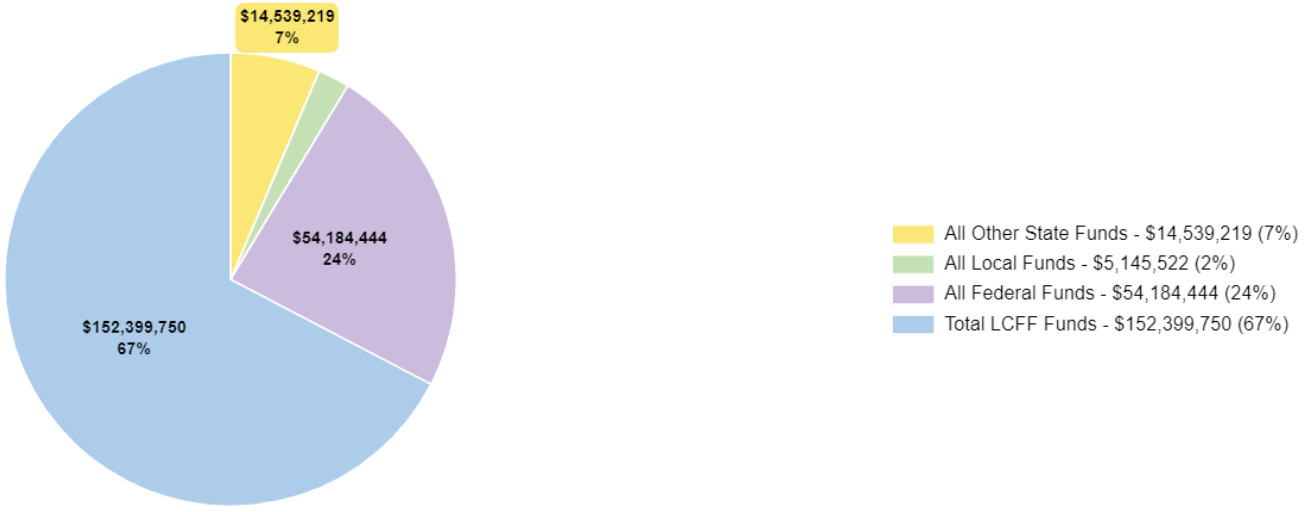
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Victor Valley Union High
CDS Code: 36679340000000
School Year: 2022-23
LEA Contact Information: Dr. Ron Williams | rwilliams@vvuhsd.org | (760)955-3201

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).

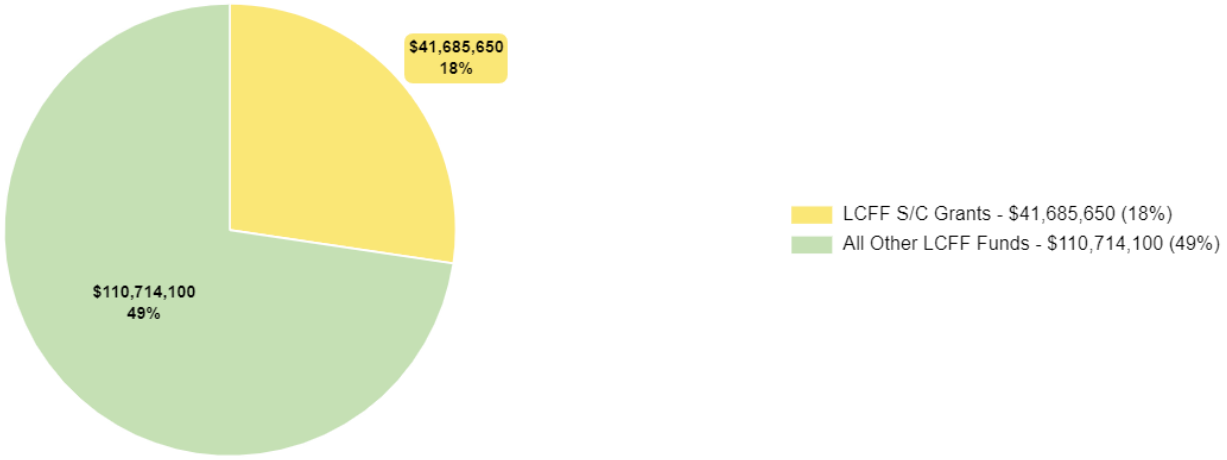
Budget Overview for the 2022-23 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	$14,539,219	7%
All Local Funds	$5,145,522	2%
All Federal Funds	$54,184,444	24%
Total LCFF Funds	$152,399,750	67%

Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	$41,685,650	18%
All Other LCFF Funds	$110,714,100	49%

These charts show the total general purpose revenue Victor Valley Union High expects to receive in the coming year from all sources.

The total revenue projected for Victor Valley Union High is $226,268,935, of which $152,399,750 is Local Control Funding Formula (LCFF), $14,539,219 is other state funds, $5,145,522 is local funds, and $54,184,444 is federal funds. Of the $152,399,750 in LCFF Funds, $41,685,650 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much Victor Valley Union High plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

Victor Valley Union High plans to spend $230,452,048 for the 2022-23 school year. Of that amount, $77,702,701 is tied to actions/services in the LCAP and $152,749,347 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

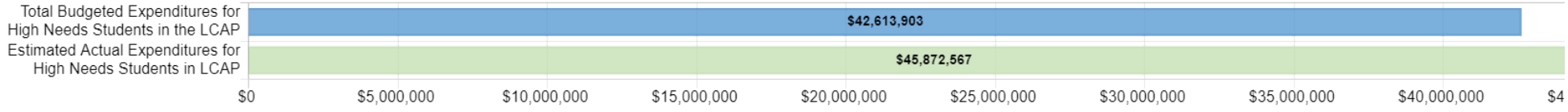
The budgeted expenditures that are not included in the LCAP include core instructional program materials costs, salaries and benefits for teaching staff and school office staff, the cost of utilities, Special Education costs, routine maintenance costs, and other programs that do not qualify for supplementary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

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

In 2022-23, Victor Valley Union High is projecting it will receive $41,685,650 based on the enrollment of foster youth, English learner, and low-income students. Victor Valley Union High must describe how it intends to increase or improve services for high needs students in the LCAP. Victor Valley Union High plans to spend $41,919,216 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Victor Valley Union High budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Victor Valley Union High estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2021-22, Victor Valley Union High's LCAP budgeted $42,613,903 for planned actions to increase or improve services for high needs students. Victor Valley Union High actually spent $45,872,567 for actions to increase or improve services for high needs students in 2021-22.

Instructions

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

**NOTE:* The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.

LEA Information

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming School Year: This information is automatically generated.

Current School Year: This information is automatically generated.

Projected General Fund Revenue for the 2022–23 School Year

All amounts should be entered in the boxes below the corresponding amount title. The coming school year (as indicated above) means the fiscal year for which an LCAP is adopted or updated by July 1.

- *Total LCFF Funds:* This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California Education Code (EC) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- *LCFF Supplemental & Concentration Grants:* This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5), pursuant to EC sections 2574 and 42238.02, as applicable for the coming school year.
- *All Other State Funds:* This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.
- *All Local Funds:* This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- *All Federal Funds:* This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

- *Brief description for General Fund Expenditures:* Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan. The LEA's response for this prompt is limited to 450 characters.

Total Budgeted Expenditures for the 2022–23 School Year

- *Total Budgeted General Fund Expenditures:* This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- *Total Budgeted Expenditures in the LCAP:* This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07.
- *Expenditures Not in the LCAP:* This amount is automatically calculated.
- *Brief description for High Needs Students:* If the amount in “Total Budgeted Expenditures for High Needs Students in the LCAP” is less than the amount in “LCFF Supplemental & Concentration Grants”, a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.
  Note: If no prompt appears, the LEA is not required to supply a description.

Expenditures for High Needs Students in the 2021–22 School Year

- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07 for the current school year.
- *Actual Expenditures for High Needs Students in the LCAP:* This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07, as reflected in the Annual Update for the current LCAP year.

- *Brief description for actual expenditures for high needs students:* If the amount in "Total Budgeted Expenditures for High Needs Students in the LCAP" for the 2021–22 school year is greater than the amount in "Actual Expenditures for High Needs Students in LCAP", a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to EC Section 42238.07.
  Note: If no prompt appears, the LEA is not required to supply a description.

California Department of Education December 2021

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 Valley Union High	Dr. Ron Williams Superintendent	rwilliams@vvuhsd.org (760)955-3201

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 2021–22 Local Control and Accountability Plan (LCAP)

The VVUHSD Governing Board of Education approved the Supplement to the Annual Update on February 3rd, 2022. For several years, Victor Valley Union High School District has engaged educational partners in a variety of activities to solicit feedback and input. Since the 2021-2022 LCAP was approved on June 24, 2021, VVUHSD received an additional 15% of Concentration funds, Educator Effectiveness Funds, Expanded Learning Opportunity Program funds, and will receive A-G Completion Improvement grant funds. During the 2021-22 LCAP engagement process, educational partners expressed a need for additional counselor support, a mental health clinician, and a Licensed Vocational Nurse (LVN) at all school sites due to rise in the unduplicated student population (Socio-economic Disadvantaged 86.4% 2019/88% 2021, English Learners 11.3% 2019/12.3%, and Foster Youth 1.6% 2019/1.7% 2021). Educational partners also identified professional learning for all staff in the area of mental health support along with supports for credit deficient students to complete graduation requirements due to the impact of the pandemic. Educational partners VVUHSD reached out to include the Parent Advisory Committee, local bargaining units, teachers, paraprofessionals, student forum, and school/district administrators in the Winter of 2020 and Spring of 2021 through virtual meetings (held January 2021 – April 2021) and surveys (Panorama Fall and Winter, LCAP March 15 – April 15, 2021) to solicit input and feedback on professional learning priorities for the Educator Effectiveness Block Grant and Expanded Learning Opportunities Grant. These opportunities were advertised through social media posts, in-person announcement at multiple meetings, virtual townhall meetings, and ParentSquare. School staff and parents both agreed that a high priority for these funds was to provide flexible opportunities for staff to engage in the focus areas of coaching using Teacher on Assignment positions to bring professional development directly to the classroom level. These priorities are reflected in the Educator Effectiveness Plan board adopted on November 18, 2021. The input for A-G funds is just beginning and the district will continue to use social media posts, school and district meetings, virtual townhall meetings, ParentSquare, and Peach Jar to reach out and inform educational partners of feedback opportunities. Future virtual

district wide input meetings are scheduled for February 1st, March 1st and March 29th in 2022 with a districtwide survey for all educational partners scheduled for April 1-15, 2022.

· Learning Continuity and Attendance Plan https://bit.ly/VVUHSDLCP (p. 3-6)
· Expanded Learning Opportunities Grant Plan https://bit.ly/VVUHSDELOPlan (p. 1-2))
· Local Control and Accountability Planhttps://bit.ly/VVUHSD21-22LCAP (p. 77-80)
· ESSER III Expenditure Plan https://bit.ly/VVUHSDESSER3 (p. 2-5)

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 Valley Union High School District received additional concentration grant funding to provide additional direct service support to students within the district. During the 2021-22 LCAP engagement process, educational partners expressed a need for additional academic counselor support at all small school sites (Cobalt Institute of Math & Science, Lakeview Leadership Academy and University Preparatory School) due to rise in the unduplicated student population (Socio-economic Disadvantaged, English Learners and Foster Youth) and the increase in student behavior concerns. These schools had higher student to counselor ratios in comparison to the comprehensive high schools in our district. The comprehensive school had a ratio of 459:1 while the smaller academy setting school had a ratio of 553:1. By hiring an academic counselor for the three schools, we reduced the ratio for the smaller academy schools to 369:1. In addition to counselors, educational partners also identified the schools with the highest suspension rates and determined they must receive additional social emotional support as well as additional administrative support in order to provide increased parent contact and behavior intervention. Hook Junior High School (14.6%) and Lakeview Leadership Academy (11.7%) had suspensions rates higher than the district average of 8.2%. Goodwill Education Center originally had two instructional programs in 2019-2020, Goodwill High School and Goodwill Independent Study. In response to the pandemic, the district opened a new distance learning option for families called Victor Valley Virtual Academy in Fall of 2020 which is a comprehensive high school that is WASC accredited and provides a college-bound A-G program. This school was added to the GEC campus and increased the enrollment from a total of 242 students to 613 as of February of 2022. Due to the unique needs of the campus, from servicing continuation and alternative education students, to providing a rigorous college bound program, the need for an additional administrator was identified by educational partners, reducing the administrator to student ratio from 613:1 to 306:1 which provides improved serviced for families and students. Educational partners also identified an additional academic counselor to be considered for the 2022-2023 school year.

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.

Victor Valley Union High School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The District's practices have been further enhanced during the pandemic as VVUHSD sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, the Expanded Learning Opportunities Grant Plan and the ESSER III Expenditure Plan. The following links and page numbers indicate how and when the LEA engaged its educational partners in the use of funds received to support recovery for the COVID-19 Pandemic:

· Learning Continuity and Attendance Plan https://bit.ly/VVUHSDLCP (p. 3-6)
· Expanded Learning Opportunities Grant Plan https://bit.ly/VVUHSDELOPlan (p. 1-2))
· Local Control and Accountability Planhttps://bit.ly/VVUHSD21-22LCAP (p. 77-80)
· ESSER III Expenditure Plan https://bit.ly/VVUHSDESSER3 (p. 2-5)

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.

Victor Valley Union High School District submitted the revised VVUHSD Safe Return to In-Person Instruction Plan on December 6, 2021. The submission of the plan in December resulted in the district not receiving ESEER III funding during the state scheduled apportionments 1, 2 or 3. Currently, to date, VVUHSD has received $6,456,828.00 for the federal Elementary and Secondary School Emergency Relief Expenditure Plan (ESSER III). The following planned actions have been implemented and the remaining actions will be re-evaluated for implementation during year 2 or 3 of the grant as funds become available.

Strategies for Continuous and Safe In-Person Learning:

~1.1 Resources for Safe Attendance: The district has successfully provided 4 vaccination events and are planning additional community events to provide vaccinations for COVID-19, TDAP or other health services.

~ 1.3 Hire Site Office Assistants: The district has hired 5 of the anticipated 8 new positions to support newly emerging COVID-19 duties and required state and county reporting in order to maintain detailed and accurate records for district and school site reporting. This has been a challenge to find qualified applicants to fill the final three positions.

~1. 4 District Credential School Nurse: VVUHSD has hired a Credentialed nurse to oversee the site LVNs and support student services with vaccinations for student registration and community events. This has been success by providing families direct access to vaccinations and other services upon enrollment.

~1.6 Materials for Health and Wellness Centers: VVUHSD has successfully purchased supplies for the mental health clinicians and the site LVNs in order to provide a health and wellness center at each school site. This has improved student access to mental health support and resources at every school site.

~1.7 Enhanced Mental Health, Physical Health and Safety: Equipment has been obtained since the onset of the school year as needed to ensure the health and safety of students and staff. The district has experienced success in obtaining, distributing, and maintaining the necessary PPE.

~1.8 COVID-19 Mitigation Supplies: Supplies have been successfully purchased and distributed to school sites including N95 and KN95 masks and rapid COVID tests. Cleaning supplies have also be replenished and schools are still providing hundreds of medical grade masks to students and visitors daily.

~1.9 Increased Cleanliness and Safety: The district has provided additional sanitization and cleaning protocols are provided for custodial overtime and additional custodial staff will be employed by 2022-2023 to meet the cleanliness safety needs of school sites. The district just recently received ESSER III

funding and therefore has approved in February the recruitment and hiring of additional custodial staff for immediate start and the fall of 2022.
~ 1.10 Safe Water Distribution: The district is in the planning stages of purchasing water container refilling stations and provide funding for all related structural costs for installation. The expectation is for all buildings to have safe method to provide water to students and staff.
~ 1.11 Air Filtration Equipment and Supplies: The district utilized ESSER III funding to upgrade facilities to reduce the risk of virus transmission and the exposure to environmental health concerns. The upgrade of facilities included the installment of upgraded filtration, UV and ionization units and individual room air filtration units. The installation and upgrade of the ventilation/HVAC systems of older facilities are proving to be a challenge as obtaining the units has been slower than originally projected. The ESSER III expenditures will be adjusted for the 2022-2023 school year so we can revisit and reimplement the renovation plan.
~ 1.12 COVID-19 Mitigation Supervision: VVUHSD will provide additional Security and Security Assistants to provide enhanced student safety at school sites. We are currently recruiting for 7 additional personnel for future hire.

The following actions will not be implemented or supported by the ESSER III plan until the 2021-2022 or 2022-2023 school year:
~1.2 Hire School Site LVNs – The district has successfully hired 7 LVNs through the Expanded Learning Opportunity Grant and beginning in year 2 will continue to fund the positions though the ESSER III funds.
~1.5 Classified Student Services Position – This action will be supported by year 3 of the grant.
Addressing the Impact of Lost Instructional Time:
~ 2.9 Special Education: To increase services for Special Education Students in year 1 of the ESSER 3 Plan, VVUHSD had provided case carriers of special education students with extra hours of compensation to identify areas of growth (learning loss) for SPED students and development of accelerated learning plans for them as part of the IEP process. Students are receiving additional support to mitigate the learning loss experience din 2020-2021.
~ 2.11 Expand Virtual Academy: In response to the pandemic, VVUHSD has successfully expanded the Victor Valley Virtual Academy to 12 teachers to meet the needs of the growing number of students who require an alternative learning environment to be successful.
~ 2.12 Increase Instructional Focus and Support for CSI Schools: VVUHSD has successfully provided 3 additional Assistant Principals for three years to Goodwill Education Center, Hook Junior High School, and Lakeview Leadership Academy to address student achievement and provide a strong instructional focus. They will serve as the administrator over teaching and professional learning communities.
~ 2.14 Special Education Independent Study: VVUHSD has experienced a challenging in the hiring of a special education teacher to support independent study programs for targeted students in special education for students most impacted by the COVID-19 pandemic. We currently are experiencing a shortage of qualified candidates for special education for the comprehensive in-person programs which is priority.
~ 2.15 Learning Loss Intervention Teachers: VVUHSD has experienced difficulty in the hiring of the planned 38 temporary intervention teachers in the areas of Math, Science, English and Social Science in order to provide accelerated learning opportunities for students whose learning was significantly impacted by the pandemic. The current situation with the district receiving ESSER III funding late in the year has pushed back this action until the fall of 2022 in order to create a viable candidate pool for hiring.
The following actions will not be implemented or supported by the ESSER III plan until the 2021-2022 or 2022-2023 school year. The ESSER III action listed below are aligned to the Expanded Learning Opportunities grant and will be funded until the ELO Plan sunsets in 2022.
2.1 Expand Summer Programs – VVUHSD will fund expanded summer learning out of ESSER in 2023.
2.2 After School Credit Recovery
2.3 Online Curriculums
2.4 Online Extended Learning and Tutoring
2.5 Before/After School Classes - Embedded Interventions

2.6 Academic Support Beyond the Regular School Day - Certificated
2.7 Academic Support Beyond the Regular School Day - Classified
2.8 Expand Summer Programs
2.10 Supplementary Online Curriculums
2.13 Supplementary Intervention Resources

Use of Any Remaining Funds:
~ 3.2 Target Student Group Increased Services: VVUHSD has successfully allowed for study trips, exam preparation, and targeted student programs to ensure college readiness, college exploration, and college access and equity. The number of study trips is still significantly lower due to lack of adequate substitute teacher coverage available due to the surge in COVID.
~ 3.3 Technology for Staff: Laptops for each classroom with auxiliary equipment such as docking stations, wireless mouse, etc. has been ordered but due to supply shortages, they should be received by June 30, 2022.
~ 3.4 Technology for Students: VVUHSD has purc

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.

Victor Valley Union High School District's state, local and federal funds reached nearly $204 million dollars for the 2021-2022 school year. This total included almost $6.5 million dollars in federal relief funds from the federal Elementary and Secondary School Emergency Relief (ESSER III) Expenditure plan. Through February 2022, approximately 68% of the total funds allocated for this school year have been spent on specific actions related to the district LCAP goals of 1) provide clean campuses, access to technology, sufficient instructional materials and appropriately credentialed teachers and support staff at all school sites, 2) provide a rich academic program grounded in equity- based practices with measurable impact on middle and high school success indicators, including instructional support for ELs, SPED, FY, HL, at-promise students and struggling learners, and 3) provide an equity centered safe learning environment that supports a positive school climate with family engagement, student and staff success, and parent involvement.

VVUHSD ESSER III Expenditure Plan:
Victor Valley Union High School District submitted the revised VVUHSD Safe Return to In-Person Instruction Plan on December 6, 2021. The submission of the plan in December resulted in the district not receiving ESEER III funding during the state scheduled apportionments 1, 2 or 3. Currently, to date, VVUHSD has received $6,456,828.00 for the federal Elementary and Secondary School Emergency Relief Expenditure Plan (ESSER III). The ESSER III Expenditure Plan adopted this Fall has aligned and enhanced actions in the LCAP allowing VVUHSD to:
Goal 1 Action 1: Increase the number of custodial staff hired to improve safety and cleaning measures at all sites to improve staff and student safety related to post-pandemic concerns.
Goal 1 Action 2: Provide technology support staff for implementation of the district technology plan in teaching and learning to increase student academic achievement.
Goal 1 Action 7: Provide supplementary materials, digital licenses for instructional materials and a variety of resources to increase access to learning with a

focus on Low Income, Foster Youth and Homeless students to support and increase their access to learning.
Goal 1 Action 8: The district will continue to provide equipment, resources and materials to support FY, EL and LI students so that they can have access to devices, materials and WIFI at home and school in order to bridge the technology access gap.
Goal 2 Action 1 & Action 9: Provide for core subject support to continue the work with staff on core content, training and classroom supports, leading Professional Learning Communities discussions and providing support with data and student monitoring. In the area of professional development activities and training, VVUHSD will improve teaching and learning and directly impact the student academic programs with primary focus on the achievement of Low Income and English Learner students. This includes providing content, pedagogy and behavioral support training in content in core subject adoptions (ELA, Math, Science and Social Science), universal lesson designs, ELD and classroom-based assessments, monitoring of student success using STAR Renaissance and Ellevation, and MTSS and PBIS training for classroom behavioral supports.
Goal 2 Action 4, Action 7, Action 12 & Action 13: Provide intervention teachers, after school tutoring, online targeted extended learning as well as district after school credit recovery teachers who are assigned groups of students for monitoring and support with credit recovery as well as expand staffing to enhance Career Technical Education program access for student groups, primarily directed towards unduplicated students, to increase career readiness before graduation. CTE also creates high interest programs for school connectedness and supports rigorous learning. VVUHSD has also successfully provided college readiness activities such as college test prep, study trips, access to Dual Enrollment courses and college exams to support student success. The district will continue to provide resources, supplies and materials for intervention for teachers to support ongoing needs for student success, especially for low-income students who are at-risk or are struggling.
Goal 2 Action 6 & Action 15: Expand the virtual school with teachers, administrative and counseling support as well as purchasing supplementary materials and online supports to provide an alternate education option for students who are not successful in the traditional school setting and provide families with safety option due to COVID.
Goal 2 Action 14 and Action 5: The district will continue to provide resources to support Special Education students who are also considered English Learner and Foster Youth students, to support their success in general education settings.
Goal 3 Actions 1, 3, 4, 6: Provide purposeful and meaningful supports for student health and wellness with personnel and programs. Continue to support a Student Services program with a district Family Liaison and Foster Youth Counselor, whose primary task is to work with schools to support positive culture and climate. Support our goal of providing a physically and emotionally safe learning environment for staff and student by providing social, emotional, and mental health resources and services.
Goal 3 Action 2, and 7: Support the work of our Family Engagement Liaisons at each school site to expand communication with families and to build school and home connectedness, as well as provide family engagement activities, training, and services to increase family and student engagement.

VVUHSD Safe Return to In-Person Instruction Plan
Victor Valley Union High School District used its fiscal resources to implement the Safe Return to In-Person Instruction and Continuity of Services Plan by:
~Providing symptom screening, contact tracing, COVID-19 testing, PPE, additional hours for custodial staff to disinfect high-contact surfaces and continuing with the HVAC upgrade project to ensure safer air for students in enclosed spaces. These align with LCAP Goal #1, Action 1.
~Supporting a virtual learning environment for safety and increase student technology and internet access for virtual learning and supports which aligns with LCAP Goal #1 Action 2 and Goal #2, Actions 6 and 15.
~Provide a safe working and learning environment through COVID testing protocols, PPE, sanitization, and social emotional supports to effectively bring students and staff back to an in-person environment. This supports LCAP Goal #1, Action 1 and Goal #3 Actions 1,4 and 6.
~Purchase of supplementary materials, programs and software to support safe learning options and teacher, staff and student engagement. Also provide support for target groups of students most at risk of learning loss due to the pandemic. These align to LCAP Goal #2, Actions 1, 4, 5, 6, 8, 11, 13, and 14.

~ VVUHSD 2021-2022 Local Control and Accountability Plan https://bit.ly/VVUHSD21-22LCAP

~ VVUHSD ESSER III Expenditure Plan https://bit.ly/VVUHSDESSER3

~ VVUHSD Safe Return to In-Person Instruction and Continuity of Services Plan https://bit.ly/VVUHSDSafeReturnIPI

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 2021–22 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.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Victor Valley Union High	Dr. Ron Williams Superintendent	rwilliams@vvuhsd.org (760)955-3201

Plan Summary 2022-23

General Information

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

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

The district has nine schools for high quality, educational learning environments. There are three comprehensive high schools offering grades 9 through 12, two schools of choice with grades 7 through 12, one academy with grades 7 through 12, one middle school with grades 7 and 8 and one Virtual school with grades 7-11. The alternative learning choices include a virtual academy, continuation school, independent study school, and an adult education program. VVUHSD is an urban district with approximately 11,920 (Dataquest - https://dq.cde.ca.gov/dataquest/) students residing in the district boundaries and an ethnically diverse student body. The five largest ethnic groups are Hispanic/Latino (67%), African American (17%), White (7%), two or more races (3%), and Asian (2%). The socioeconomic status of the families living within the district boundaries is lower than many surrounding communities with 10,164 students (85%) identified as Socio-economically disadvantaged (SED), and rate by school is significant, with the lowest school at 75.9% and the highest school, 94.5%.

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

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

Reflections: Successes

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

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

English Language Arts
~The California School Dashboard is normally analyzed on annual basis and the academic indicators are integral in progress monitoring, The most recent release in 2021 included local indicators only as well as additional reports in graduation rate and college and career measures. Based on the 2019 release, the English Language Arts academic indicator demonstrated that we moved four student groups from RED to ORANGE. We completed local assessments for the prior two years using the embedded formative exams in our board adopted program MyPerspectives. When reviewing our English Language Arts SAAVAS formative assessments, students in grades 7 through 12 participated in the beginning of year and middle of year assessment. All grades levels experienced an increase of at least 2% proficiency with the highest increase occurring at grade 9 with the average moving from 43% to 52%. VVUHSD will be analyzing the end of year data for SAAVAS as well as the CAASPP ELA data in July. An additional areas of growth was on the STAR Reading universal screener. When disggragregating data by major ethnicity, White students grew from 19% to 29%. The district will continue to provided targeted professional development for our Comprehensive Improvement and Support schools through professional learning community data analysis and training by contracting with the county office of education. All English teachers will continue to attend professional learning opportunities aligned to the California State standards. The district will continue with classroom observations and data collection to identify best practices and instructional areas of need.

Mathematics

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

Career Technical Education
~Another area of success is the increase in Career Technical Education enrollment and completers from the 2020-2021 school year. When comparing the data from 2018-19 to 2019-20, the enrollment increased by 644 students, and the number of completers increased by 506 students. The College and Career indicator on the California School Dashboard continues to be a strength which increased from 49.6 to 57.9% in 2018-19.
~For the College and Career Indicator, the district will continue to fund a robust Career Technical Education (CTE) program and support staff to ensure all students have access. We have increased pre-CTE courses at the middle school for 2020-21 and 2021-2022, which will continue to transition more students to the high school who have already had exposure to CTE- middle school pathways. Educational partners continue to request more career guidance and career technical programs at the high schools.
~ Industry recognized certifications continue to increase in all CTE pathways.
~ CTE has articulated college credit with Victor Valley Community College where students who earn college credits from their CTE classes.
~ Dual Enrollment is provided at all sites. Student interest is strong and continues to be a viable option for our students.
~ CTE student CTSO leadership opportunities continue to grow. In 2020-21 he had two students compete at the national level. In 2021-22 we had 9 students competing at the national level.

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

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

Reflections: Identified Need

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

The district has identified several areas that need significant improvement based on a review of Dashboard and local data, are as follows:
~Although the district recognizes bright spots in ELA achievement, the local STAR Reading assessment demonstrated an overall district wide decline of student performing at/above benchmark from 27.8% to 27.4%. All grade levels experiences a decline as well with the exception of grade 11. In the area of English Language Arts academic performance indicator, the English Learner student group remained in RED two years in a row. Even though most student groups have moved out of RED in the dashboard, EL student groups have remained in RED for both 2017-18 and 2018-19. Dashboard notes that English Learners were struggling in 2017, and their scores continued to decline moving from Yellow to Red status in the two consecutive following years. In addition to the academic indicator in English Language Arts, the graduation rate for English Learners demonstrated no growth, only maintained at 72%. We implemented additional QTEL training for teachers, aligned the English Language Arts pacing guides to include the ELD standards, provided additional support through the purchase of MyELD Companion, implemented universal screening using STAR Renaissance English Language Arts and contracted with Creative Leadership Solutions to provide teacher leadership support for ELs at schools site. African American, Foster Youth, Hispanic, Homeless, Two-or-more Races, and Students with Disabilities performance indicator was in ORANGE in 2018-19 , though they were in RED the prior year, the district has continued to staff a district English Language Arts coordinator and continues with contracts with San Bernardino County Office of Education for additional supports. Local data from the STAR Reading universal screen indicates

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

Currently for the 2021-2022 school year only 24 students were able to meet the criteria. VVUHSD reviewed the local assessment, STAR Reading, to determine if the criteria was in alignment with English Only (EOs) student success. A significant discrepancy has been noted, the level of achievement set for ELs was higher than the average considered proficient. The criteria was evaluated and will be brought forth to the governing board for new local criteria in order to ensure equity and parity when comparing English Learner student achievement with English only student achievement. Students will also be allowed by teachers to retake the STAR in English within the last few weeks at end of the school year to provide an additional opportunity for students to reclassify. Other options have been evaluated as to create a focus group with students who have ELPAC scores at Level 4, creation of small cohorts and constant communication with students and parents to inform them about the reclassification criteria, and the importance of reclassification.
~Chronic Absenteeism continues to be an area of focus in middle school. As a district, the current chronic absenteeism rate reported by Dataquest of 10% is considered high according to the CDE Five-by-Five colored table. Currently all target groups experienced a decline with the exception of homeless students. The chronic absenteeism rate rose from 43.1 in 2018-19 to 43.8% in 2020-21. Although they declined, Dataquest reports Foster Youth at 20.2% and Students with Disabilities at 20.6% for chronic absenteeism. Both these groups are considered “very high” according to the CDE Five-by-Five colored table. In order to continue to address chronic absenteeism, the district will continue to grow the alternative setting of the virtual academy for homeless, foster or medically fragile students and students with attendance concerns that cannot be resolved through the typical Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) process. The district will continue to contract with Attention to Attendance to provide school sites with data to help identify early-on students with growing attendance concerns to provide quick and timely intervention prior to the absences being labeled as chronic. The Foster youth and Homeless youth district counselor will begin intensive intervention with the support of the Director of Student Services. We will continue to conduct home visits and meet with families to discuss strategies to increase student attendance.
~Suspension Rate indicator is an area of concern as all student groups except for Two-or more Races and Asians, are in the RED and ORANGE indicators on the 2019 California School Dashboard. The CDE Dataquest website reports 0 suspension for 2020-2021 due to the pandemic and distance learning but when reviewing local data at the end of semester 1 of 2021, Aeries student information system provided additional information that African American students, white students and English Learner students were currently disproportionate to other target groups with rates of 32% or higher. In response we will continue to fund the Student Services office with a full team of staff dedicated to addressing the districtwide culture and implementing district wide MTSS. The Director of Student Services will lead the discipline matrix and attendance improvement district collaborative teams to continue to develop systems and processes that support positive student behavior and unbiased district practices. Additionally, county support for districtwide PBIS will also continue to be supported. We believe that much of our student behavioral concerns are grounded in the need for mental health support and the district has funded 8 mental health clinicians, 8 licensed vocational nurses, a district certificated registered nurse and additional 4 counselors to address student needs. The district has continued to address these areas through our data analysis and intervention strategies.

LCAP Highlights

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

The LCAP has been created with the voices of all educational partners involved and several areas have been highlighted as priorities for the 2022-2023 plan. Due to our experiences from the pandemic, technology is still an integral necessity for teaching and learning and we have committed to enhancing equity and access to technology for all students. Technology actions are identified in Goals 1, 2, and 3 and includes additional personnel, improved infrastructure, increased equipment and devices, with support for students and ongoing training for staff. The data and educational partner feedback has also increased the focus on employing additional staff to support student and teacher's mental health and wellness. The continued expansion and development of wellness centers and makerspaces in libraries at each school site will provide the support necessary to mitigate student behaviors and

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

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

In 2021-2022, the district team completed the following steps:
1. Implemented a timeline of actions for implementation at each site.
2. Guided the process for sites to solicit input from educational partners: site administrators, teachers, Family Engagement Liaisons (FELs), parents, and students, including a needs-assessment survey to help sites identify and analyze their areas of need.
3. Provided data as needed from the California School Dashboard, CAASPP and local indicators, including the Star Universal Screener, and common formative assessments (CFAs), to identify the gaps and the areas of strength in student performance and then determine which schoolwide programs and evidence-based interventions and additional resources might be needed for ongoing improvement.

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

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

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

Based on the data described above, the LEA and the schools reviewed the areas of focus and identified the student groups who have shown lower than expected progress on the state assessments as indicated in the dashboard. The needs assessments and collaborative discussions identified resource inequities in the following areas:
1. Targeted interventions for students who are significantly behind in grade level reading and mathematics.
2. Learning resources and supplemental materials for English Learners, students with disabilities, foster youth and homeless students to support differentiation both in classroom instruction, and beyond the school day in the form of technology and tutoring.
3. Lack of trained teacher mentors/coaches to provide ongoing support for building teacher capacity with pedagogy and lesson design.
4. Need for improved technology access for students and parents beyond the instructional day

5. Ongoing tutoring supports for students with homework and test preparation - a need in this community due to resource restrictions in families
6. Formal practices around SEL and student mental health wellness.

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

1. Continued Implementation of READ 180/SYSTEMS 44 to provide evidence-based reading intervention curriculum in each special education classroom. The needs assessment requires us to provide additional support for students with disabilities.
2. Addition of Desmos and MidSchool Math for Math to implement math support in each middle school classroom. Desmos is also specificallyal used at Silverado HIgh Scool for ragged math support. Per the needs assessment, these programs will support all of our identified student groups, including students with disabilities, Foster Youth, Homeless, etc.
3. The continued purchase of instructional materials to bridge the digital gap with textbooks for multiple modalities. This is applicable to EL and Special Education programs for every level, and is a demonstrated need.
4. Devices and hotspots have been provided for families who have made the request in response to surveys, and a device is assigned to each student. This is targeted especially for our lower SES students/families, as indicated by our needs assessment.
5. SBCSS training and support at each of the CSI sites in Math and English Language Arts. An analysis of local data and the California School Dashboard demonstrates that professional development is indicated across the board for these core subjects.
6. Site administration receiving deeper training in the PLCs model in order to improve their leadership in guiding their teams in improving student learning.
7. Continue with the use of STAR Renaissance universal screening and use of the data to drive differentiated instruction. In support of providing more targeted reading support and intervention, as well as identifying students who would benefit from additional tutoring for lower achieving students in target groups. This screening tool enables sites to target individual students in need of intensive intervention and support.
8. An equity task force was developed to support a district-district wide focus on meeting the needs of our target student groups with an emphasis on foster youth.
9. Direct support from district coordinators who attend site CSI identified PLCs and support with discussions around data and next steps at staff meetings. Additionally, one district Coordinator is assigned for oversight of CSI schools, to ensure accountability.
10. Tier III and IV support. The Tier III intervention provides access to all students to intensive subject specific tutoring from 4-6 p.m. Additionally, all students can access 24/7 tutoring through a vendor identified by the district. In Tier IV, students who are performing three or more grade levels below, as determined by the percentile ranking in STAR Math and Reading, are provided intensive support through online tutoring.
11. PBIS and MTSS support will continue. The efficacy of these practices are well-established and will continue to be supported by the district. District support has expanded to providing a director whose primary role is to ensure equity of student services, including the support of PBIS.
12. The After-School Credit Recovery program is now well established to support remediation of D/F grades for graduation success and give struggling students every opportunity to graduate on time. This impacts graduation rate, another indicator of the needs assessment. The credit recovery program uses APEX and Acellus, both well-established, reputable curricula.
13. Purchase of Illuminate, a student data management system, to support site and district PLC with deeper analysis of student achievement.
14. Access to social-emotional resources to support counselors and administrators in their work, impacting individual students and school climate. Results of the Panorama School Climate Surveys indicate that students and families see this as a significant area of need.
15. Continued purchase of limited student licenses for Acellus, which is an A-G approved online curriculum and is being used as supplemental resources to support teachers, especially those working with students with disabilities and others requiring differentiated supports or those who need access to work at a

different pace. This supports Students with Disabilities, English Learners, Foster Youth, Homeless and other target groups.
16. Site specific work with Solution Tree and other vendors with district support when requested. This work is for developing PLCs, an evidence-based approach to restructuring teaching and learning.

Monitoring and Evaluating Effectiveness

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

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

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

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

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

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

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

The district’s relationship with Illuminate allows for deep analysis of student performance, identifying the gaps and creating a structure of consistent support

to address those gaps. Our ability to provide all school sites the right types of data, long term and immediate data, as well as training in a structure to align and examine the data (District specific process is the Cycle of Inquiry for Continuous Improvement) will allow CSI teams to effectively evaluate the implementation and effectiveness of the school CSI plans.

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

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

counselors and administrators, providing real time monitoring, and summaries at the end of each three-week session. Students have remediated more than 2500 credits so far this school year 2021-22. The district will continue to fund these three-week sessions all through the year. This directly supports the CSI schools' needs for graduation needs and academic progress monitoring.
6. School Site Councils: Data will be shared with each site's SSC on a regular basis to evaluate the effectiveness of the CSI plan.

Engaging Educational Partners

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

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

During the Supper with the Superintendent and LCAP District Advisory Committee the district presented a variety of on-going data from state and local measures that represented our successes and areas of challenge that the student and staff faced throughout the school year. The district presented the Educational Master Plan, the district Strategic Plan, California School Dashboard local indicators, the development of the Graduate Profile, the mid-year LCFF budget update, and current goals and associated actions. The data representing student success and achievement included: the California Assessment of Student Performance and Progress in English Language Arts, Math and Science; the California School Dashboard in graduation rate, A-G completion rates, college/career readiness; local data in attendance, suspension, expulsions, climate and social emotional learning. This same data is provided to school site administration for standing LCAP agenda items for the School Site Council and English Learner Advisory Committees which are presented to school staff, parents, and community partners on a monthly basis. A draft of the LCAP was presented at the final DELAC meeting of the year on June 2, 2022 for final input. The Director of Special Education consults with the local plan area administrators and Special Education Local Plan Area (SELPA) representatives to ensure that the special education actions are included in the LCAP. Principals meet monthly in a roundtable to discuss program evaluation and data as well as engage in collaboration around the alignment of district professional learning goals in their School Plans for Student Achievement. The Director of LCAP holds a student forum at each school and engages students in data regarding the LCAP actions and services as well as the data from their annual Climate Survey and the Social Emotional Learning Survey through Panorama. This feedback from students is brought back to the committee. The educational partner engagement was completed through meetings on the below dates:

1. Supper with the Superintendent Parent Meetings- September 28th, October 27th, November 16th, December 7th, January 25th, February 15th, March

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

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

A summary of the feedback provided by specific educational partners.

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

Supper with the Superintendent (Principal's Advisory Committee):
~Increased cleaning protocols at schools and hire more custodial staff.
~Training for teachers and other school staff to support student mental health; helping teachers cope with the students' behaviors as they return to full-time in-person learning.
~Helping students with meeting graduation requirements and increasing opportunities for students to "catch-up" and earn credits in flexible ways.
~Provide improved translation services at all school sites for Spanish-speaking families.
~Increase safety and supervision at all school sites. Continue to hire probation officers and school resources officers.
~Continue to provide the mental health clinicians and school site nurses (LVNs).
~Increase opportunities for parents to be involved to help with decision making and school site programs.
~Increase counselors at school sites
~Address the needs of families and how they may be impacted by the new school bell schedule time changes. Shift the programs for students to the morning and ensure supervision.

Families of Foster Youth and homeless youth.
~Trauma and well-being supports more intervention programs.
~Staff at school campuses to support student mental health.
~Support with personal supplies, school supplies and help with transportation.

Families of English Learners and District English Learner Advisory Committee:
~Increase personnel at the school sites for translation and primary language support for ELD 1 and II students.
~Provide more parent training opportunities under reclassification criteria and how their students enter into and exit form the English Learner program.
~Training for parents on how to access online information and technology training to support their students.

Families of Students with Disabilities:
~Increase the number of students exiting the special education program.
~Increase the training for paraprofessionals on how to assist students in the classroom.
~Increase training of collaborative teaching models to allow for co-teaching.
~Increase sensory supplies for special education students.
~Increase the time the special education teachers need to address the specific needs of students and ensure the IEPs are meeting the student's needs.

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

~Continue to provide classified staff professional development.
~Recruit more bus drivers and operate a full fleet of school buses to allow schools to offer more activities to students.
~Continue to provide the mental health clinicians and school site nurses (LVNs).
~Continue to provide MTSS and PBIS structures at the schools to help increase positive student behaviors.
~Continue to provide increased classified staff to provide adequate support for the offices and school campuses and meet the needs of our families.

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

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

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

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

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

Based on educational partner feedback, the established three broad goals will remain the same in the 2022–23 LCAP. In response to the data for Foster Youth, the district will add a focus goal on foster youth that addresses specific outcomes and supports for this target group.
The goals for 2022-2023 are:
~Goal 1: Victor Valley Union High School District will provide clean campuses, access to technology, sufficient instructional materials and appropriately credentialed teachers and support staff at all school sites
~Goal 2: Victor Valley Union High School District will provide a rich academic program grounded in equity- based practices with measurable impact on middle and high school success indicators, including instructional support for ELs, SPED, FY, HL, at-promise students and struggling learners.
~Goal 3: Victor Valley Union High School District will provide an equity centered safe learning environment that supports a positive school climate with family engagement, student and staff success, and parent involvement.

The goal that will be added to the 2022-2023 LCAP is:
Goal 4: Victor Valley Union High School District will increase and improve services for Foster youth district wide to increase Foster Youth graduation rate by 10% while decreasing the chronic absenteeism of Foster Youth by 5% by June 30th of 2023.

Educational partner feedback influenced the actions in the continuing goals as well as have new actions put into place as a result of the district's differentiated assistance status by the California School dashboard:
~Goal 2 Action 2 addresses the success of English Learner students and will include the need to increase the number of staff available for translation and interpretation services. Also, increase the number of bilingual instructional assistants for primary language support in core classrooms.
~Goal 4 Action 1: Ensure Foster Youth families are informed of their school of origin rights and ensure Foster Youth remain in their school of origin, and/or are enrolled within 24 hours of arriving at their new home, through the support of the district, including transportation support as needed implementing policies and procedures to support stability. Provide training for staff to implement school stability policies and educate them on Foster Youth rights according to ESSA. This will be measured by the percentage of youth who stay in school of origin after transfer to the new setting and the percentage of youth enrolled within 24 hours of an education rights holder making a determination regarding school placement.
~Goal 4 Action 2: The district will create/implement policies and practices to ensure all foster youth (under both LCFF and AB 490 foster definitions) are identified and tagged through the enrollment process and through state and local data matches. This will be measured by the percentage of youth enrolled

within 24 hours of an education rights holder making a determination regarding school placement.
~Goal 4 Action 3: The district Foster Youth counselor will monitor Foster Youth academic progress monthly, provide social-emotional referrals, provide FAFSA/college application support and provide timely communication and other interventions to address A-G completion Rates and graduation rates. This will be measured by Foster Youth A-G completion rates and graduation rates.
~Goal 4 Action 4: The district Family Engagement Liaison will provide targeted supports for Foster Youth by acting as the district contact to provide school supplies, set up home visit, leading the Food for Home Program, organizing foster family workshops and facilitate home technology support. This will provide a positive impact and will be measured by Foster Youth attendance, graduation rates and percentage of passing grades quarterly.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
#1 Williams Instructional Materials Audit - Standards Based Instructional Materials 1:1 for Students	2020-2021 100% - No Findings	2021-2022 100% - No Findings	[Intentionally Blank]	[Intentionally Blank]	100% - No Findings

#2 Williams Facilities FIT Report	2020-2021 Findings - 1 Emergency Repair Deficiency	2021-2022 Findings - 0 Emergency Repair Deficiencies	[Intentionally Blank]	[Intentionally Blank]	0 Findings - Emergency Repair Deficiencies
#3 Human Resources County Audit Teacher Credential Assignment/Mis-Assignments	2020-2021 0 Teacher Mis-Assignments	2021-2022 0 Teacher Mis-Assignments	[Intentionally Blank]	[Intentionally Blank]	0 Teacher Mis-Assignments
#4 1:1 Technology access for every student	2020-2021 90% Students 1:1 Devices	2021-2022 100%Students 1:1 Devices in Classroom and 77% checkout for home use.	[Intentionally Blank]	[Intentionally Blank]	100% Students 1:1 Devices
#5 1:1 Technology access for every staff	2020-2021 90% Staff Technology Access	2020-2021 100% Staff Technology Access	[Intentionally Blank]	[Intentionally Blank]	100% Staff Technology Access
#6 California School Dashboard, Chronic Absenteeism Indicator - All Students	2018-2019 YELLOW 14%	2020-2021 California School Dashboard, Chronic Absenteeism Indicator - All Students currently still YELLOW 14%. Dataquest reports Chronic Absenteeism Districtwide 10%.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 10%) Decrease by 4%
#7 Reclassification Rates of English learners - Local Data	2019-2020 45 Students or 2%	2021-2022 24 Students or 1.64 %	[Intentionally Blank]	[Intentionally Blank]	Target 90 Students or 7% Annually
#8 District Wide Average Daily Attendance - Local Data Aeries	2019-2020 Average daily attendance rate 87.8% for all students	2020-2021 Average Daily Attendance rate 91.2%	[Intentionally Blank]	[Intentionally Blank]	Increase average daily attendance by 5% for all students - Target 92.%

#9 California School Dashboard, Graduation Rate Indicator - Foster Youth	2018-2019 RED 65%	2018-2019 RED 65% - no change to dashboard. CDE Dataquest 2019-2020 37.9% and 2020-2021 80.5%.	[Intentionally Blank]	[Intentionally Blank]	ORANGE (Target 70%) Increasing by 5%
#10 California School Dashboard, Graduation Rate Indicator - English Learners	2018-19 ORANGE 72%	2018-2019 ORANGE 72% - no change to dashboard. CDE Dataquest 2019-2020 48.9% and 2020-2021 68.9%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 77%) Increase by 5%
#11 California School Dashboard, Graduation Rate Indicator - Low Income/Socio Economically Disadvantaged Students	2018-19 GREEN 83.4%	2018-2019 GREEN 83.4% - no change to dashboard. CDE Dataquest 2019-2020 51.2% and 2020-2021 84.5%.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 85%) Increasing by 5%
#12 Technology Department Feedback Survey - Local Measure - Staff	2019-2020 90% support impact from technology team	2021-2022 83% support impact from technology team	[Intentionally Blank]	[Intentionally Blank]	100%
#13 Technology Department Feedback Survey - Local Measure - Student	2019-2020 90% support impact from technology team	2021-2022 86% support impact from technology team	[Intentionally Blank]	[Intentionally Blank]	100%
#14 California School Dashboard, Chronic Absenteeism - Low Income/Socio Economically Disadvantaged Students	2018-2019 YELLOW 14.4%	2020-2021 YELLOW 14.4%. Dataquest reports 2020-2021 Chronic Absenteeism LI Students 20.6%.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 9.4%) Reduce by 5%

#15 California School Dashboard, Chronic Absenteeism - Foster Youth	2018-2019 RED 24.4%	2020-2021 RED 24.4%. Dataquest reports 2020-2021 Chronic Absenteeism FY Students 20.2%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 19.4%) Decrease by 5%
#16 California School Dashboard, Chronic Absenteeism - English Learners	2018-2019 YELLOW 11.7% - Declined	2020-2021 YELLOW 11.7%. Dataquest reports 2020-2021 Chronic Absenteeism EL Students 14.0%.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 6.7%) Decrease by 5%
#17 California School Dashboard, ELA Academic Indicator - English Learners	2018-19 RED - 71.1 Points Below Standard	2020-2021 English Learners currently still RED 71.1 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target Increase) Increase by 36 points
#18 California School Dashboard, English Learner Progress Indicator	2018-19 (LOW) Proficiency Progress 38.8% -	2020-2021 English Learner Progress Indicator - (LOW) Proficiency Progress 38.8%. No new data available for ELPI.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 49%) Increase proficiency by 10% Annually
#19 California School Dashboard, Graduation Rate Indicator - All Students	2018-19 YELLOW 83.4%	2018-2019 YELLOW 83.4% - no change to dashboard. CDE Dataquest 2019-2020 Cohort 51.3% and 2020-2021 Cohort 84.7%.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 88.4%) Increase by 5%

#20 California School Dashboard, ELA Academic Indicator - All Students	2018-19 ORANGE (35 points below Standard - Maintained)	2018-2019 ORANGE 35.2 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	Green (Target 10 points below Standard - Increase or Maintain Annually) Increase by 25 Points
#12 California School Dashboard, ELA Academic Indicator - Foster Youth	2018-19 ORANGE (92.2 Points below Standard - Increased)	2018-2019 ORANGE 92.2 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 35 Points Below Standard - Increase or Maintain Annually) Increase by 57 Points
#22 California School Dashboard, ELA Academic Indicator - Low Income/Socioeconomically Disadvantaged Students	2018-19 YELLOW (40 pts below Standard - Increased)	2018-2019 YELLOW 40 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 10 Points Below Standards - Increase or Maintain Annually) Increase by 30 Points
#23 California School Dashboard, Math Academic Indicator - all students	2018-2019 ORANGE (105 pts below Standard - Maintained)	2018-2019 ORANGE 105 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 54 Points Below Standard - Increase or Maintain Annually) Increase by 50 points
#24 California School Dashboard, Math Academic Indicator - Foster Youth Students	2018-2019 ORANGE (171.9 pts below Standard - Increased)	2018-2019 ORANGE 171.9 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 105 below Standard - Increase or Maintain Annually) Increase by 66 Points
#25 California School Dashboard, Math Academic Indicator - Low Income/Socioeconomically Disadvantaged Students	2018-2019 ORANGE (109.8 below Standard - Maintained)	2018-2019 ORANGE 109.8 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 60 Points Below Standard - Increase or Maintain Annually) Increase by 50 points

#26 California School Dashboard, Math Academic Indicator - English Learner Students	2018-2019 RED (129.7 below Standard - Declined)	2018-2019 RED 129.7 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually) Increase by 72 Points
#27 California School Dashboard, Math Academic Indicator - African American Students	2018-19 RED (151.9 below Standard - Maintained)	2018-2019 RED 151.9 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually) Increase by 51 Points
#28 California School Dashboard, Math Academic Indicator - Homeless Youth students	2018-19 RED (172.2 below Standard - Declined)	2018-2019 RED 172.2 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually) Increase by 72 Points
#29 California School Dashboard, Math Academic Indicator - Hispanic students	2018-19 ORANGE (104.6 below Standard - Declined)	2018-2019 ORANGE 104.6 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 55 Points Below Standard - Increase or Maintain Annually) Increase by 50 points
California School Dashboard, Math Academic Indicator - Students With Disabilities	2018-19 ORANGE (189.4 pts below Standard - Increased)	2018-2019 ORANGE 189.4 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually) Increase by 90 points
#31 California School Dashboard, ELA Academic Indicator - Students With Disabilities	2018-19 ORANGE (124.7 pts below Standard - Increased)	2018-2019 ORANGE 124.7 Points Below Standard. No new data available for SBAC.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 80 Points Below Standard - Increase or Maintain Annually) Increase by 45 points

Actions

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing
Action #1	1.1 Maintain facilities that are clean and in good repair	The district will provide resources to ensure clean and updated facilities for all students to experience a positive and safe educational environment. We will also implement a facilities improvement plan and the deferred maintenance plan in order to meet annual Williams inspections. We will increase the number of custodial staff hired to improve safety and cleaning measures at all sites to improve staff and student safety related to post-pandemic concerns.	$6,855,955.00	No
Action #2	1.2 District support for technology access and implementation	The district will continue to provide technology support staff for implementation of the district technology plan in teaching and learning to increase student academic achievement. The intended positive impact will be measured through the local annual technology department survey.	$753,001.00	No
Action #3	1.3 Support for students to access standards-based instructional materials	The district will continue to provide staff to monitor and ensure that each student has access to standards based materials in every classroom, and at each school, to access grade level standards-based instruction. This will be evaluated through the annual William Instructional materials audit and the local indicator for standards-based instruction in the classroom.	$1,360,668.00	No
Action #4	1.4 Transportation	The District will continue to provide transportation districtwide to decrease chronic absenteeism and increase the attendance of Homeless, English Learners, Foster Youth and Low Income students. This district service impact will be evaluated through the Chronic Absenteeism data and graduation rates from the California School Dashboard.	$7,399,877.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #5	1.5 Site-based Technology Support	The district will continue to provides site-based Computer Media Specialists who support classroom needs related to teaching and learning, for both students and staff and also provides parent workshops at the site, primarily to support students and families identified as Foster Youth, English Learner and Low Income who need access to technology for their academic success. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics, Graduation Rate and English Learner Progress on the California School Dashboard and an increase in student performance on the STAR Reading and Math Universal Screener.	$865,371.00	Yes
Action #6	1.6 Provide designated and supplemental ELD Curriculum for English Learners - (Deleted)	This action was successfully implemented in 2021-2022 and will be deleted in the 2022-2023 plan. Supplemental materials and supports will continue to be provided in Goal 2 actions 10 and 11. See Goal Analysis prompt #4 for further clarification.	$0.00	No
Action #7	1.7 Purchase of instructional materials to support academic access and equity	The district will continue to provide supplementary materials, digital licenses for instructional materials and a variety of resources to increase access to learning with a focus on Low Income, Foster Youth and Homeless students to support and increase their access to learning. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics, Graduation Rate and English Learner Progress on the California School Dashboard and an increase in student performance on the STAR Reading and Math Universal Screener.	$5,367,676.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #8	1.8 Providing resources to bridge the technology access gap for Unduplicated Students	The district will continue to provide equipment, resources and materials to support FY, EL and LI students so that they can have access to devices, materials and WIFI at home and school in order to bridge the technology access gap. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics, and Graduation Rate on the California School Dashboard.	$1,829,858.00	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.

VVUHSD implemented all actions as a planned. As with most districts, VVUHSD experienced struggles in select actions after the return to in-person instruction. The primary impact was due to the limited supply of materials, products and the distribution supply chain of purchases made by the district. The vendors were often unable to provide timely delivery. This impacted several areas including action 2 technology, and action 7 textbooks. Due to the distribution and product shortages, the district did not fully implement action 4 which was the plan to purchase 20 additional cleaner air school buses in order to positively impact student attendance. The district was only able to secure 15 school buses this fiscal year. Five additional busses will continued to be included in the 2022-2023 plan. All materials were eventually received but often much later in the school year for full implementation or usage. In addition, the district struggled with the hiring of staff for vacancies incurred in both classified and certificated due to the retirement incentive as well as the desire to increase staffing in action 1 for custodial vacancies and increasing custodial and maintenance staffing. The human resources department often faced the challenge of finding qualified candidates and even candidates turning down offers of employment.

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

~Action 3: Support for students to access standards-based instructional materials - the support staff incurred a change in veteran staff due to the 2020-2021/2022-2022 retirement incentive. Retirements resulted in the hiring of new staff to replace retirees which generated cost savings for the school district. $1,236,971.00 was budgeted and an estimated $951,471.00 will be expended.
~Action 4: Transportation - the district intended to purchase 20 new school buses to increase the fleet size as well as reduce fuel costs and ancillary costs by replacing 5 older buses with newer, more efficient buses. Due to nationwide materials shortages, only 15 buses have been purchased to expand the fleet, spending only $7,864,797.00 of the budgeted $9,087,802.00.

~Action 6: Provide designated and supplemental ELD Curriculum for English Learners - The district budgeted $500,000.00 to purchase a new English Language Development curriculum including any supplementary materials for full implementation of the chosen program. The purchase was below expected costs and only $162,325.00 was expended.

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

During the 2021-2022 school year, VVUHSD made significant progress towards the goal of clean campuses, access to technology, sufficient instructional materials and appropriately credentialed teachers and support staff at all school sites. Actions 2, 5 and 8 successfully provided the much needed support for staff and students in the area of technology. Staff and students had access to additional hardware and software that positively impacted technology use at home and during school. At the end of the year technology survey both staff and students highly agreed, 83% and 86% respectively, with the positive impact on student achievement through the improvement, maintenance, and continuous purchasing/repair of technology across the district.

We evaluated the effectiveness of actions related to providing sufficient instructional materials, intervention materials and support staff to ensure students are provided an educational program that supports the California State Standards. For Action 6, the district will implement the new designated English Language Development (ELD) curriculum in response to the low graduation rate of English Learners (69.3%) and the rate at which they are acquiring English. Due to shipping concerns, the materials were received in the spring and therefore full implementation will begin the fall of 2022. Action 3 and 7 continued to support staffing for school libraries while ensuring all students and teachers were provided with adopted curricular program materials. These actions supported the effective implementation of a new NGSS aligned science adoption across all subject areas. Sufficient instructional materials and effective implementation at all school sites is based on our Williams instructional materials audit which has zero findings.

In an effort to positively impact the conditions of student learning, through action 1, the district worked daily to maintain clean and updated facilities for all students even though staff absenteeism was high due to quarantine periods due to COVID. The 2021-22 Williams facilities FIT report had no emergency repair deficiencies. In addition, for action 4 the district continued to provide school to home school bus transportation and increased the number of buses and drivers to positively impact low-income students' ability to attend school and decrease chronic absenteeism. This action was not as effective due to the fact that at semester 1 the district local chronic absenteeism data for low income students was trending at 10% and still below the 2018-2019 rate of 14.4%. Second semester the district experienced a rapid increase in chronic absenteeism due to students' testing positive for COVID and the 10 day quarantine period.

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.

As shared in the educational partner engagement section feedback the following changes were integrated into goal 1:
~Action 1- increase new custodial staff from 2 in 2021-2022 to 10 total for 2022-2023.
~Action 5 - Increase technology staff to include a student hardware repair technician to help implement the 2 to 1 plan for student equipment.
~Action 6 - The purchase of the new designated English Learner Curriculum occurred as planned and this action is no longer necessary. This action will deleted for 2022-2023.

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.

Goal

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

#1 CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - all students	CAASPP 2018-19 Met: 27.09 % Exceeded: 10.40%	The 2021 CAASPP SBAC was not administered in 2021. Local Data STAR Reading 2021-2022 At/Above Benchmark 27.4%	[Intentionally Blank]	[Intentionally Blank]	Increase by 5% Met: 32.09% Exceeded: 15.40%
#2 CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded”- all students	CAASPP 2018-19 Met: 11.97% Exceeded: 6.67%	The 2021 CAASPP SBAC was not administered in 2021. Local Data STAR Math 2021-2022 At/Above Benchmark 29%	[Intentionally Blank]	[Intentionally Blank]	Increase by 5% Met: 16.97% Exceeded: 11.67%
#3 California School Dashboard, Graduation Rate - All Students	2018-19 GREEN 83.4% (Increased)	2018-2019 GREEN 83.4% - no change to dashboard. CDE Dataquest 2019-2020 Cohort 51.3% and 2020-2021 Cohort 84.7%.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 95.5%) Increase 4% Annually
#4 Data Quest, A-G Completion Rate - All Students	2018-2019 A-G Completion Rate 40.1% (CALPADS Data Entry error for 2019-2020, may be higher)	2020-2021 A-G Completion Rate All Students 38.6%.	[Intentionally Blank]	[Intentionally Blank]	Target - 60%
#5 Advanced Placement: Percent of Students passing AP exams with a score for 3 or higher.	2019-20 Pass rate - 592 (53%)	2020-21 Pass Rate - 475 (24%)	[Intentionally Blank]	[Intentionally Blank]	Target: 63% (Increase 5% or above annually)

#6 Professional Development - Teacher Attendance Data for Summer Professional Development (Local Data OMS)	July 2020 80% Attendance Rate of voluntary registered teachers.	August 2021 80% Attendance Rate of voluntary registered teachers.	[Intentionally Blank]	[Intentionally Blank]	August 2021 - 75% Attendance Rate
#7 Professional Development for Classified Classroom-based Paraprofessionals (Local Data OMS)	2019-2020 90% Attendance Rate of register paraprofessionals at all events	2021-2022 69% Attendance Rate of registered Paras at all events	[Intentionally Blank]	[Intentionally Blank]	80% Attendance Rate
#8 Reclassification Rates of English Learners - Local Data	2020-2021 - 45 students or 2%	2021-2022 - 24 Students or 1.64 %	[Intentionally Blank]	[Intentionally Blank]	Target 90 Students or 7% Annually
#9 California School Dashboard, English Learner Progress Indicator	2018-2019 (LOW) Proficiency Progress 38.8%	The 2021 California School Dashboard did not report an academic indicator for English Learner Progress. Local Data STAR Reading does not disaggregate for this target group. ELPAC Levels: Minimally Developed 1 = 19.79%, Somewhat Developed 2 = 32.57%, Moderately Developed 3 = 33.66% Well Developed 4 = 13.98%	[Intentionally Blank]	[Intentionally Blank]	Increase Proficiency by 10 % to 49%

#10 CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - English Learners	2018-2019 Standard Met: 8.12% Standard Exceeded:0.85%	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading does not disaggregate for this target group.	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 13.12% Standard Exceeded: 5.85%
#11 CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - African American Students	2018-2019 Standard Met: 19.10% Standard Exceeded: 4.51%	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading At/Above Benchmark 10%	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 24.1% Standard Exceeded: 9.51%
#12 CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - Hispanic Students	2018-2019 Standard Met: 28.85% Standard Exceeded: 9.87%	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading At/Above Benchmark 14%	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 33.85% Standard Exceeded: 14.87%

#13 CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - Two or More Races	2018-2019 Standard Met: 22.0% Standard Exceeded: 11.33%	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading does not disaggregate for this target group.	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 27% Standard Exceeded: 16.33%
#14 CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - Students with Disabilities	2018-2019 Standard Met: 6.68% Standard Exceeded: 0.23%	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading does not disaggregate for this target group.	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 11.68% Standard Exceeded: 5.23%
#15 CASSPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - Homeless Youth	2018-2019 Standard Met: 12.73% Standard Exceeded: 1.82%	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading does not disaggregate for this target group.	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 17.3% Standard Exceeded: 6.82%

#16 CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - English Learners	2018-2019 Standard Met: 4.19% Standard Exceeded: 0.67%	CA School Dashboard did not report a student outcomes for the Math State Indicator. Local Data STAR Math does not disaggregate for this target group.	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 9.19% Standard Exceeded: 5.67%
#17 CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - African American Students	2018-2019 Standard Met: 5.75% Standard Exceeded: 0.87%	CA School Dashboard did not report a student outcomes for the Math State Indicator. Local Data STAR Math 2021-2022 At/Above Benchmark 16%	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 10.75% Standard Exceeded: 6.87%
#18 CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - Homeless Students	2018-2019 Standard Met: 1.82% Standard Exceeded: 0%	CA School Dashboard did not report a student outcomes for the Math State Indicator. Local Data STAR Math does not disaggregate for this target group.	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 6.82% Standard Exceeded: 5%

#19 CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - Hispanic Students	2018-2019 Standard Met: 12.27% Standard Exceeded: 5.93%	CA School Dashboard did not report a student outcomes for the Math State Indicator. Local Data STAR Math 2021-2022 At/Above Benchmark 29%	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 17.27% Standard Exceeded: 11.93%
#20 CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - Students with Disabilities	2018-2019 Standard Met: 1.15 % Standard Exceeded: 0.92%	CA School Dashboard did not report a student outcomes for the Math State Indicator. Local Data STAR Math does not disaggregate for this target group.	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 6.15% Standard Exceeded: 5.92%
#21 CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - Low Income/Socioeconomically Disadvantaged	2018-2019 Standard Met: 11.31% Standard Exceeded: 5.96%	CA School Dashboard did not report a student outcomes for the Math State Indicator. Local Data STAR Math does not disaggregate for this target group.	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 16.31% Standard Exceeded: 10.96%

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

#26 California School Dashboard, ELA Academic Indicator - Two or More Races Students	2018-2019 ORANGE (35.6 points below Standard - Increased)	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading does not disaggregate for this target group.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 10 points below Standard - Increase or Maintain) Increase by 25 Points
#27 California School Dashboard, ELA Academic Indicator - Students with Disabilities	2018-2019 ORANGE (124.7 points Below Standard - Increased)	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading does not disaggregate for this target group.	[Intentionally Blank]	[Intentionally Blank]	Yellow (Target 94 points below Standard - Increase or Maintain) Increase by 31 Points
#28 California School Dashboard, ELA Academic Indicator - Homeless Students	2018-2019 ORANGE (98 points below Standard - Increased)	CA School Dashboard did not report a student outcomes for the ELA State Indicator. Local Data STAR Reading does not disaggregate for this target group.	[Intentionally Blank]	[Intentionally Blank]	Yellow (Target 44 points below Standard - Increase or Maintain) Increase by 50 Points

#29 California School Dashboard, Math Academic Indicator - All Students	2018-2019 ORANGE (105 points below Standard - Maintained)	CA School Dashboard did not report a student outcomes for the Math State Indicator. Local Data STAR Math 2021-2022 At/Above Benchmark 29%	[Intentionally Blank]	[Intentionally Blank]	Yellow (Target 54 points below Standard - Increase or Maintain) Increase by 50 points
#30 California School Dashboard, Math Academic Indicator - Low Income/Socioeconomically Disadvantaged	2018-2019 ORANGE (109.8 below Standard - Maintained)	CA School Dashboard did not report a student outcomes for the Math State Indicator. Local Data STAR Math does not disaggregate for this target group.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 60 points Below Standard - Increase or Maintain Annually) Increase by 50 points
#31 California School Dashboard, Math Academic Indicator - African American Students	2018-2019 RED (151.9 points below Standard - Maintained)	CA School Dashboard did not report a student outcomes for the Math State Indicator. Local Data STAR Math 2021-2022 At/Above Benchmark 16%	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 100 points Below Standard - Increase or Maintain Annually) Increase by 51 points

#32 California School Dashboard, Math Academic Indicator - Homeless Students	2018-2019 RED (172.2 below Standard - Declined)	CA School Dashboard did not report a student outcomes for the Math State Indicator. Local Data STAR Math does not disaggregate for this target group.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually) Increase by 72 Points
#33 California School Dashboard, Math Academic Indicator - Hispanic Students	2018-2019 ORANGE (104.9 points below Standard - Declined)	CA School Dashboard did not report a student outcomes for the Math State Indicator. Local Data STAR Math 2021-2022 At/Above Benchmark 29%	[Intentionally Blank]	[Intentionally Blank]	Yellow (Target 55 Points Below Standard - Increases or Maintain Annually) Increase by 50 Points
#34 California School Dashboard, Math Academic Indicator - Students with Disabilities	2018-2019 ORANGE (189.4 points Below Standard - Increased)	CA School Dashboard did not report a student outcomes for the Math State Indicator. Local Data STAR Math does not disaggregate for this target group.	[Intentionally Blank]	[Intentionally Blank]	Yellow (Target 100 points below Standard - Increase or Maintain Annually) Increase by 45 points
#35 California School Dashboard, College and Career Indicator - All Students	2018-2019 - 57.9% Prepared	2018-2019 GREEN 57.9% Prepared. No new data available.	[Intentionally Blank]	[Intentionally Blank]	Target - Prepared 67% (15% improvement annually)

#36 Dual Enrollment - Number of Students - Local Data Aeries	2020-2021 - 487 Students	Fall 2022 - 386 Students Spring 2022 - 236 Students	[Intentionally Blank]	[Intentionally Blank]	Target - 487 Students (Maintain or increase Dual Enrollment numbers)
#37 Career Technical Education Enrollment - Local Data Aeries	2019-2020 3,275 students (Revised to reflect correct school year - June 2022)	2020-2021 3,534 students	[Intentionally Blank]	[Intentionally Blank]	Target - 3,275 students (Increase or maintain CTE enrollment annually)
#38 Career Technical Education Pathway Completers - Local Data Aeries	2019-2020 - 717 Students	2020-2021 - 776 Students	[Intentionally Blank]	[Intentionally Blank]	Target - 753 students (Increase completers by 5% annually)
#39 California School Dashboard, Chronic Absenteeism Indicator - All students	2018-2019 - YELLOW 14%	2018-2019 YELLOW 14%. Dataquest reports Chronic Absenteeism Districtwide 10%.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 10%) Decrease by 4%
#40 Ed Data, Chronic Absenteeism Rate - all students	2018-19 Overall - 13.8%	2020-2021 Overall - 15.2%	[Intentionally Blank]	[Intentionally Blank]	Target 83.8% (Decrease the chronic absenteeism by 5%)
#41 Ed Data, Chronic Absenteeism - Two or More Races Students	2018-2019 - 21%	2020-2021 - 16.8%	[Intentionally Blank]	[Intentionally Blank]	Target - 16% (Decrease the chronic absenteeism by 5%)
#42 Ed Data, Chronic Absenteeism - Low Income/Socioeconomically Disadvantaged	2018-2019 - 14.4%	2020-2021 - 15.7%	[Intentionally Blank]	[Intentionally Blank]	Target 93.4% (Decrease the chronic absenteeism by 5%)

#43 California School Dashboard, Chronic Absenteeism Indicator - Foster Youth	2018-2019 RED 24.4%	2018-2019 RED 24.4%. Dataquest reports 2020-2021 Chronic Absenteeism FY Students 20.2%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 19.4%) Decrease by 5%
#44 California School Dashboard, Chronic Absenteeism Indicator - Homeless Students	2018-2019 ORANGE 43.1%	2018-2019 ORANGE 43.1%. Dataquest reports 2020-2021 Chronic Absenteeism Homeless Students 43.8%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 38%) Decrease by 5%
#45 California School Dashboard, Chronic Absenteeism Indicator - English Learners	2018-2019 YELLOW 11.7%	2018-2019 YELLOW 11.7%. Dataquest reports 2020-2021 Chronic Absenteeism EL Students 14.0%.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 6.7%) Decrease by 5%
#46 California School Dashboard, Chronic Absenteeism Indicator- Low Income/Socioeconomically Disadvantaged	2018-2019 YELLOW 14.4%	2018-2019 YELLOW 14.4%. Dataquest reports 2020-2021 Chronic Absenteeism LI Students 20.6%.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 9.4%) Reduce by 5%
#47 California School Dashboard, College and Career Indicator - Foster Youth	2018-19 ORANGE 32.5% Prepared	2018-2019 ORANGE 32.5% Prepared. No new data available.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 45% Prepared) Increase by 13 %
#48 California School Dashboard, Graduation Rate indicator - Foster Youth	2018-2019 RED 65%	2018-2019 RED 65% - no change to dashboard. CDE Dataquest 2019-2020 37.9% and 2020-2021 80.5%.	[Intentionally Blank]	[Intentionally Blank]	ORANGE (Target 70%) Increase by 5%

#49 California School Dashboard, Graduation Rate indicator - English Learners	2018-2019 ORANGE 72%	2018-2019 ORANGE 72% - no change to dashboard. CDE Dataquest 2019-2020 48.9% and 2020-2021 68.9%	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 77%) Increase by 5%
#50 California School Dashboard, Graduation Rate Indicator- Students with Disabilities	2018-2019 RED 65.3%	2018-2019 RED 65.3% - no change to dashboard. CDE Dataquest 2019-2020 42.0% and 2020-2021 66.2%.	[Intentionally Blank]	[Intentionally Blank]	ORANGE (Target 75%) Increase by 10%
#51 Panorama Climate Survey - Families	2020-2021 Positive Climate for Academic Learning - 72% Agree	2021-2022 Positive Climate for Academic Learning - 91% Agree	[Intentionally Blank]	[Intentionally Blank]	Target - 90%
#52 STAR Renaissance Reading: School Wide	2020-2021 At/Above Benchmark 27.8%	2021-2022 At/Above Benchmark 27.4%	[Intentionally Blank]	[Intentionally Blank]	Target At/Above Benchmark 40%. Increase 3% Annually.
#53 STAR Renaissance Reading: By Grade Level	2020-2021 At/Above Benchmark; Grade 7 39%, Grade 8 30%, Grade 9 29%, Grade 10 36%, Grade 11 33%, Grade 12 33%	2021-2022 At/Above Benchmark - Grade 7: 40.8%; Grade 8: 38.2%; Grade 9: 29.7%; Grade 10: 28.3%; Grade 11: 34%; Grade 12: 24.5%	[Intentionally Blank]	[Intentionally Blank]	Target At/Above Benchmark (Increase 3% Annually) Grade 7 48%, Grade 8 39%, Grade 9 28%, Grade 10 45%, Grade 11 42%, Grade 12 42%

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

#59 Broad Course of Study to include programs and services for unduplicated students and individual with exceptional needs. (Added June 2022)	2021-2022 All students 100% Unduplicated 100% Students with Special Needs 100%	Baseline Year	[Intentionally Blank]	[Intentionally Blank]	All students 100% Unduplicated 100% Students with Special Needs 100%
#60 Met A-G Requirement and Complete 1 CTE Pathway (Added June 2022)	2020-2021 All Students 6.1% English Learners 1.8% Low Income 6.2% Foster Youth 0.0% Student with Disabilities 0.0%	Baseline Year	[Intentionally Blank]	[Intentionally Blank]	2023-2024 All Students 12% English Learners 12% Low Income 12% Foster Youth 12% Student with Disabilities 3%

Actions

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing
Action #1	2.1 District support services for Academic Success	The district will continue to provide coordinators for core subject support, a math coach for middle and high school, a science coach for middle and high school, a data support coordinator, and assistant principals support staff at targeted schools to continue the work with staff on core content, training and classroom supports, leading Professional Learning Communities discussions and providing support with data and student monitoring. This will continue to ensure that students receive a well-rounded educational experience. In addition to district-wide support, coordinators will work with site teams to design targeted support programs and supplementary learning time by providing direct support to target student groups for English Learners, Foster Youth and Low Income students. Programs will include, but not limited to, after school tutoring for English Learners, STAR data targeted foster youth and low income students for extended learning through FEV Tutor, etc. The focus of Educational Services will be on our targeted student groups in order to increase student academic success for our duplicated students. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics, Graduation Rate and English Learner Progress on the California School Dashboard and an increase in student performance on the STAR Reading and Math Universal Screener.	$2,208,048.00	Yes

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

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

Action #	Title	Description	Total Funds	Contributing
Action #4	2.4 Expanding Intervention and Credit Recovery Services	The district will expand intervention and credit recovery services provided by district coordinators, teachers and paraprofessionals and is primarily directed towards Low Income, Foster Youth and English Learner students, to support student academic success through grades 7-12, and increase graduation rates. The sites will provide intervention teachers, after school tutoring, online targeted extended learning as well as district after school credit recovery teachers who are assigned groups of students for monitoring and support with credit recovery. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics, Graduation Rate and English Learner Progress on the California School Dashboard and an increase in student performance on the STAR Reading and Math Universal Screener.	$6,556,516.00	Yes
Action #5	2.5 Increased and improved services for unduplicated Special Education students	The district is committed to ensuring unduplicated students in Special Education receive individualized supplementary supports to increase their access and success in standards-based instruction in the general education setting. This includes providing services for Low Income Special Education students to access programs in a safe and supportive environment, including English Learner students in Special Education accessing academic language acquisition opportunities. The data is measured through local measures of re-designation rates on AERIES.	$4,023,956.00	No
Action #6	2.6 Expanding Virtual School Learning options	The district has implemented a grade 7-12, A-G aligned and Western Association of School and Colleges (WASC) accredited Virtual School with teachers, administrative and counseling support to provide an alternate education option for students who are not successful in the traditional school setting. This option supports2 the reduction of chronic absenteeism and helps students to stay on track for promotion and graduation, with primary support for Foster Youth and Low Income students. Impact will be evidenced by improvement in attendance data through Chronic Absenteeism data and graduation rates from the California School Dashboard.	$2,248,318.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #7	2.7 Providing and improving increased equity-driven Career Technical Education (CTE) programs	The district will continue to expand staffing to enhance Career Technical Education program access for students groups, primarily directed towards unduplicated students, to increase career readiness before graduation. CTE also creates high interest programs for school connectedness and supports rigorous learning. The impact is measured by increased achievement on the college and career indicator data on the California Schools dashboard, increased A-G completions rates, and improvement on the student Panorama Climate survey for connectedness.	$5,531,173.00	Yes
Action #8	2.8 Provide Resources for ongoing support to ensure equity in teaching and learning	The district will continue its ongoing work with County Coaches, Dr. Doug Reeves and other support providers to design collaborative workshops and training sessions to address best practices related to best first instruction, grading, equity-driven programs, etc. The focus is to improve classroom instruction and practices that will increase the academic success of students, primarily directed towards our English Learner, Foster Youth and Low Income students. This will be measured by improved student performance in the academic performance indicators for English Language Arts, Math and English Learner Progress on the California School Dashboard.	$325,000.00	Yes
Action #9	2.9 Professional Development to Address Academic Equity and Achievement gaps	The district will continue to support all staff to participate in professional development activities and training to improve teaching and learning and directly impact the student academic programs with primary focus on the achievement of Low Income and English Learner students . This includes providing content, pedagogy and behavioral support training in core subject adoptions (ELA, Math, Science and Social Science), universal lesson designs, ELD and classroom based assessments, monitoring of student success using STAR Renaissance and Ellevation, and MTSS and PBIS training for classroom behavioral supports. This will be measured by improved student performance in the academic performance indicators for English Language Arts, Math and English Learner Progress on the California School Dashboard.	$1,208,222.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #10	2.10 Provide Resources for English Learner instructional Programs	The district will continue to provide instructional resources for teachers and paraprofessionals to support all English Learners during the designated and integrated English Language Development (ELD) instructional time. This includes purchase of supplementary resources such as listening and speaking programs, targeted writing programs embedded into the new designated ELD curriculum and other targeted materials for language development support, as well as progress monitoring tools such as "Ellevation" which provides data used for the Individual Learning Plan monitoring for all English Learner students to help progress towards reclassification. This will directly support increased reclassification rates which is a local measure, English Learner achievement on the SBAC for English Language Arts and Math, English Learner Progress indicator on the California School Dashboard and increase or maintain their ELPAC level.	$130,000.00	Yes
Action #11	2.11 Provide English Learner Intervention supports	The district will continue to support English Learner students with language acquisition by providing resources such as primary language resources in the library, MyELCompanion in ELA and teacher/paraprofessional after school tutoring and supports to increase access and time for intervention so that more English Learner students may gain language proficiency and reclassify. This will directly support increased reclassification rates which is a local measure, English Learner achievement on the SBAC for English Language Arts and Math, English Learner Progress indicator on the California School Dashboard and increase or maintain their ELPAC level.	$410,109.00	Yes
Action #12	2.12 Increasing supplemental college readiness activities for student success	The district will continue to provide students, especially Low Income students, with opportunities so they can actively engage in college ready activities such as college test prep, study trips, access to Dual Enrollment courses and college exams. The impact is measured by increased achievement on the college and career indicator data on the California Schools dashboard, increased A-G completions rates, and improvement on the student Panorama Climate survey for connectedness.	$1,101,724.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #13	2.13 Providing supplemental resources to support response to intervention and instruction	The district will continue to provide resources, supplies and materials for intervention for teachers to support ongoing needs for student success, especially for low-income students who are at-risk or are struggling. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics, Graduation Rate and English Learner Progress on the California School Dashboard and an increase in student performance on the STAR Reading and Math Universal Screener.	$1,637,925.00	Yes
Action #14	2.14 Providing supplemental resources to promote unduplicated Special Education student success	The district will continue to provide resources to support Special Education student success, primarily for English Learner and Foster Youth students, to support their success in general education settings. This impact will be measured through the re-designation rates as a local measure.	$3,283,308.00	No
Action #15	2.15 Providing resources to enhance virtual school learning options	The district will provide resources to support a virtual school learning option for students who are experiencing a lack of success in the traditional setting. This option supports the chronic absenteeism that students experience and is primarily directed towards low income and foster youth so they can continue their learning when unable to attend school in-person. The district virtual program's impact will be measured by improvement in attendance data through Chronic Absenteeism data, and graduation rates from the California School Dashboard.	$435,500.00	Yes
Action #16	2.16 Providing resources to enhance Career Technical Education (CTE)	The district will continue to provide resources to enhance CTE programs across middle and high school sites so that students, especially Low Income students, are able to access CTE programs to increase career readiness before graduation. CTE also creates high interest programs for school connectedness and supports rigorous learning. The impact is measured by increased achievement on the college and career indicator data on the California Schools dashboard, increased A-G completions rates, and improvement on the student Panorama Climate survey for connectedness.	$800,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #17	2.17 Ongoing support with implementing Professional Learning Communities of practice	The district will continue to support teachers in each subject group to conduct monthly Professional Learning Community meetings and use data from common assessments and universal screening to monitor student success and progress in all core areas. The impact of this action will be evidenced in the STAR Renaissance progress data, D/F data on AERIES, and the California Schools Dashboard data for graduation, academic indicator and college and career readiness.	$70,000.00	No

Goal 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.

The 2021-2022 school year began the full return to in-person instruction after attending school through distance learning in the 2020-21 school year. The impact of COVID and the required quarantine guidelines from the CDPH created an environment that made consistent learning difficult to achieve. Students and teachers who tested positive, had a significant exposure, or showed symptoms of COVID, were required to observe a 10-day quarantine at home. This created gaps in attendance and learning. Students were placed on short term independent study to continue their learning, but many students continue to struggle. With these developments and interruptions to teaching and learning, it was a challenge to fully implement a few of the actions for 2021-22. In addition to challenges for full implementation, we also discovered that some actions had to be expanded and the need was greater than anticipated.

There were 17 actions and most had full implementation was reflected through the estimated expenditures and qualitative analysis. Actions which demonstrated substantive differences between planned actions and actual implementation included District support services for Academic Success (Action 1), Expanding Intervention and Credit Recovery Services (Action 4), and Increased and improved services for unduplicated Special Education students (Action 5). The district set expectations for initial intervention and credit recovery services and as the school year progressed, semester I grade analysis provided additional data for the expansion of credit recovery. At the end of semester I of 2021-2022, 3294 students of the 11,026 had received at least one grade of F that required remediation. The services for our special education students also increased as more students were identified with increased gaps in learning due to the pandemic and the substantial change in services through distance learning.

Provide resources for ongoing support to ensure equity in teaching and learning (Action 8), Professional Development to Address Academic Equity and Achievement gaps (Action 9) and District support services for Academic Success (Action 1) was not fully implemented due teachers and other adult staff frequently on quarantine or not available due to other constraints. The professional development of teachers was expected to return to in-person but times had to continue to be held virtually occasionally due to safety concerns with the increase in COVID-19 variant infection rates, especially after the winter holiday break. Planned professional development was often postponed or canceled due to the lack of teacher attendance, availability of substitute teachers to provide supervision and the district curriculum and instruction teams redirected to school sites to support administrative and teaching duties. The district also struggled to hire adequate staff for teachers and administrative vacancy, including the commitment to add an administrator to three school sites as part

of our district level plan to help the Comprehensive Support and Improvement (CSI) schools. Only 1 assistant principal was hired and the two other positions remained vacant the entire year. In addition, the extensive professional learning and coaching that was going to be provided through Doug Reeves and Creative Learning Solutions was scaled back to just the English Learner program instead of district wide support and this resulted in less professional development for the 2021-2022 school year.

Finally, when evaluating the services of Action 2, English Learner Academic Success, the data did not not demonstrate the effectiveness as expected and will be re-evaluated to ensure equity at school sites for our level I and II English Learner students and how these positions are being utilized to provide primary language support and academic support to help student transition form one ELPAC level to the next with the goal of reclassification by the time the student graduates.

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 - funding budgeted to hire three assistant principals and only one was hired. The remaining $5110,070 will be reallocated to the same action for 2022-2023.
~Action 2 - the estimated expenditures exceed prior budget allocations by $1,937,527 due to salary increases and additional supplementary programs to support students with college and career readiness such as 2 additional CTE teachers and 3 additional counselors to reduce student ratios.
~Action 4 allocated $4,237,124 for intervention and extra periods before and after school and due to a lack of teachers to teach before or after school, and teacher fatigue, the extra periods were not utilized. The remaining $758,001in funding will remain in the action for 2022-2023.
~Action 5 - the estimated expenditure for action superseded the estimated budget of $2,355,375 by $678,305 due to salary increases and increased personnel required to provide additional services to our special education students who were strongly impacted by the pandemic and distance learning. Their services increased during the 2021-2022 school year.
~Action 7 - The CTE program incurred higher costs than anticipated due to rising salary costs and rising materials costs for the programs. An additional $2,052,018 was spent over the estimated budget of $2,528,737.
~Action 8 - the district wide professional development was reduced and only $115,750 in consults support and contracts was utilized. The original estimated budget of $350,000 is planned for implementation support for the 2022-2023 school year.
~Action 10 - Resources for English Learners was under utilized to the purchase of a new designated curriculum which includes many new supplementary materials. The adidonal $37,622 will be reallocated for ELs in the 2022-2023 plan.
~Action 11 - the intervention support for English Learner incurred only $102,500 in estimated costs and funding will be allocated to provide more bilingual instructional assistants (BIAs) to support student learning in the classroom and support after school intervention programs for level I and II ELs.
~ 12 - Increasing supplemental college readiness activities for student success originally budgeted $1,067,314.00 in order to support dual enrollment, college readiness exams and Advanced Placement exams/program support but due to lower then expected enrollment in dual enrollment classes, difficulty offering the number of DE courses estimated and less students participating in the college readiness exams, the district only spent $608,549.00. These funds will continue into eh 2022-23 school year to continue to grow college and career readiness programs for students.
~Action 14 - the estimated cost of the new designated program for severely handicapped students was originally $30,000 but more robust program was purchased with multiple years of support for $303,026.

~Action 17 - ongoing support with implementing Professional Learning Communities of practice at the school sites had an estimated budget of $70,000 but due to difficulty with release time for teachers and reduced ability to provide professional development due to staff absences related to COVID, the school sites only spent $49,224.00. This area is a still an action for all school sites as part of their SPSAs and will continue to be budgeted for 2022-23.

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

When evaluating the effectiveness of the actions for the 2021-2022 LCAP, multiple measures were used that were considered summative such as graduation rates, chronic absenteeism and suspension rates of students. The effectiveness of actions also included local measures such as the student achievement on the renaissance Learning STAR reading and Math assessments. The metrics revealed an overall effectiveness in most actions in reaching our goal of a rich academic program that provides equity and positive impact on student success for all students as well as unduplicated students.

In the area of supplemental instructional supports and interventions, VVUHSD embedded supplementary services, online and in-person programs, and supplementary materials and supplies into actions 1, 4, 6 13 and 15 to positively impact student achievement and attendance. The actions related to professional learning by staff and the use of professional learning communities district wide (Actions 8, 9 and 17) also are intended to positively impact the progress and performance of students with a focus on unduplicated students. The STAR reading universal screener administered the fall and the spring district wide remained at 27% with no significant increase but math improved from 22% to 29%. The intervention provided in mathematics experienced a higher level of effectiveness than in English. Although in English, grades 7 through 10 all improved in the universal screener by 1%. The decline experienced in grade 11 and 12 is determined to have negatively impacted the district-wide STAR benchmark in reading. Therefore intervention for literacy in the lower grades have demonstrated effectiveness in increasing student performance. In mathematics, the opposite trend was experienced with grade 7-10 declines slightly but grades 11 and 12 increasing the number of students at benchmark significantly. The graduation rate school wide also rose from 83.4% in 2019 to 84.1% in 2021 district-wide as well as an increase from 65% to 80.5% for Foster Youth and 65.3% to 84.3% for students with disabilities. The only group that intervention has not yet proven effective is for English Learners which dropped from 72% in 2019 to 69.3% in 2021. The district will be increasing services for ELs in the 2022 -2023 LCAP in response to the data. As students progressed in their learning and improved their chances of graduating on time, the effective impact of interventions and supports was also demonstrated by the decrease in Chronic Absenteeism district wide for all students from 14% in 2019 to 10% in 2021. Target groups that are determined to have less effectiveness include homeless students, English Learners and Low Income students. Effectiveness as determined by Chronic Absenteeism was negatively impacted by the ongoing effects of the pandemic and the high rates of absenteeism due to quarantine guidelines for student exposed to COVID-19 and the variants that emerged during the 2021-2022 school year. The actions will continue as planned in hopes that the unusual circumstance of mandatory quarantine will change for 2022-22023 school year and a more accurate reflection can be made in the area of effectiveness. Our professional learning program expanded beyond teachers and included instructional tools and support for paraprofessionals, clerical alongside teachers. We offered paraprofessional targeted workshops through educational services and special education and of the 192 registered attendees, 133 attended, which is a 69% attendance rate, This appears to have declined but the previous training was during the pandemic and was made mandatory instead of voluntary as it was during the 2021-2022 school year.

In the area of college and career readiness with a focus on unduplicated students, VVUHSD embedded supplementary services, online and in-person programs, and supplementary materials and supplies into actions 3, 7 12 and 16 positively impact student college and career readiness and school connectedness. The college and career indicator for the 2021 dashboard was not released but additional reports provided evidence that the effectiveness of the actions were varied based on discrete metrics. In the area of A-G completion rates, which is an indicator of student college readiness, only 38.6%

percent of all students meet college entrance requirements. The district will be working with CalforniaColleges.edu and the CCGI initiative to improve A-G completion rates. In addition to A-G, the student AP pass rate has declined steadily since 2019 from 53% to 24%. Distance learning has negatively impacted the advanced placement and honors programs and students will be provided additional support in the 2022-2023 LCAP. Although there was decline in the AP and A-G data, the Career Technical program effectiveness is fully supported by the increase in the number of CTE pathways completers from 717 in 2020 students to 776 in 2021. CTE enrollment has steadily increased fro

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.

~Action #2 for Ensuring English Learner Academic success was amended to include additional Bilingual Instructional Assistants for parity at school sites.
~Action #5 - revised to remove increased and improved language along with unduplicated language. Special education is not considered an unduplicated student group.
~Action #10 revised to remove Rosetta Stone. The EL program coordinator will be previewing a new listening and speaking supplementary program to support ELS for the 2022-2023 school year.
~Metric #37 - the baseline was amended to reflect the correct school year of 2019-2020.
~Metric #59 was added in June of 2022 to include broad course of study requirement.
~Metric #60 was added in June 2022 to include the number of students and unduplicated students meeting the A-G requirement along with the completion of one CTE pathway.

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.

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
#1 California School Dashboard, Suspension Rate Indicator - all students	2018-2019 ORANGE (High) - 9% of all students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator. CDE Dataquest 2019-2020 8.2% and 2020-2021 0%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Medium) Target 6% - Reduce by 3%
#2 California School Dashboard, Chronic Absenteeism Indictor - All Students	2018-2019 YELLOW 14%	The 2021 California School Dashboard did not report a Chronic Absenteeism Indicator. Dataquest reports Chronic Absenteeism Districtwide 10%.	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 10%) Decrease by 4%
#3 Ed Data, Expulsion Rate - All Students	2019-2020 = 0.04%	2020-2021 = 0%	[Intentionally Blank]	[Intentionally Blank]	Target - 0.02% (Maintain or decrease percentage of expulsions)

#4 Panorama Climate Survey - Favorable Responses	Fall 2019 Safety - Students 66% Winter 2020 Safety - Staff 55% and Family 82%	Fall 2021 Safety - Students 74% Winter 2021 Safety - Staff 50% Spring 2022 Safety - Family 86%	[Intentionally Blank]	[Intentionally Blank]	Target 80% or higher for each group of educational partners
#5 California School Dashboard, Suspension Rate Indicator - Low Income/Socioeconomically Disadvantaged	2018-19 ORANGE (Very High) 9.3% students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator. CDE Dataquest 2019-2020 8.5% and 2020-2021 0%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target - Medium 6.0%) Decrease by 3%
#6 California School Dashboard, Suspension Rate Indicator - English Learners	2018-2019 ORANGE (High) 8.4% students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator. CDE Dataquest 2019-2020 6.4% and 2020-2021 0%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target Medium 5.0%) Decrease 4.4%
#7 California School Dashboard, Suspension Rate Indicator - African American	2018-2019 RED (Very High) 18% students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator.CDE Dataquest 2019-2020 17.3% and 2020-2021 0%.	[Intentionally Blank]	[Intentionally Blank]	ORANGE (Target High 9.0%) Decrease by 9%

#8 California School Dashboard, Suspension Rate Indicator - Foster Youth	2018-2019 RED (Very High) 19% students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator. CDE Dataquest 2019-2020 20.4% and 2020-2021 0%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target High 9.0%) Decrease by 10%
#9 California School Dashboard, Suspension Rate Indicator - Hispanic Students	2018-2019 ORANGE (High) 6.6% students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator.CDE Dataquest 2019-2020 6.1% and 2020-2021 0%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target Medium 4%) Decrease by 2.4%
#10 California School Dashboard, Suspension Rate Indicator - Low Income/Socioeconomically Disadvantaged	2018-2019 ORANGE (Very High) 9.3% students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator. CDE Dataquest 2019-2020 8.5% and 2020-2021 0%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target Medium 4%) Decrease by 5.3%
#11 California School Dashboard, Suspension Rate Indicator - Homeless Students	2018-2019 ORANGE (Very High) 12.6% students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator. CDE Dataquest 2019-2020 15.0% and 2020-2021 0%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target Medium 7.6%) Decrease by 5%

#12 California School Dashboard, Suspension Rate Indicator - White Students	2018-2019 ORANGE (High) 7.7% students suspended at least once	The 2021 California School Dashboard did not report a Suspension Rate Indicator. CDE Dataquest 2019-2020 6.3% and 2020-2021 0%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target Medium 3.7%) Decrease by 4%
#13 California School Dashboard, Chronic Absenteeism Indicator - African American Students	2018-2019 ORANGE 22.6%	The 2021 California School Dashboard did not report a Chronic Absenteeism Indicator. Dataquest reports 2020-2021 Chronic Absenteeism 15.5%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 17%) Reduce by 5%
#14 California School Dashboard, Chronic Absenteeism Indicator - Homeless Students	2018-2019 ORANGE 43.1%	The 2021 California School Dashboard did not report a Chronic Absenteeism Indicator. Dataquest reports 2020-2021 Chronic Absenteeism 43.8%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 38%) Decrease by 5%
#15 California School Dashboard, Chronic Absenteeism Indicator - Foster Youth	2018-2019 RED 24.4%	The 2021 California School Dashboard did not report a Chronic Absenteeism Indicator. Dataquest reports 2020-2021 Chronic Absenteeism 20.2%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 19.4%) Decrease by 5%

#16 California School Dashboard, Chronic Absenteeism Indicator - Students with Disabilities	2018-2019 ORANGE 29%	The 2021 California School Dashboard did not report a Chronic Absenteeism Indicator. Dataquest reports 2020-2021 Chronic Absenteeism 20.6%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 20%) Decrease by 9%
#17 California School Dashboard, Chronic Absenteeism Indicator - Two or More Races Students	2018-2019 RED 25.9%	The 2021 California School Dashboard did not report a Chronic Absenteeism Indicator. Dataquest reports 2020-2021 Chronic Absenteeism 12.7%.	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 20%) Decrease by 6%
#18 Panorama Climate Survey - Sense of Belonging	2020-2021 Percent Favorable responses: Students: 54% Staff: 69% Family: 89%	2021-2022 Percent Favorable responses: Students: 57% Staff: 71% Family: 89%	[Intentionally Blank]	[Intentionally Blank]	Increase favorable responses to at least 90% for each group of educational partners.
#19 Panorama Climate Survey - Climate of Academic Learning	2020-2021 Percent Favorable responses:: Students: 72% Staff: 88% Family: 88%	2021-2022 Percent Favorable responses:: Students: 77% Staff: 90% Family: 91%	[Intentionally Blank]	[Intentionally Blank]	Increase favorable responses to at least 90% for each group of educational partners.
#20 Parental Participation including families of unduplicated students and students with exceptional needs. (Added June 2020)	2021-2022 = 2,196 Parents/Guardians in Attendance	Baseline Year	[Intentionally Blank]	[Intentionally Blank]	2,500 Parents/Guardians in Attendance

#21 Drop out rate grades 7 & 8 (MS Dropout) (Added June 2022)	2020-2021 5 Students or .001%	Baseline Year	[Intentionally Blank]	[Intentionally Blank]	0 Students or 0%
#22 Drop out rate grades 9-12 (HS Dropout) (Added June 2022)	2020-2021 115 Students or .014%	Baseline Year	[Intentionally Blank]	[Intentionally Blank]	57 Students or .007%

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	3.1 Provide purposeful and meaningful supports for health and wellness for student success	The district will provide social-emotional and wellness supports primarily for unduplicated students. Staff members, families, and all students will have access to these supports to improve school climate and culture and improve student success. This includes the addition of mental health clinicians, LVNs at school sites, office health clerks, a district nurse and time for PBIS training for all staff. This action will include student behavioral supports and reduce the levels of disciplinary infractions, including suspensions for unduplicated students. This will be measured by the California School Dashboard decrease in suspension rates, reduction in chronic absenteeism and increase in school connectedness as measured by the annual Panorama climate survey.	$3,878,716.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #2	3.2 Provide support for improved school communication and connectedness	The district will provide staffing to improve parent education and engagement activities and increase school-home partnerships for unduplicated students, while creating a welcoming and supportive school environment for students and families. This action continues to support the work of our Family Engagement Liaisons at each site, the district translator and the Public Engagement Officer to expand communication with families and to build school and home connectedness. We will expand our communication tools by purchasing ParentSquare to integrate with our Aeries SIS system to ensure our unduplicated families have improved communication, and better tools for flexible use to help monitor and support their students at school. The combined efforts of programs and staff will positively impact the social-emotional wellness of our students and families. This will be measured by the California School Dashboard decrease in suspension rates, reduction in chronic absenteeism and increase in school connectedness as measured by the annual Panorama climate survey.	$944,002.00	Yes
Action #3	3.3 Student Services supports for Foster Youth, Homeless Youth, and Low-Income student success	The district will provide additional staff to provide district and site level support for new and enrolled Foster Youth, Homerless Youth, and Low Income students to increase participation in school programs that will improve school connectedness, resulting in increased success in classroom achievement. The district has created a stand-alone Student Services office with a Director and a team, including an additional Family Engagement Liaison and Foster Youth Counselor, whose primary task is to work with schools to support positive culture and climate and support Low Income, Homeless Youth, and Foster Youth students to increase attendance and school participation. This will be measured by improved chronic absenteeism, reduced suspension rates and increased school connectedness on the Panorama climate and SEL surveys.	$2,217,737.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #4	3.4 Maintain and support a safe environment	The district staffs the school sites with trained security and safety officers who implement comprehensive safety standards and provides a physically and emotionally safe learning environment for staff and students. This allows for an increased positive school climate as measured by the annual climate survey and district suspension and chronic absentee data.	$5,055,739.00	No
Action #5	3.5 Provide expanded home-school connections through community resources	The district will contract with the Department of Probation and use their expertise to expand community supports and implement partnerships with families at their school sites as well as outside the school setting. The positive supports provided by this team also includes providing community resources and guiding families to social service resources, while increasing school-home communication for students who may be struggling with attendance and social emotional stressors in school. Probation Officers receive specialized training to provide individualized assessment and Strength-Based/Family-Centered supports. They work closely with parents and guardians to encourage regular school attendance and increasing school connectedness. This positive intervention for students will be measured by improved data on the annual Panorama climate survey, student socio-emotional survey, and a decrease in the chronic absenteeism rate for school sites.	$137,434.00	No
Action #6	3.6 Provide resources to address student and staff Social-emotional well-being	The district will provide social, emotional and mental health resources and services with providers such as DM SELPA, Capturing Kids Hearts, SEL support, and training. With students experiencing immense trauma due to the pandemic, this action is designed to expand SEL services to support primarily Foster Youth and Low Income students to increase student engagement and student attendance. This will be measured by the California School Dashboard and see a decrease in suspension rates, reduction in chronic absenteeism and increase in school connectedness as measured by the annual Panorama climate survey.	$1,116,619.00	Yes

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

Goal 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.

Victor Valley Union High School District planned for 7 actions with embedded services in order to provide an equity-centered, safe learning environment that would promote a positive school climate to meet the needs of students and staff when the return to in-person instruction occurred in the fall. All actions were implemented either fully or partially. The substantive differences between planned actions were minimal with the exception of actions 1, 3, and 4 which has services/programs planned that were related to hiring staff. Due to the recent retirement incentive, the filling of vacant positions was challenge for both certificated and classified and therefore some services were not offered or began later in the school year. The climate for the return to in-person instruction also came with unique challenges such as high student and staff absenteeism rates due to COVID quarantine guidelines as well as student mental health concerns. The district wide plan to implement Capturing Kids Hearts was postponed for one year in order to provide staff time to acclimate to the return to in-person instruction. Capturing Kids Hearts will be piloted by two school sites in the 2022-2023 plan and district-wide rollout will be considered in future plans. The plan for online services to support mental health were not as effective as the need for adults on school site campuses identifying and supporting students and staff in need of mental or emotional health services. Finally, school sites began the school year with adequate staffing but quickly adjusted to include more sections of English Language Arts and Math to lower class sizes and create a more personalized learning experience for low income students to address learning loss experienced during distance learning the previous 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 1:Provide purposeful and meaningful support for health and wellness for student success - The addition of mental health clinicians at each of the 8 school sites resulted in the original budget of $2,232,470 to increase to $4,207,405.
~Action 3: Student Services supports for Foster Youth, and Low Income student success - The addition of sections of English and Math in specific school

site master schedules for personalized attention resulted in the original budget of $546,447 to increase to $775,428.
~Action 6: Provide resources to address student and staff Social-emotional well-being - the original budget for Capturing Kids Hearts was expected to be implemented district-wide but was postponed and resulted estimated expenditure of only $590,663 or the original $1,087,424 in the 2021-2022 LCAP.

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

During the 2021-2022 school year, VVUHSD made significant progress toward the actions and services in Goal 3. The original service of action 1 was to hire licensed vocational nurses and a district certificated registered nurse but as input was gathered throughout the year from educational partners, the need for mental health support personnel became a priority and the district added 8 mental health clinicians for the second semester. The effectiveness was difficult to measure due to the fact that the hiring process for this new position did not occur until the second semester and the available positions were not fully staffed until the end of the school year. The Panorama well-being survey did demonstrate growth from 54% to 56%. The potential impact on student suspensions rates will be evaluated at the next release of data by the California Department of Education. Action 6 was also designed to positively impact suspension rates and chronic absenteeism but the online supports were found to be ineffective and very few students or staff utilized the platforms. The district will no longer contract with CareSolace and Kognito. End of year data analysis and usage data demonstrated the online support was not utilized as often as expected. The online approach to student and staff mental health will no longer be a strategy and instead school sites will be adding wellness centers and the mental health clinicians will be more involved in in-person wellness events and services at the school sites.

In addition to mental health, a recurring theme from engagement meetings, especially supper with the superintendent, was the need for additional safety and supervision of students as they returned to in-person instruction. The student behaviors were a concern to not only school site staff but families as well and additional safety measures beyond COVID mitigation was clear in educational partner voices. The beginning of the Panorama survey of students, families and staff ranged from 50% favorable responses regarding safety to 86%. When surveyed again in the spring, student safety dropped 5% from 75% to 69%. To address this need, in Action 4 the district pivoted to hire additional high school security and middle school security assistants. The hiring was planned for the spring and the vacancies are still pending as the district continues the struggle to find qualified candidates for both levels of security staff. The district will continue with action 5 and provide probation officers on campuses for work closely with parents and guardians to encourage regular school attendance and increasing school connectedness. The effectiveness of using this strategy to build home to school connections was not reflected in the spring Panorama survey for “Sense of Belonging (School Connectedness)” with both student and staff demonstrating a decline of 5% and 6%. Although the sense of belonging declined, the Chronic Absenteeism Rate declined from 14% in 2018-2019 to 10% for 2020-2021 which supports the use of probation officers for intervention and home visits as part of our student attendance review team process at school sites. This action will be maintained for an additional year in order to review suspension and expulsion rates on the California School Dashboard.

Parent engagement was enhanced through actions 2, 3, and 7 district wide. The Student Services division was able to provide dedicated services to our targeted students, especially Foster Youth which resulted in 54 of 55 grade 12 Foster Youth graduating on time in May of 2022. Foster youth graduation rate has risen from 56% in 2018-2019 to 80.5% in 2020-2021. In addition, each school site provided a parent center and Family Engagement Liaison (FEL) and implemented a new communication tool called Parent Square. Workshops presented by the FELs on graduation requirements, the importance of good attendance and mental health services in the community proved to be effective for most student groups. A decline in chronic absenteeism from 2018-2019

to 2020-2021 was experienced by African American students, Foster Youth, Student switch Disabilities and Two or More Races. Homeless students did not experience a significant change and increased from 43.1% to 43.8%. The Student Services team will be evaluating the services for homeless youth and determining which additional actions plans must be in place to improve Homeless Youth attendance.

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.

As shared in the educational partner engagement section feedback the following changes were integrated into goal 2:
~Action 1 - add mental health clinicians to provide in-person mental health support.
~Action 3 - integrated additional services at school site levels but removed term "Homeless Youth". Homeless Youth are not considered an unduplicated target group.
~Action 4 - increase the number of security officers and security assistants by 13 positions for the 2022-2023 school year.
~Action 6 - remove online SEL and mental health services and increase contracted and/or in-person support.
~ Metric #20 was added in June of 2022 to include parent participation rates for all students as well as unduplicated student families.
~Metric #21 was added in June of 2022 to include middle school dropout rate using the 2020-2021 school year as the baseline.
~Metric #22 was added in June of 2022 to include high school dropout rate using the 2020-2021 school year as the baseline.

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.

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing
Action #1	4.1 Foster Youth Identification	The district will create/implement policies and practices to ensure all foster youth (under both LCFF and AB 490 foster definitions) are identified and tagged through the enrollment process and through state and local data matches. This will be measured by Foster Youth Graduation Rate.	$177,976.00	Yes
Action #2	4.2 Foster Youth Services & Support	The district Foster Youth counselor will monitor Foster Youth academic progress monthly, provide social-emotional referrals, provide FAFSA/college application support and provide timely communication and other interventions to address A-G completion rates and graduation rates. This will be measured by Foster Youth graduation rates.	$120,904.00	Yes
Action #3	4.3 Foster Youth Staff and Monitoring	The district Family Engagement Liaison will provide targeted supports for Foster Youth by acting as the district contact to provide school supplies, set up home visits, leading the Food for Home Program, organizing foster family workshops and facilitate home technology support. This will provide a positive impact and will be measured by Foster Youth attendance, graduation rates and percentage of passing grades quarterly.	$83,861.00	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.

Goal 4 has been added to the LCAP for the 2022-2023 school year and therefore a goal analysis will not be required until the next revision cycle.

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

Goal 4 has been added to the LCAP for the 2022-2023 school year and therefore a goal analysis will not be required until the next revision cycle.

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

Goal 4 has been added to the LCAP for the 2022-2023 school year and therefore a goal analysis will not be required until the next revision cycle.

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

Goal 4 has been added to the LCAP for the 2022-2023 school year and therefore a goal analysis will not be required until the next revision cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$109,368,096.00	$41,685,650.00	$5,233,264.00

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
38.12%	0%	$0.00	38.12%

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.

The LCAP was collaboratively developed based on educational partner feedback and comprehensive needs assessments which helped determine which improved services are needed across the district. The actions below are provided across the entire school district with explicit focus for English Learners (EL), foster youth (FY), and low income (LI) students and their success. .

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

Needs, Conditions, and Circumstances: During the 2018-2019 school year, the district CAASPP Data identified that all students were -35.2 points Distance from Standard (DFS) for ELA and -104.8 points DFS in Math. In contrast, English Learners scored -71.1 DFS in ELA and -129.7 DFS in Math. Low income students scored -39.8 points DFS in ELA and -109.8 points DFS in Math. Foster Youth scored -92.2 DFS in ELA and -171.9 DFS in Math. English Learner's performance level in the English Learner Progress Indicator are "Low" with only 38.8% of ELs making progress towards language proficiency. During the 2021-2022 school year the STAR Reading and Math universal screener provided additional local data . The STAR reading universal screener administered the fall and the spring district wide remained at 27% with no significant increase but math improved from 22% to 29%. In reading, grades 7 through 10 all improved in the universal screener by 1%. The decline experienced in grade 11 and 12 is determined to have negatively impacted the district-wide STAR benchmark in reading. In mathematics, the opposite trend was experienced with grade 7-10 declines slightly but grades 11 and 12 increasing the number of students at benchmark significantly. Although slight improvement in student performance was experienced in specific areas, overall 72.6% of all students are still performing below benchmark in English and 71% in math. These data points demonstrate the continued need to provide designated academic support, coaching, and professional development to increase staff capacity to ensure academic progress in language proficiency, English and math for unduplicated students. The district will continue to provide targeted ELA and Math curriculum professional development and coaching to teachers and paraprofessionals that provide instruction to Low Income, English Learners and Foster Youth to ensure that students are receiving rigorous classroom instruction. Professional Learning will include pedagogy and behavioral support training in content for core subject adoptions (ELA, Math, Science and Social Science), universal lesson designs, ELD and classroom-based assessments. The district will continue its ongoing work with SBCSS County Coaches and other supports to design collaborative workshops and training sessions to address best practices related to best first instruction, grading, equity-driven programs, etc. Additional support will be given to new teachers through the Teacher Induction program to support unduplicated students' learning. Highly qualified school and district personnel will be recruited and retained to support rigorous academic learning and social emotional well-being. Classified support staff will receive additional professional development to enact research-based strategies supporting academic and social emotional learning that increases student engagement in academic content instruction. Further, professional development for teachers in using software programs to differentiate instruction to accelerate learning for unduplicated students.

Justification and Measurement of Effectiveness: The continuation of these actions was determined by their past effectiveness showing an increase in Distance From Standard (DFS) across some unduplicated students groups or a need for increased implementation due to a decline is specific groups (ELA: English

Learners -7.9, Low Income +4.6, and Foster Youth +22.9; Math: English Learners -6.9, Low Income +2.4, and Foster Youth +6.1) on the 2019 CA School Dashboard, the most recent year published. Effectiveness was also determined by the selected area of increase in student performance on the STAR Reading and Math with an overall increase in 2022 in Math by 7% and a 1% increase in English In grades 7 through 10. The effectiveness of these actions will be measured by future student performance on ELA and Math per the California School Dashboard and STAR universal screener.

2.Services for Students for Increased Attendance:
a. Goal 1 Action 4: Transportation
b. Goal 2 Action 6: Expanding Virtual School Learning options
c. Goal 2 Action 15: Providing resources to enhance Virtual School Learning options

Needs, Conditions, and Circumstances: During the 2020-2021 school year, Dataquest Chronic Absenteeism Data identified all students were 10% chronically absent and the additional dashboard report states district Graduation Rate is 84.1%, 2.7% below the state average. Current 2021 data, English Learner chronic absenteeism increased to 14% and graduation rate 69.3%, below both county and state averages. Low income student's chronic absenteeism is 20.6% and increased 6.2%, and graduation rate is 84.3% and barely maintained with a 1% increase. Foster Youth chronic absenteeism is 20.2% and decreased by 4.2% and graduation rate is 80.5% but increased 15.5% due to the use of adjusted graduation credit requirement due the pandemic. There is a concern that once the state graduation requirements of 150 credits are no longer in effect, this may negatively impact the Foster Youth graduation rates. These data points demonstrate the need to continue to provide transportation and virtual school learning options for our unduplicated students. These actions are designed to provide equal access for our foster youth and low-income students. The district is situated in a large geographical area and this poses a safety concern for students walking long distances to attend school. Additionally, many of our low-income and foster youth students would not be able to attend school without transportation causing inequity for these unduplicated students and creating the possibility that they will become disengaged. This action is designed to improve attendance by lowering chronic absenteeism by ensuring our unduplicated students have the means to get to and from school and ensuring access to academic and extracurricular activities that connect them to the school community on a daily basis. The district is also continuing to support and expand the virtual school to provide an alternate education option for students who are not successful in the traditional school setting and often have difficulty with living arrangement and transportation and tend to be absent due to home circumstances.

Justification and Measurement of Effectiveness: The continuation of these actions was determined by its past effectiveness comparing the 2018-19 school year to the 2019-20 which indicated a decrease of chronic absenteeism (up until school closures as a result of the pandemic). Our chronic absenteeism dropped 4% overall for all students and our graduation rate increased 1.3%. The impact of the virtual school enrollment increased from 48 students in 2020-2021 to 298 students in 2021-2022. The graduation rate for the virtual academy will be evaluated at the Fall 1 certification for graduates in CALPADs. The effectiveness of this action will continue to be measured by reduced chronic absenteeism and increased graduation rates.

3.Services for Unduplicated Students for Increased Student Achievement:
a. Goal 1 Action 5: Site-based Technology support

b. Goal 1 Action 7: Purchase of instructional materials to support academic access and equity
c. Goal 2 Action 4: Expanding Intervention and Credit Recovery Services
d. Goal 2 Action 13: Providing supplemental resources to support response to intervention and instruction
e. Goal 4 Action 2: Foster Youth Services and Support

Needs, Conditions, and Circumstances: During the 2018-2019 school year, the district's CAASPP Data identified all students -35.2 points Distance from Standard (DFS) for ELA and -104.8 points DFS in Math. In contrast, English Learners scored -71.1 DFS in ELA and -129.7 DFS in Math. Low income students scored -39.8 points DFS in ELA and -109.8 points DFS in Math. Foster Youth scored -92.2 DFS in ELA and -171.9 DFS in Math. English Learner's performance level in the English Learner Progress Indicator are "Low" with only 38.8% of ELs making progress towards language proficiency.

In 2021-2022, the STAR Universal Screener identified all students 27.4% at/above benchmark in reading, which is a decline of .4% and 29% at/above benchmark in math, which is a 7% increase. Renaissance Learning will be providing disaggregated data for English Learners, Foster Youth and Low-Income students for the 2022-2023 school year. During the 2021-2022 school year, on the California School Dashboard additional report, the district Graduation Rate was at 84.1% which is below the state average of 86.8%. Current 2021 data, English Learner chronic absenteeism increased to 14% and graduation rate 69.3%, below both county and state averages. Low income student's chronic absenteeism is 20.6% and increased 6.2%, and graduation rate is 84.3% and barely maintained with a 1% increase. Foster Youth chronic absenteeism is 20.2% and decreased by 4.2% and graduation rate is 80.5% but increased 15.5% due to the use of adjusted graduation credit requirement due the pandemic. These data points demonstrate the need to provide supplemental resources, expanded intervention, expanded credit recovery, support for academic success, increased digital and online materials for access and equity, and technology support to unduplicated students. The district will continue to provide site-based Computer Media Specialists who support classroom needs related to teaching and learning, for both students and families to ensure access and equity. The district will continue to provide supplementary materials, digital licenses for instructional materials and a variety of resources to increase access to learning for unduplicated students. In order to increase academic achievement, the district will continue to provide three assistant principals at the select schools based on data to continue the work with staff on core content, training and classroom supports, leading Professional Learning Communities discussions and providing support with data and student monitoring to ensure that students receive targeted support programs and extended learning time. To positively impact achievement as well, the district will continue to expand intervention and credit recovery services, and provide resources, supplies and materials for intervention for teachers to support ongoing needs for student success, especially for low-income students who are at-risk or are struggling.

Justification and Measurement of Effectiveness: The continuation of these actions was determined by their past effectiveness showing an increase in Distance From Standard (DFS) across some unduplicated students groups or a need for increased implementation due to a decline is specific groups (ELA: English Learners -7.9, Low Income +4.6, and Foster Youth +22.9; Math: English Learners -6.9, Low Income +2.4, and Foster Youth +6.1) on the 2019 CA School Dashboard, the most recent year published. Our effectiveness comparing the 2019-2020 school year to the 2020-2021 which indicated an increase in graduation rate by 1.4% and local 1-year graduation rate data in Aeries was 94.8%. The effectiveness of these actions will be measured by future student performance on ELA Academic Indicator, Math Academic Indicator and graduation rate per the California School Dashboard and future data disaggregation through our STAR Reading and math universal screener.

4.Services for Students for Increased college and Career readiness:

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

Needs, Conditions, and Circumstances: During the 2020-2021 school year, on the California School Dashboard additional report, the district College and Career Measure Only Report identified all students as 32.1% of students completing the A-G requirements which is a key indicator of college or career readiness. In contrast, English Learners performed at 11.4%, Low Income performed at 31.3% and Foster Youth performed at 2.4%. An additional indicator of student college and career readiness is the number of students completing a CareerTechnical Education pathway. Districtwide, 25.8% of tsident completed at least one CTE pathway while data for English Learners is 23.2%, Low-Income student is 27.0% and Foster Youth is 31.7%. On the annual 2021-2022 Panorama district climate survey, 57% of students felt a sense of belonging (School Connectedness) which is near the 20% percentile when compared to other districts utilizing the Panorama core survey even though this is a 4% increase from 2020-2021. These data points demonstrate the need to continue to provide increased services in college readiness and career technical education to help students plan for the future, beyond graduation. The district will continue to provide programs for unduplicated student groups who traditionally do not attend college after high school graduation to create equity and access to higher education. Programs funded include Dual Enrollment, free college readiness test prep and exams, Advancement via Individual Determination (AVID) program, Advanced Placement course and free AP exams, and CTE pathways with voluntary and paid internships. The district funds additional intervention counselors and a foster/homeless youth counselor for targeted support. We will continue to support programs that create school connectedness, such as visual and performing arts, which evidence shows positively impacts student engagement. This will increase more options for duplicated student groups to access college preparatory courses and guidance for participation in a rigorous college preparatory pathway.

Justification and Measurement of Effectiveness: The continuation of these actions was determined by their past effectiveness showing an increase in the 2021-2022 college and career enrollment of students from 3,275 in 2020-2021 to 3,534 and pathway competitors increasing from 717 to 776. The impact of CTE pathways for Foster Youth is higher than the district average by 5.9% which demonstrates Foster Youth increased performance. A-G completion rates on the college/career measure report indicate 38.6% for all students, which is below county (48.2%) and state (51.8%) averages. On the annual Panorama district climate survey, there was an increase from 55% in 2021 to 57% in 2022. The effectiveness of these actions will be measured by future student performance on the college and career indicator per the CA School Dashboard, the A-G Completion Rate through Dataquest and the student climate survey for school connectedness through Panorama.

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

Needs, Conditions, and Circumstances: During the 2018-2019 school year, on the California School Dashboard, the district Suspension Rate Indicator identified all students as 9% of students suspended at least once which is “High”/Orange. For unduplicated groups, English Learners were 8.4% “High”/Orange, Low

Income were 9.3% “High”/Orange and Foster Youth were 19% “Very High”/Red. During the 2020-2021 school year, Dataquest Chronic Absenteeism Data identified all students were 10% chronically absent and the additional dashboard report states district Graduation Rate is 84.1%, 2.7% below the state average. Current 2021 data, English Learner chronic absenteeism increased to 14% and graduation rate 69.3%, below both county and state averages. Low income student’s chronic absenteeism is 20.6% and increased 6.2%, and graduation rate is 84.3% and barely maintained with a 1% increase. Foster Youth chronic absenteeism is 20.2% and decreased by 4.2% and graduation rate is 80.5% but increased 15.5% due to the use of adjusted graduation credit requirement due the pandemic. There is a concern that once the state graduation requirements of 150 credits are no longer in effect, this may negatively impact the Foster Youth graduation rates. On the 2021-2022 annual Panorama district climate survey, only 57% of students felt a sense of belonging (school connectedness) which is near the 20% percentile when compared to other districts utilizing the Panorama core survey even though this is a 2% increase from 2020-2021. These data points demonstrate the need to provide increased services and meaningful supports for student health and wellness, resources to address student and staff social-emotional well-being and improved home to school communication and connectedness. The district will provide mental health clinicians, Licensed Vocational Nurses (LVNs) at school sites, office health clerks, a district certificated Registered Nurse (RN) and time for MTSS/PBIS training for all staff and addressing student behavioral supports targeting unduplicated students. Family supports that will continue include staffing to improve parent education and engagement activities and increase school-home partnerships for unduplicated students, while creating a welcoming and supporting school environment for students and families though our parent centers and family engagement liaisons. In order to continue with mental health and social-emotional learning, the district will continue to contract with mental health resources and services with providers such as DM SELPA, Capturing Kids Hearts, and other in-school and online Social Emotional Learning supports. To foster stronger home to school relationships for unduplicated student families, the district will provide family engagement activities, trainings, and services to increase family and student engagement. This also includes continuing with student celebrations, family workshops on college readiness, financial aid, student success, and parent leadership training to empower parent participation in their student's education. These actions will support improved mental health and address social-emotional concerns for students, families and staff.

Justification and Measurement of Effectiveness: The continuation of these actions was determined by their past effectiveness with Dataquest providing a decrease in suspension rates for all students from 9% in 2020 to 8.2% in 2021. Our chronic absenteeism dropped 4% overall for all students and our graduation rate increased 1.3%. On the annual Panorama district student climate survey, there was an increase from 72% in 2020-2021 to 77% in 2021-2022. The effectiveness of these actions will be measured by future student performance on the suspension rate indicator and the chronic absenteeism indicator per the CA School Dashboard, and the student climate survey for school connectedness through Panorama.

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

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

1.Englisher Learner Directed Supports:
a. Goal 2 Action 2: Ensuring English Learner academic success
b. Goal 2 Action 10: Provide resources for English Learner instructional programs
c. Goal 2 Action 11: Provide English Learner Intervention supports

Needs, Conditions, and Circumstances: During the 2018-2019 school year, the district CAASPP Data identified that all students were -35.2 points Distance from Standard (DFS) for ELA and -104.8 points DFS in Math. In contrast, English Learners scored -71.1 DFS in ELA and -129.7 DFS in Math. The STAR Universal Screener data doesn't disaggregate for English Learners but is expected to do so in 2022-023 for data comparison purposes. Reclassification rates for English Learners for the 2020-2021 school year was 45 students or 2% of all English Learners and in 2021-220, tis dropped to 24 student or 1.64%. English Learners' performance level in the English Learner Progress Indicator are "Low" with only 38.8% of ELs making progress towards language proficiency. In addition, only 33.66% of ELs are moderately developed and 13.98% are well developed according to the English Language Proficiency Assessments for California (ELPAC). An ELPAC score of 4 is required for ELs to reclassify and gradient as Fluent English Proficient (RFEP) These data points demonstrate the need to provide increased services and meaningful supports for English Learners through integrated and designated curriculum, teacher professional learning for EL strategies and English Language Development, supplementary programs and tools, and dedicated staff that provide direct services to students and families. The district will provide designated and supplemental materials in ELA and ELD courses to improve English language proficiency rates as well as provide monitoring tools for teachers to help students meet reclassification criteria. Intervention materials and additional resources in primary languages will be purchased to increase access to content standards. The district will continue to provide English Language Development (ELD) coordinators at each site, increase the number of bilingual paraprofessionals, provide a district ELD coordinator and EL program support staff to help monitor the 1,270 English Learner students' progress towards proficiency. The team supports teachers with implementation of designated English Language Development and implements progress monitoring through individual learning plans. These actions will support improved English Learner student performance.

Justification and Measurement of Effectiveness: The continuation of these actions was determined by their past effectiveness showing an increase in EL student English Language Acquisition. The EL Progress indicator in 2018 indicated only 19.4% progressed in English language proficiency which increased to 33% in 2019. The summative ELPAC also reported fewer students scoring level 3 (moderately developed) and level 4 (well developed) from 2019 to 2021. This data points directly towards the learning loss that occurred during the pandemic and the imp[act of distance learning on our EL students. As we increase service for the 2022-2023 school year, the effectiveness of these actions will be measured by future student performance on local reclassification rates, SBAC performance in ELA and Math and performance on the English Learner Progress indicator which is based on ELPAC performance.

2.Technology Resources specifically for Unduplicated Students
a. Goal 1 Action 8: Providing resources to bridge the technology access gap for all unduplicated students.

Needs, Conditions, and Circumstances: During the 2018-2019 school year, the district CAASPP Data identified that all students were -35.2 points Distance from Standard (DFS) for ELA and -104.8 points DFS in Math. In contrast, English Learners scored -71.1 DFS in ELA and -129.7 DFS in Math. Low income students scored -39.8 points DFS in ELA and -109.8 points DFS in Math. Foster Youth scored -92.2 DFS in ELA and -171.9 DFS in Math. During the 2020-2021 school year, on the California School Dashboard additional report, the district Graduation Rate is 84.1%. In contrast, English Learner graduation rate is 69.3% and declined 2.7%. Low income student's graduation rate is 84.3% and barely maintained with a .9% increase. Foster Youth graduation rate is 80.5% but increased 15.5%. There is a major concern that the graduation rate for Foster Youth may decline once the California state graduation requirements of 150 credits is no longer in place and Foster Youth must once again meet district graduation credit requirements of 220 credits at the comprehensive school and 170 credits at the continuation school. These data points provide a need for the district to increase technology services and devices for unduplicated students to close the technology gap that impacts student learning. The district will continue to provide equipment, resources and materials to support Foster Youth,

English Learners and Low Income students so that they can have access to devices, materials and WIFI at home and school in order to bridge the technology access gap.

Justification and Measurement of Effectiveness: The continuation of these actions was determined by their past effectiveness showing an increase in Distance From Standard (DFS) across some unduplicated students groups or a need for increased implementation due to a decline is specific groups (ELA: English Learners -7.9, Low Income +4.6, and Foster Youth +22.9; Math: English Learners -6.9, Low Income +2.4, and Foster Youth +6.1) on the 2019 CA School Dashboard, the most recent year published. In comparing the effectiveness between the 2019-2020 school year to the 2020-2021, there was an increase in graduation rate by 15.5% and local 1-year graduation rate data in Aeries was 95%. The effectiveness of these actions will be measured by future student performance on ELA, Math and graduation rate per the California School Dashboard and Dataquest.

3. Student Services for Unduplicated Youth
a. Goal 3 Action 3: Student Services supports for Foster Youth, and Low Income student success
b. Goal 4 Action 1: Foster Youth Identification
c. Goal 4, Action 2: Foster Youth Services and Support
d. Goal 4, Action 3: Foster Youth Staff and Monitoring

Needs, Conditions, and Circumstances: During the 2018-2019 school year, on the California School Dashboard, the district Suspension Rate Indicator identified all students as 9% of students suspended at least once which is “High”/Orange. For unduplicated groups, English Learners were 8.4% “High”/Orange, Low Income were 9.3% “High”/Orange and Foster Youth were 19% “Very High”/Red. During the 2020-2021 school year, Dataquest reports the district Chronic Absenteeism Data for all students at 10% chronically absent. In contrast, English Learner chronic absenteeism is 14% and increased 2.3%. Low income student’s chronic absenteeism is 20.6% and increased 6.2%. Foster Youth chronic absenteeism is 20.2% but decreased 4.2%. On the annual Panorama district climate survey, only 57% of students felt a sense of belonging (school connectedness) which is near the 20% percentile when compared to other districts utilizing the Panorama core survey even though this is a 2% increase from 2020-2021. On the family 2021-2022 climate survey, 89% of families feel a sense of belonging. These data points demonstrate the need to continue to provide a dedicated student services department that utilized specialized support for unduplicated students. The district has created a stand-alone Student Services office with a Director and team, including an additional Family Liaison and Foster Youth Counselor, whose primary task is to work with schools to support positive culture and climate and support Low Income and Foster Youth students to increase attendance and school participation. The department also provides access to social-emotional and mental health services and translation for Spanish speaking families.

Justification and Measurement of Effectiveness: The new implementation of these Foster Youth specific actions was determined by an analysis showing the current actions in place are providing evidence of effectiveness but additional supports must be layered in the program services to continue the forward progress. Data included a decrease in suspension rates from 9.3% in 2018-2019 to 8.5% in 2021-2020. Our chronic absenteeism dropped 4% overall for all students and our graduation rate increased 1.3%. On the annual Panorama district student climate survey, there was an increase from 72% in 2020 to 77% and on the family climate survey, sense of belonging increased from 54% in 2020 to 57%. The effectiveness of these actions will be measured by future student performance on the suspension rate indicator and the chronic absenteeism indicator per the California School Dashboard, and the student and family climate survey for school connectedness through Panorama.

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

The Victor Valley Union High School District received additional concentration grant funding to provide additional direct service support to students within the district. During the 2021-22 LCAP engagement process, educational partners expressed a need for additional academic counselor support at all small school sites (Cobalt Institute of Math & Science, Lakeview Leadership Academy and University Preparatory School) due to rise in the unduplicated student population (Socio-economic Disadvantaged, English Learners and Foster Youth) and the increase in student behavior concerns. These schools had higher student to counselor ratios in comparison to the comprehensive high schools in our district. The comprehensive school had a ratio of 459:1 while the smaller academy setting school had a ratio of 553:1. In response, Goal 2, Action 3 included the hiring of addiotnal counselors. By hiring additional academic counselors for the three schools, we reduced the ratio for the smaller academy schools to 369:1. In addition to counselors, educational partners also identified the schools with the highest suspension rates and determined they must receive additional social emotional support as well as additional administrative support in order to provide increased parent contact and behavior intervention. In response, Goal 2 Action 1 included the addition of there assistant principals to focus on increased academic support and teacher professional learning through PLCs. Hook Junior High School (14.6%) and Lakeview Leadership Academy (11.7%) had suspension rates higher than the district average of 8.2%. Goodwill Education Center originally had two instructional programs in 2019-2020, Goodwill High School and Goodwill Independent Study. In response to the pandemic, through Goal 2 Action 6, the district opened a new distance learning option for families called Victor Valley Virtual Academy in Fall of 2020 which is a comprehensive high school that is WASC accredited and provides a college-bound A-G program. This school was added to the GEC campus and increased the enrollment from a total of 242 students to 613 as of February of 2022. Due to the unique needs of the campus, from servicing continuation and alternative education students, to providing a rigorous college bound program, the need for an additional administrator was identified by educational partners, reducing the administrator to student ratio from 613:1 to 306:1 which provides improved serviced for families and students. Educational partners also identified an additional academic counselor to be considered for the 2022-2023 school year.

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 schools	1:28
Staff-to-student ratio of certificated staff providing direct services to students	No comparison schools	1:23

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	$57,938,092.00	$7,821,975.00	$0.00	$12,012,634.00	$77,772,701.00	$38,387,513.00	$39,385,188.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	1.1 Maintain facilities that are clean and in good repair	All Students	$1,358,270.00	$5,497,685.00	$0.00	$0.00	$6,855,955.00
1	2	1.2 District support for technology access and implementation	All Students	$753,001.00	$0.00	$0.00	$0.00	$753,001.00
1	3	1.3 Support for students to access standards-based instructional materials	All Students	$1,360,668.00	$0.00	$0.00	$0.00	$1,360,668.00
1	4	1.4 Transportation	Foster Youth, Homeless Youth and Low Income	$7,399,877.00	$0.00	$0.00	$0.00	$7,399,877.00
1	5	1.5 Site-based Technology Support	Foster Youth and Homeless Youth	$865,371.00	$0.00	$0.00	$0.00	$865,371.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	6	1.6 Provide designated and supplemental ELD Curriculum for English Learners - (Deleted)	N/A	$0.00	$0.00	$0.00	$0.00	$0.00
1	7	1.7 Purchase of instructional materials to support academic access and equity	Low Income	$5,000,000.00	$0.00	$0.00	$367,676.00	$5,367,676.00
1	8	1.8 Providing resources to bridge the technology access gap for Unduplicated Students	Foster Youth, Homeless Youth and English Learner	$829,858.00	$0.00	$0.00	$1,000,000.00	$1,829,858.00
2	1	2.1 District support services for Academic Success	Low Income. Foster Youth and English Learners	$675,130.00	$221,386.00	$0.00	$1,311,532.00	$2,208,048.00
2	2	2.2 Ensuring English Learner Academic Success	English Learners	$1,254,499.00	$0.00	$0.00	$991,026.00	$2,245,525.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	2.3 Increasing services to support equity and access for college readiness	Low Income, Foster Youth and English Learners	$7,188,483.00	$0.00	$0.00	$40,000.00	$7,228,483.00
2	4	2.4 Expanding Intervention and Credit Recovery Services	Foster Youth and Low Income	$3,518,274.00	$0.00	$0.00	$3,038,242.00	$6,556,516.00
2	5	2.5 Increased and improved services for unduplicated Special Education students	Special Education	$4,000,456.00	$0.00	$0.00	$23,500.00	$4,023,956.00
2	6	2.6 Expanding Virtual School Learning options	Foster Youth, Homeless Youth and Low Income	$2,248,318.00	$0.00	$0.00	$0.00	$2,248,318.00
2	7	2.7 Providing and improving increased equity-driven Career Technical Education (CTE) programs	Low Income., Foster Youth and English Learners	$4,995,574.00	$332,385.00	$0.00	$203,214.00	$5,531,173.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	8	2.8 Provide Resources for ongoing support to ensure equity in teaching and learning	Low Income	$160,000.00	$0.00	$0.00	$165,000.00	$325,000.00
2	9	2.9 Professional Development to Address Academic Equity and Achievement gaps	Low Income and English Learners	$600,000.00	$69,471.00	$0.00	$538,751.00	$1,208,222.00
2	10	2.10 Provide Resources for English Learner instructional Programs	English Learners	$50,000.00	$0.00	$0.00	$80,000.00	$130,000.00
2	11	2.11 Provide English Learner Intervention supports	English Learner	$254,469.00	$0.00	$0.00	$155,640.00	$410,109.00
2	12	2.12 Increasing supplemental college readiness activities for student success	Low Income	$634,410.00	$0.00	$0.00	$467,314.00	$1,101,724.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	13	2.13 Providing supplemental resources to support response to intervention and instruction	Low Income	$1,437,925.00	$0.00	$0.00	$200,000.00	$1,637,925.00
2	14	2.14 Providing supplemental resources to promote unduplicated Special Education student success	Special Education Foster Youth and English Learners	$3,283,308.00	$0.00	$0.00	$0.00	$3,283,308.00
2	15	2.15 Providing resources to enhance virtual school learning options	Low Income and Foster Youth	$100,000.00	$305,500.00	$0.00	$30,000.00	$435,500.00
2	16	2.16 Providing resources to enhance Career Technical Education (CTE)	Low Income	$800,000.00	$0.00	$0.00	$0.00	$800,000.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	17	2.17 Ongoing support with implementing Professional Learning Communities of practice	All Students	$70,000.00	$0.00	$0.00	$0.00	$70,000.00
3	1	3.1 Provide purposeful and meaningful supports for health and wellness for student success	Low Income, English Learners, and Foster Youth	$1,042,412.00	$221,342.00	$0.00	$2,614,962.00	$3,878,716.00
3	2	3.2 Provide support for improved school communication and connectedness	Low Income, Foster Youth and English Learners	$357,082.00	$0.00	$0.00	$586,920.00	$944,002.00
3	3	3.3 Student Services supports for Foster Youth, Homeless Youth, and Low-Income student success	Foster Youth , Homeless Youth and Low Income	$2,217,737.00	$0.00	$0.00	$0.00	$2,217,737.00
3	4	3.4 Maintain and support a safe environment	All Students	$5,055,739.00	$0.00	$0.00	$0.00	$5,055,739.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	5	3.5 Provide expanded home-school connections through community resources	All Students	$137,434.00	$0.00	$0.00	$0.00	$137,434.00
3	6	3.6 Provide resources to address student and staff Social-emotional well-being	Low Income	$175,000.00	$856,262.00	$0.00	$85,357.00	$1,116,619.00
3	7	3.7 Provide resources for increased family and student engagement	Low Income, Foster Youth and English Learner	$60,000.00	$0.00	$0.00	$103,500.00	$163,500.00
4	1	4.1 Foster Youth Identification	Foster Youth	$34,797.00	$133,179.00	$0.00	$10,000.00	$177,976.00
4	2	4.2 Foster Youth Services & Support	Foster Youth	$10,000.00	$110,904.00	$0.00	$0.00	$120,904.00
4	3	4.3 Foster Youth Staff and Monitoring	Foster Youth	$10,000.00	$73,861.00	$0.00	$0.00	$83,861.00

2022-23 Contributing Actions Tables

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)
$109,368,096.00	$41,685,650.00	38.12%	0.00%	38.12%	$41,919,216.00	0.00%	38.33%

Totals by Type	Total LCFF Funds	Total Funds
Total:	$41,919,216.00	$56,232,640.00
LEA-wide Total:	$37,257,856.00	$49,016,670.00
Limited Total:	$4,661,360.00	$7,215,970.00
Schoolwide Total:	$0.00	$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	4	1.4 Transportation	Yes	LEA-wide	Foster, Homeless and Low-Income	Districtwide	$7,399,877.00	0%
1	5	1.5 Site-based Technology Support	Yes	LEA-wide	Foster and Homeless Youth	Districtwide	$865,371.00	0%

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	7	1.7 Purchase of instructional materials to support academic access and equity	Yes	LEA-wide	Low Income	Districtwide	$5,000,000.00	0%
1	8	1.8 Providing resources to bridge the technology access gap for Unduplicated Students	Yes	Limited	Foster Youth, Homeless, and Low Income	Districtwide	$829,858.00	0%
2	1	2.1 District support services for Academic Success	Yes	LEA-wide	Low Income, Foster Youth and English Learners	Districtwide	$675,130.00	0%
2	2	2.2 Ensuring English Learner Academic Success	Yes	Limited	English Learners	Districtwide	$1,254,499.00	0%
2	3	2.3 Increasing services to support equity and access for college readiness	Yes	LEA-wide	Low Income, Foster Youth and English Learners	Districtwide	$7,188,483.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	4	2.4 Expanding Intervention and Credit Recovery Services	Yes	LEA-wide	Foster Youth and Low Income	Districtwide	$3,518,274.00	0%
2	6	2.6 Expanding Virtual School Learning options	Yes	LEA-wide	Foster Youth, Homeless Youth, and Low Income	Victor Valley Virtual Academy - GEC Campus	$2,248,318.00	0%
2	7	2.7 Providing and improving increased equity-driven Career Technical Education (CTE) programs	Yes	LEA-wide	Low Income, Foster Youth, English Learners	All School Sites	$4,995,574.00	0%
2	8	2.8 Provide Resources for ongoing support to ensure equity in teaching and learning	Yes	LEA-wide	Low Income	Districtwide	$160,000.00	0%
2	9	2.9 Professional Development to Address Academic Equity and Achievement gaps	Yes	LEA-wide	Low Income and English Learner	Districtwide	$600,000.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	10	2.10 Provide Resources for English Learner instructional Programs	Yes	Limited	English Learners	All School Sites	$50,000.00	0%
2	11	2.11 Provide English Learner Intervention supports	Yes	Limited	English Learner	All School Sites	$254,469.00	0%
2	12	2.12 Increasing supplemental college readiness activities for student success	Yes	LEA-wide	Low Income	All School Sites	$634,410.00	0%
2	13	2.13 Providing supplemental resources to support response to intervention and instruction	Yes	LEA-wide	Low Income	All School Sites	$1,437,925.00	0%
2	15	2.15 Providing resources to enhance virtual school learning options	Yes	LEA-wide	Low Income and Foster Youth	Victor Valley Virtual Academy	$100,000.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	16	2.16 Providing resources to enhance Career Technical Education (CTE)	Yes	LEA-wide	Low Income	All School Sites	$800,000.00	0%
3	1	3.1 Provide purposeful and meaningful supports for health and wellness for student success	Yes	LEA-wide	Low Income, English Learners, Foster Youth	Districtwide	$1,042,412.00	0%
3	2	3.2 Provide support for improved school communication and connectedness	Yes	LEA-wide	Low Income, Foster Youth and English Learners	Districtwide	$357,082.00	0%
3	3	3.3 Student Services supports for Foster Youth, Homeless Youth, and Low-Income student success	Yes	Limited	Foster, Homeless and Low-Income	Districtwide	$2,217,737.00	0%

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 (%)
3	6	3.6 Provide resources to address student and staff Social-emotional well-being	Yes	LEA-wide	Low Income	All School Sites	$175,000.00	0%
3	7	3.7 Provide resources for increased family and student engagement	Yes	LEA-wide	Low Income, Foster Youth, English Learner	All School Sites	$60,000.00	0%
4	1	4.1 Foster Youth Identification	Yes	Limited	Foster Youth	Districtwide	$34,797.00	0%
4	2	4.2 Foster Youth Services & Support	Yes	Limited	Foster Youth	Districtwide	$10,000.00	0%
4	3	4.3 Foster Youth Staff and Monitoring	Yes	Limited	Foster Youth	Districtwide	$10,000.00	0%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	$56,186,954.00	$60,583,338.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	1.1 Maintain facilities that are clean and in good repair	No	$5,157,625.00	$5,159,311.00
1	2	1.2 District support for technology access and implementation	No	$619,393.00	$1,102,841.00
1	3	1.3 Support for students to access standards-based instructional materials	No	$1,236,971.00	$951,471.00
1	4	1.4 Transportation	Yes	$9,087,802.00	$7,864,797.00
1	5	1.5 Site-based Technology Support	Yes	$580,283.00	$660,721.00
1	6	1.6 Provide designated and supplemental ELD Curriculum for English Learners	Yes	$500,000.00	$162,325.00
1	7	1.7 Purchase of instructional materials to support academic access and equity	Yes	$4,000,000.00	$4,494,120.00
1	8	1.8 Providing resources to bridge the technology access gap for Unduplicated Students	Yes	$1,650,000.00	$3,059,232.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	1	2.1 District support services for Academic Success	Yes	$1,676,889.00	$165,819.00
2	2	2.2 Ensuring English Learner Academic success	Yes	$1,036,359.00	$1,118,211.00
2	3	2.3 Increasing services to support equity and access for college readiness	Yes	$6,331,961.00	$8,269,488.00
2	4	2.4 Expanding Intervention and Credit Recovery Services	Yes	$4,237,124.00	$3,479,123.00
2	5	2.5 Individualized and Expanded Supports and Services for Special Education students	No	$2,355,375.00	$3,033,680.00
2	6	2.6 Expanding Virtual School Learning options	Yes	$1,165,906.00	$1,217,678.00
2	7	2.7 Providing and improving increased equity-driven CTE programs	Yes	$2,528,737.00	$4,580,755.00
2	8	2.8 Provide resources for ongoing support to ensure equity in teaching and learning	Yes	$350,000.00	$115,750.00
2	9	2.9 Professional Development to Address Academic Equity and Achievement gaps	Yes	$1,130,000.00	$1,139,162.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	10	2.10 Provide Resources for English Learner instructional Programs	Yes	$42,000.00	$4,378.00
2	11	2.11 Provide English Learner Intervention supports	Yes	$266,000.00	$102,500.00
2	12	2.12 Increasing supplemental college readiness activities for student success	Yes	$1,067,314.00	$608,549.00
2	13	2.13 Providing supplemental resources to support response to intervention and instruction	Yes	$1,503,200.00	$1,468,765.00
2	14	2.14 Providing supplemental resources to promote unduplicated Special Education student success	No	$30,000.00	$323,556.00
2	15	2.15 Providing resources to enhance virtual school learning options	Yes	$290,500.00	$303,026.00
2	16	2.16 Providing resources to enhance Career Technical Education (CTE)	Yes	$500,000.00	$689,054.00
2	17	2.17 Ongoing support with implementing Professional Learning Communities of practice	No	$70,000.00	$49,224.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	1	3.1 Provide purposeful and meaningful supports for health and wellness for student success	Yes	$2,232,470.00	$4,207,405.00
3	2	3.2 Provide support for improved school communication and connectedness	Yes	$647,657.00	$662,604.00
3	3	3.3 Student Services supports for Foster Youth and Low Income student success	Yes	$546,477.00	$775,429.00
3	4	3.4 Maintain and support a safe environment	No	$3,978,747.00	$3,968,747.00
3	5	3.5 Build home-school connections through community resources	No	$124,940.00	$124,940.00
3	6	3.6 Provide resources to address student and staff Social-emotional well-being	Yes	$1,087,424.00	$590,663.00
3	7	3.7 Provide resources for increased family and student engagement	Yes	$155,800.00	$130,014.00

2021-22 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	$38,030,733.00	$42,613,903.00	$45,872,567.00	$-3,258,664.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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	4	1.4 Transportation	Yes	$9,087,802.00	$7,864,797.00	0.00%	0.00%
1	5	1.5 Site-based Technology Support	Yes	$580,283.00	$660,721.00	0.00%	0.00%
1	6	1.6 Provide designated and supplemental ELD Curriculum for English Learners	Yes	$500,000.00	$162,325.00	0.00%	0.00%
1	7	1.7 Purchase of instructional materials to support academic access and equity	Yes	$4,000,000.00	$4,494,120.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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	8	1.8 Providing resources to bridge the technology access gap for Unduplicated Students	Yes	$1,000,000.00	$3,059,232.00	0.00%	0.00%
2	1	2.1 District support services for Academic Success	Yes	$991,701.00	$165,819.00	0.00%	0.00%
2	2	2.2 Ensuring English Learner Academic success	Yes	$1,036,359.00	$1,118,211.00	0.00%	0.00%
2	3	2.3 Increasing services to support equity and access for college readiness	Yes	$6,281,961.00	$8,269,488.00	0.00%	0.00%
2	4	2.4 Expanding Intervention and Credit Recovery Services	Yes	$1,271,863.00	$3,479,123.00	0.00%	0.00%
2	6	2.6 Expanding Virtual School Learning options	Yes	$1,165,906.00	$1,217,678.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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)
2	7	2.7 Providing and improving increased equity-driven CTE programs	Yes	$1,867,122.00	$4,580,755.00	0.00%	0.00%
2	8	2.8 Provide resources for ongoing support to ensure equity in teaching and learning	Yes	$160,000.00	$115,750.00	0.00%	0.00%
2	9	2.9 Professional Development to Address Academic Equity and Achievement gaps	Yes	$550,000.00	$1,139,162.00	0.00%	0.00%
2	10	2.10 Provide Resources for English Learner instructional Programs	Yes	$12,000.00	$4,378.00	0.00%	0.00%
2	11	2.11 Provide English Learner Intervention supports	Yes	$86,000.00	$102,500.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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)
2	12	2.12 Increasing supplemental college readiness activities for student success	Yes	$630,000.00	$608,549.00	0.00%	0.00%
2	13	2.13 Providing supplemental resources to support response to intervention and instruction	Yes	$1,378,200.00	$1,468,765.00	0.00%	0.00%
2	15	2.15 Providing resources to enhance virtual school learning options	Yes	$275,500.00	$303,026.00	0.00%	0.00%
2	16	2.16 Providing resources to enhance Career Technical Education (CTE)	Yes	$500,000.00	$689,054.00	0.00%	0.00%
3	1	3.1 Provide purposeful and meaningful supports for health and wellness for student success	Yes	$1,437,751.00	$4,207,405.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
3	2	3.2 Provide support for improved school communication and connectedness	Yes	$173,166.00	$662,604.00	0.00%	0.00%
3	3	3.3 Student Services supports for Foster Youth and Low Income student success	Yes	$375,000.00	$778,428.00	0.00%	0.00%
3	6	3.6 Provide resources to address student and staff Social-emotional well-being	Yes	$175,000.00	$590,663.00	0.00%	0.00%
3	7	3.7 Provide resources for increased family and student engagement	Yes	$60,800.00	$130,014.00	0.00%	0.00%

2021-22 LCFF Carryover Table

Totals	9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus 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)
Totals	$99,734,430	$38,030,733	00.00%	38.13%	$45,872,567	00.00%	45.99%	No carryover	No carryover

Instructions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

- Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA
  using its budgetary resources to respond to TK–12 student and community needs, and address any

performance gaps, including by
meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size

of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes

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

Reflections: Identified Need

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

LCAP Highlights

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

Comprehensive Support and Improvement

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

Schools Identified:

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

Support for Identified Schools:

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

Monitoring and Evaluating Effectiveness:

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a. Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

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

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

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response

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

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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions

included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

Required Goals

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

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

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

- *Goal Description:* Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- *Low-performing school(s) goal requirement:* A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- *Goal Description:* Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)

Enter information in this box when completing the LCAP for **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.

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

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

Actions:

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

Actions for English Learners:

School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition

programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth:

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

Principally Directed and Effective:

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

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

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

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

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

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

COEs and Charter Schools:

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

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

Unduplicated Percentage < 55%:

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

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

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

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

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

Data Entry Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- *2. Projected LCFF Supplemental and/or Concentration Grants:* Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- *3. Projected Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- *LCFF Carryover — Percentage:* Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- *Total Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

Goal #:

Enter the LCAP Goal number for the action.

Action #:

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

Action Title:

Provide a title of the action.

Student Group(s):

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

Contributing to Increased or Improved Services?:

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

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

Scope:

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

Unduplicated Student Group(s)

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

Location:

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

Time Span:

Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or

“2 Years”, or “6 Months”.

Personnel Expense:

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

Total Personnel:

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

Total Non-personnel:

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

LCFF Funds:

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

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

Other State Funds:

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

Local Funds:

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

Federal Funds:

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

Total Funds:

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

Planned Percentage of Improved Services:

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

5. Total Planned Percentage of Improved Services

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

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

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

Contributing Actions Annual Update Table

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

6. Estimated Actual LCFF Supplemental and Concentration Grants

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

4. Total Planned Contributing Expenditures (LCFF Funds)

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

7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

5. Total Planned Percentage of Improved Services (%)

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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