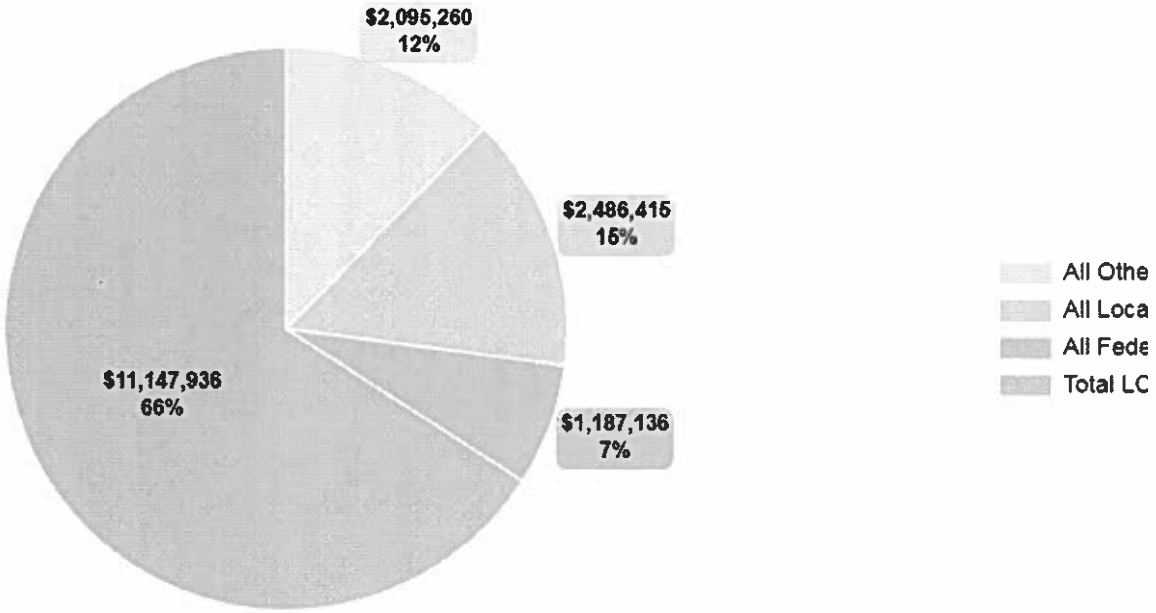
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lucerne Valley Unified
CDS Code: 36750510000000
School Year: 2021-22
LEA Contact Information: Peter Livingston | peter_livingston@lucernevalleyusd.org | 760 248 6108

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

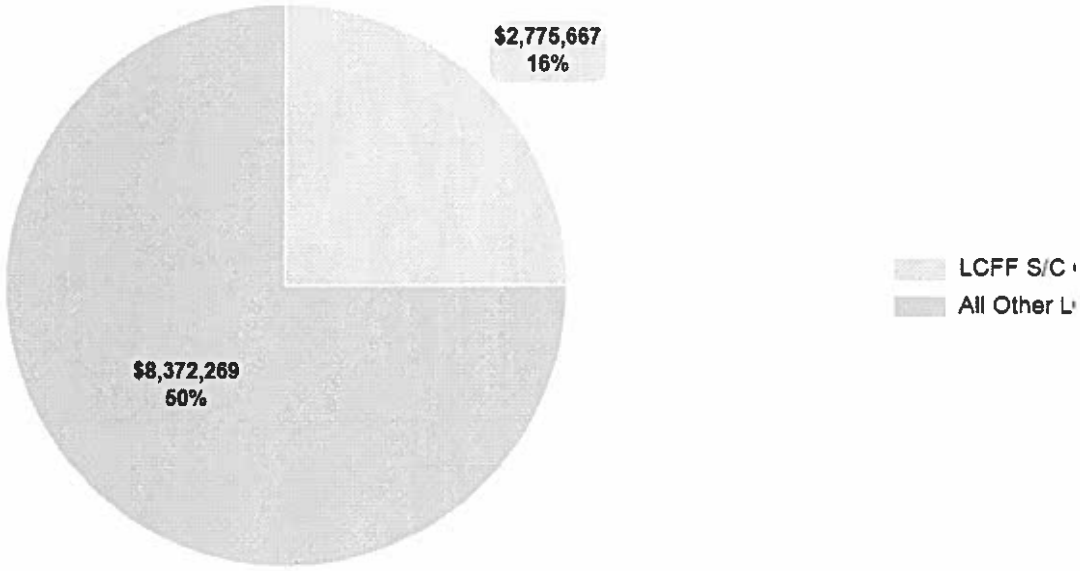
Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	$2,095,260	12%
All Local Funds	$2,486,415	15%
All Federal Funds	$1,187,136	7%
Total LCFF Funds	$11,147,936	66%

Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	$2,775,667	16%
All Other LCFF Funds	$8,372,269	50%

These charts show the total general purpose revenue Lucerne Valley Unified expects to receive in the coming year from all sources.

The total revenue projected for Lucerne Valley Unified is $16,916,747, of which $11,147,936 is Local Control Funding Formula (LCFF), $2,095,260 is other state funds, $2,486,415 is local funds, and $1,187,136 is federal funds. Of the $11,147,936 in LCFF Funds, $2,775,667 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 Lucerne Valley Unified plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Lucerne Valley Unified plans to spend $15,880,990 for the 2021-22 school year. Of that amount, $4,215,022 is tied to actions/services in the LCAP and $11,665,968 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Administrative and classified salaries and statutory benefits. Utilities, Maintenance and Grounds Supplies and Services, Transportation Supplies and Services, Debt Payments and Transfer out. Supplies and Services for the operation of the schools and offices and a Child Nutrition contribution.

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

In 2021-22, Lucerne Valley Unified is projecting it will receive $2,775,667 based on the enrollment of foster youth, English learner, and low-income students. Lucerne Valley Unified must describe how it intends to increase or improve services for high needs students in the LCAP. Lucerne Valley Unified plans to spend $3,937,983 towards meeting this requirement, as described in the LCAP.

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

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



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

In 2020-21, Lucerne Valley Unified's Learning Continuity Plan budgeted $1,239,602 for planned actions to increase or improve services for high needs students. Lucerne Valley Unified actually spent $1,242,437 for actions to increase or improve services for high needs students in 2020-21.

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
Lucerne Valley Unified	Peter Livingston Superintendent	peter_livingston@lucernevalley.us 760 248 6108

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

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

Goal 1

Students will receive a quality education.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2
4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Maintain percent of teaching assignments where teachers are highly qualified at 85%.	100% of the teachers are highly qualified.

Expected	Actual
Provide 100% of students with courses that meet content and performance standards that align State Standards, including English Learners.	100% of students were provided with courses that meet content and performance standards aligned to the state standards.
100% of students will have access to instructional materials aligned to the CCSS	100% of students have access to instructional materials aligned to the CCSS.
100% of school facilities are maintained in good repair.	100% of school facilities are maintained in good repair.
Increase EL students moving toward English proficiency by 2%.	Based on the 2019 Dashboard, 51.2% of ELs progressed at least on ELPI Level. 2% increase goal was met.
Increase the percentage of English Learners reclassifying as Redesignated fluent English proficient by 2%.	9 out of 132 (6.8%) E.L. students were reclassified. Prior year 4 out of 65 (6.2%) were reclassified. The rate is down due to the new requirements set by the state associated with scores on ELPAC.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Hire and retain teachers that meet the qualifications of highly qualified and place in classrooms and assignments appropriately.	$3,341,634 LCFF & SPED Certificated Salaries Object 3000 Benefits	$4,097,010 LCFF & SPED Certificated Salaries Object 3000 Benefits
Implement textbooks and purchase other materials to support Common Core State Standards (CCSS).	$32,683 1. Restricted Lottery 1. Object 4100 Textbooks	$27,065 1. Restricted Lottery 1. Object 4100 Textbooks
All EL students will have increased intervention through 30 minutes of daily ELD designated instruction. Integrated ELD instruction throughout the day in all subjects	$10,000 LCFF SPED Certificated Salaries Object 3000 Benefits	$10,000 LCFF SPED Certificated Salaries Object 3000 Benefits
Low income and foster youth students will be provided with additional support through assistance with school supplies, clothing and other supplies.	$3,900 LCFF Object 4300 Supplies	0 LCFF Object 4300 Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Lexia intervention program will be renewed and continued to be implemented at the elementary level.	$8,375 LCFF 5800 Professional Services	$11,900 LCFF 5800 Professional Services
Writing training will continue to support the ELA curriculum.	$4,995 Title I 5800 Professional Services	$0 Title I 5800 Professional Services
Continue to provide Language Live curriculum to support students with disabilities in ELA.	$5,000 SPED 5800 Professional Services	$4500 SPED 5800 Professional Services
Hire two Bilingual Aides to support English Learners	33,688 Title I Classified Salaries Object 3xxx Benefits	46,061 Title I Classified Salaries Object 3xxx Benefits
Add Assistant Administrator of Instructional Improvement and Academic Coaching (AAIIAC) position at Elementary School.	137,613 LCFF Title I Administrative Salaries Other Salaries Object 3XXX Benefits	147,208 LCFF Title I Administrative Salaries Other Salaries Object 3XXX Benefits

Goal Analysis

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

Actions/services were implemented as planned. Funds not expended on actions were used to support actions that were overspent.

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

The actions/services were effective toward achieving the articulated goal as all students were provided instructional materials and courses that align to the CCSS. Progress in various areas are monitored using local measures and the CA School Dashboard. Success based on the 2019 Dashboard, 51.2% of ELs progressed at least on ELPI Level. Challenges included the COVID 19 pandemic and the forced move to distance learning, hybrid instruction, and not returning to full time instruction until April 19, 2021 due to restrictions put in place by the state of California.

Goal 2

Students are on track to graduate from high school prepared to enter college or the workforce.

State and/or Local Priorities addressed by this goal:

State Priorities:
4
7
8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
The rate of students who score proficient or above on benchmarks will increase to/by 33% for ELA and 18% for math.	HS Math Benchmarks had 23% in Standard Met or Approaching at end of year benchmarks. HS ELA Benchmarks had 38% in Standard Met or Approaching . MS Math had 37% in Math and 47% in ELA in Tier 1 and Tier 2. Elementary had 35.6% at or above in ELA and 39.3% at or above in Math.
Increase the rate of students who score college ready in English on EAP and in Math on the EAP. Increase the number of students scoring tested above standard by 2%.	EAP data is not available due to COVID 19 pandemic. Students did not take the state test.
Increase the percentage of students scoring "standard met" or "standard exceeded" in ELA by at least 2% to 34%.	Students did not take CAASPP due to COVID 19 pandemic.
Increase the rate of students who complete A-G requirements to 28.9%.	For 2020-21 the district had 5/43 (11.6%) seniors complete A-G requirements. The numbers declined due to the COVID 19 pandemic.
Implement 1 additional AP course	Staff training for AP courses continue. Honors courses being offered. It has not been added yet.
Increase the percentage of students scoring "standard met" or "standard exceeded" in math by at least 2% to 20%.	Students did not take CAASPP due to COVID 19 pandemic.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Facilitate district professional development for all staff to illuminate support, benchmark alignment, and CAASPP (Universal Supports).	1. 48,496 2. 2,400 1. Title II 2. Title I 1. Object 1120 & 3XXX Certificated Salaries 2. Object 5200 Conference	1. 45,771 2. 1,235 1. Title II 2. Title I 1. Object 1120 & 3XXX Certificated Salaries 2. Object 5200 Conference
Continue to provide release time for planning purposes.	$5,000 LCFF SPED Certificated Salaries Object 3000 Benefits	$5,000 LCFF SPED Certificated Salaries Object 3000 Benefits
Place students in appropriate courses to meet college & career readiness.	Cost is reflected in Goal 1, Actions 1 & 2. Cost is reflected in Goal 1, Actions 1 & 2. Cost is reflected in Goal 1, Actions 1 & 2.	Cost is reflected in Goal 1, Actions 1 & 2. Cost is reflected in Goal 1, Actions 1 & 2. Cost is reflected in Goal 1, Actions 1 & 2.
The district will continue to provide a full time guidance counselor to support students around college and career readiness	$44,076 LCFF Counselor Salaries Object 3XXX Benefits	$49,498 LCFF Counselor Salaries Object 3XXX Benefits
AVID (grade 7-9) will be implemented at the middle/high school and will be built one year each thereafter (10-12).	$12,777 LCFF 5840 Professional Services	$12,625 LCFF 5850 Professional Services
Master schedule at the middle/high school includes block classes for students who are not passing ELA and math in grades 9-12.	Cost is reflected in Goal 1, Actions 1 & 2. LCFF & SPED Certificated Salaries Object 3000 Benefits	Cost is reflected in Goal 1, Actions 1 & 2. LCFF & SPED Certificated Salaries Object 3000 Benefits
Technology upgrades will be added to the middle/high school and elementary	$28,029 LCFF 4300 supplies	$3,732 LCFF $83,189 Local Funds 4300 Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide an additional teacher for the FFA program at the high school.	Cost is reflected in Goal 1, Actions 1 & 2. Cost is reflected in Goal 1, Actions 1 & 2. Cost is reflected in Goal 1, Actions 1 & 2.	Cost is reflected in Goal 1, Actions 1 & 2. Cost is reflected in Goal 1, Actions 1 & 2. Cost is reflected in Goal 1, Actions 1 & 2.
CTE programs will be maintained at the high school.	$17,819 $11,955 CTE Incentive Grant 6387 Perkins 3550 4300 Supplies & 5600 Rentals & Repairs	$20,572 $14,121 CTE Incentive Grant 6387 Perkins 3550 4300 Supplies & 5600 Rentals & Repairs

Goal Analysis

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

The actions and services were implemented as planned by the district.

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

The actions and services supported students being on track to graduate from high school prepared to enter college or the workforce. AVID implementation was strong with all teachers trained in AVID strategies and the AVID program became certified in 2018-19. The metrics above indicate continued growth in preparing students to be college and career ready. Challenges for this goal included the forced shutdown of in person learning for a majority of students for most of the year due to COVID-19.

Goal 3

Students will be engaged in a positive school climate.

State and/or Local Priorities addressed by this goal:

State Priorities: 3
5
6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Increase the percentage of parents attending District events.	Due to the COVID 19 pandemic in person parent events were limited. Open houses and different events were held via Zoom. There was not an increase in parents participating due to COVID 19 restrictions for gatherings.
Maintain graduation rate	Graduation rate for 2020 was 93.9% per California School Dashboard.
Maintain the district suspension rate at or below 18.7%. Suspension rate for homeless students will decrease by 2%.	The district as a whole had 11 suspensions (12.3%) this past year. The homeless suspension rate had 1 suspension (3.3%). Due to the COVID 19 pandemic it is hard to compare the data year to year.
Maintain the District expulsion rate at or below 10%	Expulsion rate for 2020-21 was 0%
Maintain the Middle School dropout rate at or below 0%	Middle School dropout rate was 0% based on district data.
Maintain the high school dropout rate at 10% or lower.	High School dropout rate was 6% for 2020.
Decrease the District chronic absenteeism rate from 2019-20 data.	34% of students were chronically absent. District chronic absenteeism is unable to be compared due to distance and hybrid learning.
Increase the District attendance rate at or above 95%	District ADA was 88.04%. District attendance is unable to be compared due to distance and hybrid learning.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide outreach to parents to attend District events. Expand Parent involvement at the school sites	$3,400 LCFF Object 5800 Professional Services	$4,416 Local Income Object 5800 Professional Services
Purchase playground/sports equipment.	$5,000 Lottery Object 4300 Supplies	$22,694 Local Income Object 4300 Supplies
Provide summer custodial services to deep clean facilities as needed.	$5,000 LCFF Classified Salaries Object 3000 Benefits	$5,000 LCFF Classified Salaries Object 3000 Benefits
Repair/maintain asphalt at school sites as needed.	$5,000 LCFF Classified Salaries Object 3000 Benefits	$5,000 LCFF Classified Salaries Object 3000 Benefits
The district will plan to update/install surveillance cameras on a site by site basis as needed.	$5,000 LCFF Professional Services 5810	$0 LCFF Professional Services 5810
The district will hire a full time at-risk counselor to support students, including homeless and foster youth	44,076 LCFF Counselor Salaries Object 3xxx Benefits	49,498 LCFF Counselor Salaries Object 3xxx Benefits
The elementary school will continue to implement PBIS.	$3,839 Title I 5800 Professional Services	$2,492 Title I 5800 Professional Services
Middle/high school will explore behavioral intervention programs.	$1,000 LCFF 5210 Conference	$0 LCFF 5210 Conference
Retain Assistant Principal at Middle/High School	$137,585 LCFF Administrators Salaries Object 3xxx Benefits	$154,058 LCFF Administrators Salaries Object 3xxx Benefits

Goal Analysis

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

Actions/services were implemented as planned. Funds not spent on actions with $0 were spent to support other services that had cost more.

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

The metrics indicated effectiveness in graduation rates, dropout rates, suspension and expulsion rates. The actions and services supported students being engaged in a positive school climate. Addition of a full time counselor helped our students in many areas including college and career readiness, social emotional learning, and course selection. PBIS implementation at the elementary is strong with staff development and ongoing PBIS lessons structured across all grade levels and Social Emotional Learning lessons are strong at both sites with a dedicated SEL teacher at the MS/HS. Challenges in this goal were due to COVID 19 in Attendance and Chronic Absenteeism. Both were impacted on measuring attendance and monitoring due to distance learning and hybrid models of instruction.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Health Materials: Thermometers, handwashing sinks, PPE, Desk Shields, shade structures, Air Purifiers, Air Filters, Hand sanitizer and dispensers, Plexiglas for office staff, COVID - 19 Prevention Signs, FFA Bathrooms with handwashing sinks	$150,000	235,000	Y
Student Support Services: Hired 2 custodial positions, training and additional custodial, maintenance, campus aides, instructional aides, clerical, technology, nutrition, transportation staff hours	$200,000	$200,000	Y
Acellus Program	$34,750	$34,750	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
iReady	$9,662	$9,662	Y
Study Sync	$5,428.92	$5,428.92	Y
LanguageLive	$7,452.60	$7,452.60	Y

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

An increase of health materials of $85,000 was spent due to an increase in supplies for safety with COVID 19 including but not limited to Thermometers, handwashing sinks, PPE, Desk Shields, shade structures, Air Purifiers, Air Filters, Hand sanitizer and dispensers, Plexiglas for office staff, COVID - 19 Prevention Signs, and FFA Bathrooms with handwashing sinks.

Analysis of In-Person Instructional Offerings

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

The challenges to implementing in person instruction were due to the guidelines set out by the state. The Elementary School opened in a hybrid model once allowed on August 20th with approximately 80% of students returning to in person. The MS/HS started offering in person cohorts immediately when allowed in the fall and were available for Special Education students, students with connectivity issues, students at risk, Homeless, Foster youth, and English Learners. Approximately 25% of students participated in these. Due to San Bernardino County being looked at as a whole county rather than by district boundaries with COVID 19 data the MS/HS was not able to reopen for hybrid until April 5th. On April 19th all schools transitioned to full time in person learning 5 days a week. Once transitioned to full time in person learning over 90% of our students returned. The numbers of students returning to in person during the year was a success. The major concerns expressed from families was the social emotional component for students.

Using local data from District mid year benchmark assessments in the areas of reading and math, students demonstrated the following:

At or Above Grade Level (Elementary)

STAR Reading:
1st 46%
2nd 34%
3rd 29%
4th 41%
5th 36%
6th 28%

STAR Math:
1st 50%

2nd 36%
3rd 38%
4th 37%
5th 43%
6th 22%

i-Ready - At or Approaching Grade Level (Middle/High School)

Math (grades 7 and 8) - 37%
Math (grades 9 through 12) - 27%

Reading (grades 7 and 8) - 48%
Reading (grades 9 through 12) - 38%

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
25 Teacher laptops + 190 Student Chromebooks- for students and teachers to participate in distance learning	$ 78,003.22	$78,003.22	Y
300 WiFi Hotspots- for students and teachers to participate in distance learning	$72,000	$72,000	Y
Site License Zoom- for students and teachers to participate in distance learning	$2,700	$2,700	Y
Acellus Program- for students and teachers to participate in distance learning- Curriculum Support, FY, EL, LI	$34,750	$34,750	Y
IReady- for students participate in distance learning- Curriculum Support, FY, EL, LI.	$9,662	$9,662	Y
Study Sync- for students and teachers to participate in distance learning- Curriculum Support, FY, EL, LI.	$5,428.92	$5,428.92	Y
LanguageLive- for students and teachers to participate in distance learning Curriculum Support, FY, EL, LI.	$7,452.60	$7,452.60	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Virtual Academy for students and teachers to participate in distance learning - Curriculum Support, FY, EL, LI.	$659,605.56	577,440.95	Y

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

No substantive differences occurred except in action #8. That difference is due to salaries of teachers.

Analysis of the Distance Learning Program

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

Some of these areas provided both challenges and successes. At the elementary school site our continuity of instruction was supported through implementation of hybrid instruction starting August 20th. Students were able to be guided in class to support what they did at home and office hours were available with teachers daily. Students who wanted virtual instruction fully were able to maintain that through virtual academy instruction. The site remained on this fully until a return to full time instruction. Pupil participation and progress was measured by teachers in AERIES. Staff roles and responsibilities was defined through staff development. It did not go back and forth between modes of instruction. The Middle/High School was forced to be on a full day virtual schedule. Students attended a consistent schedule with their teachers or were in the virtual academy. This was maintained until a return to hybrid for two weeks followed by a shift to a full return on April 19, 2021 when over 90% of students returned district wide. The initial shift to in person was done at a quarter break allowing for a smoother transition. All students had access to district ChromeBooks. Connectivity was a challenge for some students. The district provided hotspots for all students who needed them. Students who still did not have connectivity were able to come to connectivity cohorts at the site. Cohorts were provided for support for pupils with unique needs throughout the year for in person offerings and office hours also supported these students along with instructional/bilingual aides. Distance learning professional development was provided throughout the year for programs being used and as needed for staff. Challenges to distance learning based on feedback from families and teachers included connectivity, participation due to connectivity (despite hotspots being available), and continuity under hybrid format. Successes in support for pupils with unique needs included cohorts offered to serve them in person and the percentage of students who returned for instruction. This clearly showed support from all stakeholders.

Using local data from District mid year benchmark assessments in the areas of reading and math, students demonstrated the following:

At or Above Grade Level (Elementary)

STAR Reading:

1st 46%
2nd 34%
3rd 29%
4th 41%
5th 36%
6th 28%

STAR Math:
1st 50%
2nd 36%
3rd 38%
4th 37%
5th 43%
6th 22%

i-Ready - At or Approaching Grade Level (Middle/High School)

Math (grades 7 and 8) - 37%
Math (grades 9 through 12) - 27%

Reading (grades 7 and 8) - 48%
Reading (grades 9 through 12) - 38%

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
25 Teacher laptops + 190 Student Chromebooks- for students and teachers to participate in distance learning	$ 78,003.22	$78,003.22	Y
300 WiFi Hotspots- for students and teachers to participate in distance learning	$72,000	$72,000	Y
Site License Zoom- for students and teachers to participate in distance learning	$2,700	$2,700	Y
Acellus Program- for students and teachers to participate in distance learning- Curriculum Support, FY, EL, LI.	$34,750	$34,750	Y
IReady- for students participate in distance learning- Curriculum Support, FY, EL, LI.	$9,662	$9,662	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Study Sync- for students and teachers to participate in distance learning- Curriculum Support, FY, EL, LI.	$5,428.92	$5,428.92	Y
LanguageLive- for students and teachers to participate in distance learning Curriculum Support, FY, EL, LI.	$7,452.60	$7,452.60	Y
Virtual Academy for students and teachers to participate in distance learning - Curriculum Support, FY, EL, LI.	$659,605.56	$577,440.95	Y

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

No substantive differences occurred except in Action #8 which was due to teacher salaries.

Analysis of Pupil Learning Loss

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

Pupils who had learning loss were able to be supported through cohorts at our middle/high school and through in person instruction at the elementary. The restrictions set forth by the state of not allowing in person instruction based on County numbers was a challenge at the Middle/High School. Despite covid numbers being lower in our district for a majority of the year we were unable to bring students back due to us being in San Bernardino County as we did at our elementary school. Intervention and supports were available in cohorts at the middle/high school after the distance learning hours as well as during office hours by teachers. More support was available in person at the elementary school in the hybrid model initially and then in the full return of students. Virtual support was also offered through office hours with teachers. By the end of the year over 90% of students were in full time in person instruction. Feedback from stakeholders (including parents and teachers) stated that all in person offerings supported addressing learning loss was a success. They preferred that method. The percentage of students returning at the end of our year to full in person instruction (over 90%) supports that. Virtual intervention was supported by a small number of people who were in our virtual academy. This met their needs based upon their feedback. Feedback from stakeholders of challenges was trying to address this through non in person offerings.

Using local data from District mid year benchmark assessments in the areas of reading and math, students demonstrated the following:

At or Above Grade Level (Elementary)

STAR Reading:
1st 46%
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i-Ready - At or Approaching Grade Level (Middle/High School)

Math (grades 7 and 8) - 37%
Math (grades 9 through 12) - 27%

Reading (grades 7 and 8) - 48%
Reading (grades 9 through 12) - 38%

Analysis of Mental Health and Social and Emotional Well-Being

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

The monitoring of mental health and social and emotional well being was a challenge as students were forced to remain at home for a bulk of the year at the middle/high school due to the governor's mandates. Our counselor was available to support students virtually as we found the need. Virtual social and emotional learning classes were also taught during the distance learning schedule. As needs were identified supports were given through our SELPA resources and through our school resources at all sites. By having students on campus at the elementary school these needs were more easily supported. Training in S.E.L. was done at both sites. Feedback from stakeholders (including parents and teachers) stated that all in person offerings supported addressing Mental Health and Social and Emotional Well Being. They preferred that method. The percentage of students returning at the end of our year to full in person instruction (over 90%) supports that. Virtual intervention was supported by a small number of people who were in our virtual academy. This met their needs based upon their feedback. Feedback from stakeholders of challenges was trying to address this through non in person offerings.

Analysis of Pupil and Family Engagement and Outreach

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

Most of the engagement and outreach had to be done virtually. We were able to provide outdoor in person recognition events at our elementary school following guidelines from the health department. We did provide several events where families were able to get needed supplies donated by various community organizations at all sites. Virtual site council meetings, back to school nights, ELACs, DELACs, parent teacher conferences, IEPs, and SSTs were held. As guidelines were allowed we shifted to in person for the people who wanted it. Large school wide family events were unable to be held due to pandemic restrictions. The district did home visits for students not participating and also had phone calls, zoom meetings, and emails for students not participating. This was a success as it led to more engagement for families and students. Feedback from stakeholders of challenges was trying to address this through non in person activities (zoom, phone calls, etc.) Meeting in person was the preferred method and a success.

Analysis of School Nutrition

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

School nutrition was provided throughout the school year on 100% of days students were in session. For students not attending in person learning grab and go meals were provided on 100% of days daily by families picking them up. In some cases deliveries were also made to families. In person students were able to get grab and go meals every day they were attending for breakfast and lunch. Successes were that many students were able to access nutrition as they returned to school.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut
Classroom	Supplies and equipment to ensure students have their own supplies	$20,000	$20,000	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut
Stakeholder Engagement, in person offerings, Distance Learning, Pupil Learning Loss, Mental Health and Social Emotional Well-Being, Pupil Engagement and Outreach.	25 Teacher laptops + 190 Student Chromebooks- for students and teachers to participate in distance learning	$78,003.2	78,003.2	Y
Stakeholder Engagement, in person offerings, Distance Learning, Pupil Learning Loss, Mental Health and Social Emotional Well-Being, Pupil Engagement and Outreach.	300 WiFi Hotspots- for students and teachers to participate in distance learning	$72,000	$72,000	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut
Stakeholder Engagement, Distance Learning, Pupil Learning Loss, Mental Health and Social Emotional Well-Being, Pupil Engagement and Outreach.	Site License Zoom- for students and teachers to participate in distance learning	$2,700	$2,700	Y
Engagement, in person offerings, Distance Learning, Pupil Learning Loss, Mental Health and Social Emotional Well Being, Pupil Engagement and Outreach.	Acellus Program- for students and teachers to participate in distance learning- Curriculum Support, FY, EL, LI.	$34,750	$34,750	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut
Engagement, in person offerings, Distance Learning, Pupil Learning Loss, Mental Health and Social Emotional Well Being, Pupil Engagement and Outreach.	IReady- for students participate in distance learning- Curriculum Support, FY, EL, LI.	$9,662	$9,662	Y
Engagement, in person offerings, Distance Learning, Pupil Learning Loss, Mental Health and Social Emotional Well Being, Pupil Engagement and Outreach.	Study Sync- for students and teachers to participate in distance learning- Curriculum Support, FY, EL, LI.	$5,428.9	$5,428.9	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut
Engagement, in person offerings, Distance Learning, Pupil Learning Loss, Mental Health and Social Emotional Well Being, Pupil Engagement and Outreach.	Language Live- for students and teachers to participate in distance learning Curriculum Support, FY, EL, LI.	$7,452.6(	$7,452.6(	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

No substantive differences occurred.

Overall Analysis

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

For students who are wanting to continue on a virtual platform for the upcoming years we will be keeping a Virtual Academy option under our Independent Study umbrella. Social Emotional Learning supports will be expanded on and expanded interventions will be provided based upon local measures from the sites. Based upon feedback from our stakeholders, we developed our goals to meet our students needs. Benchmark data will guide meeting of our goals. Our community overwhelmingly wants in person activities. These will be provided in our 2021-24 LCAP goals and actions. Needs will be met through the services provided.

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

Local benchmarks will assess the learning loss for all students at the beginning of the year and throughout the year, including pupils with unique needs. Our multi tiered systems of support will become even more key moving forward with Tier 1, Tier 2, and Tier 3 interventions provided. Student Study teams will support monitoring progress for our students and after school interventions will be offered. Summer sessions will

be offered K-8 in 2021 and 2022. Learning loss will be addressed through MTSS during the day of school. Our community overwhelmingly wants in person activities. These will be provided in our 2021-24 LCAP goals and actions. Needs will be met through the services provided. Additional interventions will be provided through our 2021-24 LCAP.

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

No substantive differences occurred.

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

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

Programs that have been previously successful in the LCAP and Learning Continuity and Attendance Plan will be continued. Interventions and Social Emotional Learning supports will be expanded due to students being affected by learning loss. Opportunities for credit recovery will be expanded in our high school. Based on student outcomes from the 19-20 LCAP including benchmark data the development of goals and metrics were guided. The administrative team worked with stakeholders to reflect on student outcomes could be supported in our new LCAP. Our leadership teams at sites worked with parent groups to help develop our new LCAP.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing

nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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
Lucerne Valley Unified	Peter Livingston Superintendent	peter_livingston@lucernevalleyus 760 248 6108

Plan Summary 2021-24

General Information

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

The Lucerne Valley Unified School District, established in 1987, is a TK12 school district located in the town of Lucerne Valley, California. Currently, we have over 895 students in our district and our enrollment is growing significantly over the last 5 years. LVUSD has an Elementary School, a Middle/High School, and Mountain View High School. The state preschool serves eligible students on the elementary campus. The elementary school added a state of the art Science,Technology, Engineering, and Math (STEM) lab in the 2018-19 school year. The Middle/High School become AVID certified in the 2018-19 school year. We have expanded middle school sports programs and continue to offer C.I.F. sports at the high school. The Middle/High School has band, art, an expanded auto shop, and other career focused classes. In the 201920 school year we added Cadet Corp and a medical

pathway. Our award winning FFA program serves many of our high school students and teaches leadership and skills for our students to be successful. Our Elementary School offers electives, has a Drama Club, has during and after school interventions, and was one of the first schools in the state to return to in person instruction in the 2020-21 school year. Our schools provide many opportunities for our families of Lucerne Valley. We look forward to continuing to build programs for students. Our student population is 88% socioeconomically disadvantaged and growing in English Learners. LVUSD has been in operation since 1987, although our first campus, Lucerne Valley Elementary School, has been in operations since 1954.

Reflections: Successes

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

Our comprehensive STEM lab provided 21st century learning opportunities at our elementary school. The addition of an Assistant Principal at the Middle/High School provided much needed support in all areas of our LCAP including a decrease in suspension and expulsion rates.
Expanded intervention opportunities at all our schools helped low income, English Learners, and Foster Youth.Training for Thinking Maps and AVID also supported our targeted and all student groups. Growth on state test scores in the past at all levels indicates success.
The district will continue to maintain and expand on this success by monitoring data in an ongoing process with all stakeholders. Areas of focus will be set throughout the year and measured by SMART goals and other data points that are relevant.

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.

Based on the California School Dashboard, Lucerne Valley Unified scored "Red" and "Orange" for All Students on the following state indicators:
Red - Chronic Absenteeism and Suspension
Orange - ELA and Math

Chronic Absenteeism and Suspensions: Chronic Absenteeism and suspension will be addressed through the implementation and monitoring of Positive Behavior Intervention and Support (PBIS) at the elementary school, where chronic absenteeism rate demonstrated the highest increase on the CA School Dashboard. The district will also provide expanded Social Emotional Learning classes to support with developing social skills for students at all levels. Additionally, to address chronic absenteeism, site administrators will monitor attendance, hold SART meetings, conduct home visits, and provide referrals to SARB as necessary.

ELA and Math (orange): The district will provide an Assistant Administrator of Instructional Improvement

and Coaching (AAIIAC) to continue to coach and support teachers through professional development in ELA and math with a focus on Universal Design for Learning (UDL). The district will also offer an expanded summer school program with credit recovery (math, ELA,). The High school counselor will monitor grades and course completion throughout the year. Articulation with Victor Valley College has occurred and will continue. Multi Tiered Systems of Support will continue to be implemented, including the addition of intervention teachers.

LCAP Highlights

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

This year we plan to maintain a lot of current programs including additional professional development days (four) for staff, expanding AVID, FFA, music classes, intervention teacher, and counseling support through our middle/high school counselor. We plan to continue to support our comprehensive Science, Technology,
Engineering, and Math (STEM) lab at the elementary and continue additional administrative support at the middle/high school to help in areas of need based on data. We are also maintaining our Assistant Administrator of Instructional Improvement and Academic Coaching (AAIIAC) at the elementary school to help in areas of need based on data. We plan to expand intervention during the day at all sites and offer more credit recovery classes at the high school due to the COVID 19 pandemic.

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.

Lucerne Valley Middle 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.

Lucerne Valley Unified School District will collaborate and work in conjunction with Lucerne Valley Middle School in the development of their SPSA and CSI plan. The California Dashboard for 2019 has found that Lucerne Valley Middle School's local indicators for Chronic Absenteeism, Suspensions, and

Mathematics are all in red. A needs assessment will be conducted using the most recent data for chronic absenteeism and suspensions. This data will be pulled from our SIS, AERIES. We will pull English and Mathematics data from iReady. This program functions as both a universal screener and diagnostic tool. The data pulled from these 2 sources will function as an assessment of our needs. A Leadership Team Meeting, comprised of Educational Leaders on our campus, (Department Chairs, ASB and AVID teachers and elected student officials, Records Clerk, Office Manager, as well as, classified and certificated union
presidents are all part of this team.) will meet in order to layout focused strategic plan for the 2021/2022 year, mainly addressing the issues created by COVID19 and the learning loss created by Distance Learning and their impact to the current Dashboard.

In addition to the data gathered from the above mentioned sources, additional information will be gathered from annual survey results from parents, students and staff. Besides School Site Council meetings, this year, in light of COVID19 and Distance Learning, LVMHS will hold a Strategic Planning meeting to address What's Working, What's Not Working, and What Needs to Change. This team will meet specifically to select and identify evidence based interventions through medium like What Works Clearinghouse and other resources. This team will suggest, vet, discuss, what interventions would suit the needs of our students best. Furthermore, there will be data meetings where data will be evaluated prior to implementation and after implementation in order to evaluate the effectiveness of each intervention. These meetings will serve as another means to share information and gather information from students, parents and staff to inform and develop the CSI plan. Once the stakeholders have collaborated on and reviewed the plan, made their recommendations, the principal will meet with the Leadership Team to review the plan on a regular basis. During these meetings the input will be refined, possible service providers will be vetted along with supports that are evidence-based. This information will be communicated with all stakeholders through School Site Council meetings, staff meetings and parent communications via social media and all calls. The district will not use CSI dollars to fund this process. CSI dollars will only be used to
support the additional evidenced-based strategies and interventions.

The Superintendent (district) met with administrative staff to support the development of the CSI plan and to share how resource inequities could be identified at the site level using a variety of data and how to address them. The CSI plan will address any resource inequities identified, which will be included in the monitoring of the plan. This will be included in quarterly meetings to review the plan, data, and progress.

Monitoring and Evaluating Effectiveness

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

The Principals will meet with the Leadership Team on a regular basis to review data on student achievement, chronic absenteeism, and suspensions. Programs including iReady, LanguageLive, and department created assessments and curricular-based assessments will be utilized for intervention. Staff, stakeholder, site and district administration will review data specific to student subgroups in order to look for disparities and make recommendations to adjust any evidence-based interventions or

programs used at the site that are deemed to be ineffective. The Superintendent along with site leadership will monitor benchmark data from iReady to determine effectiveness. In order to have an effective evaluation team, it is important that two things are present; measurable data and clear objectives. During the meetings where data is going to be reviewed these two items must be available for the process to work. The teams will make assessment comparisons to evaluate the effectiveness of the evidence-based interventions and programs listed above and cited in the CSI Plan.

Data will be shared at regularly scheduled staff meetings, School Site Council meetings and district level administrative meetings. Quarterly, School Site Council and Leadership meetings will be held in order to evaluate the effectiveness of the evidence-based interventions and programs by analyzing student growth. Members of School Site Council, Leadership, and all stakeholders will have the opportunity to give their feedback and suggestions via meetings and surveys. The district will ensure that Lucerne Valley Middle School's supporting data and evidenced-based practices meet the requirements of the grant and district policies. Last year, students did not take the state test. Since that data will not be available LVMS will use data from iReady.
i-Ready Diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs.

i-Ready Standards Mastery allows teachers to assess specific standards as they are covered in the classroom. Mastery reports pinpoint the skills students are struggling to master and provide teachers with detailed, skill-level data and intuitive item analysis. Standards Mastery reports are paired with detailed instructional resources for targeted remediation and re-teaching, giving teachers immediate access to tools that will help students continue to progress. This is the data that LVMS will use to drive and focus teaching. This is our Data-Analysis protocol; teach, assess, reteach with student specific focus, assess. This model will truly function as a plan-study-do act. Language Live is a program that we would like to utilize for our SAI & EL students as it is a research-based, structured literacy instruction that is a blended program, online, and teacher-led.
AERIES, our SIS, is currently used to monitor discipline and attendance as reports specific to subgroups can be produced and analyzed for areas of growth and areas of concern.

The teams will also evaluate how we can support chronically absent students. In order to build capacity of stakeholders and have them be part of this process, they will always be invited to these meetings.

Stakeholder Engagement

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

On April 13, 2021 a staff LCAP meeting was held for management, certificated and classified. The meeting included teachers, principals, SELPA representation, and other school personnel. Input from both bargaining units was received through surveys.
On April 24, 2021 student LCAP information was provided. Students in grades 7 though 12 had an

opportunity to take our LCAP survey where they could provide feedback on programs they wanted and ask questions about the process.
On April 21, 2021 a parent stakeholder PAC meeting was held. Representation of foster parents and low income were at this meeting. The LCAP was presented to this group at that time.
On April 7, 2021 information was shared with the community group LVEDA by Peter Livingston. Highlights of the LCAP and program implementation were given.
On May 12, 2021 a "State of the District" was provided at the District's regularly scheduled board meeting with highlights of program implementation from the LCAP.
Surveys were open for several months for all and responses were guided to give input on current and/or new programs. The LCAP was posted for public hearing on June 1st. Members of the public were notified of their ability to submit comments regarding specific actions and expenditures. The public hearing was held on June 10th and adoption was on June 12th.

A summary of the feedback provided by specific stakeholder groups.

Feedback from the consultations above indicated a desire to maintain current programs. Feedback from parents, students, teachers, and other staff indicated interest in expanded programs at the Middle/High School and a return to full time in person instruction at all schools. Additional trends included a focus on intervention and credit recovery, and smaller class sizes in lower grades for expanded in class interventions. These recommendations were included in responses from all stakeholder groups.

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

The aspects of the LCAP that were influenced by specific stakeholder input are the following actions: Intervention teachers were added to support with Tier 2 and Tier 3 academic needs and expand opportunities for credit recovery. Class sizes will be kept lower in grades 4 through 8 to allow for Multi Tiered Systems of Support. Additional SEL supports were added through PBIS. Our goals and actions were built to align to the feedback provided. Our expenditures were aligned to these goals and actions.

Goals and Actions

Goals

Goal #	Description
Goal 1	Students will receive a quality education.

An explanation of why the LEA has developed this goal.

The LEA developed this goal to stay in alignment with the previous LCAP goals and actions and to allow for measurable outcomes related to student achievement.
Based upon stakeholder input and local data, our goal is to provide a quality education for students. Our actions and metrics combined will support this goal.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Implementation of State Standards, including English Language Development	100% of students are provided with courses that meet content and performance standards, including English Learners in 2020-21.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain 100% of students are provided with courses that meet content and performance standards, including English Learners.
Rate of teacher misassignment.	At least 85% of teachers are highly qualified. 2020-2021	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of teachers are highly qualified.
Student access to standards aligned instructional materials	100% of students have access to instructional materials aligned to CCSS. 2020-2021	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of students have access to instructional materials aligned to the CCSS
School facilities are maintained in good repair	100% of school facilities are maintained in good repair. 2020-2021	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of school facilities are maintained in good repair

Share of ELs moving toward EL proficiency	51.3% of students are moving towards proficiency. 2019-2020	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	An increase of 6% of ELs moving towards proficiency will have occurred.
Reclassifying as English proficient	6.8% of students were reclassified in 2020-21.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Els being reclassified will increase by 2% each year.
Performance on standardized assessments in Math	2019-20 data had 23% proficiency in Math	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	An increase of 6% will occur.
Performance on standardized assessments in ELA	2019-20 data had 34% proficiency in ELA.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	An increase of 6% will occur.

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Teachers - Lower class sizes	The district will maintain lower class sizes in the elementary school and in grades 7 and 8 to meet the academic needs of low-income students.	$3,455,574.00	Yes
Action #2	Curriculum supports	The district will Implement ELA/ELD textbooks and purchase other materials to support Common Core State Standards (CCSS) for students to ensure standards aligned instruction is occurring.	$31,548.00	No

Action #	Title	Description	Total Funds	Contributin
Action #3	English Learner support	All teachers will provide EL students increased intervention through 30 minutes of daily ELD designated instruction. Integrated ELD instruction will be provided throughout the day in all subjects to increase language acquisition and proficiency in English.	$10,000.00	Yes
Action #4	Low income and foster youth support	The district will provide low income and foster youth students with additional support through assistance with school supplies, clothing and other supplies to ensure basic needs are met to access their education.	$3,900.00	Yes
Action #5	Intervention programs	Classroom and intervention teachers will provide Tier 2 and Tier 3 intervention programs at all levels to support students who have learning loss.	$8,375.00	No
Action #6	Support for students with disabilities	The district will Continue to provide Language Live curriculum to support students with disabilities in ELA in achieving proficiency in ELA.	$4,995.00	No
Action #7	Bilingual Aides	The district will hire additional bilingual aides to support English Learners in the acquisition of English through the use of effective ELD strategies.	$56,391.00	No
Action #8	Assistant Administrator of Instructional Improvement and Coaching (AAIIAC) position at Elementary School.	The district will maintain the AAIIAC position at the elementary school to coach and support teachers to support the academic achievement of low-income students.	$117,362.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #9	ELD professional development	The County will provide professional development for teachers to support English Learner achievement through SDAIE strategies, Universal Access, and designated ELD strategies. This will support the district ELD programs at each of the sites.	$0.00	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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 2	Students are on track to graduate from high school prepared to enter college or the workforce.

An explanation of why the LEA has developed this goal.

Maintaining this goal of our previous LCAP remains a priority. A belief that all students should be prepared for the workforce or college remains a priority. By utilizing local benchmarks, offering a broad course of study, and monitoring A-G completion our students will be prepared to enter college of the

workforce. The actions and metrics coupled together will support the progress monitoring and achievement of this goal.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Local Reading benchmark assessments	Using local data from District mid year benchmark assessments (2020-21) in the area of reading students demonstrated the following: At or Above Grade Level (Elementary) STAR Reading: 1st 46% 2nd 34% 3rd 29% 4th 41% 5th 36% 6th 28% i-Ready - At or Approaching Grade Level (Middle/High School) Reading (grades 7 and 8) - 48% Reading (grades 9 through 12) - 38%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	An increase of 6% in proficiency in ELA will occur on local benchmarks.

Percent of students demonstrating college preparedness (Early Assessment Program exam)	Data from 2019-20 showed 56% of students were conditionally ready in English and 25% in Math.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	An increase of 4% of students demonstrating college preparedness on the EAP will occur each year.
Performance on standardized assessments in Math	2019-20 data had 23% proficiency in Math.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	An increase of 6% will occur.
Students are enrolled in a broad course of study	100% of students have access to a broad course of study.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of students have access to a broad course of study.

Local Math benchmark assessments	Using local data from District mid year benchmark assessments (2020-21) in the areas of reading and math, students demonstrated the following: At or Above Grade Level (Elementary) STAR Math: 1st 50% 2nd 36% 3rd 38% 4th 37% 5th 43% 6th 22% i-Ready - At or Approaching Grade Level (Middle/High School) Math (grades 7 and 8) - 37% Math (grades 9 through 12) - 27%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	An increase of 6% in proficiency in Math will occur on local benchmarks.
Performance on standardized assessments in ELA	2019-20 data had 34% proficiency in ELA.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	An increase of 6% will occur.
Student are college and career ready - A-G Completion	A-G completion was 12% for 2020-21.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	A-G Completion to remain stable or increase

Performance on the College and Career Indicator on the CA School Dashboard	Lucerne Valley Unified School District: All Students - 34.1% Prepared Low-Income Students - 36.8% Prepared Lucerne Valley High School: All Students - 38.9% Prepared Low-Income Students - 41.2% Prepared	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase of 6% for All Students Increase of 6% for Low-Income Students
Performance on the California Science Test (CAST)	District - 14.28% met or exceeded standard Elementary - 19.65% met or exceeded standard	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase of 6% of students meeting or exceeding the standard.
Student are college and career ready - CTE Pathway Completion	11% of students completed CTE pathways based on 2019-20 data.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	26% of students complete CTE pathways.

Students Taking AP Exam and AP Pass Rate	9 students took AP Exams Data for number of students Passing with a "3" or higher is not available due to the low number of test takers. 2019-2020	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	30 students will take an AP Exam Data for AP pass rates will be available with higher numbers of students taking the exam

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Professional Development	The district will facilitate district professional development for all staff to include data analysis training, UDL, AVID, and Thinking Maps to improve student outcomes in ELA and Math.	$50,496.00	No
Action #2	Provide release time for planning/coaching.	The district will provide release time for planning and coaching of teachers to support students in their learning.	$5,000.00	No
Action #3	Place students in appropriate courses to meet college & career readiness.	The district will ensure students are placed in appropriate courses to meet college and career readiness, principally directed to low-income students.	$0.00	Yes
Action #4	Counselor	The district will continue to provide a full time guidance counselor to support students around college and career readiness, principally directed to low-income students.	$46,446.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #5	AVID implementation at the MS/HS will continue.	Training and professional development provided by the district will continue at the MS/HS to support students in college and career readiness, principally directed to low-income students.	$12,777.00	Yes
Action #6	Course access	A seven period day at the MS/HS will be provided by the school to support intervention and credit recovery courses to address and improve the academic outcomes of unduplicated students in ELA and math.	$0.00	Yes
Action #7	Technology upgrades will be added to the middle/high school and elementary school.	Technology upgrades will be added to the middle/high school and elementary school by district staff to support student and teacher learning.	$28,029.00	No
Action #8	CTE support	The district will continue to provide an additional teacher for the FFA program at the high school to support CTE programs for high school students, principally directed to low-income students.	$0.00	Yes
Action #9	CTE programs will continue to be expanded at the high school.	The high school will continue to expand CTE programs to support high school students in career access, principally directed to low-income students.	$29,774.00	Yes
Action #10	Provide teacher for elementary Science, Technology, Engineering, Mathematics lab at the elementary school.	The district will provide a STEM teacher to support the STEM lab at the elementary school so students have access to STEM education. This action is principally directed to low-income students.	$85,000.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 3	Students will be engaged in a positive school climate.

An explanation of why the LEA has developed this goal.

Maintaining this goal within the LCAP remains a priority. A positive school climate is a top priority for LVUSD. By promoting parental participation, maintaining school facilities, supporting PBIS, and maintaining staffing students will be supported in a positive school climate. The actions and metrics coupled together will support the district in the progress monitoring and achievement of the goal.

Measuring and Reporting Results

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

Seeking parent input & decision making	In 2021 five opportunities for parent input and decision making were provided in the LCAP process. The district will increase LCAP input opportunities by one each year.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase the number of events and parental participation attending school and district events to eight.
High school graduation rates	94.6% graduated based on data from 2019 (CA School Dashboard)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain graduation rate
Suspension rates	9.1% of students were suspended at least once. 2019-2020	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	5% of students were suspended at least once.
Expulsion rates	Expulsion rate is 0%. 2019-2020	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain expulsion rate.
High School dropout rates	High school dropout rate was 2.3% in 2019-20.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Decrease dropout rate by 1.5%.
Chronic absenteeism rates	22.9% of students were chronically absent on 2019 Dashboard.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	16.9% Chronic Absenteeism rate

School attendance rates	Attendance rate was 92.34% in 2019-20.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Attendance rate of 95.34%.
Middle School dropout rates	Middle School dropout rate was 0% in 2019-2020.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain the middle school dropout rate at 0%
Parent and family engagement local indicator tool on the CA School Dashboard.	Rating of "Initial Implementation" on the following aspects of the tool: 1) creating welcoming environments for all families in the community 2) providing professional learning and support to teachers and principals to improve a school's capacity to partner with families 3) developing the capacity of staff to build trusting respectful relationships with families	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Rating of "Full Implementation" on the following aspects of the tool: 1) creating welcoming environments for all families in the community 2) providing professional learning and support to teachers and principals to improve a school's capacity to partner with families 3) developing the capacity of staff to build trusting respectful relationships with families

Safety and School Connectedness School Climate Local Indicator - CA School Dashboard Student Responses	81.4% agreed that they liked school. 80.7% felt successful. 85.3% agreed their school had high standards for achievement. 87% agreed that their school had clear rules. 84.7% agreed teachers treat them with respect. 75.1% agreed they feel safe at school. 88.7% agreed that the staff keeps the school and myself safe. 82% agreed there is an adult at school they can go to if they need help. 2019-2020	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase the survey items above by 5%.

Parent and Family Engagement Indicator on the CA School Dashboard:	Rating of "Initial Implementation" of the following area (#9): Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Rating of "Full Implementation"

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Parental involvement	The district will facilitate parent involvement and training to all parents at all district sites to expand parent involvement.	$3,400.00	No
Action #2	Purchase playground/sports equipment.	The district will purchase playground and sports equipment to support a positive school climate for students.	$3,400.00	No

Action #	Title	Description	Total Funds	Contributin
Action #3	Cleanliness of facilities	The district will maintain additional custodial staff to support cleaning of facilities to ensure a safe learning environment for staff and students.	$5,000.00	No
Action #4	Asphalt repair	The district will repair and maintain asphalt at school sites as needed to ensure a safe learning environment for staff and students.	$5,000.00	No
Action #5	Security upgades	The district will update/install surveillance cameras on a site by site basis as needed to support a safe learning environment for staff and students.	$5,000.00	No
Action #6	PBIS	PBIS will be implemented by the Elementary administration with staff and students to ensure a safe learning environment at the elementary for staff and students.	$3,839.00	No
Action #7	Maintain Assistant Principal (Co-Principal) at Middle/High School.	The district will maintain the Co-Principal position at the Middle/High school to support family engagement and a positive school climate for staff, families and students.	$177,150.00	Yes
Action #8	Facilities and grounds	The district will add a maintenance postion to support safe and secure facilities and grounds for staff and students.	$66,566.00	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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.15%	$2,775,667.00

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

Required Descriptions

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

Lucerne Valley Unified has identified the following actions to support improved outcomes which are principally directed to unduplicated students:

1.1 Teachers – Lower class sizes
The needs of low-income students were considered first as the most recent CAASPP scores indicate that this student group is 42.6 points below standard in ELA (yellow) and 63.2 points below standard in math (yellow) at Lucerne Valley Elementary School. At Lucerne Valley Middle School, this student group is 61.2 points below standard (orange) in ELA and 112.8 points below standard in math.

The district will lower class sizes at the elementary and in grades 7 and 8 to support increased academic achievement through increased access to teachers. Reduced class sizes allow students to receive more individualized attention from teachers to meet their academic needs. Teachers will use iReady data to identify gaps in learning and design instruction to meet student needs in ELA and math.

This action is expected to result in increased outcomes in ELA and math on the CAASPP. This action is principally directed towards and effective in meeting the LEA's goals for low-income students.

1.8 – AAIIAC
Coach and support teachers
The needs of low-income students were considered first as the most recent CAASPP scores indicate that this student group is 42.6 points below standard in ELA (yellow) and 63.2 points below standard in math (yellow) at Lucerne Valley Elementary School. The scores in ELA demonstrate an increase of 6.9 points from the previous year and the scores in math demonstrate an increase of 13.6 points from the previous year.

The district will continue to provide an Assistant Administrator of Instructional Improvement and Coaching at the Elementary School to support and coach teachers through professional development and ongoing follow up. The site will focus on Universal Design for Learning (UDL) to ensure access to the core curriculum for low-income students. UDL ensures that the needs of low-income students are identified and addressed through data analysis, lesson planning, and both informal and formal assessments.

Based on the data above, this action has demonstrated effectiveness as academic achievement on the CAASPP has increased at the elementary school. This action is expected to continue to positively impact academic achievement on the CAASPP. This action is principally directed towards and effective in meeting the LEA's goals for low-income students.

1.9 – ELD professional development

The needs of English Learners were considered as 51.2% of English Learners progressed at least one level on the ELPAC demonstrating a need for continued effective ELD professional development. Further, 6.8% of students were Reclassified as English Fluent Proficient. While this data demonstrates a need, it also demonstrates effectiveness as this is an increase in the number of ELs progressing at least one level on the ELPAC and a maintenance of the reclassification rate.

The district will provide professional development for teachers to support English Learner achievement using SDAIE strategies, universal access focused on English Learners strategies, and ELD strategies. This action will build capacity of teachers to design and deliver instruction using research-based strategies to support English Learners.

This action is expected to result in increased results on the ELPAC and an increase in reclassification rates. This action is principally directed towards and effective in meeting the LEA's goals for low-income students.

2.3 – Place students in appropriate courses to meet college & career readiness
2.4 - Counselor
2.5 – AVID implementation at MS/HS
The needs of low-income students were considered as 41.2% of low-income students at Lucerne Valley High School were Prepared based on the College and Career Indicator on the CA School Dashboard. This is an increase of 6.9% from the previous year, demonstrating a need to continue to address this need while also noting the effectiveness of the actions in place to support increased college and career readiness.

The district will continue to ensure students are placed in appropriate courses to meet college and career readiness, principally directed to low-income students. This will support students' post-secondary opportunities following high school graduation. The school counselor supports with the development of the master schedule to ensure courses to meet college and career readiness are offered and available. The placement of students is monitored by the school counselor along with tracking students' grades, course completion, and progress toward meeting criteria for college and career readiness. AVID is implemented at the middle school and high school to provide schoolwide strategies focused on ensuring students have the tools necessary to support college and career readiness. Professional development is provided to teachers and administrators in AVID strategies that address the needs of low-income students with regards to being successful in class, working in collaborative groups to solve problems, and accessing and navigating the college application process.

These actions are expected to result in increased results in the College and Career Indicator on the CA School Dashboard. These actions are principally directed towards and effective in meeting the LEA's goals for low-income students.

2.6 – Course access
Lucerne Valley Middle High School scored Orange on the CA School Dashboard in ELA with low-income students in high school 11.2 points and low-income students in middle school declining 9.2 points. In math on the CA School Dashboard, Lucerne Valley High School low-income students declined 16.3 points and Lucerne Valley Middle School declined 3.6 points.

This action will address this need by providing an additional period at the middle/high school for a total of seven periods per day. This will support expanded access to ELA and math intervention classes and credit recovery courses for students where specific academic needs are identified and addressed. iReady data in ELA and math will be analyzed to identify gaps in learning for students and to determine needs and content for intervention classes. The data will be used by the teachers to design lessons focused on the identified areas of need.
This action is expected to increase academic outcomes on the CA School Dashboard for Lucerne Valley Middle School. This action is principally directed towards and effective in meeting the LEA's goals for low-income students.

2.8 – CTE support
2.9 – CTE programs will continue to be expanded at high school
11% completed CTE pathways
The 2019 CA School Dashboard indicates that 36.8% of low-income students in the district met Prepared on the College and Career Indicator. Out of these students, 57.1% met Prepared by completing a CTE Pathway. The overall Prepared percentage of 36.8% demonstrates a need to increase the number of low-income students meeting Prepared on this Dashboard indicator. Over half of low-income students met this preparedness through CTE Pathway completion, demonstrating effectiveness of the actions principally directed to supporting our low-income students in the CTE Pathways in the district.

Lucerne Valley has a robust FFA program at the high school that integrates science courses allowing the CTE Pathway to begin during the freshman year. The district also offers courses that are articulated with Victor Valley Community College to support student access to college through CTE Pathways. Expanding CTE Pathways is principally directed to low-income students allow for career exploration activities and work-based learning opportunities. The district currently offers 6 CTE Pathways and expanding the pathways will continue to support connections to careers and engagement in school.

These actions are expected to continue to positively impact the College and Career Indicator on the Dashboard. These actions are principally directed towards and effective in meeting the LEA's goals for low-income students.

2.10 – Provide teacher for elementary science, technology, engineer, mathematics lab at elementary school
Data indicates that 19.65% of students at the elementary site met or exceeded standard on the California Science Test (CAST) compared to 15.68% of low-income students who met or exceeded standard on the CAST. The gap in achievement and overall achievement for low-income students demonstrates a need to improve in the area of science. The math CAASPP data referenced above demonstrates a need to continue to make growth in the area of math.

Given these data points, the district will provide a teacher designated for the elementary STEM lab to develop and increase the knowledge and understanding of scientific and mathematical concepts and processes. This action is principally directed to low-income students as STEM focuses on hands-on learning with real-world applications to develop skill sets that include creativity and 21st century skills such as effective communication, media and technology literacy, and social skills. Providing a STEM teacher and

lab provides equitable access and opportunities for low-income students, which would not otherwise be available, that supports their academic and social growth.

This action is expected to continue to positively impact the CAST and math CAASPP outcomes. This action is principally directed towards and effective in meeting the LEA's goals for low-income students.

3.7 – Maintain Co-Principal at MS/HS
Based on the local indicator for parent and family engagement, the district is at Initial Implementation in the following areas: 1) creating welcoming environments for all families in the community 2) providing professional learning and support to teachers and principals to improve a school's capacity to partner with families and 3) developing the capacity of staff to build trusting respectful relationships with families. Additionally, based on the CA School Dashboard, the suspension rate for low-income students increased 17.8% at the middle school. Chronic absenteeism increased 9% for low-income students at the middle school.

The district will maintain the Co-Principal position at the Middle/High school to continue to support developing capacity in the area of family engagement by focusing on creating welcoming environments for all families and provide strategies to support teachers as they develop and strengthen partnerships with families. This is ongoing work and part of an effective framework for parent and family engagement at school sites. The Co-Principal will also address chronic absenteeism by conducting outreach to families who are low-income focused on the middle school to identify both potential barriers and current barriers that exist in ensuring children attend school each day. Families will be connected to resources in the community and surrounding areas that support them in ensuring their children attend school each day. Chronic absenteeism rates will be monitored by the Co-Principal. Suspension rates will be addressed through data analysis at the middle school to identify the most common reasons for suspension. This will be done collaboratively with the leadership team to develop next steps. The information discovered will be shared with the site staff to build awareness and to provide professional development to address the identified reasons for most suspensions.

This action is expected to improve the ratings on the parent and family engagement local indicator, improve chronic absenteeism rates, and improve suspension rates on the CA School Dashboard.
This action is principally directed towards and effective in meeting the LEA's goals for low-income students.

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

1.3 – English Learner Support – Limited
1.9 – ELD Professional Development
The needs of English Learners were considered as 51.2% of English Learners progressed at least one level on the ELPAC demonstrating a need for continued effective ELD professional development. Further, 6.8% of students were Reclassified as English Fluent Proficient. While this data demonstrates a need, it also demonstrates effectiveness as this is an increase in the number of ELs progressing at least one level on the ELPAC and a maintenance of the reclassification rate.

The district will provide increased support to EL students during the school day through 30 minutes of daily ELD designated instruction in addition to the integrated ELD instruction that occurs throughout the school

day in all subjects. This will support increased language acquisition and English proficiency by focusing on specific language needs of students based on data from the ELPAC and local assessments. Additionally, the district will partner with the county office to provide professional development to teachers to Specially Designed Academic Instruction in English (SDAIE) and designated ELD strategies. This will build the capacity of the teachers to strengthen the lesson planning and delivery of ELD strategies to EL students.

This action is expected to positively impact ELPAC results and reclassification rates of our English Learner students.

1.4 – Low income and foster youth support
The needs of low-income and foster youth students were considered as both student groups had increased rates of chronic absenteeism at 3.7% an 25.1%, respectively.

The district will provide low-income and foster youth students with additional support through assistance with school supplies, clothing and other supplies to ensure basic needs are met to access their education. These student groups will benefit as their basic needs are met, those no longer serve as barriers to attending school each day. Students will be monitored as situations change so that as their needs change, they can still be met with support from the district.

This action is expected to result in improved chronic absenteeism rates.

These actions coupled with the districtwide actions above in Prompt 1 demonstrate that the district is meeting and/or exceeding the MPP of 33.15% quantitatively and/or qualitatively as compared to what is provided to non-unduplicated students.

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Teachers - Lower class sizes		$3,455,574.00	$0.00	$0.00	$0.00	$3,455,574.00
1	2	Curriculum supports	EL	$0.00	$31,548.00	$0.00	$0.00	$31,548.00
1	3	English Learner support		$10,000.00	$0.00	$0.00	$0.00	$10,000.00

1	4	Low income and foster youth support		$3,900.00	$0.00	$0.00	$0.00	$3,900.00
1	5	Intervention programs	all	$0.00	$0.00	$0.00	$8,375.00	$8,375.00
1	6	Support for students with disabilities	English Learners	$0.00	$0.00	$0.00	$4,995.00	$4,995.00
1	7	Bilingual Aides	English Learners	$0.00	$0.00	$0.00	$56,391.00	$56,391.00
1	8	Assistant Administrator of Instructional Improvement and Coaching (AAIIAC) position at Elementary School.		$17,604.00	$0.00	$0.00	$99,758.00	$117,362.00
1	9	ELD professional development		$0.00	$0.00	$0.00	$0.00	$0.00
2	1	Professional Development	all	$0.00	$0.00	$0.00	$50,496.00	$50,496.00
2	2	Provide release time for planning/coaching.	All	$2,500.00	$2,500.00	$0.00	$0.00	$5,000.00

2	3	Place students in appropriate courses to meet college & career readiness.		$0.00	$0.00	$0.00	$0.00	$0.00
2	4	Counselor		$46,446.00	$0.00	$0.00	$0.00	$46,446.00
2	5	AVID implementation at the MS/HS will continue.		$12,777.00	$0.00	$0.00	$0.00	$12,777.00
2	6	Course access		$0.00	$0.00	$0.00	$0.00	$0.00
2	7	Technology upgrades will be added to the middle/high school and elementary school.	all	$0.00	$0.00	$0.00	$28,029.00	$28,029.00
2	8	CTE support		$0.00	$0.00	$0.00	$0.00	$0.00
2	9	CTE programs will continue to be expanded at the high school.		$0.00	$17,819.00	$0.00	$11,955.00	$29,774.00

2	10	Provide teacher for elementary Science, Technology, Engineering, Mathematics lab at the elementary school.		$85,000.00	$0.00	$0.00	$0.00	$85,000.00
3	1	Parental involvement	All students	$0.00	$0.00	$0.00	$3,400.00	$3,400.00
3	2	Purchase playground/sport equipment.	All	$0.00	$0.00	$0.00	$3,400.00	$3,400.00
3	3	Cleanliness of facilities	all	$5,000.00	$0.00	$0.00	$0.00	$5,000.00
3	4	Asphalt repair	All	$5,000.00	$0.00	$0.00	$0.00	$5,000.00
3	5	Security upgades	all	$5,000.00	$0.00	$0.00	$0.00	$5,000.00
3	6	PBIS	All	$0.00	$0.00	$0.00	$3,839.00	$3,839.00
3	7	Maintain Assistant Principal (Co-Principal) at Middle/High School.		$177,150.00	$0.00	$0.00	$0.00	$177,150.00
3	8	Facilities and grounds	All	$66,566.00	$0.00	$0.00	$0.00	$66,566.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$3,892,517.00	$51,867.00	$0.00	$270,638.00	$4,215,022.00

Total Personnel	Total Non-Personnel

$4,075,585.00	$139,437.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Teachers - Lower class sizes	LEA-wide	LI	All Schools	$3,455,574.00	$3,455,574.00
1	3	English Learner support	Limited	English Learners	All Schools	$10,000.00	$10,000.00
1	4	Low income and foster youth support	Limited	LI,FY	All Schools	$3,900.00	$3,900.00
1	8	Assistant Administrator of Instructional Improvement and Coaching (AAIIAC) position at Elementary School.	Schoolwide	Low Income	Lucerne Valley Elementary School	$17,604.00	$117,362.00
1	9	ELD professional development	LEA-wide	EL	all schools	$0.00	$0.00
2	3	Place students in appropriate courses to meet college & career readiness.	LEA-wide	LI	All Schools	$0.00	$0.00
2	4	Counselor	LEA-wide	LI	All Schools	$46,446.00	$46,446.00

2	5	AVID implementation at the MS/HS will continue.	Schoolwide	LI	MIddle/High	$12,777.00	$12,777.00
2	6	Course access	Schoolwide	LI	Middle/High	$0.00	$0.00
2	8	CTE support	Schoolwide	LI	Middle/High	$0.00	$0.00
2	9	CTE programs will continue to be expanded at the high school.	LEA-wide	LI	Middle/High	$0.00	$29,774.00
2	10	Provide teacher for elementary Science, Technology, Engineering, Mathematics lab at the elementary school.	Schoolwide	LI	Elementary	$85,000.00	$85,000.00
3	7	Maintain Assistant Principal (Co-Principal) at Middle/High School.	Schoolwide	LI	Middle/High	$177,150.00	$177,150.00

Totals by Type	Total LCFF Funds	Total Funds
Total:	$3,808,451.00	$3,937,983.00
LEA-wide Total:	$3,502,020.00	$3,531,794.00
Limited Total:	$13,900.00	$13,900.00
Schoolwide Total:	$292,531.00	$392,289.00

Annual Update Table Year 1

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

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Instructions

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

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

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

programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

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

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Reflections: Successes

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

Reflections: Identified Need

Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels

below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights

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

Comprehensive Support and Improvement

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

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups

identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to

identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022–23 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 **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	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 **2020–21**.

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 expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in

California Code of Regulations, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners:

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

Actions for Foster Youth:

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

Goal Analysis:

Enter the LCAP Year

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

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

the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services:

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all

students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective:

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

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

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

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

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

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

COEs and Charter Schools:

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

COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:
Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster

youth, English learners, and low-income students in the state and any local priorities.

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

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

Expenditure Tables

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

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

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

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

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

Goal #:

Enter the LCAP Goal number for the action.

Action #:

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

Action Title:

Provide a title of the action.

Student Group(s):

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

Increased / Improved:

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

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

Scope:

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

Unduplicated Student Group(s)

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

Location:

Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the 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.

Other State Funds:

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

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).

Local Funds:

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

Federal Funds:

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

Total Funds:

This amount is automatically calculated based on amounts entered in the previous four columns.