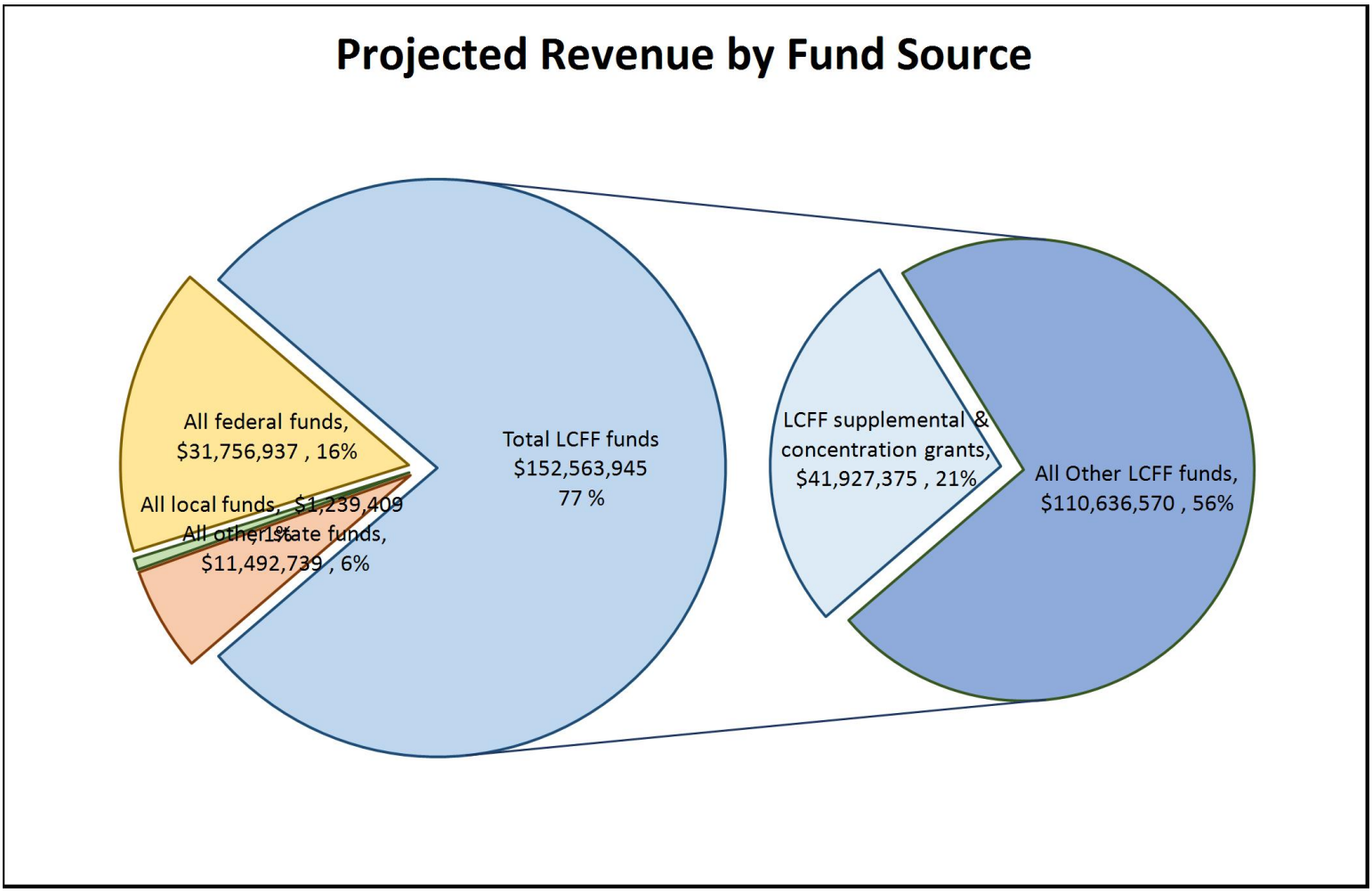
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Victor Elementary School District
CDS Code: 36-67918-000000
School Year: 2022-23
LEA contact information:
Lori Clark
Superintendent
lclark@vesd.net
(760) 245-1691

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 2022-23 School Year



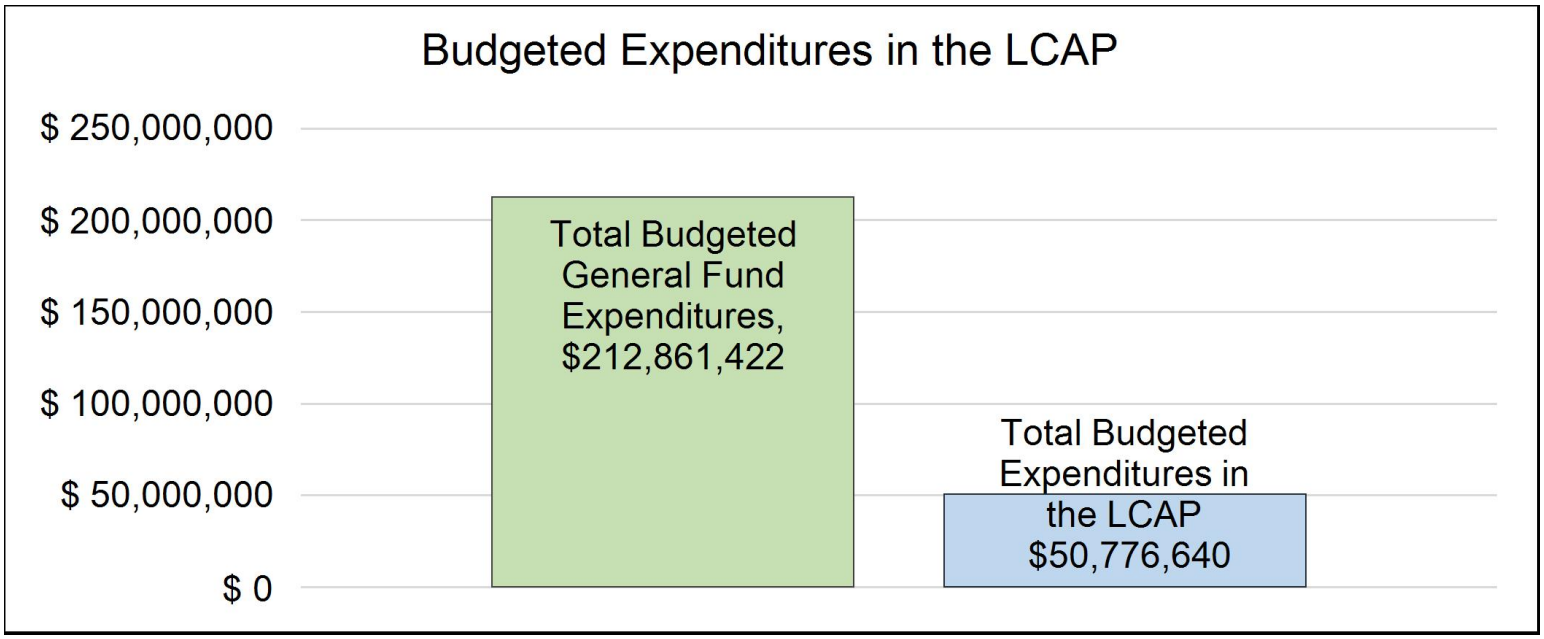
This chart shows the total general purpose revenue Victor Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Victor Elementary School District is $197,053,030, of which $152,563,945 is Local Control Funding Formula (LCFF), $11,492,739 is other

state funds, $1,239,409 is local funds, and $31,756,937 is federal funds. Of the $152,563,945 in LCFF Funds, $41,927,375 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 Elementary School District plans to spend for 2022-23. 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 Elementary School District plans to spend $212,861,422 for the 2022-23 school year. Of that amount, $50,776,640 is tied to actions/services in the LCAP and $162,084,782 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

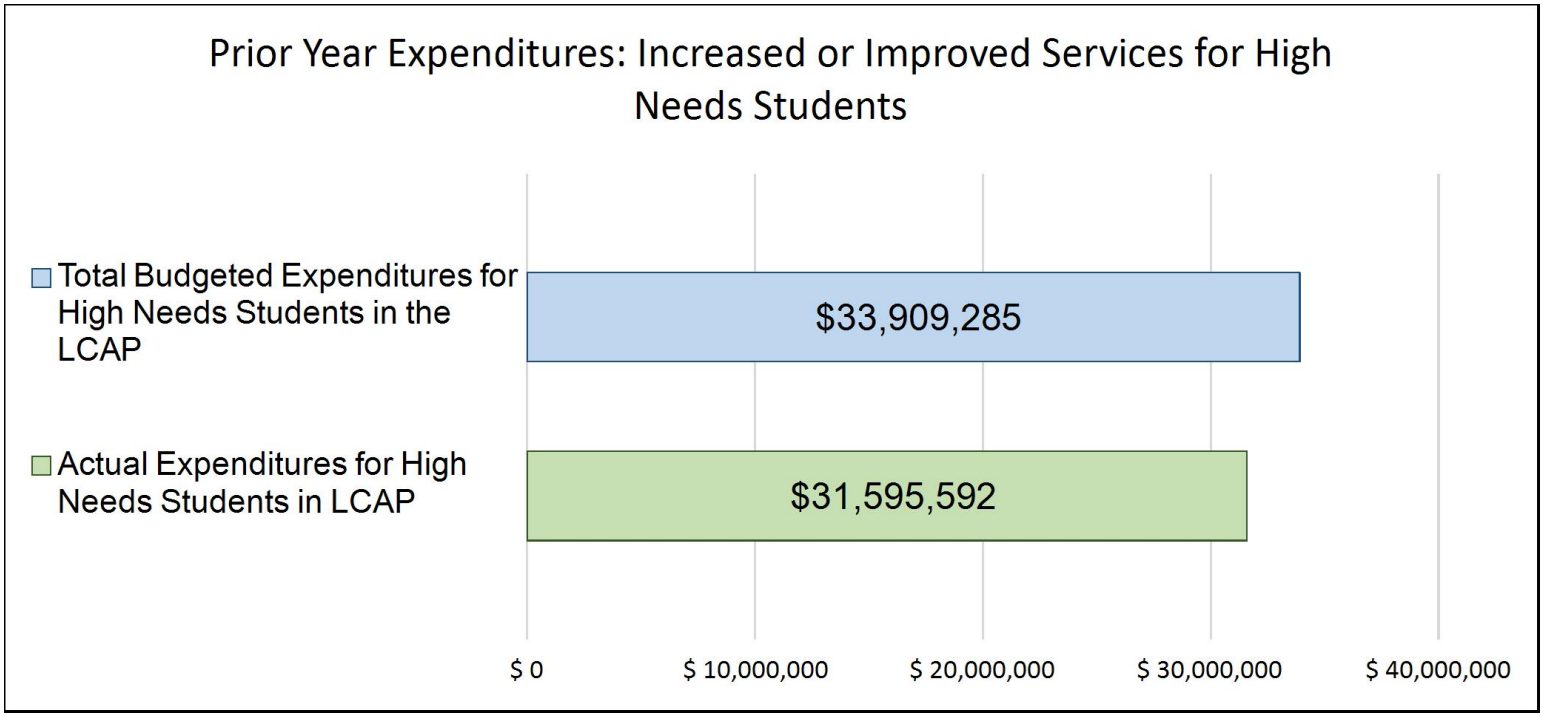
LCAP does not include the following programs and costs: Core instructional program (the cost of teaching staff, school office staff and core instructional material such as text books), the cost of utilities, insurance. LCAP does not include programs funded with federal funds (such as Title I,II,III and IV) and other State funded Programs (such as Lottery, ASES, STRS on behalf, among others.) It also does not include any of our Special Ed Programs or programs paid for through ESSER funding and AB86 funding.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Victor Elementary School District is projecting it will receive $41,927,375 based on the enrollment of foster youth, English learner, and low-income students. Victor Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Victor Elementary School District plans to spend $50,451,436 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 2021-22



This chart compares what Victor Elementary 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 Elementary 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 2021-22, Victor Elementary School District's LCAP budgeted $33,909,285 for planned actions to increase or improve services for high needs students. Victor Elementary School District actually spent $31,595,592 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $-2,313,693 had the following impact on Victor Elementary School District's ability to increase or improve services for high needs students:

While we resumed in-seat instruction, with a sub shortage much of our training had to take place after school or online which resulted in a reduction of sub salaries and professional development expenditures. We had 1400 students in IS, so we had fewer bus transportation costs. We intended to hire 5 residents sub and were only able to secure 3 per site which resulted in a reduction in those salaries.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Victor Elementary School District	Lori Clark Superintendent	lclark@vesd.net (760) 245-1691

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

VESD received an additional 15% of concentration grant add-on funding. VESD collaborates with both our teacher and classified bargaining units monthly using the Interest Based Problem Solving method as well as bargaining unit members are represented on our 6 LCAP committees. All 6 of VESD's LCAP committees, which include the budget, foster youth, district advisory, African American Engagement, Quality Works, and DELAC committees, will provide on-going feedback during 2021-22 on how to use the funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan. Minutes are provided to all staff after each of our meetings. Our educational partners and meetings dates are as follows:

District Advisory Committee (DAC): Consists of parents, community members, City of Victorville, our local SELPA, teachers, classified and management. DAC committee members will meet on 10/29/21, 1/21/22, and 5/6/22.

District English Learner Advisory Committee (DELAC): Parents, bilingual aides, administrators, and the Family Resource representatives will meet on 9/29/21, 10/5/21, 11/2/21, 12/7/21, 1/11/22, 3/1/22, 4/5/22, and 5/3/22.

Budget Advisory Committee (BAC): Committee members include certificated, classified and management employees. Budget will meet on 11/15/21, 12/13/21, 1/24/22, 2/22/22, 3/14/22, 4/18/22, and 5/16/22.

Quality Works (QW): One of our six committees that gives input on the Local Control Accountability Plan. This committee consists of employees, with equal numbers of classified, certificated, and management, as well as one confidential employee. Quality Works will meet on 9/13/21, 10/4/21, 11/8/21, 12/6/21, 2/1/22, 3/1/22, 4/5/22, and 5/3/22.

Foster Youth Advisory Committee (FYAC): Consists of classified, certificated, administrators, psychologists, community members, parents, students and representatives from local agencies participated in the FYAC. FYAC will meet on 9/23/21, 11/4/21, 2/10/22, and 4/14/22.

African American Engagement Committee (AAEC): AAEC consists of classified employees, certificated employees, managers, confidential employees, community members, and parents. AAEC will meet on 9/30/21,10/28/21,11/18/21,12/2/21,1/6/22,2/10/22, 3/10/22, 4/7/22, 5/12/22, 6/2/22.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The Victor Elementary School District (VESD) is using our grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth. As a district, VESD has 86.23% unduplicated student population. VESD is hiring general education para-educators and will increase the number of adults in classrooms to assist with reading recovery and decrease learning loss. The para-educators will eventually move into our transitional kindergarten classrooms to meet the mandated staff to student ratio by 2023-24. Additionally, VESD utilized the grant add-on funding to increase the bilingual instructional assistants and special education para-educators to 5.5 hours per day to provide direct services to support students in small group interventions to mitigate learning loss.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Victor Elementary School District (VESD) provided a survey in the Spring of 2021 to all staff, parents, and community members to seek their input on the use of one-time federal funds intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils. 242 educational partners responded to the survey to provide feedback on the use of one-time federal funds. All 6 of VESD's LCAP committees, which include the budget, foster youth, district advisory, African American Engagement, Quality Works, and DELAC committees, provided on-going feedback during 2020-21 on how to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils. Our educational partners and meetings dates are as follows:

District Advisory Committee (DAC): Consists of parents, community members, City of Victorville, our local SELPA, teachers, classified and management. DAC met on 9/6/20, 10/21/20, 11/11/20, 11/18/20, 2/24/21, and 4/28/21.

District English Learner Advisory Committee (DELAC): Parents, bilingual aides, administrators, and the Family Resource representatives will met on 8/6/20, 9/15/20, 10/6/20, 11/10/20, 12/8/20, 1/12/21, 2/23/21, 4/13/21, and 5/11/21.

Budget Advisory Committee (BAC): Committee members include certificated, classified and management employees. Budget will met 8/6/20, 10/5/20, 11/2/20, 1/4/21, 2/1/21, 4/5/21, 5/3/21, and 6/7/21.

Quality Works (QW): This committee consists of employees, with equal numbers of classified, certificated, and management, as well as one confidential employee. QW met on 8/5/20, 9/14/20, 10/19/20, 11/2/20, 12/14/20, 3/8/21, 4/12/21, and 5/10/21.

Foster Youth Advisory Committee (FYAC): Consists of classified, certificated, administrators, psychologists, community members, parents, students and representatives from local agencies participated in the FYAC. The committee met on 8/7/20, 10/1/20, 1/9/21, and 4/8/21. FYAC hosted events on 12/15/20, 12/16,20, and 4/22/21.

African American Engagement Committee (AAEC): AAEC consists of classified employees, certificated employees, managers, confidential employees, community members, and parents. AAEC met on 8/7/20, 9/24/20, 10/29/20, 11/12/20, 1/14/21, 2/9/21, 3/11/21, 4/15/21, and 5/13/21.

We will continue to meet with our LCAP committees in 2021-22 the plan the use of one time federal funds. Our educational partners and meetings dates are as follows:

District Advisory Committee (DAC): Consists of parents, community members, City of Victorville, our local SELPA, teachers, classified and management. DAC committee members will meet on 10/29/21, 1/21/22, and 5/6/22.

District English Learner Advisory Committee (DELAC): Parents, bilingual aides, administrators, and the Family Resource representatives will meet on 9/29/21, 10/5/21, 11/2/21, 12/7/21, 1/11/22, 3/1/22, 4/5/22, and 5/3/22.

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Quality Works (QW): One of our six committees that gives input on the Local Control Accountability Plan. This committee consists of employees, with equal numbers of classified, certificated, and management, as well as one confidential employee. Quality Works will meet on 9/13/21, 10/4/21, 11/8/21, 12/6/21, 2/1/22, 3/1/22, 4/5/22, and 5/3/22.

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African American Engagement Committee (AAEC): AAEC consists of classified employees, certificated employees, managers, confidential employees, community members, and parents. AAEC will meet on 9/30/21,10/28/21,11/18/21,12/2/21,1/6/22,2/10/22, 3/10/22, 4/7/22, 5/12/22, 6/2/22.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

VESD is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan. VESD is using the funding to support professional development with a focus on guided reading and intervention for classified and certificated staff, substitute teachers, Summer Institute, Child Welfare and Attendance (CWAL) staff to pilot an intervention program with supports for parents and families, extended learning before and after school to include guided reading and SEL, and resident substitute teachers to support staff shortages due to COVID and to provide small group interventions in classrooms.

VESD has had some successes and challenges during implementation. From the beginning of the 21-22 school year to December 3, 2021 we've had 209 students identified as COVID positive and 51 employees. VESD is continuing to focus on implementing and maintaining the health and safety of students and staff to ensure the continuity of services. While we were able to open in-seat, we have over 1,200 students at home accessing their education through independent study. During the first trimester, our CWAL team has conducted 625 home visits to meet with families and provide resources to engage students to improve daily attendance. Our chronic and severely chronic absenteeism rate was 27%. Our students did experience learning loss due to the pandemic. Our fall benchmark assessments from 2021 show that over 92% of our students in grades 3-6 have not mastered standards in ELA. Our fall 2021 benchmarks in math show that over 91% of our students in grades 3-6 have not mastered standards. In 1st grade 35.63% of students were able to read at grade level in the fall of 2021 and 42.07% of 2nd grade students were able to read at grade level. On our fall social emotional survey administered to grades 3-6 results indicated that 84.2% are low risk while 5.7% of students are severe risk. 100% of our William's visits met the criteria of facilities in good repair. 100% of schools had access to standards-aligned materials and 100% of teachers were appropriately assigned to classes. So far, we've had 79 sessions of professional development with 2,130 participants. Of those participants, 94% have positively reported that they have implemented what they have learned on a scale of 4. We have had 445 parents register for classes at the Family Resource Center. Due to COVID protocols, we have not opened up mini FRC's at school sites at this time. Students have been adapting to being back at school and there have been some challenges with regulating behavior. From August to November 2021 there were 237 suspensions and 5 recommendations for expulsion.

As a result of our successes and challenges targeted, small group interventions in reading continue to be our focus. Our MTSS teams including school psychologists and SELPA counselors are providing SEL support and interventions for our Tier 3 students who are struggling in the area of social emotional learning. While we have seen great participation of parents involved in classes and training at the FRC, we would like to expand to school sites with mini-FRC's to engage more parents at school sites as COVID restrictions begin to lift. 2,000 students

participated in extended learning during our first trimester. We will continue to grow our expanded learning participation and target students in need of academic and SEL interventions.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

VESD is using it's fiscal resources for the 2021-22 school year in a manner that is consistent with the applicable plans and aligned to our 2021-22 LCAP. Our budget plan for actions and services is multi-faceted and includes all state, federal, and 1 time grants to ensure we are spending our allocations appropriately and monitoring results. Cabinet meets weekly and does a program update to review progress. Progress monitoring is reported the the Board monthly. Cabinet meets monthly with all classified managers and site administrators to review the plans and progress monitor them for next steps. This cycle helps VESD to ensure our fiscal resources are used consistently with the applicable plans.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and

- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 Elementary School District	Lori Clark Superintendent	lclark@vesd.net (760) 245-1691

Plan Summary [2022-23]

General Information

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

The Victor Elementary School District (VESD) was established in 1896 in Victorville, California, a once-small town on the western gateway to the Mojave Desert. VESD began as a one-room schoolhouse with a few students and has grown to 18 elementary schools, including two dependent charter schools, serving over 12,000 students from transitional kindergarten through sixth grade.

The VESD student community demographics include:

- Hispanic 66.27%
- African American 17.29%
- White 10.60%
- Asian 1.20%
- Multiple 2.49%
- American Indian 0.83%
- Pacific Islander 0.70%

The VESD subgroup demographics are:

- Socio-economically Disadvantaged: 10,551
- English Language Learner: 1,969
- Special Education: 1,268
- Homeless: 401
- Foster Youth: 209

Our vision states that VESD provides a path to success for all students to define their own future as lifelong learners. Our mission is that VESD is dedicated to each student developing foundational, educational skills through a holistic approach for all. The district serves the

community by offering rigorous and relevant academic opportunities that are complemented by each school's unique focus, such as performing arts, STEAM, sports, etc. In order to grow and adapt to meet the needs of our ever-evolving community, the district has adopted a shared leadership strategy. Shared leadership allows our schools to practice site-based autonomy and engage their students, families, and staff in the decision-making process. Each school site has a multi-tiered system of support (MTSS) team consisting of a principal, assistant principal, instructional coach, school psychologist, and school safety coordinator. The MTSS team collaborates with staff, students, and families in all areas including academics, attendance, behavior, and social-emotional learning (SEL). MTSS teams collaborate with district leadership to define key focus areas along with specific actions and strategies to ensure sustainable academic and social-emotional progress for each student.

VESD persistently grows and adapts to meet the needs of our students and our community through great initiatives and programs in the district. Through a collaborative process, which involved our educational partners, we have identified areas we will continue to focus on in order to ensure sustainable academic and social- emotional progress. In order to support these identified areas of need, our Board has adopted 3 goals:

1. All students will develop foundational educational skills.
 *All students will read at or above grade level by 3rd grade.
 *All students will have an attendance rate of 95%.
 *All students will respond positively at a rate of 95% on the SEL survey.
2. All staff will use a holistic approach to support foundational educational skills for all students.
 *Ed Services plan that includes all academic subject areas and SEL.
 *All MTSS teams will have academic and SEL data to inform the use of tiered interventions.
3. VESD will support an educational team that includes students, staff, and families.
 *All parents are actively engaged with their child's school.
 *All schools will ensure all families have access to needed resources.

Reflections: Successes

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

VESD has used multiple measures to review it's successes. SB 98 and AB 130 have suspended the reporting of performance indicators in the CA School Dashboard for 2020–21 and 2021–22, respectively, and therefore our successes are based on the most recently available state and local data. Some of VESD's academic and operational successes include:

VESD reclassified 100 English Language Learners.
Sites and the district were able to hold 6 days of professional development for all certificated staff based on data and student needs. 3 district-wide professional development days were provided for all classified staff.

All sites held two parent conference weeks in 2021-22.
VESD hired 64 general education paraprofessionals to bring down the student to teacher ratio in classrooms and to support guided reading and small group instruction.
VESD general education and special education paraprofessionals were provided training through Educational Services and at school sites to build their capacity in supporting SEL, classroom management, centers, guided reading, and Thinking Maps.
VESD schools held their monthly School Site Councils, Parent Teacher Organizations, and ELAC meetings to continue to build relationships with our educational partners.
VESD Family Resource Center held 29 classes for the community.
VESD met monthly with our 6 LCAP committees throughout the year that include the Budget, District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), African American Engagement Committee (AAEC), Quality Works, and Foster Youth teams.
VESD maintained MTSS teams at all 16 schools sites which include the principal, assistant principals, school psychologist, On Site Instruction and Curriculum Coordinator, and school safety coordinator to monitor student engagement, SEL, and academic achievement and/or needs.
All VESD school sites held extended learning each trimester to provide support with SEL, guided reading, math, and STEAM activities.
We have 8 Child Welfare and Attendance Liaisons who connected families, students, and schools with resources. They completed 2,204 home visits as of March 2022.
15 administrators and classified managers were trained in the National Institute for School Leaders (NISL). 5 administrators were trained as NISL facilitators.
We held a two week Summer Institute before starting the year, hosting various training for teachers in content areas, strategic instructional approaches, and behavior management practices.
VESD staff were offered guided reading and Orton Gillingham trainings. Guided reading online resources were provided to 100% of our schools. All K-2 classrooms have hands on guided reading materials.
A Long term Independent Study Plan was crafted to provide clarity on new systems, criteria, and other information to set up teachers and administrators for success with revised parameters.
We served over 1,200 students on long term independent study this year.
Staff continued to teach negotiated Focus Standards and student progress was measured on district-wide benchmark assessments at each trimester point.
The Assessment and Reporting Committee (ARC) finalized report card revisions the team has been working on for over two years. These revisions were shared with our District English Language Advisory Committee (DELAC) and African American Engagement Committee (AAEC) parent committees for further input and the new report card will be launched 2022-23.
Starting the Year with Success Units have been updated to strengthen digital citizenship support.
VESD maintained a therapy platform to ensure all students received continued speech services to meet the goals of their individualized education plans (IEPs).
100% of parents reported a positive participation at their child's IEP meeting as reported by SELPA.
VESD completed our annual social-emotional learning (SEL) survey with students in grades 3-6. 81% of our students had a “no risk” rating on the SEL survey.
VESD maintained the ability for school psychologists to have an online platform to provide SEL to students at 18 schools. Services were also restarted in person.

We provided 3 resident subs per school site to provide consistency during the absence of teachers and to assist with the academic program as needed.
Our Foster Youth Committee held 3 workshop events to engage foster youth and their families.
In person student screenings and assessments continued throughout the year including vision, hearing, SPED assessments, ELPAC, etc.
All students have been provided 2:1 devices TK-6th grade. Students have a device at home and at school. Hot spots continued to be provided to support families with internet connectivity to participate in school remotely.
Our technology department provided a "help desk" to give families immediate help with technology needs.
VESD replaces all air filters 3x per year in order to maintain the highest efficiency possible.
VESD Nutritional Services Department has collaborated with school sites to provide snacks and nutrition for extended learning programs.
PPE (i.e., face coverings, gloves, shields) and supplies (sneeze guards, sanitizer, wipes, etc.) continued to be provided to all VESD sites and district buildings during the 21-22 school year. Hand sanitizing stations as well as no touch thermometers were purchased for safety and are located at all VESD sites.
VESD updated standard operating procedures (SOPs) for the consistent use of safety protocols throughout the district.
Contract tracing was conducted for employees and students to ensure safety and monitoring of COVID. There were no classrooms or school sites closed due to an outbreak or due shortages.
All sites passed Williams' and site criteria in 21-22, including teacher assignments, standards-aligned instructional materials and school facilities in good repair. This includes Williams and School Accountability Report Cards (SARCs). 100% of students have access to all areas of study.

VESD has aligned our vision/mission, Board goals, LCAP, and SPSAs during an annual planning session. Our current reality was reviewed including data, strategies, processes, actions, and services. Each site developed a 3 year plan to align and fully implement successful strategies including: MTSS teams, successful attendance strategies to be used by attendance liaisons, focus standards as measured by Benchmark cycles in English Language Arts (ELA) and math, social-emotional tiered strategies, and student engagement strategies as measured by academic and behavioral results. VESD is most proud of our focus standards and alignment Benchmarks for progress monitoring. Our social-emotional support for our students based on the structure of our MTSS teams has been well-recognized. All students at each school site are monitored weekly for attendance, social-emotional needs, and academics. VESD WILL CONTINUE TO MAINTAIN AND BUILD ON THESE SUCCESSES BY SUPPORTING AND MONITORING ALL AREAS INCLUDING REDUCING TK CLASS SIZES, INCREASING SMALL GROUP OPPORTUNITIES, AND CONTINUE GROWING THE SKILL AND KNOWLEDGE OF OUR CLASSIFIED AND CERTIFICATED STAFF. VESD WILL ALSO CONTINUE TO ENGAGE OUR FAMILIES THROUGH MINI FAMILY RESOURCE CENTERS, OUTREACH TO OUR FAMILIES THROUGH HOLDING MONTHLY LCAP MEETINGS AND PROVIDING HYBRID OPTIONS FOR PARENTS TO PARTICIPATE IN ETHIER CHILD'S EDUCATION. WE WILL MEASURE THE EFFECTIVENESS OF THESE INITIATIVES WITH MULTIPLE DATA SETS (NOTED UNDER GOALS 1, 2 AND 3) AND SHARE THESE OUT AT MONTHLY LCAP MEETINGS, ANNUAL STRATEGIC STUDY, AND THROUGH MONTHLY PROGRESS MONITORING WITH OUR BOARD.

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.

VESD has used multiple measures to review its needs. OUR 2019 CALIFORNIA DASHBOARD DATA SHOWS CHRONIC ABSENTEEISM, SUSPENSION RATE, AND ELA WERE ALL IN THE ORANGE, WHILE MATHEMATICS WAS IN YELLOW. AS A DISTRICT, VESD DID NOT HAVE ANY INDICATOR IN RED. SB 98 and AB 130 have suspended the reporting of performance indicators in the Dashboard for 2020–21 and 2021–22, respectively, and therefore our identified needs are based on the most recently available state and local data. Some of VESD's academic and operational needs include:

Some student events, including field trips, were limited or cancelled due to COVID restrictions. In the spring of 2022, we were able to begin hosting career days, Junior Olympics, robotics, and resume field trips. We are developing a plan to increase field trips in 22-23 to connect students with more world experiences.
The number of chronically absent students has increased in 2021-22 to 26%. In 2020-21, the number was 16% which was also an increase over the prior years due to distance learning challenges. The large drop in attendance in 2021-22 was due to the quarantining requirements for COVID. We will continue to provide outreach to support families in engaging with schools to improve attendance.
Over 1,200 students enrolled in independent study in 21-22. Despite the outreach and support with our attendance liaisons and school staff, there were some families and students who struggled to engage in independent study and complete the attendance/work requirements. We have surveyed parents and approximately 300 students will be continuing in IS in 22-23. There is a plan to work on professional development for IS teachers and house the program at two sites with support staff.
5 of our school sites began to prepare for satellite Family Resource Centers (FRC). COVID restrictions limited parent access to the campuses. So, the sites were not able to implement mini FRCs until the late spring. As COVID restrictions lift, we look forward to expanding usage of the mini FRCs.
While we held professional development, participation was impacted by staffing shortages, COVID restrictions, and limited substitute availability. In Spring 2022 we were able to add hybrid and in person trainings during the day and will continue to expand.
VESD provided extended learning opportunities at every school site in 2021-22. We had approximately 2,000 students, out of a population of 12,000, attend each trimester district-wide. We are researching community supports to increase participation and availability of programs we offer.
The 2021-22 benchmark data in ELA and math are:
The number of students scoring 3 and 4 on District ELA Benchmark in 3-6th is 10.75%.
The number of students scoring 3 and 4 on District Math Benchmark in 1-6th is 20.87%.
The number of students scoring I and Higher on Running Records in 1st is 23.14%
The number of students scoring M and Higher on Running Records in 2nd is 34.24%.
Based on our ELA and math results, we need to continue to implement guided reading and increase students ability to fluently read and comprehend information. Our students also need foundational math skills to understand mathematical concepts and progressions. We will develop training to continue to support these needs. We will continue to provide classroom support with modeling and coaching as requested by staff to support instructional needs.

VESD completed our annual SEL survey. In February 2022, 81% of our students had a “no risk” rating on the SEL survey, and we'd like to increase the number of students with "no risk" through our work with MTSS teams in collaboration with staff on sites. We contracted with Care Solace, a concierge service for mental health supports. There is a 62% utilization rate as of April 2022. Students were also referred to DMCC counseling and our school psychologists continue to support small groups on campus. We want to increase the numbers of families accessing services and supports and expand our SEL supports.
2,097 career projects were completed in 2020-21. Overall results were impacted over the last 2 years due to school closures, etc. related to COVID. The career curriculum has been rewritten to include synchronous and asynchronous activities. We need to re-energize the curriculum to continue to connect students with career planning.
Our sites have seen an increase in SEL needs and student discipline. MTSS teams meet weekly to review data and tiered supports for students at their sites. We need to continue to develop tier 2-3 training and support.

LCAP Highlights

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

The LCAP was written based on feedback from our 6 LCAP committees and educational partners. The trends have been analyzed and below are the key features to address them in the our LCAP. According to input from our educational partners, we will continue actions from previous LCAPs. Additionally, some new recommendations based on our data and input were made.

1. Investing in extra time/strategies for assisting students with academics. This is addressed through expanded learning opportunities for students that include summer school, Saturday school, and intersessions with a focus on guided reading, SEL, and STEAM activities. This is addressed through the expansion of our Assistant Principals (1 at each site) who can develop and implement these programs.
2. Addressing the broad range of social-emotional needs our students have. This is addressed by maintaining a school psychologist at each site and administering a district developed SEL survey to provide tiered interventions as determined by the MTSS team. Professional development is continually provided for staff on social emotional learning.
3. Continue to provide educational equity to support all students in achieving excellence by identifying issues that are preventing students from accessing their education and providing targeted resources.
4. Improving family communication and home-school relationships. This is addressed through expansion of our family outreach through satellite Family Resource Centers at school sites to provide families with more access to services and training.
5. Develop long term supports for families on independent study. This is addressed by increasing student access to technology and access to standards/curriculum by providing a Chromebook at home and at school along with needed technology support. Professional development to support effective instruction in independent study will be provided.
6. Early onboarding and supports for TK and Kindergarten students. Our Child, Welfare, and Attendance Liaisons support families with resources and providing support to improve attendance. Our Ed Services team is increasing professional development to support TK and Kindergarten staff.
7. Including enrichment activities for students along with the academics. This is addressed through site-based funding to provide enrichment including the arts, science, visual and performing arts (VAPA), and technology, etc.

8. Research counseling opportunities at sites to meet the needs of SEL and individual students and increase training to support students in Tiers 2 and 3.
9. Provide training to support language development and instruction through Orton Gillingham, Thinking Maps, and integrated and designated instruction.
10. Increase site-based funding to provide targeted resources or solutions to address their school site data.

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.

The Victor Elementary School District (VESD) has 6 schools in Comprehensive Support and Improvement (CSI). These schools include Del Rey Elementary, Brentwood Elementary, Village Elementary, Green Tree East Elementary, Puesta del Sol Elementary, and Challenger School of Sports and Fitness Elementary.

Support for Identified Schools

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

VESD has collaborated with all six CSI schools in the development of their SPSA and CSI plan. A needs assessment was conducted using the results from the California Dashboard in chronic absenteeism, suspensions, CAASPP math, CAASPP ELA, and ELPAC. Site-based leading indicators and district benchmarks were also analyzed. VESD supported schools in identifying resource inequities through collaborative meetings and data analysis supports including attending County Office of Education CSI meetings. The district supported the examination of resource inequities through analyzation of data at both the district and site level including results, achievement gaps, disproportionality by subgroups, and expenditures. Our data support specialist ensured that the data was current and sites were able to answer any questions from educational partners. Once each site identified their resource inequities, they were written into each site plan which was then taken to the Board of VESD for approval. The site-based needs assessments were conducted with parents and staff during ELAC meetings, School Site Council meetings, Principal meetings, and staff meetings. Additional input was gathered from students, parents, and staff from annual surveys. Each principal also held student focus groups each trimester to dig in deeper with student needs and feedback. This information was also shared with educational partners. Each of the six sites ensured educational partners provided input on the plan by reviewing the results and making recommendations on the SPSA and CSI plan. Each principal of a CSI school meets with Cabinet monthly during an academic squad meeting to develop, review, and refine the plan. During these meetings, potential service providers were vetted along with supports that are evidence-based, and information was communicated back out with educational partners.

Resource inequities were discussed and addressed through the CSI plan by reviewing expenditures, training, and outcomes that address their sites' particular needs. The teams examined ELA and math results, social emotional survey results, and attendance data. An analysis was completed and best practices were shared. To ensure that evidence based interventions were used, the sites had to generate a proposal and research programs, tools, etc. including the research and results behind them. These proposals were reviewed by Cabinet ensuring that they align with our Board policy and administrative regulations for the use of external providers when necessary and that they were aligned to the needs of each school.

Monitoring and Evaluating Effectiveness

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

Monthly monitoring meetings with Cabinet and the six site principals will be conducted for the entire year during our academic squad meetings. At these meetings we will review progress monitoring results to address inequities, their SPSA and CSI plans, and budget. Cabinet will continue to collaborate with each sites' MTSS team and conduct walk throughs to ensure alignment with the SPSA and CSI plans is evident. Squad leaders also visit each principal monthly to review progress and walk through classrooms. Cabinet and principal review of leading indicator data from sites will take place monthly, which includes chronic absenteeism, progress on local benchmark assessments, current suspension data and trends, along with student performance on our SEL screener . This data will include the site's MTSS team findings and plans for next steps. VESD has adopted running record benchmarks (based on the program that the CSI schools are using) in reading that will provide on-going progress monitoring throughout the year. Teachers will share results of running records on a regular basis with students and parents to provide specific feedback for improvement. Trimesterly reviews of the CSI plan and SPSA occur with the educational partners including a data analysis, progress monitoring, and review of resource inequities. At this time, the site teams then take the recommendations from the educational partners and can make adjustments to the plans.

Engaging Educational Partners

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

Victor Elementary School District (VESD) has regularly involved educational partners in our continuous improvement cycle. For over twenty years, VESD has surveyed students, parents, staff, and community members. The results from these surveys have been shared in our annual strategic planning process, now called Strategic Study, which has involved staff, parents, community members and students. With the onset of the Local Control Funding Formula, VESD has adapted its planning process so that it is ongoing throughout the school year. Starting in 2021-22, principals held student focus groups each trimester and provided feedback. VESD currently has multiple committees, that meet the required educational partner groups and encompass representatives for our English language learners, foster children, students with disabilities, low income students, classified employees and certificated employees (teachers) including their Bargaining Unit Officers, confidential employees, administration, principals, and community members. All committees come together annually at VESD's Strategic Study to review data (survey results, academic results, budget, etc.), discuss results, and provide input for ongoing improvement. Each of these groups will continue to give input to VESD's Local Control Accountability Plan throughout the school year. VESD principals come together and meet 2 times each month for operational and academic planning. In addition, they take information back to their school sites to share with their educational partners through their own Site Councils, English Learner Advisory Committees, PTA/PTO/Booster Clubs, parent newsletters, staff meetings, etc. Translators were provided at meetings to ensure support for our educational partners. VESD Cabinet keeps consistent communication with its Certificated and Classified Bargaining Unit leaders, who are also participants on the committees. VESD works with and receives input from outside agencies on a regular basis, such as administrators with SELPA, CSEA, VETA, Think Together, Public Works, City of Victorville, BEARS (Benefit Everyone, Assist Recreation and Sports), The Greater High Desert Chamber of Commerce, Rotary, Kiwanis, Assistance League (Operation School Bell), Mourning Sun, United Way, Horace Mann, High Desert Homeless Shelter, San Bernardino County office of Education, Riverside County Offices of Education and Victor Elementary Education Foundation. The continuous improvement cycle goes on throughout the school year. As the committees receive information such as survey results, academic results, etc., they are asked for input on how to improve the results. The District reached out to our educational partners to advise dates of the LCAP committee meetings through e-mails, phone calls, and the District website. The District mission and vision, LCFF funding, and current LCAP goals and actions were presented at each LCAP committee. State and local data for attendance and suspension/expulsion, student, staff, and parent surveys, SEL survey data (given 3x/year), ELA and Math were provided. Additional description/activities of each group are as follows:

Mission/Vision Study: Representation of VESD staff including certificated, classified, bargaining unit representation, confidential, and management attended the mission and vision study on 10/21/20 and 10/22/20. Attendees used a process to review VESD data and make a recommendation on updated mission, vision, and goals. These recommendations have been shared with our LCAP committees, department meetings, classified and certificated staff for additional feedback. Finalized recommendations will be taken to the Board for approval and implementation in the 2022-23 LCAP.

District Advisory Committee (DAC/PAC): Consists of parents, community members, teachers, classified and management. Committee members provided feedback for the Local Control Accountability Plan during their meetings. Committee members discussed the LCAP feedback. DAC met on 10/29/21, 1/21/22, and 5/6/22.

District English Learner Advisory Committee (DELAC): Parents were educated on the reporting system for ELPAC results, California State Standards, and distance learning. At these meetings, community resources were shared that included the Victorville Public Library literacy programs and Family Resource Center programs. Parents and staff provided feedback on the LCAP. DELAC met on 9/14/21, 10/5/21, 11/2/21, 12/7/21, 1/11/22, 3/1/22, 4/5/22, and 5/3/22.

Budget Advisory Committee (BAC): Committee members (certificated, classified and management employees) provided feedback for the Local Control Accountability Plan during their meetings. A subgroup of the BAC attended the Governor's budget workshop presented by School Services of California on 1/15/21. BAC met on 10/18/21, 11/15/21, 12/16/21, 1/24/22, 2/22/22, 3/14/22, 4/18/22, and 5/16/22.

Quality Works (QW): One of our six committees that gives input on the Local Control Accountability Plan. This committee consists of employees, with equal numbers of classified, certificated, and management, as well as one confidential employee. Quality Works not only gives input to the LCAP but also works on district systems through a Plan Do Study Act cycle. QW met on 9/13/21, 10/4/21, 11/8/21, 12/6/21, 1/31/22, 2/28/22, 4/5/22, and 5/3/22.

Foster Youth Advisory Committee (FYAC): Consists of classified, certificated, administrators, psychologists, community members, parents, students and representatives from local agencies participated in the FYAC. We focused on accomplishing committee goals, continued to refine processes to expedite services/supports for Foster Youth, and collaborated about community resources. The committee also was involved in FYAC outreach, provided LCAP feedback, and hosted events for foster youth students and their families. The committee met on 9/2/21, 11/4/21, 12/2/21, 2/10/22, and 4/14/22.

African American Engagement Committee (AAEC): AAEC consists of classified employees, certificated employees, managers, confidential employees, community members, and parents. AAEC was established because VESD recognizes a need to engage our parents to collaborate, gather input, and learn how we can support our African American students to reach their full potential. The AAEC focused on goal setting, emergency communication, MTSS, and LCAP feedback. AAEC met on 9/30/21, 10/28/21, 11/18/21, 12/2/21, 1/6/22, 2/10/22, 3/10/22, 4/7/22, 5/12/22, and 6/2/22.

A draft of the LCAP was provided to all 6 LCAP committees in May 2022. No additional comments were provided from DAC/PAC, DELAC, BAC, QW, FYAC, or AAEC, therefore there was no requirement for the Superintendent to respond in writing. VESD held a public hearing for the LCAP on June 1, 2022. The LCAP will be taken to the VESD Board for approval on June 21, 2022.

A summary of the feedback provided by specific educational partners.

The District requested and collected feedback regarding LCAP actions from multiple educational partners during the LCAP development meetings to determine high needs and areas of concern and interest were included in the LCAP. Ideas and trends were analyzed from feedback received at meetings and surveys by specific educational partners as follows:

District English Learner Advisory Committee (DELAC):

- Pilot an EL leadership class after school for students and monitor data
- Provide parent training to help prepare students for junior high school
- California Association of Bilingual Education (CABE) classes for parents in Victorville
- Training for new teachers on Guided Language Acquisition Design (GLAD) English Language Learner strategies
- Training for teachers on Pathways to Proficiency with Thinking Maps
- Teach students how to use tech and how to use it appropriately

African American Engagement Committee (AAEC):

- More support staff needed to help students
- SEL concerns, Counselors, and Social workers are needed because there are too many students for the MTSS teams
- Enrichment is needed at all schools to include crafts, and drama. Allow parents to volunteer to help with these activities after school
- Tier 2 strategies, books of resources for teachers to learn and use with struggling students

District Advisory Committee (DAC)/ Parent Advisory Committee (PAC):

- Provide training for teachers to learn Spanish
- Work on incentives with the public library like reading 1,000 books before kindergarten
- Connect with other organizations for scholarships/sponsorships to allow students to get into after-school programs like Tae-Kwon-Do, sports, etc.
- Funding for teachers to work before and after school activities
- Guest speakers at schools like Tae-Kwon-Do presentations to share what the community has
- Peaceful Playground at every site
- Flexible seating for students
- Awareness and support for mental health
- Training to assist with children who are hard of hearing and/or severe speech delay
- Mental health training for staff to address aggressive behavior, etc.
- Eugene Hamilton Group training offered to parents, teachers, and students in self-worth, self-love, and empathy
- Cadet Corp
- Extra budget for incentives, prizes, etc.
- Collaborate and communicate with other school sites
- Open school libraries during the summer - maybe one day a week - and give incentives to read
- Help for families before school - daycare

Quality Works

- Address social/coping skills for students and support their transition back to in-seat instruction
- Offer a Restorative class before or after school for students
- Have experienced teachers support new teachers
- Continue to focus on teacher wellness
- More resources to have books at home for students

- (VAPA) Visual and Performing Arts Framework training

Foster Youth Advisory Committee:
- Develop workshops for new foster parents to navigate the system (collaborating with Child Family Service and San Bernardino County Supt. of Schools)
- Training for staff on foster and homeless student rights
- Continue focusing on relationships with foster youth- mentors Continue to build identification of FY and identifying them through MTSS to match youth with mentors
- Create care packages for FY who are pulled from their home w/o basic items (suitcase/hygiene kits, etc)

Budget Advisory Committee:
- Continue Central Enrollment Pilot during 21-22
- Provide additional Staffing at site
- Research additional SEL support at each site
- Research providing a reading specialist

Based on the analysis of the feedback provided above, the following trends emerged:
- Research Counselors (licensing, availability)
- SEL PD: Restorative practices, Tier 2 supports
- Academic PD: VAPA, EL instruction, Orton Gillingham, reading instruction
- Increase site-based funding
- Provide enrichment opportunities

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

The LCAP was written based on feedback from our 6 LCAP committees and educational partners. The trends have been analyzed and the key features to address them are in the 2022-23 LCAP. The feedback from our educational partners included the need for counseling, SEL professional development and support, restorative practices for students, academic professional development (VAPA, EL instruction, Orton Gillingham, and reading), increased site-based funding, and enrichment opportunities.

Based on feedback from our 6 LCAP Committees and educational partner feedback, the established 3 goals will remain the same in the 22-23 LCAP:
Goal 1. All students will develop foundational educational skills.
Goal 2. All staff will use a holistic approach to support foundational educational skills for all students.
Goal 3. VESD will support an educational team that includes students, staff and families.

LCAP Goal 1 pertains to achieving excellence by identifying issues that are preventing students from accessing their education and providing targeted resources. Educational partner feedback influenced the actions in this goal as follows:

- Research counseling opportunities at sites to meet the needs of SEL and individual students and increase training to support students in Tiers 2 and 3.
- Addressing the broad range of social-emotional needs our students have. This is addressed by maintaining a school psychologist at each site and administering a district developed SEL survey to provide tiered interventions as determined by the MTSS team.
- Including enrichment activities for students along with the academics. This is addressed through site-based funding to provide enrichment including the arts, science, VAPA, and technology, etc.
- Increase site-based funding to provide targeted resources or solutions to address their school site data.

LCAP Goal 2 pertains to professional development for all staff. Educational partner feedback influenced the actions in this goal as follows:

- Professional development is continually provided for staff on social emotional learning.
- Provide training to support language development and instruction through Orton Gillingham, Thinking Maps, and integrated and designated instruction.

LCAP Goal 3 pertains to training, support and resources for our parents and community partners. Educational partner feedback influenced the actions in this goal as follows:

- Provide training and support to parents to build their skill and knowledge of SEL, foundational educational skills, guided reading and Orton Gillingham.

Goals and Actions

Goal

Goal #	Description
1	All students will develop foundational educational skills.

An explanation of why the LEA has developed this goal.

This goal was developed as a direct result of our local measures in ELA and math on district Benchmarks (20-21), due to the suspension of state testing in 2020 and 2021. We also included results from our SEL survey, attendance, running records, and other local measures to formulate conclusions. District-wide benchmarks are used each trimester to monitor growth towards state standards and the CAASPP. Our benchmark results show that 18.37 % are working at standards in ELA and 17.73% are working at standards in math in grades 3-6. We experienced a 26% chronic absenteeism rate which is a large increase from previous years due to COVID quarantine requirements and positive cases. Results from our unduplicated students, African American students, Hispanic students, and students with disabilities show significantly lower levels of student achievement than All students in these areas. Educational partner feedback emphasized a desire to increase academic, SEL, and attendance supports to students to develop foundational educational skills. By increasing SEL supports through MTSS and academic supports through research-based interventions, extended learning opportunities, and additional staff on campus to support small group instruction, students will leave VESD with foundational skills. WE HAVE DETERMINED THAT THESE ACTIONS AND METRICS COMBINED WILL BE EFFECTIVE IN ACHIEVING OUR GOAL.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reduce chronic absenteeism (10% or more absences). Reduce by 3% each year. State Priority 5: Pupil Engagement, Chronic Absenteeism Rates	19/20: 17.4% (down .3% from 18/19) of our students were chronically absent based on district data. The CA Dashboard will be used moving forward.	21/22: 26% chronic absenteeism in March 2022 (YTD). Increase due to COVID quarantine requirements and positive cases. SIA data was used to monitor the progress.			Chronic absenteeism will be 8.4%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		The CA Dashboard could not be used as it has not been updated to show the current attendance data.			
Learn on a safe and orderly campus. 100% of sites will pass Williams criteria for school facilities in good repair. Staff, parent, and student survey results on safety will be at 90% or above. State Priority 1: Teacher Assignments, Student Access to Standards -aligned Instructional Materials, and Facilities in Good Repair	19/20: 100% sites passed Williams criteria for school facilities in good repair. Survey results based on district surveys: Student survey question: "I feel safe at my school." Parent survey question: "I feel my child is safe at school." Quality check survey question: "My work environment is safe, clean, and well maintained." Students: 92.45% Parents: 94.15% Staff: 95.84% Based on district data.	20/21: 100% of our facilities were in good repair. Survey results based on district surveys: Student survey question: "I feel safe at my school." Parent survey question: "I feel my child is safe at school." Quality check survey question: "My work environment is safe, clean, and well maintained." Students: 93.12% Parents: 90.67% Staff: 97.82% Based on district survey data.			100% of VESD schools will pass Williams criteria for school facilities in good repair. Staff, parent, and student survey results on safety will be at 90% or above.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to standards aligned instructional materials. 100% of students will have access to standards -aligned materials in the Williams annual review and district review. State Priority 1: Teacher Assignments, Student Access to Standards -aligned Instructional Materials, and Facilities in Good Repair	19/20: 100% of students had access to standards aligned materials. Based on County and district data.	20/21: 100% of our students had access to standards aligned materials. Based on County and district data.			100% of students will have access to standards aligned materials.
Teacher Assignments 100% of teachers assignments will be appropriately assigned to classes based on their credential in the Williams annual review. State Priority 1: Teacher Assignments, Student Access to Standards -aligned	19/20: 100% of teachers were appropriately assigned to classes. Based on County and district data.	20/21: 100% of our teachers were assigned appropriately. Based on County and district data.			100% of teachers appropriately assigned to classes.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Instructional Materials, and Facilities in Good Repair					
Career student projects will increase by 25% per year. State Priority 8: Other Student Outcomes	19/20: We had anticipated building on the completion rate of 4,491 in 18/19. Due to the pandemic, our completion rate was 1,962 in 19/20. Based on district data.	20/21: 2,097 career portfolios were completed in 20-21. The completion rate was limited due to continuing to on distance learning as a result of the pandemic. Based on district data.			4,500 completed career projects.
100% of students will be placed in correct classes with programs and services developed to meet all academic areas as well as programs and services provided to unduplicated students and students with exceptional needs. This includes access to CCSS and the ELD standards for purposes of gaining academic content knowledge and	100% of students are placed in correct and appropriate classes. Based on district data.	20/21: 100% of our students were placed in correct classes. Based on district data.			100% of student are placed in correct and appropriate classes.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English language proficiency. State Priority 2: Implementation of State Standards Priority 7: Course Access					
SBAC ELA results will increase by 5 points annually. SBAC Math results will increase by 5 points annually. State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Statewide Assessments	2019: ELA (orange): 45.2 points below standard, maintained 1.2 points based on the CA Dashboard. Math (yellow): 66.3 points below standard, Increased 4.7 points based on the CA Dashboard.	20/21: Students scoring at or above standard are: ELA: Grade 3: 12.81% Grade 4: 10.27% Grade 5: 21.12% Grade 6: 29.29% Math: Grade 3: 24.14% Grade 4: 10.27% Grade 5: 16.11% Grade 6: 20.42% In lieu of SBAC testing due to the pandemic in spring 2021, VESD implemented benchmark assessments measuring state			SBAC ELA: 30.2 points below standard SBAC Math: 51.3 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		standards in focused areas.			
English Learners will increase progress towards proficiency by 2% each year on the ELPAC. State Priority 4: Pupil Achievement, Statewide Assessments	2019: ELPAC results show 41.5% EL students making progress towards English language proficiency based on the CA Dashboard.	20/21: 101 students were reclassified as proficient ELL based on the 20/21 ELPAC results. The CA Dashboard could not be used as it has not been updated to show the % of students making progress towards English language proficiency.			ELPAC results show 48% EL students making progress towards English language proficiency.
Reduce expulsions by 1%. State Priority 6: School Climate	20/21: 1 Expulsion Based on DataQuest.	21/22: 5 expulsions and 14 suspended expulsions as of March 2022. Based on Synergy data mid-year.			Expulsion rate will be less than 1%.
Increase school attendance rate to 95% or higher.	19/20: VESD school attendance: 94.659%	21/22: VESD school attendance: 88.407%			School attendance rate will be 95% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 5: Student Engagement	Based on P2 and Student Information System.	Based on P2 and Student Information System.			
Reduce suspensions by 1% each year. State Priority 6: School Climate	19/20: 5.3% of our students were suspended based on DataQuest and the CA Dashboard.	21/22: 5.7% of our students were suspended as of March 2022. Based on Synergy data mid-year.			Suspension rate will be 2.3%.
Increase number of students reporting "low risk" on the student SEL survey by 3%. State Priority 5: Student Engagement State Priority 6: School Climate	20/21: 89% of our students report "low risk" on the SEL survey based on district data.	21/22: 81.4% of our students are "low risk" on the SEL survey as of March 2022. Based on district SEL survey.			95% of our students will be "low risk" on the SEL survey.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Tiered Supports and Interventions	For Whom: Low Income Students and Foster Youth Purpose: Through the Multiple Tiered System of Support (MTSS) team, provide social-emotional support to Low Income and Foster Youth students with significant needs (as demonstrated by our local indicators). These supports include counseling (research additional	$8,180,904.00	Yes

Action #	Title	Description	Total Funds	Contributing
		counseling supports and availability), classroom-based SEL, health screenings, positive behavior interventions, restorative practices, tier 2 and 3 interventions, communication and outreach with families, extended learning opportunities, assistance with family engagement and student attendance to ensure students have supportive safe learning environments to close the achievement gap.		
1.2	Technology Supports and Resources to Enhance Student Achievement	For Whom: Low Income Students, English Learners, and Foster Youth Purpose: Based on the technology needs, continue investment and support for classroom technology and infrastructure along with the needed technology department staff to ensure there is consistent support for computer repairs and support of our low income families. Unduplicated students now have a 2:1 device at home and at school which will require repair and upkeep IN ORDER TO ACCESS CURRICULUM AND INSTRUCTIONAL PROGRAMS TO INCREASE THEIR ACHIEVEMENT.	$2,413,448.00	Yes
1.3	Site Based Planning for Supplemental Curriculum and Resources and Extended Learning	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: Ensure that students have access to materials, supplies, real world experiences, extended learning opportunities, and programs that are above the core curriculum which is outlined in each site's site plan annually and monitored through site and district assessments. Additional funds are provided to incentivize sites to improve student progress and achievement.	$2,924,150.00	Yes
1.4	Small Group Instruction and Intervention	For Whom: Low Income Students, Foster Youth, and English Learners	$13,241,645.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Purpose: Support reduced class sizes in grades TK-3 to provide smaller teacher to student ratio which allows teachers to provide more individualized instruction to our unduplicated students. Provide 64 general education paraprofessionals to support small group instruction and in TK. PROVIDE EXTENDED LEARNING OPPORTUNITES BEFORE AND AFTER SCHOOL TO CLOSE THE ACHIEVEMENT GAP WITH STUDNETS PERFORMING BELOW GRADE LEVEL.		
1.5	Staffing and Data Analysis	For Whom: Low Income Students Purpose: Continue to fund additional positions and student data resources to support LCAP needs and ensure that the services are directly impacting our unduplicated student groups.	$482,525.00	Yes
1.6	English Language Learner Support and Language Acquisition	For Whom: English Learners Purpose: Continue Bilingual Aides as district directed positions to support ELPAC and reclassifications of our English Learners annually and provide English Language Development (ELD) standards aligned curriculum for integrated and designated instruction and training IN ORDER TO REDESIGNATE THEIR STATUS TO FLUENT ENGLISH PROFICIENT.	$813,803.00	Yes
1.7	Quadrant Schools of Choice	For Whom: Low Income Students Purpose: VESD will continue to support schools of choice and equity for low income students by providing transportation to allow students to access diverse offerings to accelerate student engagement. Provide transportation for equitable access to extended learning opportunities before and after school.	$4,520,472.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Increased Instructional Minutes	For Whom: Low Income Students Purpose: Provide instructional minutes beyond the Ed Code minimum. Many of VESD's unduplicated Transitional Kindergartners and Kindergartners are coming to school without the benefit of preschool. Extending the school day for TK and K allows our teachers to work towards helping unduplicated students to close the achievement gap.	$1,389,957.00	Yes
1.9	Independent Study Program	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: Provide a platform for monitoring UNDUPLICATED student activity, digital resources to implement standards aligned instruction, and training to support effective remote teaching practices TO INCREASE OUR ACHIEVEMENT IN OUR LOW INCOME, FOSTER YOUTH AND ENGLINSH LANGUAGE LEARNERS.	$20,000.00	Yes

Goal Analysis [2021-22]

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

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

While students within the district were able to return to in-person instruction for the 21-22 school year after attending school through distance learning in the 20-21, consistent learning was difficult to achieve due to the ongoing COVID pandemic. Students and teachers who tested positive, had a significant exposure, or showed symptoms of COVID, were required to go on a 10-day quarantine at home. This created gaps in attendance, learning, and social-emotional needs. While students were placed on short and long term independent study to continue their learning, however many students continued to struggle. Some actions were difficult to implement due to interruptions to teaching and learning and COVID restrictions. Some actions that were highly impacted were:

Student experiences and field trips (Action 1.12) were not fully implemented due to transportation staffing shortages and COVID restrictions.
Foster Youth outreach (Action 1.14) were not fully implemented due to COVID restrictions.
Careers and extended opportunities (Action 1.8) were not fully implemented due to transportation staffing shortages and COVID restrictions.
Site-based planning and expenditures (Action 1.3) were not fully implemented due to supply chain challenges, shortage of supplies, staffing challenges, and COVID restrictions.

SOME SUCCESSES INCLUDE: SMALL GROUP INSTRUCTION SUPPORTED BY GENERAL EDUCATION INSTRUCTIONAL ASSISTANTS, RE-ENGAGEMENT AND ASSISTANCE OF PARENTS WITH REGULAR HOME VISITS, COUNSELING SUPPORTS PROVIDED IN PERSON AND VIRTUALLY, AND PROVIDING INSTRUCTION TO 1,400 STUDENTS THROUGH LONG TERM INDEPENDENT STUDY.

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 - Social Emotional Support for Students: We continue to expand our Multi Tiered System of Supports to students. In 2021-22 we implemented a new program to address child welfare and attendance. This new program increased the cost of action 1. Budget $1,364,620 Expenditures $1,803,929
Action 3 - Standards Aligned Curriculum and Site-based Planning: Carryover was posted to school site budgets to support student needs based on student data at each individual school. Budget $6,709,042 Expenditures $8,354,662
Action 5 - Technology and Support: Due to Covid-19, Distance Learning and Virtual Independent Study the District has increased it's technology budget to support a 2:1 device to student ratio for chromebooks. This includes additional staff to support families with technical issues and chromebook repair as well as budget for additional technology replacements. Budget $1,600,486 Expenditures $2,254,468
Action 8 - Careers and Extended Opportunities: Due to Covid-19 safety restrictions/protocols student activities were limited in 2021/22.Budget $75,000 Expenditures $1,599,24
Action 9 - Staffing and Data Analysis: This action did not require the amount of funding budgeted to fully implement. Budget $792,809 Expenditures $250,395
Action 10 - Assistant Principals: This action did not require the amount of funding budgeted to fully staff and implement. Budget $3,250,122 Expenditures $2,875,843.82
Action 12 - Student Experiences and Field Trips: Due to Covid-19 safety restrictions/protocols field trips were limited in 2021/22. Budget $114,260 Expenditures $41,874
Action 13 - Expanded Learning Opportunities: The cost to provide an extended day educational program every day after school was higher than the budgeted amount. This due to a combination of increased cost of salaries and benefits and the amount of staff needed to implement the most robust program possible at each school site. Budget $1,539,401 Expenditures $2,002,915
Action 15 - Quadrant School of Choice: Due to increased rates in our contract with First Student, the District anticipated higher costs for home to school transportation. However due to Virtual Independent study, fewer bus routes were operated. Budget $2,774,030 Expenditures $2,232,949
Action 16 - Small Group Instruction: Due to the increase in the daily sub rate, the cost to employ additional certificated subs to implement small group instruction was higher than budget. Budget $1,753,452 Expenditures $1,973,696
Action 17 - Student Health: The cost of the LVN contract was higher than budgeted. Budget $384,358 Expenditures $524,122
Action 19 - Develop a Distance Learning Plan: The majority of the cost to create a Distance Learning Plan was funded out of regular contracted salaries. It only required a small amount of extra time outside of the regular work day to fully develop. Budget $102,302 Expenditures $6,131.89

Action 20 - English Language Learner Acquisition: The District is reviewing curriculum and chose to start with samples for review prior to final purchase. This action is still under development and is expected to expand in the upcoming year. Budget $500,000 Expenditure $24,266,73

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

The 21-22 school year was a challenging year for VESD with students returning to in-person learning from spending the 20-21 school year in distance learning. It was difficult to have consistent teaching and learning across all grade levels due to continued quarantining of students, of teachers, and of staff and evolving changes with CDPH guidelines. With that being said, we had some specific actions that demonstrated progress towards reaching our goal.

1. VESD reclassified 100 English Language learners. (Actions 1.2, 1.4, 1.6, 1.9)
2. Sites and district were able to hold 6 days of additional professional development for all certificated staff based on data and student needs. (Actions 1.1, 1.3)
3. Three district-wide professional development days were held for all classified staff. (Actions 1.3, 1.4)
4. VESD hired 64 general education paras to bring down the student to teacher ratio in classrooms and to support guided reading. (Actions 1.3, 1.4)
5. Our schools held their monthly School Site Councils, Parent Teacher Organizations, and ELAC meetings to continue to build relationships with our educational partners. We met monthly with our 6 LCAP committees throughout the year that include the Budget, DAC, DELAC, AAEC, Quality Works, and Foster Youth teams. (Action 1.3)
6. VESD maintained MTSS teams at all 16 schools sites which include the principal, assistant principals, school psychologist, On Site Instruction and Curriculum Coordinator, and school safety coordinator to monitor student engagement, SEL, and academic achievement and/or needs. (Action 1.1)
7. All VESD school sites held extended learning each trimester to provide support with SEL, guided reading, math, and STEAM activities. (Action 1.3)
8. We have 8 Child Welfare and Attendance Liaisons who connected families, students, and schools with resources. They completed 2,204 home visits as of March 2022. (Action 1.5)
9. A Long term Independent Study Plan was crafted to provide clarity on new systems, criteria, and other information to set up teachers and administrators for success with revised parameters. (Action 1.9)
10. Staff continued to teach negotiated Focus Standards and student progress was measured on district-wide benchmark assessments at each trimester point. (Action 1.2)
11. Starting the Year with Success Units have been updated to strengthen digital citizenship support. VESD maintained a therapy platform to ensure all students received continued speech services to meet the goals of their individualized education plans (IEPs). VESD completed our annual social-emotional learning (SEL) survey with students in grades 3-6. 81% of our students had a “no risk” rating on the SEL survey. VESD maintained the ability for school psychologists to have an online platform to provide SEL to students at 18 schools. Services were also restarted in person. We provided 3 resident subs per school site to provide consistency during the absence of teachers and to assist with the academic program as needed. In person student screenings and assessments continued throughout the year including vision, hearing, SPED assessments, ELPAC, etc. (Actions 1.1, 1.3)

12. All students have been provided 2:1 devices TK-6th grade. VESD replaces all air filters 3x per year in order to maintain the highest efficiency possible. (Action 1.2)
13. VESD Nutritional Services Department has collaborated with school sites to provide snacks and nutrition for extended learning programs. (Action 1.3)
14. PPE (i.e., face coverings, gloves, shields) and supplies (sneeze guards, sanitizer, wipes, etc.) continued to be provided to all VESD sites and district buildings during the 21-22 school year. Hand sanitizing stations as well as no touch thermometers were purchased for safety and are located at all VESD sites. VESD updated standard operating procedures (SOPs) for the consistent use of safety protocols throughout the district. Contract tracing was conducted for employees and students to ensure safety and monitoring of COVID. There were no classrooms or school sites closed due to an outbreak or a shortage. (Action 1.1)
15. All sites passed Williams' and site criteria in 21-22, including teacher assignments, standards-aligned instructional materials and school facilities in good repair. This includes Williams and School Accountability Report Cards (SARCs). 100% of students have access to all areas of study. (Actions 1.2, 1.5, 1.7)
16. ALL VESD SITES HAVE EXTENDED THE TK AND KINDERGARTEN SCHOOL DAY TO INCREASE STUDENT ACHIEVEMENT AND CLOSE LEARNING GAPS. (Action 1.8)

WHILE WE ARE STILL WORKING TOWARDS ACHIEVING ALL OF THE METRICS FOR GOAL 1, THESE ACTIONS WERE EFFECTIVE AND WE WERE ABLE TO PROGRESS MONITOR INCREMENTAL GROWTH AT OUR SCHOOL SITES TOWARDS THE OVERALL OUTCOMES.

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 1 will remain the same. The metrics will remain the same, however the source of the information may change due to the California Dashboard not being updated yet and use of district Benchmarks. Our actions have been updated and the changes reflect an integration of actions and feedback from our educational partners.

Revisions:
1. The MTSS team is now under action 1.1. Because of the nature of serving the whole child, this includes our nurses, foster youth services, and tiered interventions.
2. We increased funding for site-based planning and supplemental curriculum and extended learning opportunities. This happened to support additional student activities beyond the school day and to encourage more real world experiences through field trips, etc.
3. We have developed 2 independent study programs that will serve all students on-going for 22-23.

Additions:
1. We hired general education instructional assistants to further support class size reduction and small group interventions for students.
2. We are increasing the hours of our library media clerks to support 1:1 technology for all students and supplemental materials to support literacy.

Deletions:
1. Safe facilities was removed because it is being funded under our resources which are being used for modernization of the school sites.
2. Extended learning opportunities was removed because it is being funded under our ELO grant and the program is being extended.

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	All staff will use a holistic approach to support foundational educational skills for all students.

An explanation of why the LEA has developed this goal.

This goal was developed as a direct result of our ELA, math, and SEL results based on local measures including ELA and math Benchmarks, SEL survey, and running records. Our PDSA and refinement of our vision and mission also included establishing goals that are specific to our current needs. Our educational partner feedback also indicated a concern around our student academic and social-emotional growth. Student growth was impacted by many students remaining on independent study and/or having many absences due to COVID quarantining requirements. Our metrics and actions align to include support for strong professional development, the need for career and technical education, developing a strong foundation in reading for literacy, and ensuring students have social emotional supports. THE LEA HAS DETERMINED THESE ACTIONS, along with the metrics, HAVE HELPED TO ACHIEVE THE STATED GOAL.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development 80% or more of the staff completing PD will respond positively to the survey question on implementation: "How confident are you in implementing what you've learned?" State Priority 2: Implementation of State Standards for all students, English	20/21: Spring 2021: 81% of respondents said "yes." Based on district data.	21/22: Spring 2022: 94.7% of respondents said "yes." Based on district data.			80% or more of the staff completing PD will respond positively to the survey question on implementation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Learner access to CCSS and ELD Standards					
Career student projects will increase by 25% per year. State Priority 8: Other Student Outcomes	19/20: We had anticipated building on the completion rate of 4,491 in 18/19. Due to the pandemic, our completion rate was 1,962 in 19/20. Based on district data.	20/21: 2,097 career portfolios were completed in 20-21. The completion rate was limited due to continuing to on distance learning as a result of the pandemic. Based on district data.			4,500 completed career projects.
Benchmark assessment overall student scores of 3s and 4s combined will increase by: 7% in Math per year 10% in ELA per year State Priority 4: Pupil Achievement (Pupil Outcomes)	20/21: Math: 22.22% of students scored a 3 or 4 ELA: 9.63% of students scored a 3 or 4 Based on district data.	21/22: By March 2022, students results were: Math: 20.87% of students scored a 3 or 4 ELA: 10.75% of students scored a 3 or 4 Based on district data.			Math: 43.22% of students will score a 3 or 4 ELA: 39.63% of students will score a 3 or 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students reaching end of year goal on grade level Running Records assessments in grades 1 and 2 to increase by: 14.85% per year first grade 13.22% per year second grade State Priority 4: Pupil Achievement (Pupil Outcomes)	20/21: First graders at/above end of year goal (level I): 25.74% Second graders at/above end of year goal (level M): 33.91% Based on district data.	21/22: By March 2022, students results were: First graders at/above end of year goal (level I): 23.5% Second graders at/above end of year goal (level M): 34.4% Based on district data.			First graders at or above grade level: 70.29% Second graders at or above grade level: 73.51%
Increase number of students reporting "low risk" on the student SEL survey by 3%. The overall percentage includes questions about student trust, engagement, and school climate. State Priority 5: Student Engagement State Priority 6: School Climate	20/21: 86% of our students report "low risk" on the SEL survey based on district data.	21/22: March 21/22: 81% of our students report "low risk" on the SEL survey based on district data.			95% of our students will be "low risk" on the SEL survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff and parent survey results on schools will be at 90% or above. State Priority 2: Implementation of State Standards	19/20: Parent survey: "I have a clear understanding of my school's focus and trust my school is using innovative strategies." Quality check survey: "I have the tools that are required to do my job." Quality check survey: "I have the training that is required to do my job." Parents: 94.96% Quality check: 96.58% Quality check: 98.29% Based on district data.	20/21: Parent survey: "I have a clear understanding of my school's focus and trust my school is using innovative strategies." Quality check survey: "I have the tools that are required to do my job." Quality check survey: "I have the training that is required to do my job." Parents: 95.18% Quality check: 97.64% Quality check: 99.1% Based on district data.			Staff and parent survey results on schools will be at 90% or above.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Certificated Professional Development	For Whom: Low Income Students Purpose: Provide 3 days (out of 186 work days) of professional development for all certificated staff. Each school site will determine the focus of professional development based on academic and social-emotional data and low income student needs to close the achievement gap. Certificated staff, including certificated subs, will	$4,649,564.00	Yes

Action #	Title	Description	Total Funds	Contributing
		receive on-going training throughout the year to include tier 2 and 3 interventions, VAPA, ELD, guided reading, Orton Gillingham, and other evidence-based strategies. Professional development will be provided for new teacher induction to give our new teachers the tools and training that help them to engage all students. Certificated administrators are provided onboarding which includes facilitation practices and district pedagogy to help prepare our staff to meet the needs of our low income students on campus.		
2.2	Classified Professional Development	For Whom: Low Income Students Purpose: VESD will provide professional development for classified staff, classified subs, para educators, and Noon Duty Supervisors (NDS) to include 21st Century Learning Skills, student resiliency and Multi--tiered Systems of Support (MTSS) to improve the classified staff's role and impact on low income students. VESD believes that all adults on campus will help connect low income students to school and close the achievement gap.	$1,119,632.00	Yes
2.3	Collaboration Time	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: VESD continues to provide weekly collaboration time for certificated staff with minimum days each Friday. Staff use these days to collaborate, share best practices, complete data analysis, and plan to meet the needs of unduplicated students and close the achievement gap.	$8,561,433.00	Yes
2.4	Equitable Opportunities	For Whom: Low Income Students, Foster Youth, and English Learners	$470,499.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Purpose: Improve opportunities for self leadership through Social Styles/DISC training, to grow versatility and support UNDUPLICATED students with what they need, when they need it, and where they need it in order to support academic achievement for OUR UNDUPLICATED AS WELL AS AS all students.		
2.5	District Educational Partner Involvement	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: VESD seeks to ensure our educational partners have a voice in our district analysis of data and planning. Our 6 ongoing LCAP committees meet monthly to review data, problem solve, and provide input. Our LCAP committees also receive training. This is done to build capacity to provide feedback for our unduplicated students to increase achievement.	$33,000.00	Yes
2.6	Student Teacher Residency Program	Implement the residency program in collaboration with Alder Graduate University to train future teachers in obtaining their master's degree and teaching credential through the student residency program.	$325,204.00	No

Goal Analysis [2021-22]

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

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

While staff provided in-person instruction for the 21-22 school year, consistent professional development opportunities were limited due to the ongoing COVID pandemic. Certificated and classified staff who tested positive, had a significant exposure, or showed symptoms of COVID, were required to go on a 10-day quarantine at home. This created an increased need for substitute teachers. Since substitute teachers and classified positions such as para educators were limited, we could not offer any professional development during the school day until late in winter. Most professional development was offered after school, in the evenings, and/or on weekends. Some actions in Goal 2 were difficult to implement due to these shortages and COVID restrictions. Some actions that were highly impacted were:

Certificated Professional Development (Action 2.1) was not fully implemented due to staffing shortages and COVID restrictions.
Classified Professional Development (Action 2.2) was not fully implemented due to staffing shortages and COVID restrictions.
District Support Specialist Training (Action 2.5) was not fully implemented due to staffing shortages and COVID restrictions.

SOME OF OUR SUCCESSES INCLUDE A STRONG, ONGOING PROFESSIONAL DEVELOPMENT STRUCTURE FOR CLASSIFIED AND CERTIFICATED STAFF. DESPITE STAFF SHORTAGES DUE TO COVID PROTOCOLS, ALL SITES WERE ABLE TO REMAIN OPEN AND COMPLIANT DURING THE 21-22 SCHOOL YEAR.

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 - Classified Professional Development: Due to Covid-19 safety restrictions/protocols, Professional Development for classified staff for 2021/22 was performed via zoom. In addition, in January our professional services were performed free of charge. Budget $830,476 Expenditures $732,349
Action 4 - New Teacher Induction: Fewer teacher participated in PENS (Peer Expertise Networking System) visits due to Covid-19 safety restrictions/protocols. Budget $278,032 Expenditures $247,442
Action 6 - Educational Equity: District had planned to work on equity and diversity at all school sites, due to Covid-19 safety restrictions/protocols, it was not fully implemented at school sites with students and teachers, but it was introduced to all management in 2021-22 school year. Budget $1,123,807 Expenditures $412,284
Action 7 - Administrative on-boarding: The District extended it's participation in NISL by offering it to members of the classified management team. Budget $25,000 Expenditures $120,500
Action 8 - Stakeholder Involvement: The District increased it's communication to their educational partners due to Covid-19. Budget $49,141 Expenditures $92,750
Action 9 - Student Teacher Residency Program: 2021/22 is the first year of implementing the Student Teacher Residency Program. Set-up cost slightly exceeded the budget. Budget $126,103 Expenditures $168,007

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

While the 21-22 school year was a challenging time for in-person professional development, our staff found many creative ways to provide support. Our staff found ways to follow CDPH requirements, use online platforms, and hybrid models for professional development as the guidelines permitted. Due to this work, we had some specific actions that demonstrated progress towards reaching our goal.
1. Sites and the district were able to hold 6 days of professional development for all certificated staff based on data and student needs on Zoom. (Actions 2.1, 2.2)
2.3 district-wide professional development days were provided for all classified staff through hybrid models. (Actions 2.1, 2.2)
3.VESD hired AND TRAINED 64 general education paras to bring down the student to teacher ratio in classrooms and to support guided reading and small group instruction. (Action 2.2)

4.Our general education and special education paras were provided virtual and hybrid training through Ed Services and at school sites to build their capacity in supporting SEL, classroom management, centers, guided reading, and Thinking Maps. (Action 2.2)
5.VESD maintained MTSS teams at all 16 schools sites which include the principal, assistant principals, school psychologist, On Site Instruction and Curriculum Coordinator, and school safety coordinator to monitor student engagement, SEL, and academic achievement and/or needs. The team created professional development opportunities to address their specific site and student needs both virtually and/or hybrid. (Actions 2.1, 2.2)
6.15 administrators and classified managers were trained virtually in the National Institute for School Leaders (NISL). (Action 2.1)
7. 5 administrators were trained as NISL facilitators. (Action 2.1)
8.We held an all virtual two week Summer Institute before starting the year, hosting various training for teachers in content areas, strategic instructional approaches, and behavior management practices. (Actions 2.1, 2.2)
9.VESD staff were offered guided reading and Orton Gillingham trainings virtually and in person as restrictions began to lift. (Action 2.1)
10.The Assessment and Reporting Committee (ARC) met virtually after school and finalized report card revisions the team has been working on for over two years. (Action 2.3)
11.We planned on providing 5 resident subs per school site, however, due to shortages we were able to provide 3 resident subs per school site to provide consistency during the absence of teachers and to assist with the academic program as needed. (Actions 2.1, 2.2, 2.3)
12.Ed Services provided training virtually along with in person site support as needed. Our technology department provided a "help desk" via phone to give families immediate help with technology needs. (Actions 2.1, 2.2)
13.OUR 6 ONGOING LCAP COMMITTEES RECEiVED TRAINING FROM EDUCATIONAL SERVICES SUPPORT SPECIALISITS AND/OR OSICCS THROUGHOUT THE YEAR. (Action 2.5)
14. DISTRICT LEADERSHIP UNDERWENT DISC TRAINING TO BETTER UNDERSTAND ONE ANOTHER AND COLLABORATE MORE EFFECTIVELY, AND INCREASED AWARENESS OF SOCIAL STYLES TO BETTER SERVE FAMILIES AND STAFF. (Action 2.4)
15. THE ALDER RESIDENCY PROGRAM WAS ESTABLISHED, AND 10 RESIDENT TEACHERS WILL HAVE MENTORS TO BEGIN THE 2022-23 SCHOOL YEAR. (Action 2.6)
WHILE WE ARE STILL WORKING TOWARDS ACHIEVING ALL OF THE METRICS FOR GOAL 2, THESE ACTIONS WERE EFFECTIVE AND WE WERE ABLE TO PROGRESS MONITOR INCREMENTAL GROWTH AT OUR SCHOOL SITES TOWARDS THE OVERALL OUTCOMES.

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.

the alder residency Goal 2 will remain the same. The metrics will remain the same, however the source of the information may change due the California Dashboard not being updated yet and use of district Benchmarks. Our actions have been updated and the changes reflect an integration of actions and feedback from our educational partners.

Revisions:

1. Certificated professional development (Action 2.1) was updated. This action includes all professional development for all certificated staff including administrators, certificated subs, and new teacher training.
2. Classified professional development (Action 2.2) was updated to include our general education and special education para training.

There were no added actions to Goal 2 for 22-23.

Deletions:
1. New teacher induction (Action 2.4) was deleted and added to Action 2.1.
2. District Support Specialist training (Action 2.5) was deleted and added to Action 2.1.
3. Administration onboarding (Action 2.7) was deleted and added to Action 2.1.

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	VESD will support an educational team that includes students, staff and families.

An explanation of why the LEA has developed this goal.

This goal was developed as a direct result of our local measures in ELA and math on district Benchmarks (20-21), due to the suspension of state testing in 2020 and 2021. We also included results from our SEL survey, attendance, running records, and other local measures to formulate conclusions. District-wide participation in the family resource center was also used to drive next steps. Our PDSA and refinement of our vision and mission also included establishing goals that are specific our current needs. Our educational partner feedback also indicated a concern around our student academic and social-emotional growth and the training we provide to our parents and community around these topics. Student growth was impacted by the pandemic and closure of schools. Our metrics and actions align to include parent training at the Family Resource Center and sites, reducing chronic absenteeism, increasing and improving CAASPP results, improving English learner proficiency, and ensuring parents are supported as measured by the survey results. WE BELIEVE THESE ACTIONS AND METRICS WILL HELP US ACHIEVE OUR GOAL.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent trainings at the Family Resource Center and school sites will increase by 25% annually. State Priority 3: Parental Involvement, Promotion of Parental Participation	20/21: 33 classes were held from Aug - March 2021. Based on district data.	21/22: 40 classes were held from Aug - June 2022. Based on district data.			Year 3: 65 classes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reduce chronic absenteeism (10% or more absences). Reduce by 3% each year. State Priority 5: Pupil Engagement, Chronic Absenteeism Rates	19/20: 17.4% (down .3% from 18/19) of our students were chronically absent based on district data. The CA Dashboard will be used moving forward.	21/22: 26% chronic absenteeism in March 2022 (YTD). Increase due to Covid quarantine requirements and positive cases. SIA data was used to monitor the progress. The CA Dashboard could not be used as it has not been updated to show the current attendance data.			Chronic absenteeism will be 8.4%.
SBAC ELA results will increase by 5 points. SBAC Math results will increase by 5 points. State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Statewide Assessments	2019: ELA (orange): 45.2 points below standard, maintained -1.2 points based on the CA Dashboard. Math (yellow): 66.3 points below standard, Increased 4.7 points. Based on the CA Dashboard.	20/21: Students scoring at or above standard are: ELA: Grade 3: 12.81% Grade 4: 10.27% Grade 5: 21.12% Grade 6: 29.29% Math: Grade 3: 24.14% Grade 4: 10.27% Grade 5: 16.11%			SBAC ELA: 30.2 points below standard SBAC Math: 51.3 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Grade 6: 20.42% In lieu of SBAC testing due to the pandemic in spring 2021, VESD implemented benchmark assessments measuring state standards in focused areas.			
Reclassify 10% of English Learners annually. State Priority 4: Pupil Achievement, Statewide Assessments	20/21: 5.9% of EL students reclassified as Fluent English Proficient. Based on the DataQuest.	20/21: 101 students were reclassified as proficient ELL based on the 20/21 ELPAC results. The Dataquest could not be used as it has not been updated to show the % of students making progress towards English language proficiency.			Reclassify 10% of English Learners annually.
Parent Survey Parent survey results will remain at 90% or above.	19/20: Parent Survey: "I am given the opportunity to be part of my child's	20/21: Parent Survey: "I am given the opportunity to be part of my child's			Parent survey results will remain at 90% or above.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 3: Parental Involvement, Efforts to seek Parent Input, Promotion of Parental Participation INCLUDING PROMOTING PARENTS OF UNDUPLICATED STUDENTS	education working together to help my child." Parent Survey: 92.47% Based on district data.	education working together to help my child." Parent Survey: 93.73% Based on district data			
Web IEP Parent Survey Parents of students with exceptional needs will respond "yes" when asked if they were able to fully participate in the IEP process. State Priority 3: Parental Involvement, Efforts to seek Parent Input, Promotion of Parental Participation	18/19: Web IEP Parent Survey: 99.7% said "yes." Based on Web IEP report and district data.	19/20: Web IEP Parent Survey: 99.9% said "yes." Based on Web IEP and Annual Performance Indicator Data			100% of parents of students with exceptional needs will respond "yes" when asked if they were able to fully participate in the IEP process.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Resource Center: Staffing, Materials, and Outreach	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: Based on the Family Resource Center data and parent input, VESD continues to invest in and support parent classes in topics such as financial literacy, English as a second language, parenting, mental health, nutrition, etc. This will bridge the home to school gap and build relationships with our unduplicated students and their families. A computer lab will be provided for parents of unduplicated students to increase technological access to and support of applications for jobs, computer literacy skills, and homework help to support low Income students, foster youth students, and English learners. In addition, we will provide community outreach (public health, mental health, dental, vision, flu shots, school supplies, PPE, Covid testing, and immunizations) to support families so students can attend school regularly.	$598,627.00	Yes
3.2	Satellite Family Resource Centers: Material and Outreach	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: Develop satellite family resource centers (starting at Mojave Vista, Del Rey, Lomitas, Liberty, and Brentwood) to extend access to families of unduplicated students to training, resources, and collaboration as an extension of our centrally located family resource center TO PROVIDE ACCESS AND CONNECT FAMILIES WITH SCHOOL SITES TO INCREASE THE HOME-SCHOOL PARTNERSHIP AND INCREASE STUDENT ACHIEVEMENT.	$800,000.00	Yes
3.3	District Translators	For Whom: English Learners Purpose: VESD will continue to fund 2 classified translators and associated costs to support school and family communication and intervention including the student handbook, newsletter, and committee meeting translations at both the district and school sites. THIS ENABLES OUR FAMILIES TO CONNECT WITH THEIR	$231,777.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SCHOOL SITES AND ENHANCE INVOLVEMENT AND PARTNERSHIPS WITHIN THEIR SCHOOL COMMUNITY.		

Goal Analysis [2021-22]

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

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

While staff provided in-person instruction for the 21-22 school year, consistent training opportunities for parents and families were limited due to the ongoing COVID pandemic. Due to CDPH guidelines and staff quarantining, we were limited with in person training and virtual training opportunities. Some actions in Goal 3 were difficult to implement due to these shortages and COVID restrictions. Some actions that were highly impacted were:

Family Resource Center: Staffing and Materials (Action 3.1) was not fully implemented due to staffing shortages and COVID restrictions.
Family Resource Center: Community Outreach (Action 3.2) was not fully implemented due to staffing shortages and COVID restrictions.
Family Resource Center: Computer Lab (Action 3.3) was not fully implemented due to staffing shortages and COVID restrictions.
Satellite Family Resource Centers (Action 3.5) was not fully implemented due to staffing shortages and COVID restrictions.

VESD HAD SUCCESS WITH KEEPING OUR FAMILY RESOURCE OPEN, PROVIDING TRAINING IN PERSON AND ONLINE TO MEET FAMILY NEEDS, AND PROVIDING RESOURCES AND MATERIALS TO FAMILIES.

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 - Family Resource Center: The cost to run FRC came in slightly lower than budgeted due to Covid-19 safety restrictions/protocols and the cautiousness of our families, business at the center was lighter than usual. Budget $519,777 Expenditures $445,502
Action 2 - Family Resource Center Community Outreach: Our community outreach comes free of charged because we partner with our local non-profit agencies to serve our families. Budget $20,000 Expenditures $0.00
Action 5 - Satellite Family Resource Centers: District had plans for opening mini FRCs, due to Covid-19 safety restrictions/protocols, parents were not allowed at the school sites. Therefore, mini FRCs were not set up and operated on school sites. Budget $1,230,644 Expenditures $0.00

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

While the 21-22 school year was a challenging time for in-person training at our Family Resource Center, our staff found many creative ways to provide support to our families. Our staff found ways to follow CDPH requirements, use online platforms, and hybrid models for training as the guidelines permitted. Due to this work, we had some specific actions that demonstrated progress towards reaching our goal.
1. All sites held two parent conference weeks in 2021-22. Our schools held their monthly School Site Councils, Parent Teacher Organizations, and ELAC meetings to continue to build relationships with our educational partners. (Actions 3.2, 3.3)
2. Our Family Resource Center held 29 classes for the community. (Action 3.1)
3. We met monthly with our 6 LCAP committees throughout the year that include the Budget, DAC, DELAC, AAEC, Quality Works, and Foster Youth teams. (Actions 3.1, 3.2, 3.3)
4.We have 8 Child Welfare and Attendance Liaisons who connected families, students, and schools with resources. They completed 2,204 home visits as of March 2022. (Action 3.3)
5. We served over 1,200 students on long term independent study this year. (Actions 3.1, 3.3)
6. The Assessment and Reporting Committee (ARC) finalized report card revisions the team has been working on for over two years. These revisions were shared with our District English Language Advisory Committee (DELAC) and African American Engagement Committee (AAEC) parent committees for further input and the new report card will be launched 2022-23. (Action 3.3)
7. Our Foster Youth Committee held 3 workshop events to engage foster youth and their families. (Action 3.1)
8. In person student screenings and assessments continued throughout the year including vision, hearing, SPED assessments, ELPAC, etc. (Action 3.3)
9. All students have been provided 2:1 devices TK-6th grade. Students have a device at home and at school. Hot spots continued to be provided to support families with internet connectivity to participate in school remotely. (Action 3.1)
10. Our technology department provided a "help desk" to give families immediate help with technology needs. (Action 3.1)
11. PPE (i.e., face coverings, gloves, shields) and supplies (sneeze guards, sanitizer, wipes, etc.) continued to be provided to all VESD sites and district buildings during the 21-22 school year. (Actions 3.1)
12. Hand sanitizing stations as well as no touch thermometers were purchased for safety and are located at all VESD sites.(Action 3.1)
13. VESD updated standard operating procedures (SOPs) for the consistent use of safety protocols throughout the district. (Action 3.1)

WHILE WE ARE STILL WORKING TOWARDS ACHIEVING ALL OF THE METRICS FOR GOAL 3, THESE ACTIONS WERE EFFECTIVE AND WE WERE ABLE TO PROGRESS MONITOR INCREMENTAL GROWTH AT OUR SCHOOL SITES TOWARDS THE OVERALL OUTCOMES.

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 3 will remain the same. The metrics will remain the same, however the source of the information may change due the California Dashboard not being updated yet and use of district Benchmarks. Our actions have been updated and the changes reflect an integration of actions and feedback from our educational partners.

Revisions:
1. Family Resource Center: Staffing and Materials (Action 3.1) was updated. This action includes all resources, community outreach, staffing, training, and materials.

There were no added actions to Goal 3 for 22-23.

Deletions:
1. Family Resource Center: Community Outreach (Action 3.2) was deleted and added to Action 3.1.
2. Family Resource Center: Computer Lab (Action 3.3) was deleted and added to Action 3.1.

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 [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$41,927,375	$5,289,020

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
38.16%	7.38%	$7,555,692.30	45.54%

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.

Goal 1:All students will develop foundational educational skills. VESD believes that foundational skills will provide our low income, English language learner and foster youth the necessary skills to be successful in closing achievement gaps and preparing for the world of work. ACCORDING TO THE CALIFORNIA DASHBOARD ALL STUDENTS ARE ORANGE FOR CHRONIC ABSENTEEISM. SOCIOECONOMICALLY DISADVANTAGED STUDENTS AND ENGLISH LANGUAGE LEARNERS WERE ORANGE, WHILE OUR FOSTER YOUTH WERE YELLOW. ALL STUDENTS WERE ORANGE FOR SUSPENSIONS. OUR FOSTER YOUTH AND SOCIOECONOMICALLY DISADVANTAGED WERE ORANGE WHILE OUR ENGLISH LANGUAGE LEARNERS WERE GREEN. ALL STUDENTS WERE ORANGE IN ENGLISH LANGUAGE ARTS. FOSTER YOUTH WERE RED, AND OUR SOCIOECONOMICALLY DISADVANTAGED AND ENGLISH LEARNERS WERE ORANGE. ALL STUDENTS WERE YELLOW IN MATH. OUR ENGLISH LEARNERS AND FOSTER YOUTH WERE ORANGE, WHILE OUR SOCIOECONOMICALLY DISADVANTAGED WERE YELLOW.

Action 1.1 Tiered Supports and Interventions:

Needs, Conditions, Circumstances: In our March 2022 social emotional learner (SEL) survey, results indicated 18.6% of our unduplicated students were medium and high risk showing a growing need to provide social emotional supports to our unduplicated student groups. Our attendance for unduplicated students was 88.407% showing a significant need to support in seat learning opportunities. Our trimester 2 ELA benchmarks show that only 13.33% of our unduplicated students scored a 3 or 4 on District ELA benchmarks and 20.87% scored a 3 or 4 on our District math benchmark assessments showing a significant need for academic intervention and support. As of March 2022 we had 683 suspensions of our unduplicated students showing a significant need for behavior interventions and supports.

Action(s): VESD has a Multi-tiered System of Support (MTSS) team at each school site to support our unduplicated students and families with social emotional needs, attendance, academic gaps, and positive behavior strategies. This action is determined to support the circumstances by providing interventions to the whole child to support our Low Income students, Foster Youth, English Language Learners with significant needs (as demonstrated by our SEL screener, district benchmarks, suspension and attendance rates) through counseling, classroom-based SEL, positive behavior interventions, restorative practices, academic interventions and assessments to ensure that all students develop foundational educational skills.

Research: VESD researched the MTSS framework from the California Department of Education along with the ELA and math frameworks which was determined to be effective and principally directed to support our Low- Income, Foster Youth, English Language Learners, and unduplicated student groups.

Continuance: In 19-20, 94.659% of our students attended school regularly and in 21-22, 88.407% of our students attended school regularly showing that our students still need support in attending school regularly. Our social emotional survey from 2020-21 showed 11% of our students were high risk and our March 2022 SEL screener showed 18.6% of our students were at risk and needing continued SEL interventions. In 20-21, only 1 student was suspended while on distance learning. Our numbers have increased since students have returned to in seat instruction prompting the need to continue to provide positive behavior interventions. Our CAASPP results from the spring of 2019, showed that our students were 45.2 points below standard in ELA and 66.3 points below standard in math. Our trimester 2 ELA benchmarks show that only 13.33% of our unduplicated students scored a 3 or 4 on District ELA benchmarks and 20.87% scored a 3 or 4 on our District math benchmark assessments showing a significant need for academic intervention and support.

This action needs to continue in order to meet our goal and the needs of all unduplicated students in the areas of attendance, SEL, discipline, and academics.

Expected Outcome(s): Our goal for 2022-23 is to decrease the number of unduplicated students who are at risk on the SEL screener, increase the daily attendance so students can access instruction, support academics and positive behavior so students can develop foundational educational skills. This action is principally directed towards Low Income, Foster Youth, and English Language Learners and will be effective in meeting the district goal where 95% of our students will be "low risk" on the SEL survey, school attendance rate will be

95% or higher, suspension rate will be reduced by 1% annually, and our students will decrease the number of points below standard on the annual CAASPP assessment to 30.2 points in ELA and 51.3 points in math.

1.2 Technology Supports and Resources to Enhance Student Achievement:

Needs, Conditions, Circumstances: Prior to the spring of 2020, VESD had 1:1 devices for grades 2-6th only. Due to the closure of school, it was necessary to supply 1:1 devices to TK-1st grade. In 21-22, when students returned to in seat instruction, we provided 2:1 technology for all students in TK-6 so they had a Chromebook at home and at school. In 21-22, we also had 1,400 students remain on independent study for the entire school year. Due to the large number of students on independent study, we needed to support technology (including hotspots) to ensure they could access their schooling. Our attendance for unduplicated students was 88.407% showing a significant need to support learning opportunities. Our 2 recent textbook adoptions also have books and tools that are accessible online and have technology at home allows students to access it without need to transport books. Our Child Welfare Liaisons supported over 249 tech interventions at student homes in addition to the supports for students in seat. Our unduplicated students need more support with access and ensuring that their technology is working properly.

Action(s): This action is principally directed towards our unduplicated students and will be effective in meeting the district goals for providing 2:1 technology to support them in seat and at home. The district has determined that the action was effective because unduplicated students TK-6 were able to access online learning and supports.

Research: Our CWAL, MTSS, and staff outreach has shown that many unduplicated students need assistance with connectivity, devices, and tech support in order to address student learning in-seat and/or at home.

Continuance: The action is intended to help achieve equity of course access and attendance through ensuring that all unduplicated students have a 2:1 devices. We had 1,400 students remain on Independent Study all year. Our low attendance rate this year is due to the number of students that had to quarantine and follow COVID protocols, so many unduplicated students had to access learning from home. Students had to move to short term independent study if they contracted COVID or were quarantined due to exposure. So, we continued to provide instruction to unduplicated students outside of the physical classroom setting. Our families have registered for long term independent study for 22-23 and we have over 300 who will continue in the program.

Expected Outcome(s): The action will be effective in meeting the goal for the unduplicated student group by reducing our chronic absenteeism rate by 3% each year. We will ensure that 100% of our TK-6 students have 2:1 devices.

1.3 Site Based Planning for Supplemental Curriculum and Resources and Extended Learning:

Needs, Conditions, Circumstances: Our trimester 2 ELA benchmarks show that only 13.33% of our unduplicated students scored a 3 or 4 on District ELA benchmarks and 20.87% scored a 3 or 4 on our District math benchmark assessments showing a significant need for academic intervention and support. In our March 2022 social emotional learner (SEL) survey, results indicated 18.6% of our unduplicated students were medium and high risk showing a growing need to provide social emotional supports to our unduplicated student groups. We had approximately 2,000 students attend extended learning opportunities each trimester in 21-22.

Action(s): The school sites will provide integrated, evidence-based supplemental materials that are aligned to state standards including real world experiences, extended learning opportunities, and programs that are above the core curriculum which is outline in annual site plans.

Research: Low income, Foster Youth, and English Language Learners have limited experiences to develop language and make connections to the world around them in order to help them explore the standards and career opportunities. As a result of distance learning in 20/21 many students are experiencing gaps in academics and social emotional learning. Our research is showing that providing small group instruction in targeted areas with enrichment is resulting in academic gains.

Continuance: Our social emotional survey from 2020-21 showed 11% of our students were high risk and our March 2022 SEL screener showed 18.6% of our students were at risk and needing continued SEL interventions. Our trimester 2 ELA benchmarks show that only 13.33% of our unduplicated students scored a 3 or 4 on District ELA benchmarks and 20.87% scored a 3 or 4 on our District math benchmark assessments showing a significant need for academic intervention and support.

Expected Outcome(s): Our goal for 2022-23 is to decrease the number of unduplicated students who are at risk on the SEL screener, support academics and positive behavior so students can develop foundational educational skills. This action is principally directed towards Low Income, Foster Youth, and English Language Learners and will be effective in meeting the district goal where 95% of our students will be "low risk" on the SEL survey, school attendance rate will be 95% or higher, suspension rate will be reduced by 1% annually, and our students will decrease the number of points below standard on the annual CAASPP assessment to 30.2 points in ELA and 51.3 points in math.

1.4 Small Group Instruction and Intervention:

Needs, Conditions, Circumstances: Our trimester 2 ELA benchmarks show that only 13.33% of our unduplicated students scored a 3 or 4 on District ELA benchmarks and 20.87% scored a 3 or 4 on our District math benchmark assessments showing a significant need for academic

intervention and support. In our March 2022 social emotional learner (SEL) survey, results indicated 18.6% of our unduplicated students were medium and high risk showing a growing need to provide social emotional supports to our unduplicated student groups. We had approximately 2,000 students attend extended learning opportunities each trimester in 21-22.

Action(s): Class size reduction allows more small group time for unduplicated students including our English Learners, low income and foster youth to provide guided reading and math in order to address the achievement gap. The action will be effective in meeting the goal for the unduplicated student group by ensuring primary teachers have smaller class ratios to focus on small group instruction.

Research: The circumstances considered were state requirements and evidence based practices supporting small group instruction especially in reading.

Continuance: The district has determined that the action was effective due to the district's ability to maintain the state's required class size numbers for TK-3. Our LCAP committees provided feedback on the continued use of small groups for interventions and guided reading to help our unduplicated students become proficient in reading. Guided reading data from 21-22 indicates 2 or more levels of growth on average for students receiving guided reading instruction. Use of this action will continue to help increase the academic achievement of our Low income, foster youth and English Learner students, especially in reading which is determined to be both principally directed and effective in support of our unduplicated student groups.

Expected Outcome(s): Our goal for 2022-23 is to decrease the number of unduplicated students who are at risk on the SEL screener, support academics and positive behavior so students can develop foundational educational skills. This action is principally directed towards Low Income, Foster Youth, and English Language Learners and will be effective in meeting the district goal where 95% of our students will be "low risk" on the SEL survey, school attendance rate will be 95% or higher, suspension rate will be reduced by 1% annually, and our students will decrease the number of points below standard on the annual CAASPP assessment to 30.2 points in ELA and 51.3 points in math.

1.5 Staff and Data Analysis:

Needs, Conditions, Circumstances: In 20-21,101 students were reclassified as proficient English language learners based on ELPAC results. The percentage of students reclassified was impacted by 20/21 distance learning requirements. Our trimester 2 ELA benchmarks show that only 13.33% of our unduplicated students scored a 3 or 4 on District ELA benchmarks and 20.87% scored a 3 or 4 on our District math benchmark assessments showing a significant need for academic intervention and support. Our attendance for unduplicated students was 88.407% showing a significant need to support in seat learning opportunities. In our March 2022 social emotional learner (SEL) survey,

results indicated 18.6% of our unduplicated students were medium and high risk showing a growing need to provide social emotional supports to our unduplicated student groups.

Actions(s): Continue to fund additional positions and student data resources to support LCAP needs and ensure that the services are directly impacting our unduplicated student groups.

Research: State requirements for reporting data and ensuring services are provided to our unduplicated student population required.

Continuance: The district has determined that the action was effective due to our ability monitor LCAP expenditures in relation to our unduplicated student population.

Expected Outcome(s): Our goal for 2022-23 is to decrease the number of unduplicated students who are at risk on the SEL screener, support academics and positive behavior so students can develop foundational educational skills. This action is principally directed towards Low Income, Foster Youth, and English Language Learners and will be effective in meeting the district goal where 95% of our students will be "low risk" on the SEL survey, school attendance rate will be 95% or higher, suspension rate will be reduced by 1% annually, and our students will decrease the number of points below standard on the annual CAASPP assessment to 30.2 points in ELA and 51.3 points in math.

1.6 English Language Learner Support and Language Acquisition:

Needs, Conditions, Circumstances: In 20-21,101 students were reclassified as proficient English language learners based on ELPAC results. The percentage of students reclassified was impacted by 20/21 distance learning requirements. Our trimester 2 ELA benchmarks show that only 13.33% of our unduplicated students scored a 3 or 4 on District ELA benchmarks and 20.87% scored a 3 or 4 on our District math benchmark assessments showing a significant need for academic intervention and support.

Action(s): VESD has Bilingual Aides as district directed positions to support the English Language Proficiency Assessment for California (ELPAC) and reclassifications of our English Language Learners. This action is principally directed towards English Language Learners and will be effective in meeting the district goals for ELPAC proficiency and reclassification. The circumstances considered were the complexity of the ELPAC assessment and length of time to administer it. In 21-22 Bilingual Aides administered the ELPAC test in person, online, and conducted home visits to support testing and/or parent outreach of our English learners. ELD standards aligned curriculum for integrated and designated instruction and training.

Research: We were able to complete all required ELPAC assessments in 20-21, however, these were not reported out on the California Dashboard yet due to the pandemic. Results were analyzed for our annual reclassification meetings.

Continuance: We've determined this action was successful by our ability to administer the assessment annually and increase the proficiency levels which resulted in reclassification of students. We were able to reclassify 101 of our English Learner students.

Expected Outcome(s): ELPAC results will show 48% of our English Language Learners making progress towards English proficiency.

1.7 Quadrant Schools of Choice:

Needs, Conditions, Circumstances: Our attendance for unduplicated students for 2021-22 was 88.407% showing a significant need to support in seat learning opportunities. Our trimester 2 benchmarks, from March of 2022, show that only 13.33% of our unduplicated students scored a 3 or 4 on District ELA benchmarks and 20.87% scored a 3 or 4 on our District math benchmark assessments showing a significant need for academic intervention and support.

Action(s): VESD will continue to support schools of choice and equity for unduplicated income students by providing transportation to allow low income students to access diverse offerings to accelerate student engagement. This gives our Low Income students access to transportation to attend a school with a focus that interests them. This will support low income students in being engaged at school and improve daily attendance, reduce chronic absenteeism, and increase results on CAASPP.

Research: Our annual parent surveys indicated that 95.18% of parents favor choice, innovative schools, and the ability to select options that best meet their individual child's needs. According to the Family Engagement Framework from CDE research shows that families are more engaged in educational process when they are involved in establishing of programs, practices and choices that empower them.

Continuance: March 2022 survey results show that 91% of parents of low income students are given the opportunity to participate in their child's education. 96.52% of parents would recommend their school to others. Parent survey results on district recommendation will be at 90% or above.

Expected Outcome(s): Our goal for 2022-23 is to increase the daily attendance so students can access instruction and support academics so students can develop foundational educational skills. This action is principally directed towards Low Income, Foster Youth, and English

Language Learners and school attendance rate will be 95% or higher, and our students will decrease the number of points below standard on the annual CAASPP assessment to 30.2 points in ELA and 51.3 points in math.

1.8 Increased Instructional Minutes:

Needs, Conditions, Circumstances: Many of our low income students have not attended preschool. Our 19-20 Preschool Least Restrictive Environment-Regular Early Childhood Program data indicated that VESD has only 9.3% of low income students receiving services in regular early childhood programs. In the spring of 2022, 35.13% of our low income first graders were at/above the end of year goal (level I on running records) and 43.47% of our low income second graders were at/above the end of the year goal (level M on running records).

Action(s): VESD will provide instructional minutes beyond the Ed Code minimum. Extending the school day for TK and K allows our teachers to work towards helping our low income students close the achievement gap in ELA and math. The action is intended to help achieve a foundational education with a focus on literacy and social emotional learning (SEL) for our low income students.

Research: According to NEA, full-day kindergarten not only boosts students' academic achievement, it also strengthens their social and emotional skills.

Continuance: This action is principally directed towards Low Income students and will be effective in meeting the district goals by ensuring VESD's unduplicated Transitional Kindergartners and Kindergartners are coming to school in extended school day programs to access small group learning for ELA and math and receive social emotional supports. Pre-pandemic, and through the pandemic, VESD CSI schools implemented the evidence based strategy of running records and guided reading. This data has shown positive growth for those schools.

Expected Outcome(s): Our outcome is to increase low income student time in school to access the early literacy tools needed to be reading at grade level by 3rd grade. Low income students in first grade will be reading at level I or higher and second grade will be reading level M or higher based on running record assessments at the end of the year.

1.9 Independent Study Program:

Needs, Conditions, Circumstances: In 21-22, 1,400 students participated in long term independent study programs. In our March 2022 social emotional learner (SEL) survey, results indicated 18.6% of our unduplicated students were medium and high risk showing a growing need to provide social emotional supports to our unduplicated student groups. Our attendance for unduplicated students was 88.407%

showing a significant need to support in seat learning opportunities. Our trimester 2 ELA benchmarks show that only 13.33% of our unduplicated students scored a 3 or 4 on District ELA benchmarks and 20.87% scored a 3 or 4 on our District math benchmark assessments showing a significant need for academic intervention and support. As of March 2022 we had 683 suspensions of our unduplicated students showing a significant need for behavior interventions and supports.

Action(s): Providing platforms for monitoring student activity for online instruction, providing digital resources for instruction to implement standards aligned instruction and training to support remote teaching practices.

Research: We are required by law to provide a long term independent study program. According to CDE, Independent study is designed to respond to the pupil's unique educational needs, interests, aptitudes, and abilities within the confines of legal authority and school board policy. Pupils who participate in independent study have the same course requirements as pupils in regular classes.

Continuance: We are required by law to continue to provide a long term independent study program. Over 300 students are enrolled in the program for the 22-23 school year.

Expected Outcome(s): Our goal for 2022-23 is to decrease the number of unduplicated students who are at risk on the SEL screener, increase the daily attendance so students can access instruction, support academics and positive behavior so students can develop foundational educational skills. This action is principally directed towards Low Income, Foster Youth, and English Language Learners and will be effective in meeting the district goal where 95% of our students will be "low risk" on the SEL survey, school attendance rate will be 95% or higher, suspension rate will be reduced by 1% annually, and our students will decrease the number of points below standard on the annual CAASPP assessment to 30.2 points in ELA and 51.3 points in math.

Goal 2: VESD believes the skill and knowledge of our management, classified, and certificated staff are essential to the success of our low income, English Language Learners and Foster Youth. Using evidence-based instruction and strategies as well as supporting social emotional skills will be used to address the gaps in our student achievement while providing a school climate with equitable opportunities to give students what they need, when they need it, and where they need it to be successful.

2.1 Certificated Professional Development:

Needs, Conditions, Circumstances: In our March 2022 social emotional learner (SEL) survey, results indicated 18.6% of our unduplicated students were medium and high risk showing a growing need to provide social emotional supports to our unduplicated student groups. Our attendance for unduplicated students was 88.407% showing a significant need to support in seat learning opportunities. Our trimester 2 ELA

benchmarks show that only 13.33% of our unduplicated students scored a 3 or 4 on District ELA benchmarks and 20.87% scored a 3 or 4 on our District math benchmark assessments showing a significant need for academic intervention and support. As of March 2022 we had 683 suspensions of our unduplicated students showing a significant need for behavior interventions and supports.

Action(s): VESD will provide staff with 3 days (out of 186 work days) of professional development for all Certificated staff. Each school will determine the focus of professional development based on academic and social emotional data to close the achievement gap. Certificated staff, including subs will receive ongoing training to include Tier 2 and 3 interventions, VAPA, ELD, guided reading, Orton Gillingham, and other evidence based strategies. Professional development will be provided for new teacher induction. Certificated administrators are provided on-boarding which includes facilitation strategies and district pedagogy. Multi-tiered system of support teams analyze low income student information weekly in attendance, academics, and social-emotional data. This action is principally directed towards Low Income students and will be effective in meeting the district goals for increased academic achievement in reading, math, and social emotional learning.

Research: The circumstances considered that this principally considered action was the achievement gap between our Low Income student group on CAASPP, district benchmarks, student discipline, and the results of our social emotional screener. In 21-22, professional development was limited due to COVID protocols and substitute shortages.

Continuance: The district has determined that this principally directed action was effective through data collected by school site Multi-tiered System of Support Teams in the areas of academics and social-emotional well-being. We have used this model for a few years and have found it successful. Along with student outcomes, 97.64% of staff report, "I have the tools that are required to do my job." 99.1% of staff also report, "I have the training that is required to do my job."

Expected Outcome(s): Our goal for 2022-23 is to decrease the number of unduplicated students who are at risk on the SEL screener, increase the daily attendance so students can access instruction, support academics and positive behavior so students can develop foundational educational skills. This action is principally directed towards Low Income, Foster Youth, and English Language Learners and will be effective in meeting the district goal where 95% of our students will be "low risk" on the SEL survey, school attendance rate will be 95% or higher, suspension rate will be reduced by 1% annually, and our students will decrease the number of points below standard on the annual CAASPP assessment to 30.2 points in ELA and 51.3 points in math.

2.2 Classified Professional Development:

Needs, Conditions, Circumstances: In our March 2022 social emotional learner (SEL) survey, results indicated 18.6% of our unduplicated students were medium and high risk showing a growing need to provide social emotional supports to our unduplicated student groups. Our

attendance for unduplicated students was 88.407% showing a significant need to support in seat learning opportunities. Our trimester 2 ELA benchmarks show that only 13.33% of our unduplicated students scored a 3 or 4 on District ELA benchmarks and 20.87% scored a 3 or 4 on our District math benchmark assessments showing a significant need for academic intervention and support. As of March 2022 we had 683 suspensions of our unduplicated students showing a significant need for behavior interventions and supports.

Action(s): VESD will provide professional development for classified staff, all classified subs, para educators, NDS, and certificated subs to include 21st Century Learning Skills, Student Resiliency and Multi--tiered Systems of Support (MTSS) to improve the classified staff's role and impact on low income students. VESD believes that all adults on campus will help connect low income students to school to close the achievement gap. Training is based on low income student data and needs. This action is principally directed towards Low Income students and will be effective in meeting the district goals for connecting low income students with their school and closing the achievement gap.

Research: Providing targeted days for classified professional development is important since it is difficult to have enough substitutes to allow all classified to be trained during a regular work day. In 21-22, professional development was limited due to COVID protocols and substitute shortages.

Continuance: We have used this model for a few years and have found it successful. Along with student outcomes, 97.64% of staff report, "I have the tools that are required to do my job." 99.1% of staff also report, "I have the training that is required to do my job."

Expected Outcomes: Our goal for 2022-23 is to decrease the number of unduplicated students who are at risk on the SEL screener, increase the daily attendance so students can access instruction, support academics and positive behavior so students can develop foundational educational skills. This action is principally directed towards Low Income, Foster Youth, and English Language Learners and will be effective in meeting the district goal where 95% of our students will be "low risk" on the SEL survey, school attendance rate will be 95% or higher, suspension rate will be reduced by 1% annually, and our students will decrease the number of points below standard on the annual CAASPP assessment to 30.2 points in ELA and 51.3 points in math.

2.3 Collaboration Time:

Needs, Conditions, Circumstances: In 20-21,101 students were reclassified as proficient English language learners based on ELPAC results. The percentage of students reclassified was impacted by 20/21 distance learning requirements. Our trimester 2 ELA benchmarks show that only 13.33% of our unduplicated students scored a 3 or 4 on District ELA benchmarks and 20.87% scored a 3 or 4 on our District math benchmark assessments showing a significant need for academic intervention and support.

Action(s): VESD continues to provide weekly collaboration time for certificated staff with minimum days each Friday. Staff use these days to collaborate, share best practices, complete data analysis, and plan to meet the needs of unduplicated students and close the achievement gap.

Research: According to the CDE, collaboration time allow educators opportunities to directly improve teaching and learning, build stronger relationships between team members, help teachers stay on top of new research and emerging technology tools for the classroom, and help teachers reflect on ideas.

Continuance: Collaboration time has been invaluable due to sub shortages. By having this allocated time, teams were still able to meet weekly in person or via zoom.

Expected Outcomes: ELPAC results will show 48% of our English Language Learners making progress towards English proficiency. Our students will decrease the number of points below standard on the annual CAASPP assessment to 30.2 points in ELA and 51.3 points in math.

2.4 Equitable Opportunities

Needs, Conditions, Circumstances: Our attendance for unduplicated students was 88.407% showing a significant need to support in seat learning opportunities. Our trimester 2 ELA benchmarks show that only 13.33% of our unduplicated students scored a 3 or 4 on District ELA benchmarks and 20.87% scored a 3 or 4 on our District math benchmark assessments showing a significant need for academic intervention and support. March 2022 survey results show that 91% of parents of low income students are given the opportunity to participate in their child's education. 96.52% of parents would recommend their school to others. Parent survey results on district recommendation will be at 90% or above.

Action(s): In order to support our Low Income students, Foster Youth, and English Learners, we will improve opportunities for self leadership through Social Styles/DISC training to grow versatility and support students with what they need, when they need it, and where they need it in order to support academic achievement for all students.

Research: According to the Center for Public Education, when students receive targeted resources based on their individual needs it impacts their trajectory and they are better prepared to graduate and be successful in the world of work.

Continuance: 1,136 employees, committee members, and students completed the DISC. Due to substitute shortages, follow up training on DISC was limited.

Expected Outcome(s): Our goal for 2022-23 is to increase the daily attendance so students can access instruction and support academics so students can develop foundational educational skills. This action is principally directed towards Low Income, Foster Youth, and English Language Learners and school attendance rate will be 95% or higher, and our students will decrease the number of points below standard on the annual CAASPP assessment to 30.2 points in ELA and 51.3 points in math. Our survey goal is to be at 90% or above.

2.5 District Educational Partner Involvement:

Needs, Conditions, Circumstances: Our attendance for unduplicated students was 88.407% showing a significant need to support in seat learning opportunities. Our trimester 2 ELA benchmarks show that only 13.33% of our unduplicated students scored a 3 or 4 on District ELA benchmarks and 20.87% scored a 3 or 4 on our District math benchmark assessments showing a significant need for academic intervention and support. March 2022 survey results show that 91% of parents of low income students are given the opportunity to participate in their child's education. 96.52% of parents would recommend their school to others. Parent survey results on district recommendation will be at 90% or above.

Action(s): VESD seeks to ensure our educational partners have a voice in our district analysis of data and planning. Our 6 ongoing LCAP committees meet monthly to review data, problem solve, and provide input. Our LCAP committees also receive training. This is done to build capacity to provide feedback for our unduplicated students to increase achievement.

Research: It’s a requirement for federal and state funding to include all educational partners in the planning and input processes.

Continuance: March 2022 survey results show that 91% of parents of low income students are given the opportunity to participate in their child's education. 96.52% of parents would recommend their school to others. Parent survey results on district recommendation will be at 90% or above. In 2019-20, 99.9% of our low income, foster youth, and English learner parents of students with special needs responded “yes” when asked if they were able to fully participate in the IEP process.

Outcome(s): Our goal for 2022-23 is to increase the daily attendance so students can access instruction and support academics so students can develop foundational educational skills. This action is principally directed towards Low Income, Foster Youth, and English Language

Learners and school attendance rate will be 95% or higher, and our students will decrease the number of points below standard on the annual CAASPP assessment to 30.2 points in ELA and 51.3 points in math. Our survey goal is to be at 90% or above.

Goal 3: The partnership between VESD and our families is very important, therefore we strive to provide as many resources as possible. Classes for homework help, financial literacy, parenting skills, nutrition, citizenship, English as second language, technology resources as well as community resources.

3.1. Family Resource Center: Staffing, Materials, and Outreach:

Needs, Conditions, Circumstances: In our March 2022 social emotional learner (SEL) survey, results indicated 18.6% of our unduplicated students were medium and high risk showing a growing need to provide social emotional supports to our unduplicated student groups. Our attendance for unduplicated students was 88.407% showing a significant need to support in seat learning opportunities. Our trimester 2 ELA benchmarks show that only 13.33% of our unduplicated students scored a 3 or 4 on District ELA benchmarks and 20.87% scored a 3 or 4 on our District math benchmark assessments showing a significant need for academic intervention and support. As of March 2022 we had 683 suspensions of our unduplicated students showing a significant need for behavior interventions and supports.

Action(s): Based on the Family Resource Center data and parent input, VESD continues to invest in and support parent classes in topics such as financial literacy, English as a second language, parenting, mental health, nutrition, student academics, etc. This will bridge the home to school gap and build relationships with our unduplicated students and families. A computer lab will be provided for parents of unduplicated students to increase technological access to and support of applications for jobs, computer literacy skills, and homework help to support low income students, English language learners, and foster youth students. In addition, we will provide community outreach (public health, mental health, dental, vision, flu shots, school supplies, and immunizations) to support families so students can attend school regularly.

Research: The circumstances considered were the limited access some unduplicated families have to basic resources due to financial challenges, limited transportation, etc. And, with COVID protocols, there is limited access to unduplicated parents going on campus. According to the Family Engagement Framework from CDE research shows that families are more engaged in educational process when they are involved in establishing of programs, practices and choices that empower them.

Continuance: Due to the COVID protocols, there was limited access to in person training. We were still able to offer 40 classes and a majority of them were on Zoom.

Expected Outcome(s): Our goal for 2022-23 is to decrease the number of unduplicated students who are at risk on the SEL screener, increase the daily attendance so students can access instruction, support academics and positive behavior so students can develop foundational educational skills. This action is principally directed towards Low Income, Foster Youth, and English Language Learners and will be effective in meeting the district goal where 95% of our students will be "low risk" on the SEL survey, school attendance rate will be 95% or higher, suspension rate will be reduced by 1% annually, and our students will decrease the number of points below standard on the annual CAASPP assessment to 30.2 points in ELA and 51.3 points in math.

3.2 Satellite Family Resource Centers: Materials and Outreach

Needs, Conditions, Circumstances: In our March 2022 social emotional learner (SEL) survey, results indicated 18.6% of our unduplicated students were medium and high risk showing a growing need to provide social emotional supports to our unduplicated student groups. Our attendance for unduplicated students was 88.407% showing a significant need to support in seat learning opportunities. Our trimester 2 ELA benchmarks show that only 13.33% of our unduplicated students scored a 3 or 4 on District ELA benchmarks and 20.87% scored a 3 or 4 on our District math benchmark assessments showing a significant need for academic intervention and support. As of March 2022 we had 683 suspensions of our unduplicated students showing a significant need for behavior interventions and supports.

Action(s): Develop satellite family resource centers (starting at Mojave Vista, Del Rey, Lomitas, Liberty, and Brentwood) to extend access to families of unduplicated students to training, resources, and collaboration as an extension of our centrally located family resource center.

Research: The circumstances considered were the limited access some unduplicated families have to basic resources due to financial challenges, limited transportation, etc. And, with COVID protocols, there is limited access to unduplicated parents going on campus. According to the Family Engagement Framework from CDE research shows that families are more engaged in the educational process when they are involved in establishing of programs, practices, and choices that empower them.

Continuance: Due to school closures in 2020-21 and CDPH restrictions and guidelines in 21-22, this is a new action.

Outcome(s): Our goal for 2022-23 is to decrease the number of unduplicated students who are at risk on the SEL screener, increase the daily attendance so students can access instruction, support academics and positive behavior so students can develop foundational educational skills. This action is principally directed towards Low Income, Foster Youth, and English Language Learners and will be effective in meeting the district goal where 95% of our students will be "low risk" on the SEL survey, school attendance rate will be 95% or higher, suspension rate will be reduced by 1% annually, and our students will decrease the number of points below standard on the annual CAASPP assessment to 30.2 points in ELA and 51.3 points in math.

3.3 District Translators:

Needs, Conditions, Circumstances: In 20-21,101 students were reclassified as proficient English language learners based on ELPAC results. The percentage of students reclassified was impacted by 20/21 distance learning requirements. Our trimester 2 ELA benchmarks show that only 13.33% of our unduplicated students scored a 3 or 4 on District ELA benchmarks and 20.87% scored a 3 or 4 on our District math benchmark assessments showing a significant need for academic intervention and support.

Action(s):VESD will continue to fund 2 classified translators and associated costs to support school and English learner family communication and intervention including the student handbook, newsletter, and committee meeting translations at both the district and school sites.

Research: The circumstances considered were the number of English Learners and their families we support and collaborate with to ensure English learner students are successful in VESD. The cost of contracting out for translation services was not as effective and efficient as building capacity within our district to support our English learner families.

Continuance: This action is continuing from previous years and is principally directed towards English Learners and will be effective in meeting the district goals for increasing students who reach proficiency based on the ELPAC and are reclassified. In the fall of 2021, we were able to reclassify 101 of our English Learners students.

Outcome(s): ELPAC results will show 48% of our English Language Learners making progress towards English proficiency. Our students will decrease the number of points below standard on the annual CAASPP assessment to 30.2 points in ELA and 51.3 points in math.

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

Our unduplicated students are low income, English Learners, and foster youth. VESD believes that these actions will contribute to closing the gap by providing improved services. The Supplemental and Concentration Grant Funds will be utilized to improve services for unduplicated students by purchasing Chromebooks & providing technology support for students in school and at home. The District will provide transportation as needed for ELO, and continue to provide transportation for regular school hours and summer school. The district also provides sites with additional funding to provide supplemental supplies for students in order to meet their educational needs. The District will continue to work on providing staff development for certificated and support staff. Unduplicated students will be supported by extended learning experiences such as Summer and Saturday school. The District Family Resource Center will also work with parents and provide training and resources so they can assist students at home for home work activities. Based on a review of collected data, actions, and services identified in the LCAP, these actions are determined to be both principally directed and effective in supporting the unduplicated student groups. The LEA-wide actions described above allow the District to meet or exceed its percentage to increase or improve services of 38.16% both quantitatively and qualitatively to meet our minimum proportionality. The actions and services outlined in this plan are being increased or improved significantly over the minimum percentage to include carry over for a total of 45.54%. These key actions are principally directed and specifically designed to increase and improve services both qualitatively and quantitatively for English learners, low income, and foster youth students by supporting access to high quality core instruction specialized support services, parent engagement, and rich educational experience across content areas.

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.

All schools at VESD have an unduplicated count of 55% or higher. Our budget for 2022-23 includes hiring additional Resident Substitutes to assist with the highest need schools (Goal 1, Action 16), attendance liaisons assigned by quadrant to assist families and students for increasing attendance (Goal 1, Action 5), and added 64 general education instructional aides to increase the staff to student ratio (Goal 1, Action 4). Staff to student ratio increased for both classified and certificated staff in all our schools as shown below.

Staff-to-student ratios by type of school and concentration of unduplicated students	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 SCHOOL	47:1 to 40:1

Staff-to-student ratios by type of school and concentration of unduplicated students	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 certificated staff providing direct services to students	NO COMPARISON SCHOOL	21:1 to 19:1

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$50,776,640.00				$50,776,640.00	$34,134,066.00	$16,642,574.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Tiered Supports and Interventions	Foster Youth Low Income	$8,180,904.00				$8,180,904.00
1	1.2	Technology Supports and Resources to Enhance Student Achievement	English Learners Foster Youth Low Income	$2,413,448.00				$2,413,448.00
1	1.3	Site Based Planning for Supplemental Curriculum and Resources and Extended Learning	English Learners Foster Youth Low Income	$2,924,150.00				$2,924,150.00
1	1.4	Small Group Instruction and Intervention	English Learners Foster Youth Low Income	$13,241,645.00				$13,241,645.00
1	1.5	Staffing and Data Analysis	Low Income	$482,525.00				$482,525.00
1	1.6	English Language Learner Support and Language Acquisition	English Learners	$813,803.00				$813,803.00
1	1.7	Quadrant Schools of Choice	Low Income	$4,520,472.00				$4,520,472.00
1	1.8	Increased Instructional Minutes	Low Income	$1,389,957.00				$1,389,957.00
1	1.9	Independent Study Program	English Learners Foster Youth Low Income	$20,000.00				$20,000.00
2	2.1	Certificated Professional Development	Low Income	$4,649,564.00				$4,649,564.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Classified Professional Development	Low Income	$1,119,632.00				$1,119,632.00
2	2.3	Collaboration Time	English Learners Foster Youth Low Income	$8,561,433.00				$8,561,433.00
2	2.4	Equitable Opportunities	English Learners Foster Youth Low Income	$470,499.00				$470,499.00
2	2.5	District Educational Partner Involvement	English Learners Foster Youth Low Income	$33,000.00				$33,000.00
2	2.6	Student Teacher Residency Program	All	$325,204.00				$325,204.00
3	3.1	Family Resource Center: Staffing, Materials, and Outreach	English Learners Foster Youth Low Income	$598,627.00				$598,627.00
3	3.2	Satellite Family Resource Centers: Material and Outreach	English Learners Foster Youth Low Income	$800,000.00				$800,000.00
3	3.3	District Translators	English Learners	$231,777.00				$231,777.00

2022-23 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
$109,870,874	$41,927,375	38.16%	7.38%	45.54%	$50,451,436.00	0.00%	45.92 %	**Total:**	$50,451,436.00
								LEA-wide Total:	$50,451,436.00
								Limited Total:	$0.00
								Schoolwide Total:	$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	**1.1**	Tiered Supports and Interventions	Yes	LEA-wide	Foster Youth Low Income	All Schools	$8,180,904.00	
1	**1.2**	Technology Supports and Resources to Enhance Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,413,448.00	
1	**1.3**	Site Based Planning for Supplemental Curriculum and Resources and Extended Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,924,150.00	
1	**1.4**	Small Group Instruction and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,241,645.00	
1	**1.5**	Staffing and Data Analysis	Yes	LEA-wide	Low Income		$482,525.00	
1	**1.6**	English Language Learner Support and Language Acquisition	Yes	LEA-wide	English Learners	All Schools	$813,803.00	

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	1.7	Quadrant Schools of Choice	Yes	LEA-wide	Low Income	All Schools	$4,520,472.00	
1	1.8	Increased Instructional Minutes	Yes	LEA-wide	Low Income	All Schools	$1,389,957.00	
1	1.9	Independent Study Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.1	Certificated Professional Development	Yes	LEA-wide	Low Income	All Schools	$4,649,564.00	
2	2.2	Classified Professional Development	Yes	LEA-wide	Low Income	All Schools	$1,119,632.00	
2	2.3	Collaboration Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,561,433.00	
2	2.4	Equitable Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$470,499.00	
2	2.5	District Educational Partner Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,000.00	
3	3.1	Family Resource Center: Staffing, Materials, and Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$598,627.00	
3	3.2	Satellite Family Resource Centers: Material and Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$800,000.00	
3	3.3	District Translators	Yes	LEA-wide	English Learners	All Schools	$231,777.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$43,104,406.00	$42,484,822.69

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**	Social Emotional Support for Students	Yes	$1,364,620.00	$1,803,929
1	**1.2**	Safe Facilities	No	$1,000,000.00	$1,000,000.00
1	**1.3**	Standards Aligned Curriculum and Site-based Planning	Yes	$6,709,042.00	$8,354,662.00
1	**1.4**	Class Size Reduction	Yes	$1,119,160.00	$1,142,274.00
1	**1.5**	Technology and Support	Yes	$1,600,486.00	$2,254,468.00
1	**1.6**	Learning for All Plan and Site Recognition	No	$200,000.00	$186,287.00
1	**1.7**	Tiered Interventions	Yes	$683,033.00	$652,089.00
1	**1.8**	Careers and Extended Opportunities	No	$75,000.00	$1,599.24
1	**1.9**	Staffing and Data Analysis	No	$792,809.00	$250,395.00
1	**1.10**	Assistant Principals	Yes	$3,250,122.00	$2,875,843.82

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	1.11	English Language Learner Support	Yes	$538,470.00	$589,005.00
1	1.12	Student Experiences and Field Trips	Yes	$114,260.00	$41,874.00
1	1.13	Expanded Learning Opportunities	Yes	$1,539,401.00	$2,002,915.00
1	1.14	Foster Youth Outreach	Yes	$10,000.00	$2,425
1	1.15	Quadrant Schools of Choice	Yes	$2,774,030.00	$2,232,949.00
1	1.16	Small Group Instruction	Yes	$1,753,452.00	$1,973,696.00
1	1.17	Student Health	No	$384,358.00	$524,122.00
1	1.18	Increased Instructional Minutes	Yes	$1,373,540.00	$1,373,540.00
1	1.19	Develop Distance Learning Plan	No	$102,308.00	$6,131.89
1	1.20	English Learner Language Acquisition	Yes	$500,000.00	$24,266.73
2	2.1	Certificated Professional Development	Yes	$3,562,805.00	$3,487,714.59
2	2.2	Classified Professional Development	Yes	$830,476.00	$732,349.00
2	2.3	Collaboration Time	Yes	$8,455,034.00	$8,413,275.59

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	**2.4**	New Teacher Induction	No	$278,032.00	$247,442.00
2	**2.5**	District Support Specialist Training	Yes	$784,333.00	$842,672.83
2	**2.6**	Educational Equity	Yes	$1,123,807.00	$412,284.00
2	**2.7**	Administration Onboarding	Yes	$25,000.00	$120,500.00
2	**2.8**	District Stakeholder Involvement	Yes	$49,141.00	$92,750.00
2	**2.9**	Student Teacher Residency Program	No	$126,103.00	$168,007.00
3	**3.1**	Family Resource Center: Staffing and Materials	Yes	$519,777.00	$445,502.00
3	**3.2**	Family Resource Center: Community Outreach	Yes	$20,000.00	$0.00
3	**3.3**	Family Resource Center: Computer Lab	Yes	$8,000.00	$14,244
3	**3.4**	District Translators	Yes	$207,163.00	$215,610
3	**3.5**	Satellite Family Resource Centers	Yes	$1,230,644.00	$0.00

2021-22 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)
$39,151,285	$33,909,285.00	$31,595,592.70	$2,313,692.30	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	1.1	Social Emotional Support for Students	Yes	$1,364,620.00	$1,803,929.00		
1	1.3	Standards Aligned Curriculum and Site-based Planning	Yes	$3,278,712.00	$4,196,120.00		
1	1.4	Class Size Reduction	Yes	$1,119,160.00	$1,142,274.00		
1	1.5	Technology and Support	Yes	$900,486.00	$624,930.00		
1	1.7	Tiered Interventions	Yes	$683,033.00	$652,089.00		
1	1.10	Assistant Principals	Yes	$3,250,122.00	$2,875,843.82		
1	1.11	English Language Learner Support	Yes	$538,470.00	$589,005.00		
1	1.12	Student Experiences and Field Trips	Yes	$114,260.00	$41,874.00		
1	1.13	Expanded Learning Opportunities	Yes	$0.00	$0.00		
1	1.14	Foster Youth Outreach	Yes	$10,000.00	$2,425.00		
1	1.15	Quadrant Schools of Choice	Yes	$2,774,030.00	$2,232,949.00		
1	1.16	Small Group Instruction	Yes	$1,753,452.00	$1,973,696.00		

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	1.18	Increased Instructional Minutes	Yes	$1,373,540.00	$1,373,540.00		
1	1.20	English Learner Language Acquisition	Yes	$500,000.00	$24,266.73		
2	2.1	Certificated Professional Development	Yes	$3,562,805.00	$3,487,714.59		
2	2.2	Classified Professional Development	Yes	$830,476.00	$732,349.00		
2	2.3	Collaboration Time	Yes	$8,455,034.00	$8,413,275.59		
2	2.5	District Support Specialist Training	Yes	$217,553.00	$248,921.97		
2	2.6	Educational Equity	Yes	$1,123,807.00	$412,284.00		
2	2.7	Administration Onboarding	Yes	$25,000.00	$0.00		
2	2.8	District Stakeholder Involvement	Yes	$49,141.00	$92,750.00		
3	3.1	Family Resource Center: Staffing and Materials	Yes	$519,777.00	$445,502.00		
3	3.2	Family Resource Center: Community Outreach	Yes	$20,000.00	$0.00		
3	3.3	Family Resource Center: Computer Lab	Yes	$8,000.00	$14,244		
3	3.4	District Translators	Yes	$207,163.00	$215,610		
3	3.5	Satellite Family Resource Centers	Yes	$1,230,644.00	$0.00		

2021-22 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)
$102,421,905	$39,151,285	0.00%	38.23%	$31,595,592.70	0.00%	30.85%	$7,555,692.30	7.38%

Instructions

Plan Summary

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.

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 **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** 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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