2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Victor Elementary School District
CDS Code:	36-67918-000000
LEA Contact Information:	Name: Jan Gonzales Position: Superintendent Phone: (760) 245-1691
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	**Amount**
Total LCFF Funds	$137,079,760
LCFF Supplemental & Concentration Grants	$33,817,663
All Other State Funds	$23,985,854
All Local Funds	$1,252,617
All federal funds	$19,268,058
Total Projected Revenue	$181,586,289

Total Budgeted Expenditures for the 2021-22 School Year	**Amount**
Total Budgeted General Fund Expenditures	$176,671,406
Total Budgeted Expenditures in the LCAP	$43,104,406
Total Budgeted Expenditures for High Needs Students in the LCAP	$40,145,796
Expenditures not in the LCAP	$133,567,000

Expenditures for High Needs Students in the 2020-21 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$10,050,849
Actual Expenditures for High Needs Students in Learning Continuity Plan	$11,808,086

Funds for High Needs Students	**Amount**
2021-22 Difference in Projected Funds and Budgeted Expenditures	$6,328,133
2020-21 Difference in Budgeted and Actual Expenditures	$1,757,237

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	LCAP does not include the following programs and costs: Core instructional program (the cost of teaching staff, school office staff and core instructional material such as text books), the cost of utilities, insurance, and most programs charged to Federally funded programs (such as Title I,II,III and IV) and other State funded Programs (such as Lottery, ASES, STRS on behalf, among others.) It also does not include any of our Special Ed Programs. LCAP does not include programs paid for through ESSER funding and AB86 funding.

LCFF Budget Overview for Parents

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School Year: 2021-22

LEA contact information:

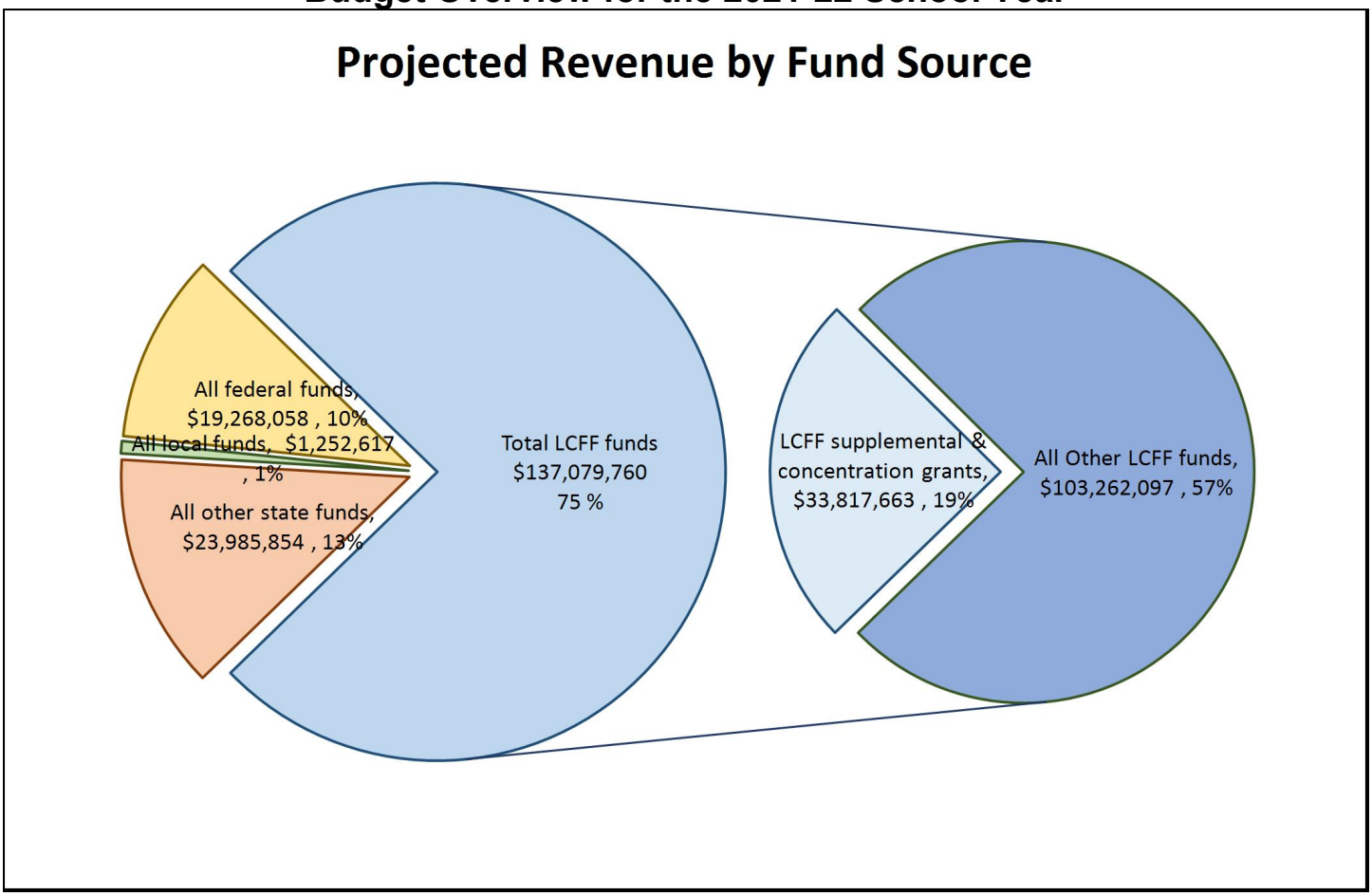
Jan Gonzales

Superintendent

(760) 245-1691

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

Budget Overview for the 2021-22 School Year

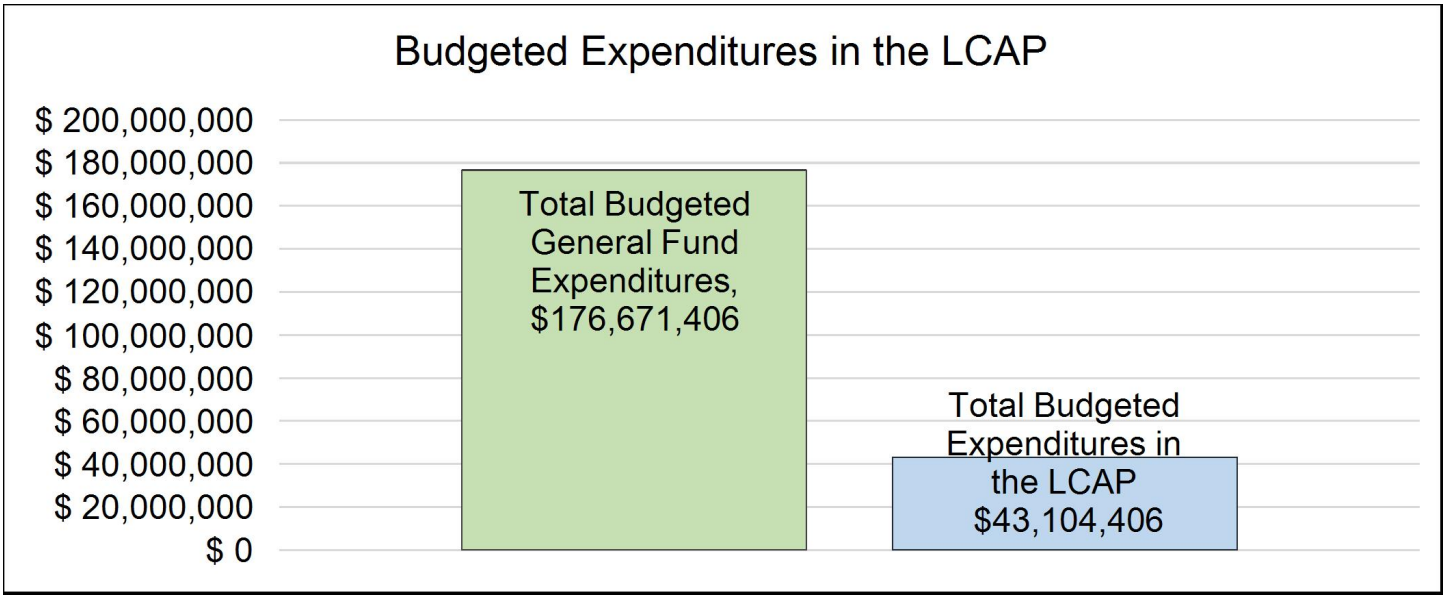


This chart shows the total general purpose revenue Victor Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Victor Elementary School District is $181,586,289, of which $137,079,760 is Local Control Funding Formula (LCFF), $23,985,854 is other state funds, $1,252,617 is local funds, and $19,268,058 is federal funds. Of the $137,079,760 in LCFF Funds, $33,817,663 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Victor Elementary School District plans to spend $176,671,406 for the 2021-22 school year. Of that amount, $43,104,406 is tied to actions/services in the LCAP and $133,567,000 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

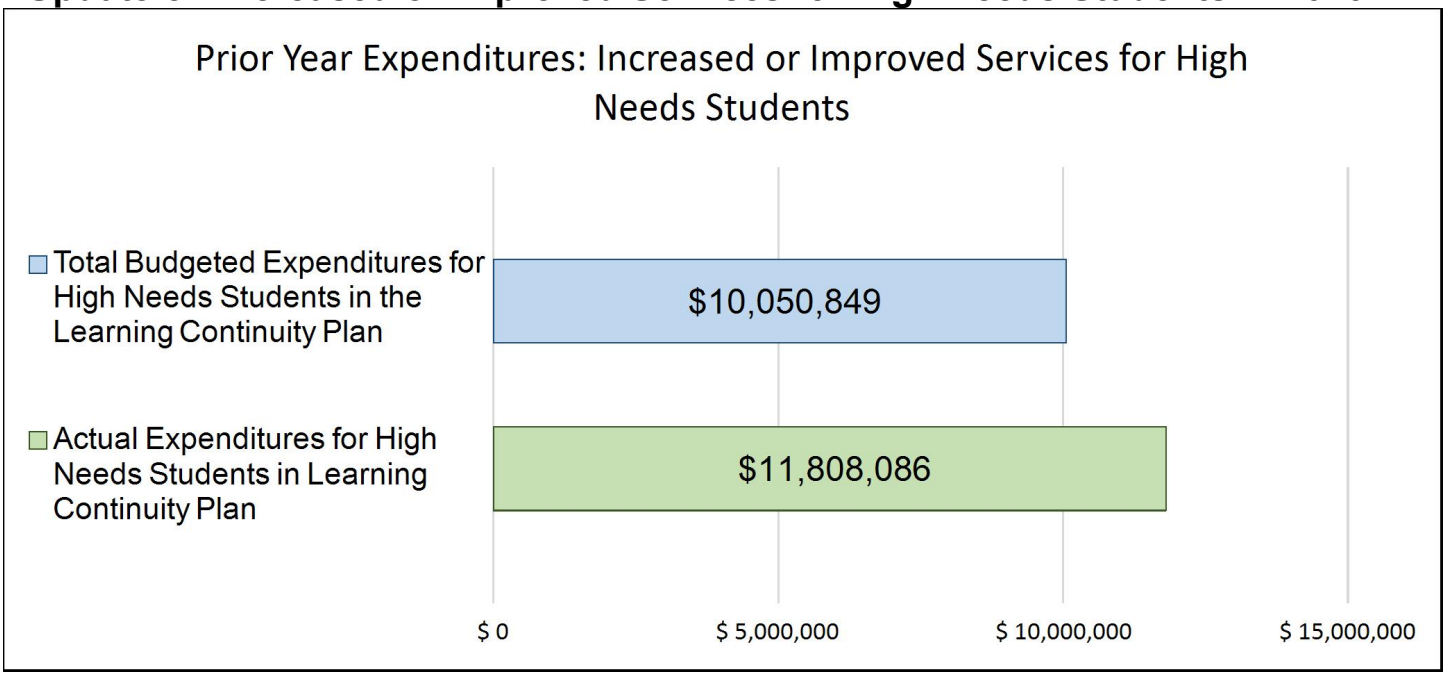
LCAP does not include the following programs and costs: Core instructional program (the cost of teaching staff, school office staff and core instructional material such as text books), the cost of utilities, insurance, and most programs charged to Federally funded programs (such as Title I,II,III and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

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

In 2021-22, Victor Elementary School District is projecting it will receive $33,817,663 based on the enrollment of foster youth, English learner, and low-income students. Victor Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Victor Elementary School District plans to spend $40,145,796 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020-21, Victor Elementary School District's Learning Continuity Plan budgeted $10,050,849 for planned actions to increase or improve services for high needs students. Victor Elementary School District actually spent $11,808,086 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Victor Elementary School District	Jan Gonzales Superintendent	jgonzales@vesd.net (760) 245-1691

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

All students will reach their full potential.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Incremental growth on SBAC N/A - New Metric Developed Former Metric: Decrease students (all, FY, EL, LI) scoring 1 on SBAC summative assessment in ELA and Math by 5%. New Metric as of 18/19 to replace the former: ELA and Math- change in the difference between current status (Distance from 3) and prior year status of at least 3 points. State Priority 4: Pupil achievement, Statewide Assessments and API (N/A) **19-20** N/A - New Metric Developed	N/A - New Metric Developed in 2019-2020. There was no CAASPP administration due to the pandemic and school closure in the spring of 2020. An alternative metric was developed to measure CAASPP performance in Goal 1 of the 2021 LCAP where VESD will increase by 5 points annually in ELA and math.

Expected	Actual
Baseline Comparing 14/15 to 15/16: All Students ELA: Decreased 4% Math: Decreased 2% FY ELA: Increased 12% Math: Increased 15% EL ELA: Decreased 5% Math: Decreased 4% LI ELA: Decreased 4% Math: Decreased 2%	
Metric/Indicator Increase EL re designation N/A - New Metric Developed Increase students re-designated to 10% annually. State Priority 4: Pupil Achievement, EL Reclassification Rate **19-20** N/A - New Metric Developed **Baseline** Share of ELs that have become English Proficient: 325/2329 Increase students re designated to 10% annually: 15/16: 13%	Two hundred fifty-five students were re-designated, which is 11.6%, of our English Learner student population.

Expected	Actual
Metric/Indicator Increase student attendance N/A - New Metric Developed Increase attendance rate by 0.25% each year. State Priority 5: Pupil Engagement, Attendance Rates **19-20** N/A - New Metric Developed **Baseline** Increase student attendance rate 0.25% 15/16: Decreased 0.03% 14/15 94.822 15/16 94.792 P2 revised	N/A - New metric developed in 2019-2020. At that point, this metric became obsolete and was maintained on the 3 year template per state requirement. An alternative metric was developed to measure attendance in Goal 1 of the 2021 LCAP where VESD will reduce chronic absenteeism by 3% each year. Attendance in 2020-21 was significantly impacted by Covid and school closures. 10.59% of our student absences were identified as severe chronic and 11.4% were chronic.
Metric/Indicator Reduce chronic absenteeism (10% or more absences) Reduce by 3%. State Priority 5: Pupil Engagement, Chronic Absenteeism Rates **19-20** N/A - New Metric Developed **Baseline** Reduce Chronic Absenteeism by 3%	Attendance in 2020-21 was significantly impacted by Covid and school closures. 10.59% of our student absences were identified as severe chronic and 11.4% were chronic.

Expected	Actual
15/16: 16.5% (down from 18% in 14/15)	
Metric/Indicator Decrease suspension and expulsion rates Reduce suspensions by 2% Reduce expulsions by 0.01% State Priority 6: School Climate **19-20** N/A - New Metric Developed **Baseline** Reduce suspensions by 2% Reduce expulsions by 0.01% 15/16: Suspensions reduced by 10.1% (1028) Expulsions increased by 700% (24)	N/A - New metric developed in 2019-2020. At that point, this metric became obsolete and was maintained on the 3 year template per state requirement. An alternative metric was developed in Goal 1 of the 2021 LCAP where VESD will reduce suspensions by 1% each year. In 2020-21, our suspension rate was impacted by Covid and we had 1 suspension.
Metric/Indicator Learn on a safe and orderly campus. All sites will pass Williams/SARC criteria including teacher assignments, standards aligned instructional materials and school facilities in good repair: -100% sites will pass William criteria and SARCs. -Survey Results at 90% or above. -100% students have access to all areas of study. State Priority 1: Basic Services: Teacher Assignments, Student Access to Standards -aligned Instructional Materials, and Facilities in Good Repair	All sites passed Williams' and site criteria, including teacher assignments, standards aligned instructional materials and school facilities in good repair. This includes Williams and SARCs. 100% students have access to all areas of study. Our annual staff results show that 95.84% responded favorably. 95.8% of VESD students stated that they are proud of their school. 93% of VESD students said their school was safe. 97.7% of VESD parents say they would recommend their school.

Expected	Actual
State Priority 7: Course Access **19-20** Results pending. **Baseline** 100% sites passed William criteria, SARCs, and Survey Results were at 90% or above. 100% Students had access to all areas of study. 15/16: William criteria/SARCs 100% Survey results: Student survey question: "I feel safe at my school." Parent survey question: " I feel my child is safe at school." Quality check survey question: " My work environment is safe, clean, and well maintained." Students: 88.88% Parents: 98.22% Staff: 93.33%	
Metric/Indicator Access to Standards -aligned instructional materials. 100% of students will have access to Standards -aligned materials. State Priority 1: Basic Services: Teacher Assignments, Student Access to Standards -aligned Instructional Materials, and Facilities in Good Repair	100% of our students had access to standards aligned materials in 2020-21.

Expected	Actual
19-20 N/A - New Metric Developed **Baseline** 15/16: 100% of Students had access to standards aligned materials.	
Metric/Indicator Teacher Assignments 100% of teachers assignments will be appropriately assigned to classes. State Priority 1: Basic Services Teacher Assignments, Student Access to Standards-aligned Instructional Materials, and Facilities in Good Repair **19-20** N/A - New Metric Developed **Baseline** 15/16: 100% of teachers were appropriately assigned to classes	100% of our teachers were appropriately assigned to classes in 2020-21.
Metric/Indicator Increase students with future story (career portfolio) N/A - New metric developed Increase projects by 10% to 2,910. State Priority 8: Pupil outcomes **19-20** N/A - New Metric Developed **Baseline**	N/A - New metric developed in 2019-2020. At that point, this metric became obsolete and was maintained on the 3 year template per state requirement. An alternative metric was developed to measure career portfolios in the 2021 LCAP where VESD will increase student projects by 25% each year. in 2021, 2097 students completed career projects.

Expected	Actual
Increase projects by 10% 15/16: Increased 6.8% (2,825 completed portfolios)	
Metric/Indicator 100% of students will be placed in correct classes with programs and services developed to meet all academic areas - N/A - New metric developed Priority 7: Course Access **19-20** N/A - New Metric Developed **Baseline** 100% of student are placed in correct and appropriate classes.	N/A - New metric developed in 2019-2020. At that point, this metric became obsolete and was maintained on the 3 year template per state requirement. In 2020-21, 100% of students were place in correct classes. Due to Covid, many programs and services were offered online to support students.
Metric/Indicator SBAC ELA Results • - As reported on CA Dashboard will increase by 5 points. SBAC Math Results • - As reported on CA Dashboard will increase by 5 points. State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Statewide Assessments **19-20** 2017-18: VESD ELA Increased 4.7 Points Subgroups: SED: Increased 3.5 Points SWD: Maintained 2.4	There was no CAASPP administration due to the pandemic and school closure in the spring of 2020. An alternative local Benchmark assessment was given to students in ELA (grades 3-6) and math (grades 1-6) in 2021. The number of students scoring a 3 or 4 in ELA was 18.31% and the number of students scoring a 3 or 4 in math was 32.73%.

Expected	Actual
Points AA: Increased 5.8 Points FY: Increased 7.5 Points Homeless: Increased 7.6 Points EL: Increased 4 Points VESD Math Increased 3.6 Points Subgroups: SED: Maintained 2.8 Points SWD: Increased 3.3 Point AA: Increased 8.5 Points FY: Declined 4.6 Points Homeless: Increased 12.3 Points EL: Maintained 2.6 Points **Baseline** N/A	
Metric/Indicator EL performance on ELPAC as reported on the CA Dashboard: We will maintain a minimum of 20% of our students scoring level 4 (well developed). State Priority 4: Pupil Achievement, Statewide Assessments **19-20** 2017-18: 25.9% scored 4 (well developed) **Baseline** N/A	12% of our English Learners, who were able to complete the assessment, scored a level 4 on the summative ELPAC. The data is incomplete due to the pandemic and school closures in 2020.

Expected	Actual
Metric/Indicator Number of students being suspended at least once will decrease by .25% as reported on the CA Dashboard. State Priority 6: School Climate **19-20** 2018: 4.9% **Baseline** N/A	Due to the pandemic, school was closed in the spring of 2020 therefore we were not able to look at annual suspension data. The California Dashboard was not updated with suspensions due to school closures. Our local measures indicate that there was 1 suspension in VESD in 2020-21.
Metric/Indicator Chronic absenteeism will be decreased by .2% as reported on the CA Dashboard. State Priority 5: Student Engagement **19-20** 2017--18: 17.7% of our students are chronically absent **Baseline** N/A	Due to the pandemic, school was closed in the spring of 2020 therefore we were not able to look at annual chronic absenteeism data. The California Dashboard was not updated with chronic absenteeism data due to school closures. Our local measures indicate 2,723 students were chronically absent in 20-21.
Metric/Indicator Increase percentage of students showing growth on pre/post measure given to counseled students. State Priority 5: Student Engagement State Priority 6: School Climate **19-20** 18--19: 68.9% of counseled students showed improved results.	This metric could not be completed due to the pandemic and school closures in the spring of 2020. Our local benchmarks show that 18.31% students scored a 3 or 4 on ELA in grades 3-6. Our local benchmarks show that 32.73% students scored a 3 or 4 on Math in grades 1-6.

Expected	Actual
Baseline N/A	
Metric/Indicator Career student projects will increase by 300 per year as reported by Ed Services. State Priority 8: Other Student Outcomes **19-20** Career student projects will increase by 300 per year as reported by Ed Services. Results pending. **Baseline** 2016--17: 3,531 students completed career projects	2,402 career projects were completed leading up to the spring of 2020. 2,097 career projects were completed in the spring of 2021. Results were impacted due to the pandemic and school closures.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
N/A due to the fact that funding comes from the base grant and federal funds.	N/A	N/A
Maintain and improve facilities to maximize efficiency and effectiveness of resources to include necessary staffing adjustments and deferred maintenance costs; update equipment based on needs analysis	Fund 14 Contracted Services LCFF Supplemental and Concentration $1,000,000.00	Fund 01 LCFF Supplemental and Concentration $665,276.77
Provide instructional resources (e.g., materials, supplies, technology) to support teaching and learning for students that reflect instructional practices associated with the California State Standards, Next Generation Science Standards, and 21st Century Skills as described in each SPSA, including: • - Funding to sites for use in supporting their student needs in purchasing English language development materials (LCFF, Lottery, Title I).	LCFF Base Res 0100 LCFF S/C Res 0090 Lottery Res 1100 Title 1 Res 3010 Certificated Salaries Classified Salaries Benefits Books and Supplies	LCFF Supplemental and Concentration $2,601,988,.85

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• - Site directed funds to support research based and targeted intervention programs, as recognized in site plans (SPSA).	Contracted Services Capital Outlay $6,909,610	Includes the spending of donations and carryover. LCFF Base $259,015.49 Includes the spending of carryover Lottery $1,481,505.68 Title I $2,594,711.53
Support reduced class sizes in grades TK- through 3.	Res 0092 Certificated Salaries Benefits LCFF Supplemental and Concentration $981,381	LCFF Supplemental and Concentration $979,320.62
N/A due to the fact that funding comes from base grant only.	N/A	N/A
Based on the technology plan, continue investment and support for classroom technology and infrastructure (e.g., computers for teachers, students, and administrators; and software).	Res 0090 Classified Salaries Benefits Books and Supplies LCFF Supplemental and Concentration $556,400	LCFF Supplemental and Concentration $215,336.76 Title IV $148,895.40 Covid-19 LLM Funding $625,873.10
Provide sites with LFA incentive funds to recognize and reward student progress and achievement.	Res 0912 Books and Supplies LCFF Supplemental and Concentration $160,000	LCFF Supplemental and Concentration $41,856.44
Continue to provide an eight hour School Safety Coordinator and associated costs at each school site.	Res 0091 Classified Salaries Benefits LCFF Supplemental and Concentration $1,192,509	LCFF Supplemental and Concentration $1,153,182.67

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide Technology Instructional Aides.	Res 0090 Classified Salaries Benefits LCFF Supplemental and Concentration $125,507	LCFF Supplemental and Concentration $129,242.21
N/A due to the fact that this action is now included in Goal 1 Action 23.	N/A	N/A
Continue to fund additional positions and student data resources to support LCAP needs	Res 0090 Certificated Salaries Classified Salaries Benefits Book and Supplies Contracted Services LCFF Supplemental and Concentration $429,615	LCFF Supplemental and Concentration $350,123.61
VESD will hire up to five more assistant principals for the 2019/2020 school year to assist principals in meeting the needs of our unduplicated students with positive behavior interventions, assisting families and ensuring the principal gets into the classrooms as an instructional leader.	Res 0090 Certificated Salaries Benefits Books and Supplies Contracted Services LCFF Supplemental and Concentration $1,524,268	LCFF Supplemental and Concentration $1,661,360.23
Continue Bilingual Aides as district directed positions.	Res 0091 Classified Salaries Benefits LCFF Supplemental and Concentration $491,982	LCFF Supplemental and Concentration $518,159.88
Continue to provide real world experiences through field trips aligned to California State Standards and 21st Century learning, as well as VESD Careers Curriculum.	Res 0090 Contracted Services LCFF Supplemental and Concentration $177,740	LCFF Supplemental and Concentration $135,386.68
Provide targeted and responsive counseling and other social and emotional support to Foster Youth. Moved to Action 1.23	N/A	N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to expand foster outreach to include 2-3 family nights a year. Outreach activities vary from year to year.	Res 0090 Books and Supplies Contracted Services LCFF Supplemental and Concentration $10,000	LCFF Supplemental and Concentration $5,944.21
Continue to support schools of choice and equity for all students through diverse offerings, quadrant busing, etc.	Res 0230 Classified Salaries Benefits Contracted Services Indirect Charges LCFF Supplemental and Concentration $2,121,000	LCFF Supplemental and Concentration $2,454,977.93
N/A due to the fact this action is funded by the ASES grant.	N/A	N/A
N/A due to the fact this program is funded by federal funds.	N/A	N/A
Provide 3 School Resource Officers to support needs of the District, school staffs and students and consider adding additional as needed.	Res 0090 & 0091 Contracted Services LCFF Supplemental and Concentration $599,057	LCFF Supplemental and Concentration $600,590.64
District Nurse (2nd on staff) and contracted services to meet student health and safety needs.	Res 0090 Res 0091 Certificated Salaries Benefits Contracted Services LCFF Supplemental and Concentration $412,762	LCFF Supplemental and Concentration $305,023.06
Provide instructional minutes beyond the Ed Code minimum Many of VESD's unduplicated Transitional Kindergartners and Kindergartners are coming to school without the benefit of preschool. Extending the school day for TK and K allows our teachers to work towards helping our students close the achievement gap.	Res 0091 Certificated Salaries Benefits LCFF Supplemental and Concentration 1,675,504	LCFF Supplemental and Concentration $1,675,504
Provide resources to support extracurricular and curricular activities such as Robotics, Young Authors, Junior Olympics and Career	Res 0090 Book and Supplies Contracted Services	LCFF Supplemental and Concentration $22,658.41

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Curriculum to not only enhance passions for our students, but to also provide an avenue to these activities for our unduplicated students.	LCFF Supplemental and Concentration $44,916	
Continue with additional Psychologist to provide support to students with significant needs. Additional budget for assessment and instructional materials.	Res 0090 Res 0091 Certificated Salaries Benefits Books and Supplies $1,271,954	LCFF Supplemental and Concentration $1,345,297.82
Administrative oversight of actions and services to support all students in meeting their full potential.	Res 0090 & 0091 Indirect Charges LCFF Supplemental and Concentration $234,154	LCFF Supplemental and Concentration $517,784.11

Goal Analysis

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

VESD used our supplemental and concentration funds on a majority of our planned actions and services in Goal 1. Some of our actual expenditures were different than our budgeted expenditures. Some actions/services were not able to be implemented in person due to the pandemic and activities to support students, families, teachers, and staff were moved online. Some examples of expenditures on actions and services that were different than expected include student counseling, social-emotional learning activities for classrooms, parent trainings from school sites and the Family Resource Center, hot spots for internet access, foster youth events, and curb to curb meal delivery for families who could not access food distribution at sites.

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

Successes: VESD facilities were in good repair overall. We were able to complete asphalt maintenance, door replacements, intercom system upgrades at 2 schools, carpet and flooring replacement for 13 classrooms across the district, asbestos floor removal at 1 school, 1 school repainted on the exterior, retrofitted light fixtures at transportation, removal of asbestos pipe insulation at 1 site, removal of asbestos duct work at 1 site, restroom partitions at 2 sites, and exterior LED lighting at 2 sites. For our science adoption, we were able to train staff on NGSS and prepare the pilot team for analysis. Our technology department, and specifically our technology instructional aides, were critical in providing support to staff and parents. VESD was able to continue with the School Safety Coordinators who supported home visits for attendance and supplies, passed out food at our weekly distributions, monitored attendance and participation, and continued to support the MTSS team at each site. We were able to hire Assistant Principals to support our transition into distance learning. They supported home visits, food distribution, online IEPs, lead our intersessions for

students, and MTSS teams. VESD was able to host 2 foster youth outreach events prior to schools closing. Enrollment processes to support equity for all students included extending our registration window and using resources to reach families and ensure prompt enrollment. We were able to have 3 SROs who supported well checks, finding missing students, connecting families with resources, and serving as liaisons between schools and homes.

Challenges: For our professional development, when districts closed due to Covid, we transitioned to an online format for professional development and public engagement (ie review of textbook adoptions, parent training, etc.). While we had 1:1 devices for all students in grades 2-6 at school. When we closed, all technology had to be cleaned and sent home to families. Additionally, we had to purchase 1:1 devices for all students in TK-1. VESD had to purchase an online meeting platform and develop an on-going plan for technology support while in full distance learning. Hot spots were provided to all students who did not have access to the internet at home. A distribution plan for all textbooks and classroom materials was developed and implemented at each site to ensure students had needed supplies. Our summer school changed into an online structure. We had to train for guided reading online and provide structures for students and staff to access needed supplemental instruction. Our Learning for All plan measures did not get completed due to schools closing down. Our Quality Works team had to review and revise the measures to monitor student and school growth. Our Career Curriculum was rewritten to address synchronous and asynchronous activities for students and staff. However, due to the closure, we couldn't host our annual Career Fair. Our last foster youth outreach event was cancelled due to the school closures. Our enrollment was down in the spring of 2020 due to the school closures, and this continued for our TK and kinder students.

Goal 2

All staff will support every student in reaching their full potential.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Professional development -Increase number of push-in trainings completed as requested by staff by 5% (updated metric from 10% to 5% effective for the 18/19 LCAP year). -Increase trainings provided at the site level by 5% (updated metric from 10% to 5% effective for the 18/19 LCAP year). -100% professional development attendance rate for bilingual aides. State Priority 2: Implementation of State Standards for all students, English Learner access to CCSS and ELD Standards **19-20** N/A - New Metric Developed	N/A - New metric developed in 2019-2020. At that point, this metric became obsolete and was maintained on the 3 year template per state requirement. An alternative metric was developed in Goal 2 of the 2021 LCAP where 80% or more of staff will respond positively to the survey question on implementation of staff development. In 2020-21, 252 district trainings were offered, 861 small group trainings were held, and 3,743 1:1 individual training and support opportunities took place.

Expected	Actual
Baseline Push-In trainings increase 10% Site level trainings increase 10% 16/17: Push-In trainings: 2,230 (+146%) Site level trainings: 730 (+1040%)	
Metric/Indicator Students introduced to college and/or career path. -Increase number of classrooms participating in careers by 10%. State Priority 8: Pupil Outcomes **19-20** N/A - New Metric Developed **Baseline** 15/16: Classrooms participating in Careers increased 10%. 14/15: 91 15/16: 100	N/A - New metric developed in 2019-2020. At that point, this metric became obsolete and was maintained on the 3 year template per state requirement. An alternative metric was developed to measure career portfolios in the 2021 LCAP where VESD will increase student projects by 25% each year. in 2021, 2097 students completed career projects.
Metric/Indicator Incremental growth on SBAC Former Metric: Decrease students (all, FY, EL, LI) scoring 1 on SBAC summative assessment in ELA and Math by 5%. NewMetric as of 18/19 to replace the former: ELA and Math change in the difference between current status (Distance from 3) and prior year status of at least 3. points. N/A - NewMetric Developed	N/A - New Metric Developed in 2019-2020. There was no CAASPP administration due to the pandemic and school closure in the spring of 2020. An alternative metric was developed to measure CAASPP performance in Goal 1 of the 2021 LCAP where VESD will increase by 5 points annually in ELA and math.

Expected	Actual
State Priority 4: Pupil achievement, Statewide Assessments and API (N/A) **19-20** N/A - New Metric Developed **Baseline** Comparing 14/15 to 15/16: All Students ELA: Decreased 4% Math: Decreased 2% FY ELA: Increased 12% Math: Increased 15% EL ELA: Decreased 5% Math: Decreased 4% LI ELA: Decreased 4% Math: Decreased 2%	
Metric/Indicator Learn on a safe and orderly campus. • - Survey results will remain at 90% or above PBIS metrics beloware in effect for 16/17 and 17/18 only: • -PBIS coaching sessions will be provided 4x/yr. at each school site • -Increase number of PBIS district training from 0 to 2 days • -PBIS Tier 1 will be implemented at 17/17 school sites.	N/A - New metric developed in 2019-2020. At that point, this metric became obsolete and was maintained on the 3 year template per state requirement. An alternative metric was developed on the 2021 LCAP in Goal 1 where 90% or more of staff, parents, and students will say they feel safe at our schools on annual surveys.

Expected	Actual
State Priority 6: School Climate, Other Local Measures **19-20** N/A - New Metric Developed **Baseline** -Survey results at 90% or above: All above 90% except student survey was 85.53% (see annual update) -PBIS coaching provided 4x/year at each school site: 16/17: 100% -Increase number of PBIS district trainings from 0 to 2 days/year 16/17: 100% -PBIS Tier 1 implemented at 17/17 school sites 16/17: 100%	
Metric/Indicator SBAC ELA Results - As reported on CA Dashboard will increase by 5 points. SBA Math Results - As reported on CA Dashboard will increase by 5 points. State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Statewide Assessments **19-20** 2017-18: VESD ELA Increased 4.7 points	There was no CAASPP administration due to the pandemic and school closure in the spring of 2020. The state cancelled the annual CAASPP summative test. An alternative metric was not used to measure progress towards the goal. The shutdown occurred prior to the CAASPP administration window opening.

Expected	Actual
Subgroups: SED: Increased 3.5 Points SWD: Maintained 2.4 point AA: Increased 5.8 Points FY: Increased 7.5 Points Homeless: Increased 7.6 Points EL: Increased 4 Points VESD Math Increased 3.6 points Subgroups: SED: Maintained 2.8 Points SWD: Increased 3.3 Point AA: Increased 8.5 Points FY: Declined 4.6 Points Homeless: Increased 12.3 Points EL: Maintained 2.6 Points **Baseline** N/A	
Metric/Indicator Career student projects will increase by 300 per year as reported by Ed Services. State Priority 8: Other Student Outcomes **19-20** Career student projects will increase by 300 per year as reported by Ed Services. Results pending. **Baseline** 2016--17: 3531 career projects were completed by students	2,402 career projects were completed leading up to the spring of 2020. 2,097 projects were completed in the spring of 2021. Results were impacted due to Covid and school closures.
Metric/Indicator	N/A - New metric developed in 2019-2020. At that point, this metric became obsolete and was maintained on the 3 year

Expected	Actual
Professional development push ins and site level training will be maintained as reported by Ed Services annually. State Priority 2: Implementation of State Standards for all Students, English Learner access to CCSS and ELD Standards **19-20** 2017-18: Push-In trainings: 2,376 Site level trainings: 740 **Baseline** N/A	template per state requirement. An alternative metric was developed in Goal 2 of the 2021 LCAP where 80% or more of staff will respond positively to the survey question on implementation of staff development. In 2020-21, 252 district trainings were offered, 861 small group trainings were held, and 3,743 1:1 individual training and support opportunities took place.
Metric/Indicator 90% or more of staff and parents and will respond favorably to the following survey questions: Parent survey: "My school is meeting my child's academic needs." Quality check survey: "I have the tools (equipment, materials, supplies) that are required to do my job." Quality check survey: "I have the training that is required to do my job." State Priority 2: Implementation of State Standards **19-20** 2017-18: Parent survey: "My school is meeting my child's academic needs." 96.53% Quality check survey: "I have the tools (equipment, materials, supplies) that are required to do my job." 94.64% Quality check survey: "I have the training that is required to do my job." 96.58%	Staff survey results reflect the following: The training that is required to do my job: 98.29% responded favorably I have the tools that are required to do my job: 96.58% responded favorably Parent survey results reflect the following: I have a clear understanding of my school's focus and trust my school is using innovative strategies: 94.96%

Expected	Actual
Baseline N/A	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide 6 days (out of 186 work days) of professional development for all Certificated staff. Each school site will determine the focus of professional development, based on data and student needs.	Res 0091 Certificated Salaries Benefits LCFF Supplemental and Concentration 2,719,628	LCFF Supplemental and Concentration $3,259,547.49
Professional development for classified staff, all classified subs, NDS, and certificated subs to include 21st Century Learning Skills, Student Resiliency and Multi-tiered Systems of Support (MTSS) to improve the classified staff's role in relation to students.	Res 0091 Certificated Salaries Classified Salaries Benefits Contracted Services LCFF Supplemental and Concentration $891,976	LCFF Supplemental and Concentration $709,198.24
Continue to provide weekly collaboration time for certificated staff with some minimum days each month dedicated to district provided professional development. • The first Friday of each month will be a District Professional Development Day. • One Friday per month will be used for collaboration directly related to District training. Grade level teams shall provide brief feedback to the principal. • The remaining Fridays will be split equally between collaborations and professional responsibilities. Grade level teams shall provide brief feedback for each Friday PM Planning Day to the principal. Ten (10) minimum days will be used for parent involvement (Parent-Teacher Conferences).	Res 0091 Certificated Salaries Benefits LCFF Supplemental and Concentration $6,644,655	LCFF Supplemental and Concentration $8,177,605.29

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide a comprehensive and extended teacher induction to provide our newteachers with tools and training that help them to engage all students.	Res 0280 Certificated Salaries Benefits Contracted Services LCFF Supplemental and Concentration $195,311	LCFF Supplemental and Concentration $232,677.19
Continue professional development and collaboration provided by Support Specialists (district-wide training, new teacher induction, EL training, Friday planning and training).	LCFF S/C Res 0090 & 0091 Title 1 Res 3010 Title 2 Res 4035 Title 3 Res 4203 Certificated Salaries Benefits $931,485	LCFF Supplemental and Concentration $313,546.95 Title I $140,731.53 Title II $282,124.42 Title III $140,731.57
The OSIC pilot has ended.	N/A	N/A
Continue to provide training for parent outreach for needs, analysis, and SPSA.	Res 0090 Contracted Services LCFF Supplemental and Concentration $25,000	LCFF Supplemental and Concentration $0.00
Continue to provide training to VESD administrators for facilitation, Depth of Knowledge (DOK), district and State assessments, 21st century.	LCFF S/C Res 0090 LCFF S/C Res 0091 Certificated Salaries Classified Salaries Benefits Contracted Services $156,931	LCFF Supplemental and Concentration $136,349.53

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Stakeholder training to support LCAP committees and goals.	Res 0090 Contracted Services LCFF Supplemental and Concentration $37,500	LCFF Supplemental and Concentration $0.00
Administrative oversight of actions and services to support staff in supporting students to meet their full potential.	Res 0090 & 0091 Indirect Charges LCFF Supplemental and Concentration $218,762	LCFF Supplemental and Concentration $612,276.57

Goal Analysis

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

VESD used our supplemental and concentration funds on a majority of our planned actions and services in Goal 2. Some of our actual expenditures were different than our budgeted expenditures. Some actions/services were not able to be implemented in person due to the pandemic and activities to support students, families, teachers, and staff were moved online. Some examples of expenditures on actions and services that were different than expected include student counseling, social-emotional learning activities for classrooms, parent trainings from school sites and the Family Resource Center, hot spots for internet access, foster youth events, and curb to curb meal delivery for families who could not access food distribution at sites. Parents and staff also received training and support on ELPAC administration for our English Learners, training at CABE, recognition for reclassifications, and ELD standards companion books for all staff supporting EL instruction.

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

VESD believes that our overall use of actions and services were effective despite school closures due to Covid.

Successes: Sites and the district were able to hold 6 days of professional development based on data and student needs. We were able to hold our classified trainings throughout the year. This included transitioning to an online format when schools closed due to Covid. We were able to hold many of our Friday professional development sessions and collaboration. We were able to maintain our teacher induction program. Our support specialists were able to continue their training on guided reading, ELPAC, etc. through an online format. Most administration began training in NISL in the spring of 2020. Administrators were also provided training in facilitation through Steve Zuieback, state and district assessments. We were able to maintain our 6 LCAP committees throughout the year including Budget, DAC, DELAC, AAEC, Quality Works, and Foster Youth. We also developed a Re-opening Committee to support our transition in opening up in 20-21.

Challenges: When our schools closed down due to Covid, we had to allow flexibility in order for sites to continue to train for professional development on Friday's and collaborate with colleagues. Our teacher induction program had to change to provide supports for online learning and instruction. Additionally, our professional development for new teachers moved to an online format. Schools were able to continue parent outreach and training as planned in their SPSAs throughout most of the year. When schools closed due to the pandemic, sites had to revise their plans and did outreach including drive through promotions, virtual presentation for awards, community parades, and online principal meetings. Our LCAP committees all had to transition to meetings online in order to complete our feedback loops.

Goal 3

VESD will partner with all families as they support their children in reaching their full potential.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement)
Local Priorities:	N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent training offered -Offer at least 5 classes each year Use of resource center -Walk-Ins: 10% increase annually in guests utilizing center each year -Class attendance: 1% increase guest participation in classes offered State Priority 3: Parental Involvement, Promotion of Parental Participation **19-20** N/A - New Metric Developed	N/A - New metric developed in 2019-2020. At that point, this metric became obsolete and was maintained on the 3 year template per state requirement. An alternative metric was developed in the 2021 LCAP where parent trainings will increase by 25% annually. In 2020-21, 33 parent classes were held from August-March. School closures due to Covid impacted results.

Expected	Actual
Baseline Classes offered 16/17: 16 classes offered Walk-Ins: # of guests utilizing FRC 16/17: 2,609 Class attendance: # of guests 16/17: 255	
Metric/Indicator Reduce chronic absenteeism (10% or more absences) Reduce by 3% State Priority 5 Pupil Engagement, Chronic Absenteeism Rates **19-20** N/A - New Metric Developed **Baseline** Reduce Chronic Absenteeism 15/16: 16.5% (down from 18% in 14/15)	Attendance in 2020-21 was significantly impacted by Covid and school closures. 10.59% of our student absences were identified as severe chronic and 11.4% were chronic.
Metric/Indicator Incremental growth on SBAC. Former Metric: Decrease students (all, FY, EL, LI) scoring 1 on SBAC summative assessment in ELA and Math by 5%. NewMetric as of 18/19 to replace the former: ELA and Math-change in the	N/A - New Metric Developed in 2019-2020. There was no CAASPP administration due to the pandemic and school closure in the spring of 2020. An alternative metric was developed to measure CAASPP performance in Goal 1 of the 2021 LCAP where VESD will increase by 5 points annually in ELA and math.

Expected	Actual
difference between current status (Distance from 3) and prior year status of at least 3 points. State Priority 4: Pupil Achievement, Statewide Assessments and API (N/A) **19-20** N/A - New Metric Developed **Baseline** Comparing 14/15 to 15/16: All Students ELA: Decreased 4% Math: Decreased 2% FY ELA: Increased 12% Math: Increased 15% EL ELA: Decreased 5% Math: Decreased 4% LI ELA: Decreased 4% Math: Decreased 2%	
Metric/Indicator Increase EL re designation. Increase students re-designated to 10% annually. State Priority 4: Pupil Achievement, EL Reclassification Rate	Two hundred fifty-five students were re-designated, which is 11.6%, of our English Learner student population.

Expected	Actual
19-20 N/A - New Metric Developed **Baseline** Share of ELs that have become English Proficient: 325/2329 Increase students re designated to 10% annually: 15/16: 13%	
Metric/Indicator Parent involvement Survey -Survey results will remain at 90% or above. -Parental participation for students w/exceptional needs. State Priority 3 “Parental Involvement, Efforts to seek Parent Input, Promotion of Parental Participation **19-20** N/A - New Metric Developed **Baseline** Parent involvement survey results 15/16: 97.85% Parental participation (exceptional needs) 15/16: 99.89%	In the spring of 2021, 92.47% of parents reported that they are given the opportunity to be a part of their child's education, working together with the school to help their child.
Metric/Indicator	The Family Resources Center had to close in the spring of 2020 due to the pandemic, therefore the data was incomplete for the

Expected	Actual
Family resource center will maintain 6,000 or more walk in's and increase parent class attendees by 10% as reported by FRC annually. State priority 3: Parent Involvement **19-20** Family resource center will maintain 6,000 or more walk -in's and increase parent class attendees by 10% as reported by FRC annually. Results pending. **Baseline** 2016--17: Walk-ins: 2,609 Parents attending classes: 255	2019-20 school year. Data collected in 19-20 up until the school closure included 6,168 walk ins and 589 parents attended classes.
Metric/Indicator EL performance on ELPAC as reported on the CA Dashboard: We will maintain a minimum of 20% of our students scoring level 4 (well developed). Priority 4: Student Achievement **19-20** 2017--18: 25.9% scored level 4 (well developed) on the ELPAC. **Baseline** N/A	12% of our English Learners, who were able to complete the assessment, scored a level 4 on the summative ELPAC. The data is incomplete due to the pandemic and school closures in 2020.
Metric/Indicator SBAC ELA results - As reported on CA Dashboard will increase by 5 points. SBAC Math results - As reported on CA Dashboard will increase by 5 points.	There was no CAASPP administration due to the pandemic and school closure in the spring of 2020. An alternative local Benchmark assessment was given to students in ELA (grades 3-6) and math (grades 1-6) in 2021. The number of students scoring a 3 or 4 in ELA was 18.31% and the number of students scoring a 3 or 4 in math was 32.73%.

Expected	Actual
State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Statewide Assessments **19-20** 2017--18: VESD ELA Increased 4.7 points Subgroups: SED: Increased 3.5 Points SWD: Maintained 2.4 point AA: Increased 5.8 Points FY: Increased 7.5 Points Homeless: Increased 7.6 Points EL: Increased 4 Points VESD Math Increased 3.6 points Subgroups: SED: Maintained 2.8 Points SWD: Increased 3.3 Point AA: Increased 8.5 Points FY: Declined 4.6 Points Homeless: Increased 12.3 Points EL: Maintained 2.6 Points **Baseline** N/A	
Metric/Indicator Chronic absenteeism will be decreased by 0.2% as reported on the CA Dashboard. State Priority 5: Student Engagement	Due to the pandemic, school was closed in the spring of 2020 therefore we were not able to look at annual chronic absenteeism data. The California Dashboard was not updated with chronic absenteeism data due to school closures. Using local measures, 2,723 students were chronically absent in the 20-21 school year.

Expected	Actual
19-20 2018: 0.17% chronically absent **Baseline** N/A	
Metric/Indicator Parent input is taken through surveys to gather data on meeting needs of special education students. Parent reporting positive participation at IEP's will be maintained at 90% or higher as reported annually by SELPA. State Priority 3: Parent Involvement **19-20** 2018: 99% of VESD parents reported positive participation in IEP process. **Baseline** N/A	99.7% of parents reported a positive participation at their child's IEP as reported by SELPA.
Metric/Indicator Parent input is taken through surveys to gather data on meeting needs of all students annually as reported on survey question, "I am given the opportunity to be part of my child's education working together to help my child," will be maintained at 90% or higher. State Priority 3: Parent Involvement **19-20** 2017--18: 98.52% parents responded positively to the survey question.	Parent survey results reflect the following: I am given the opportunity to be part of my child's education working together to help my child," 92.47% responded favorably.

Expected	Actual
Baseline N/A	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Staffing for Family Resource Center and other associated costs.	Res 0090 Classified Salaries Benefits Books and Supplies Contracted Services LCFF Supplemental and Concentration $351,708	LCFF Supplemental and Concentration $372,037.02
Family Resource Center to provide community outreach (public health, mental health, dental, vision, flu shots and immunizations).	Res 0090 Contracted Services LCFF Supplemental and Concentration $20,000	LCFF Supplemental and Concentration $0.00
Offer at least 5 classes each year and extend parenting classes to school sites.	N/A	N/A
Family Resource Center to provide Technology Open Lab for parent use.	Res 0090 Books and Supplies Contracted Services LCFF Supplemental and Concentration $8,000	LCFF Supplemental and Concentration $28,928.95
Continue to fund Public Information Officer and associated costs for community communication and outreach.	Res 0090 Classified Salaries Benefits Books and Supplies Contracted Services LCFF Supplemental and Concentration $237,850	LCFF Supplemental and Concentration $179,630.08
Continue to convene DAC, QW, FYAC, AAEC, BAC, DELAC; provide district-wide parent training and outreach to dialogue and establish goals	Res 0090 Certificated Salaries Classified Salaries	LCFF Supplemental and Concentration $15,362.01

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Benefits Books and Supplies Contracted Services LCFF Supplemental and Concentration $23,153	
Continue to fund 2 Classified Translators and associated costs.	Res 0090 Classified Salaries Benefits Books and Supplies LCFF Supplemental and Concentration $189,074	LCFF Supplemental and Concentration $192,287.80
Administrative oversight of actions and services to support VESD partnering with families as they support their children in reaching their full potential.	Res 0090 & 0091 Indirect Charges LCFF Supplemental and Concentration $18,664	LCFF Supplemental and Concentration $39,945.00
The Family Resource Center will receive input from parents and develop appropriate classes as a result.	Res 0090 Certificated Salaries Classified Salaries Benefits Contracted Services $150,000	LCFF Supplemental and Concentration $42,288

Goal Analysis

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

VESD used our supplemental and concentration funds on a majority of our planned actions and services in Goal 3. Some of our actual expenditures were different than our budgeted expenditures. Some actions/services were not able to be implemented in person due to the pandemic and activities to support students, families, teachers, and staff were moved online. Some examples of expenditures on actions and services that were different than expected include student counseling, social-emotional learning activities for classrooms, parent trainings from school sites and the Family Resource Center, hot spots for internet access, foster youth events, and curb to curb meal delivery for families who could not access food distribution at sites. Parents and staff also received training and support on ELPAC administration for our English Learners, training at CABE, recognition for reclassifications, and ELD standards companion books for all staff supporting EL instruction.

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

VESD believes that our overall use of actions and services were effective despite school closures due to Covid.

Successes: We were able to fully staff our family resource center. Our family resource center was fully operational, even when our schools closed down. Families were able to access classes online, information for local resources, etc. Our public information officer was critical during our school closures. He was able to reach families and community members to keep them apprised of technology, curriculum, and food supports. Our PIO ensured our website was up to date with information for families as well. We were able to maintain our 6 LCAP committees throughout the year including Budget, DAC, DELAC, AAEC, Quality Works, and Foster Youth. We also developed a Re-opening Committee to support our transition in opening up in 20-21. Our district translators were invaluable. They continued to translate at IEPs and district documents. The supervisor of the family resource center continued to collect feedback from our families through our committee meetings and provide trainings.

Challenges: Our school sites began to prepare for satellite family resource centers. However, due to the pandemic, our sites had to close down for the remainder of 19-20. When we moved to an online format, our translators had to learn how to use the Zoom platform, including the interpreter feature that allows our families to access information in meetings in real time.

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
The district will purchase 1:1 Chromebooks for students in TK-1 to ensure equal access to technology for all students to ensure equity in instruction.	$889,701	$1,009,566.55	Yes
The district will purchase Pioneer Valley digital guided reading books at all sites for online guided reading which is principally directed and effective in providing instruction to our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$136,000	$128,406.58	Yes
The district will purchase Next Step Forward in Guided Reading and Word Study books to provide professional development for online guided reading for all teachers to support all students.	$9,620	$35,314	Yes
The district will provide Orton Gillingham professional development for teachers to support all students including our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$441,123	$228,304.05	Yes
The district will provide staff to prepare and distribute 1:1 devices and textbooks to all students to ensure equity in instruction for low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$21,630	$21,630	Yes
The district will support cleaning and disinfecting with classified staff to ensure safety for the feeding program which serves our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$608,083	$608,083	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The district purchased PPE to support staff and student safety during distribution of school materials, food distribution, and for students when they are able to return in an in seat model. This supports a clean and safe environment for students to learn in and minimize illness or exposure for our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$337,398	$2,579,801.31	Yes
The district will purchase a district-wide Zoom license for teachers to have face-to-face instruction with our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$26,800	$26,800	Yes
The district will provide transportation and maintain safety protocols for the safety of staff and all students when we transition to a hybrid model of instruction. The district will work with transportation to provide door to door meal delivery to students with curb to curb transportation while in distance learning. This ensures our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students can attend school in person when it is safe to do so.	$5,135,737	$4,444,834.54	Yes
The district will upgrade the ventilation equipment for HVAC systems for the safety of all staff and students including our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$49,250	$444,650.49	Yes

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.

VESD used our supplemental and concentration funds on a majority of our planned actions and services for in-person instructional offerings. We increased spending for our HVAC systems to include bipolar ionization units for increased ventilation and air quality. Our PPE costs increased due to need for supplies to support staff working during the school closure and in anticipation of students returning to school in the hybrid model. By the end of 20-21, VESD ensured that all students had a 1:1 device both at home and at school. This enabled students to access digital reading materials for instruction.

Analysis of In-Person Instructional Offerings

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

VESD annually surveys staff, students, and parents. 2020-2021 survey results showed the following feedback on the implementation of in person instruction:
100% students had access to all areas of study with curriculum and textbooks. 97.6% of VESD staff responded favorably to having the tools, equipment and supplies that are required to do their job. 99% of VESD staff responded favorably to having the training to do their job. 95.8% of VESD students stated that they are proud of their school. 93% of VESD students said their school was safe. 97.7% of VESD parents say they would recommend their school.

Successes: We were able to purchase and distribute 1:1 devices (3,400 in total) for all students in transitional kindergarten through first grade. Pioneer Valley digital guided reading books were purchased during distance learning, as well as summer school intercession. A focus on remote guided reading training was implemented (15 total) throughout the 2020-21 school year. Next Step Forward and Word Study books were provided for all professional development, including all para educators (58 in total). Both the district and sites continued to support Orton-Gillingham training. The district provided staff to prepare and distribute 1:1 devices and textbooks to all students to ensure equity in instruction for low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students. Classified staff continued to support the feeding program, including delivering door-to-door service for students with limited transportation. PPE (i.e., face coverings, gloves, shields) and supplies (sneeze guards, sanitizer, wipes, etc.) were purchased to support and protect staff during distribution of food and provide a clean and safe environment for students and staff. Hand sanitizing stations as well as no touch thermometers were purchased for safety. A district-wide Zoom license was purchased to enable remote instruction and collaboration. Bipolar ionization units were installed on all air conditioning units. We upgraded all air filters to the highest efficiency possible and purchased enough to replace them three times a year.

Challenges: Distance learning participation continues to be a challenge with a small group of our students, especially in TK/K. Despite having hot spots for all students, connectivity issues continue to be reported for a limited number of families. Planning for transportation to move students from a full distance learning to a hybrid model will be challenging. When students transitioned to in person learning, some of the challenges included on-going Covid exposures despite implementing all CDC and CDPH guidance.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The district will purchase 1:1 Chromebooks for students in TK-1 to ensure equal access to technology and equity in instruction for low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students to have equal access to online instruction during distance learning.	$899,701	$1,009,566.55	Yes
The district will purchase 1,000 hotspots to support connectivity for low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students to have equal access to online instruction during distance learning.	$350,510	$322,954.57	Yes
The district will purchase Pioneer Valley digital guided reading books at all sites for online guided reading to provide instruction to our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$136,000	$128,406.58	Yes
The district will purchase Next Step Forward in Guided Reading and Word Study books to provide professional development for online guided reading for all teachers to support all students.	$9,620	$35,314	Yes
The district will provide staff to train teachers in online guided reading outside of the school year for teachers to support all students.	$16,834	$48,823.87	Yes
The district will provide staff to develop a distance learning framework, rewrite Starting the Year and Units of Study to include distance learning to support all students including our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$114,108	$43,216.55	Yes
The district will provide Orton Gillingham professional development for teachers to support all students including our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$441,123	$228,304.05	Yes
The district will provide staff to develop Standard Operating Procedures in order to ensure safety protocols are developed for all	$147,571	$245,755	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
staff and students including low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students to have equal access to online instruction during distance learning.			
The district will purchase virtual platforms for special education assessments and therapy to provide instruction and quality evaluations for our special needs students.	$40,800	$112,800	Yes
The district will provide additional resident substitutes at each school site for consistency during teacher absences for all students including our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$ 601,423	$601,423	Yes

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.

VESD used our supplemental and concentration funds on a majority of our planned actions and services for distance learning offerings. Some of our actual expenditures were different than our budgeted expenditures. There was an increased cost for Chromebooks so that covers for safety could be provided to students. Due to Covid, limited staff could participate in Orton Gillingham training. Curriculum for online platforms for instruction with guided reading increased. Providing additional staff to support online instruction during distance learning increased so that we could provide small group instruction when appropriate.

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.

VESD annually surveys staff, students, and parents. 2020-2021 survey results showed the following feedback on the implementation of in person instruction: 100% students had access to all areas of study with curriculum and textbooks. 97.6% of VESD staff responded favorably to having the tools, equipment and supplies that are required to do their job. 99% of VESD staff responded favorably to having the training to do their job. 95.8% of VESD students stated that they are proud of their school. 93% of VESD students said their school was safe. 97.7% of VESD parents say they would recommend their school.

Successes/Challenges:

1. Continuity of instruction: There was an interruption of instruction starting in March 2020 due to Covid. Our teachers transitioned immediately to online instruction but there was a learning curve for staff and students. A distance learning framework was developed and provided for all certificated staff with identified power standards for a more focused approach to remote instruction. Our Start of the Year units were rewritten with synchronous and asynchronous activities to support distance learning.

2. Access to devices/connectivity: Starting in March 2020, we only had 1:1 devices in 2-6th grade. At this time, the 1:1 devices were only at school. We were able to purchase and distribute 1:1 devices for all students in transitional kindergarten through first grade (3,400 in total). Hot spots were purchased to support families with internet connectivity to participate in school remotely.

3. Pupil participation and progress: Pupil participation was an area of need from March-June 2020. District Benchmarks aligned to focus standards were still being developed. Beginning in August of 2020, VESD staff actively educated families so they could be in attendance on Zoom classes. Progress was monitored during 2020-21 using focus standards and Benchmarks in ELA and math at the end of each trimester.

4. Distance learning and professional development: Distance learning and professional development was a challenge as we had to change all instruction to an online format and there was a learning curve for staff and students. To prepare staff for the 2020-21 school year, we developed a distance learning framework. Pioneer Valley digital guided reading books were purchased during distance learning, as well as for use during summer school intercession. A focus on remote guided reading training (15 in total) was implemented throughout the 2020-21 school year. Next Step Forward and Word Study books were provided for all professional development, including all para educators (58 in total). Both the district and sites continued to support Orton-Gillingham training for phonics instruction online.

5. Staff roles and responsibilities: When we closed in March 2020 due to Covid, students needed access to food and materials for instruction in a safe manner. After working with our bargaining units, we developed plans and standard operating procedures for the consistent use of safety protocols throughout the district. We implemented a community feeding program which provided the delivery of meals out into the community. Cleaning protocols were enhanced and followed by all staff. Some staff had flexibility in their job descriptions to address needs in other areas.

6. Support for pupils with unique needs (including English Learners): Distance learning participation was a challenge with our students, especially those in TK/K. Despite having hot spots for all students, connectivity issues continue to be reported for some families. Fully meeting IEP services and goals has been challenging in a full distance learning model when we initially closed down in March 2020. The district provided staff to prepare and distribute 1:1 devices and textbooks to all students to ensure equity in instruction for low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students. VESD purchased a therapy platform to ensure all students received continued speech services to meet the goals of their IEPs. We provided 2 resident subs per school site to provide consistency in the absence of teachers and to assist with guided reading as needed. We provided training on integrated and designated instruction in an online platform, so English Learners could receive instruction at their level.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The district will purchase a KDS item bank for Illuminate to construct power standards assessments by grade level (TK-6) to assess and progress monitor all students including our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students. By using 1 system for assessments, we can measure and monitor growth with consistency.	$ 19,408	$18,360	Yes
The district will purchase Pioneer Valley online guided reading platform including assessments for leveling students to address any learning loss in reading.	$ 10,000	$0 (Included in actions related to In-Person Instructional offerings and Distance Learning)	Yes
The district will provide staff to develop a distance learning framework, assessments, and attend ARC to support planning and instruction for all teachers.	$ 163,721	$41,082.93	Yes

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.

VESD used our supplemental and concentration funds on our planned actions and services for in-person instructional offerings. Some of our actual expenditures were different than our budgeted expenditures. We continued to hold all ARC meetings but due to the pandemic some participation was limited minimizing the need for substitute teachers.

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.

VESD annually surveys staff, students, and parents. 2020-2021 survey results showed the following feedback on the implementation of in person instruction: 100% students had access to all areas of study with curriculum and textbooks. 97.6% of VESD staff responded favorably to having the tools, equipment and supplies that are required to do their job. 99% of VESD staff responded

favorably to having the training to do their job. 95.8% of VESD students stated that they are proud of their school. 93% of VESD students said their school was safe. 97.7% of VESD parents say they would recommend their school.

Successes/Challenges:
1. Learning loss and effectiveness for English Learners: The challenges in addressing learning loss for our English learners was that staff had to learn how to provide designated instruction online beginning in March 2020. Staff had to find additional opportunities for oral language rehearsal and development as online platforms limit this. The successes were that we developed a distance learning framework with examples of integrated and designated instruction, provided professional development to train staff on Orton Gillingham and guided reading to support oral language development, and we provided 1:1 coaching at each site for personal staff support with their English learner instruction.

2. Learning loss for Low Income: The challenges in addressing the learning loss for our Low Income students were that many need devices and connectivity to attend online classes. Some had limited transportation to pick up materials and food. We addressed this through home visits where staff would assess the needs of students, deliver supplies, and train families on platforms. We also used our busses to deliver food to remote areas of our community.

3. Learning loss for Foster Youth and homeless: The challenges our Foster Youth and homeless experienced were a high level of transiency which made it difficult to keep them engaged during distance learning. Challenges in accessing online learning through connectivity and devices made it difficult for some families to access instruction. They also had limited access to supplies and food. The successes were home visits that supported families in providing resources to meet their basic needs. In addition, we kept families stable at the same school site despite their transiency in order to increase student engagement with the same teacher. In addition, we were able to do outreach by hosting drive-thru events for our families.

4. For students with exceptional needs it was a challenge at the start of the pandemic for students to access learning and instruction online. Students with disabilities also had difficulty accessing food and resources to support their ability to connect virtually to their school sites. A success is we were able to provide curb to curb meal delivery for students. We purchased online platforms for students to receive speech and special education services. We had focus standards to target instruction to support student instruction.

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.

VESD has continued to have MTSS teams consisting of Principals, School Safety Coordinators, On Site Instructional Curriculum Coordinators, and School Psychologists. Our social emotional surveys were administered 2 times during the 2020-2021 school year. Our year end results showed that 11% of our students were in the at risk category. Our MTSS teams intervened with counseling and other supports to help students and families.

Successes/Challenges: Despite all the supports, daily participation was still a challenge for a small percentage of students. Since we were not seeing students in person each day, we were concerned for their well-being. Many of our staff had fear and stress due to Covid and a change in the way they worked. The MTSS teams have continued to meet weekly throughout the 2020-21 school year. This team monitored and provided intervention and supports for distance learning attendance. The team also provided outreach for students and families by providing regular activities such as morning meetings, a Breakfast Club, book and gift drive throughs, etc. Our School Psychologists were able to conduct our annual SEL survey and used the data to develop small group SEL supports and interventions (data from this survey shows that 14% of VESD students may need additional tier 2 and 3 supports). Students who struggled with mental health needs were given immediate support through Care Solace. Care Solace is a concierge service that connects families with mental health supports within 72 hours. Our SROs have completed well checks, finding community supports for families who are in need. Our principals and MTSS teams promoted self care for staff by surveying staff for needs and incorporated collaborative activities into their staff meetings. Staff were notified of resources available through Care Solace and our insurance.

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.

VESD annually surveys staff, students, and parents. 2020-2021 survey results showed the following feedback on the implementation of in person instruction: 100% students had access to all areas of study with curriculum and textbooks. 97.6% of VESD staff responded favorably to having the tools, equipment and supplies that are required to do their job. 99% of VESD staff responded favorably to having the training to do their job. 95.8% of VESD students stated that they are proud of their school. 93% of VESD students said their school was safe. 97.7% of VESD parents say they would recommend their school. Our attendance showed that 2,723 students were chronically absent during the 2020-2021 school year. Our Family Resource Center offered 31 parent workshops, and they had 6,168 walk ins that they supported.

Successes/Challenges: Some events that staff and parents enjoy were postponed, because we could not do them in person. Despite all the outreach and support, there are some families and students we struggle to see and engage in these modified events and during online learning. Our schools were able to keep their School Site Councils, Parent Teacher Organizations, and ELAC monthly meetings. All sites held two parent conference weeks in 2020-21. Parent engagement activities also took place such as art night,

book distribution, and awards ceremonies. VESD was able to run our LCAP committee meetings each month which includes Quality Works, Budget Committee, District English Language Advisory Committee, District Advisory Committee, African American Engagement Committee, and the Foster Youth Committee. Our Foster Youth committee held two nightly events to engage foster youth and their families. Our Family Resource Center provided community resources, regular trainings, and provided supplies for families. Our technology department provided a "help desk" to give families immediate help with tech needs. Our feeding program continued with two days of food distribution at each site all year long. Student screenings and assessments continued throughout the year including vision, hearing, SPED assessments, ELPAC, etc. Additionally, we had a tiered reengagement system noted below:

Tier 1
Teacher takes attendance daily.
Multi-tiered System of Support (MTSS) teams can send post cards for positive attendance.
District-wide trifold on attendance in Distance Learning were provided.
School newsletters on attendance in Distance Learning were provided.
If a student doesn't show up, the teacher reaches out to parents (phone, Dojo, etc.).
Support of site and district with our translators.
Family Resource Center and/or site Professional Development for families about what attendance looks like and how to communicate with school.

Tier 2
School Innovations and Achievement (SIA) will get daily data pushes from Synergy to monitor absences real-time.
MTSS team reviews attendance data daily in SIA.
MTSS reviews current learning model and looks at best options for each student.
Administration and office staff reach out to parents if student has an unexcused absence for 2 or more days.
An unexcused letter will also be sent out through SIA to the family to notify them of 3 absences during distance learning.
Support by site and district translators.
Principal and parent conferences are held to problem solve and provide support.
Administration will conduct home visits to provide support.

Tier 3
If unable to find the student and family, a wellness check will be conducted.
Update SARB processes to begin formal notices in writing.

Analysis of School Nutrition

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

Successes: VESD served, from July 2020 to March 2021, a total of 1,248,677 meals to students, including hot meals. Breakfast and lunch were available at each school site two times each week. For students with door to door transportation, their meals were delivered each week. We did maintain a community feeding program and served all kids aged 2-18.

Challenges: Participation has dropped throughout the year in the nutrition program. We are hoping to re-engage families with our small cohort and hybrid in seat programs.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	The district will contract with Care Solace to provide families with a concierge service to help locate services based on their insurance and needs with a focus on low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$25,000	$25,000	Yes
School Nutrition	The district will increase site support for meal services with Noon Duty Supervisors to ensure food distribution for our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$27,771	$27,771*	Yes

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.

VESD used our funds on a majority of our planned actions and services to support mental health and social and emotional well being, pupil and family engagement and outreach, and school nutrition. Some of our actual expenditures were different than our budgeted expenditures. We increased spending for our Noon Duty Supervisors to support our meal service program through nutritional services. We also purchased an online platform for special education assessments for students/families who were not able to meet in person. Docusign was purchased so that IEP participants could meet virtually and sign documents.

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.

VESD has learned that we can engage a majority of our families and students virtually. Some of the school events actually saw an increased amount of participation. Our communication and relationships with families has increased. We have increased our flexibility in meeting family needs. VESD held a mission/vision review session with our stakeholders to gather input that will help to inform our new goals and actions. This is in addition to our monthly LCAP committee meetings. We do have some families that will now stay on a distance learning model, and we will ensure that the LCAP addresses those needs. The most powerful instruction, shown by our data, is through small group learning. For the 2020-24 LCAP, we learned we will need to have flexible models of instruction and

supporting materials to teach both in person and online. Our social-emotional needs for students and families has grown, and actions/services are needed to support them which can be found in our 2020-24 LCAP. The achievement gap has grown, and targeted instruction using the focus standards and Benchmark assessments along with targeted instruction using guided reading is a focus in the 2020-24 LCAP. We will use metrics on a local dashboard to monitor progress.

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

Our pupil learning loss is being measured by district-wide benchmark assessments in K-6. These assessments are aligned to focus standards that were agreed upon by our Assessment and Reporting Committee with representatives from K-6. These standards and benchmarks included our Special Education population. Our principals completed data analysis and shareout in our monthly Squad meeting. This information was used to refine practices and invite students to small cohort interventions. This information will also be used to provide an extensive summer school program that will address learning loss. Extensive training on guided reading in small groups was provided continuously throughout the year. Additionally, our staff trained with Dr. Douglas Reeves to work on equity in assessment and information to drive targeted instruction focusing on learning loss. Our para educators have also been provided training on guided reading and classroom engagement in distance learning. For the 2020-24 LCAP, we learned we will need to have flexible models of instruction and supporting materials to teach both in person and online. Our social-emotional needs for students and families has grown, and actions/services are needed to support them which can be found in our 2020-24 LCAP. The achievement gap has grown, and targeted instruction using the focus standards and Benchmark assessments along with targeted instruction using guided reading is a focus in the 2020-24 LCAP. We will use metrics on a local dashboard to monitor progress.

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.

VESD carefully planned our needed expenditures. Upon completion of the 20-21 school year, we were able to spend the funds in line with our planning. Due to remaining in distance learning for a majority of the 20-21 school year, some expenditures varied slightly. We had an increased need to support our students and families with social emotional supports.

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.

Student outcomes on the 2019-20 LCAP were limited as we had to close the schools down due to Covid. This meant that many of our measures and actions/services were incomplete. VESD has learned that we can engage a majority of our families and students virtually. Some of the school events actually saw an increased amount of participation. Our communication and relationships with families has increased. We have increased our flexibility in meeting family needs. VESD held a mission/vision review session with our stakeholders to gather input that will help to inform our new goals and actions. This is in addition to our monthly LCAP committee meetings. We do have some families that will now stay on a distance learning model, and we will ensure that the LCAP addresses those needs. The most powerful instruction, shown by our data, is through small group learning. Newly implemented benchmark assessments continue to provide actionable data that will be used to increase student mastery of district focus standards. Our 2020-21 LCP was more actionable, because it was written in response to the pandemic and explicitly addressed our instructional and operational needs. Our local benchmarks show that 18.31% students scored a 3 or 4 on ELA in grades 3-6. Our local benchmarks show that 32.73% students scored a 3 or 4 on Math in grades 1-6. While we reported only 1 suspension for the 2020-21 school year, there were 1,259 suspensions for the 2019-20 school year. In 2020-21, we had 2,723 chronically absent students. Our analysis led to the focus on reducing chronic absenteeism, increasing the number of students reading at grade level, and addressing social-emotional needs of students in the 2021-2024 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.

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.

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.

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.

- 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.

- 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.

- 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.

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	32,738,056.00	35,364,283.74
	9,419,980.00	625,873.10
LCFF Base	0.00	259,015.49
LCFF Supplemental and Concentration	23,318,076.00	29,690,695.02
Lottery	0.00	1,481,505.68
Title I	0.00	2,735,443.06
Title II	0.00	282,124.42
Title III	0.00	140,731.57
Title IV	0.00	148,895.40

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	32,738,056.00	35,364,283.74
	32,738,056.00	35,364,283.74
	0.00	573,486.78
	0.00	91,789.99

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	32,738,056.00	35,364,283.74
		9,419,980.00	625,873.10
	LCFF Base	0.00	259,015.49
	LCFF Supplemental and Concentration	23,318,076.00	29,690,695.02
	Lottery	0.00	1,481,505.68
	Title I	0.00	2,735,443.06
	Title II	0.00	282,124.42
	Title III	0.00	140,731.57
	Title IV	0.00	148,895.40

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	19,918,359.00	20,489,016.10
Goal 2	11,821,248.00	14,004,788.78
Goal 3	998,449.00	870,478.86

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$7,655,342.00	$9,527,390.52
Distance Learning Program	$2,757,690.00	$2,776,564.17
Pupil Learning Loss	$193,129.00	$59,442.93
Additional Actions and Plan Requirements	$52,771.00	$52,771.00
All Expenditures in Learning Continuity and Attendance Plan	$10,658,932.00	$12,416,168.62

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$608,083.00	$608,083.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$608,083.00	$608,083.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$7,047,259.00	$8,919,307.52
Distance Learning Program	$2,757,690.00	$2,776,564.17
Pupil Learning Loss	$193,129.00	$59,442.93
Additional Actions and Plan Requirements	$52,771.00	$52,771.00
All Expenditures in Learning Continuity and Attendance Plan	$10,050,849.00	$11,808,085.62

Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

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

Victor Elementary School District (VESD) was established in 1896, starting as a one -room school house located in the high desert region of San Bernardino County. VESD is now comprised of 18 schools, including two charter schools, serving nearly 11,895 students from transitional kindergarten through sixth grade.

The VESD student community demographics include:
Hispanic 64.44%
African American 17.84%
White 11.77%
Asian 1.4%
Multiple 1.97%
American Indian 1.05%
Pacific Islander 0.63%

The VESD subgroup demographics are:
-Socio-economically Disadvantaged: 10,295
-English Language Learner: 1,928
-Special Education: 1,459
-Homeless: 554
-Foster Youth: 222

VESD serves our community by offering strong academic opportunities that are both rigorous and relevant. Our vision states that VESD provides a path to success for all students to define their own future as lifelong learners. Our mission is that VESD is dedicated to each student developing foundational, educational skills through a holistic approach for all.

We persistently grow and adapt to meet the needs of our students and our community through great initiatives and programs in the district. Through a collaborative process, which involved our stakeholders, we have identified areas we will continue to focus on in order to ensure sustainable academic and social- emotional progress. In order to support these identified areas of need, our Board has adopted 3 goals:
1. -All students will develop foundational educational skills.
*All students will read at or above grade level by 3rd grade.
*All students will have an attendance rate of 95%.
*All students will respond positively at a rate of 95% on the SEL survey.
2. All staff will use a holistic approach to support foundational educational skills for all students.
*Ed Services plan that includes all academic subject areas and SEL.
*All MTSS teams will have academic and SEL data to inform the use of tiered interventions.
-3. VESD will support an educational team that includes students, staff, and families.
*All parents are actively engaged with their child's school.
*All schools will ensure all families have access to needed resources.

As we strengthen our effectiveness and efficiencies in reaching these goals, we believe our school district will increase student achievement. Victor Elementary School District (VESD), and the community it serves, has felt the impact of COVID-19. VESD closed down in-seat instruction and moved to distance learning in the Spring of 2020. Student learning was impacted with inconsistencies and a need for structure as we rapidly transitioned from an in seat model to full distance learning. Every academic and operational function within VESD had to be reviewed and revised to align with the implementation of any model of instruction (full distance learning, hybrid, and in seat), so that we could be responsive to the data within our county and comply with local and state requirements for safety.

Reflections: Successes

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

Some of VESD's academic and operational successes include:

VESD reclassified 255 English Language Learners which is 11.6% of our English Learner student population.
Sites and the district were able to hold 6 days of professional development for all certificated staff based on data and student needs. 3 district-wide professional development days were provided for all classified staff.
All sites held two parent conference weeks in 2020-21.
Our para educators were provided weekly training and meetings to build capacity to provide instruction online.
Our schools were able to hold their monthly School Site Councils, Parent Teacher Organizations, and ELAC meetings in person and online after school closures due to Covid.
Up until our school closures in Spring 2020, our Family Resource Center had 6,168 walk ins and 589 parents attended classes. During 20-21, 33 parent classes were held and 547 parents attended.

We met monthly with our 6 LCAP committees throughout the year that include the Budget, DAC, DELAC, AAEC, Quality Works, and Foster Youth teams. We also developed a Re-opening Committee to support our transition planning for opening up in 2020-21.
VESD maintained MTSS teams at all 16 schools sites which include the Principal, School Psychologist, On Site Instruction and Curriculum Coordinator, and School Safety Coordinator to monitor student engagement, SEL, and academic achievement and/or needs.
VESD has 9 Assistant Principals who supported the MTSS work and also ran all intersessions along with with summer school to support at risk students.
We have 3 school resource officers (SROs) who supported well checks, finding missing students, connecting families with resources, and serving as liaisons between schools and homes.
24 administrators trained in the National Institute for School Leaders (NISL).
VESD staff offered 15 guided reading trainings in to 2020-21 school year. Guided reading online resources were provided to 100% of our schools.
A distance learning framework was developed and provided for all certificated staff with identified power standards for a more focused approach to remote instruction.
The power standards development process was derived from a formula and completed with the input of approximately eighty teachers in grades TK-6 district-wide.
District-wide benchmarks were administered to all students K-6 two times during the 2020-21 school year. A benchmark assessment guide was developed to provide support for teachers with directions and sample tests.
The Assessment and Reporting Committee (ARC) continued as a way for grade levels to provide feedback on the assessments and resources. All grade levels held at least 3 meetings during 2020-21.
Our Start of the Year units were rewritten with synchronous and asynchronous activities to support student engagement in distance learning and hybrid models of instruction.
VESD purchased a therapy platform to ensure all students received continued speech services to meet the goals of their individualized education plans (IEPs).
99.7% of parents reported a positive participation at their child's IEP meeting as reported by SELPA in 19-20.
VESD completed our annual social-emotional learning (SEL) survey with students in grades 3-6. 86% of our students had a “no risk” rating on the SEL survey.
School psychologists had an online platform to provide SEL to students at 18 schools.
We provided 2 resident subs per school site to provide consistency during the absence of teachers and to assist with the academic program as needed.
Our Foster Youth Committee held two nightly events to engage foster youth and their families.
In person student screenings and assessments continued throughout the year including vision, hearing, SPED assessments, ELPAC, etc.
We purchased and distributed 1:1 devices (3,400 in total) for all students in transitional kindergarten through first grade. Hot spots were purchased to support families with internet connectivity to participate in school remotely.
Our technology department provided a "help desk" to give families immediate help with technology needs.
VESD upgraded all air filters to the highest efficiency possible and purchased enough to replace them three times a year. Bipolar ionization units were installed on all air conditioning units.
VESD maintained a Community Meal Service program offering weekly meal pick ups every Tuesday and Friday during the 2020-21 school year. VESD served a total of 1,248,677 meals to students, including hot meals from July 2020 to March 2021.

PPE (i.e., face coverings, gloves, shields) and supplies (sneeze guards, sanitizer, wipes, etc.) were purchased and provided to all VESD sites and district buildings. Hand sanitizing stations as well as no touch thermometers were purchased for safety and are located at all VESD sites.
VESD developed standard operating procedures (SOPs) for the consistent use of safety protocols throughout the district.
All sites passed Williams' and site criteria in 19-20, including teacher assignments, standards aligned instructional materials and school facilities in good repair. This includes Williams and School Accountability Report Cards SARCs. 100% of students have access to all areas of study.
Our annual staff results show that 95.84% responded favorably.

VESD has aligned our vision/mission, Board goals, LCAP, and SPSAs during an annual planning session. Our current reality was reviewed including data, strategies, processes, actions, and services. Each site developed a 3 year plan to align and fully implement successful strategies including: MTSS teams, successful attendance strategies to be used by attendance liaisons, focus standards as measured by Benchmark cycles in ELA and math, social-emotional tiered strategies, and student engagement strategies as measured by academic and behavioral results. VESD is most proud of our focus standards and alignment Benchmarks for progress monitoring. We were able to negotiate the use of these focus standards and Benchmarks so that teachers can adjust their instruction according to the results. Our social emotional support for our students based on the structure of our Multi-tiered system of support teams is top notch. All students at each school site are monitored weekly for attendance, social emotional needs, and academics.

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.

Some of VESD's academic and operational needs include:

Some student events were cancelled or postponed because we could not do them in person such as the career fair, robotics, Junior Olympics, field trips, etc. VESD found new ways to host events while following the guidelines for safety. Research and samples were created to help staff access more online enrichment activities. Examples include our Ed Services team videotaping different community members and offering a career event online. Our Pupil Services department hosted drive thru Foster Youth events for families and students where supplies were provided and then families logged into a Zoom session to complete art projects together. The District revised our Leaning for All plan to provide incentives for creative parent involvement solutions.
Our attendance/participation rate is 93.85% in 2020-21. Despite the outreach and support, there are some families and students who struggle to engage during synchronous learning time. Our MTSS team and SROs have completed over 100 home visits to find students and try re-engage families. Small cohorts with in person instruction was started and students most at risk were provided the first opportunity to attend. There is a focus on SEL along with targeted academic supports in small cohorts.
Our enrollment was down in 2020-21, especially in TK and kindergarten. We need a plan to communicate with families and ensure enrollment of students. Sites will develop a plan to address learning loss in their school plans for student achievement (SPSAs).

5 of our school sites began to prepare for satellite Family Resource Centers (FRC) with a planned opening in 2020-21. However, only 1 of 5 schools offered parent outreach online through the satellite FRC. We will collaborate with the sites to ensure they have a plan noted in their annual SPSA with targeted steps for outreach.
We held limited professional development during the day to minimize teacher time away from their students online. This impacted some participation as trainings were primarily held in the afternoons and on Saturdays. We need to develop a plan to support staff with additional training during 2020-21. The Ed Services team will conduct a survey of staff for input and develop a plan that includes some daytime opportunities for training that follow the guidelines for safety.
VESD provided learning loss opportunities online during intersessions in 20-21. We need to offer an extensive in seat learning loss program that includes summer, Saturdays, and intersessions. The Ed Services team is planning summer school following a focused guided reading model and enrichment through STEAM activities. We will survey interested staff and plan to maximize student enrollment. This plan can continue on Saturdays and intersessions as well.
While a comprehensive benchmark assessment system was developed for ELA and Math, participation by some students was limited. We need to develop a communication plan and additional supports to ensure all students can complete benchmark testing in any learning model. Principals will need to monitor and ensure testing takes place throughout the window and target outreach to families/students who have not completed the benchmarks. Benchmarks will be administered quarterly in 21-22. There is a discrepancy between site running record reports and student performance on benchmarks. All data needs to be reviewed and a plan developed at each site to ensure students participate and actively engage in the completion of the benchmarks. A plan for running record training, guided reading, and learning loss needs to be developed at each site and incorporated in their SPSAs. Monthly Comprehensive School Improvement (CSI) meetings have been productive and the model will be used to support all sites.
The 20-21 benchmark data in ELA and math are:
The number of students scoring 3 and 4 on District ELA Benchmark in 3-6th is 9.48%.
The number of students scoring 3 and 4 on District Math Benchmark in 1-6th is 22.65%.
The number of students scoring I and Higher on Running Records in 1st is 25.71%
The number of students scoring M and Higher on Running Records in 2nd is 33.73%.
Our African American students scored 77.4 points below standard in ELA and 103.6 points below standard in math on the California Dashboard in 2019-20. Our African American Engagement Committee continued to meet monthly and set goals, review data, and provide feedback. Based on the feedback from our committee, VESD administration has begun training on equity and diversity to prepare our leaders to train their sites and departments so that we can better meet the needs of our African American students.
VESD completed our annual SEL survey. 86% of our students had a “no risk” rating on the SEL survey, and we'd like to increase the number of students with "no risk" through our work with MTSS teams in collaboration with staff on sites. We contracted with Care Solace concierge SEL services. 1,392 families inquired for services. There have been almost 7,000 communications with families to connect them to support. There have been 230 "warm" hand offs and 99 students are in care. This is a 43% utilization rate. We want to increase the numbers of families accessing services and supports through Care Solace through MTSS outreach.
2,402 career projects were completed leading up to the spring of 2020. Results were impacted due to the pandemic and school closures, and we need to support student planning for future careers in any learning model. The career curriculum has been rewritten to include synchronous and asynchronous activities.
Technology has become a large need both at home and in class for student learning. While we purchased safety cases to minimize breakage, VESD needs a plan for technology that allows for any model of instruction. VESD needs a long term plan for internet supports as hot spots demonstrated some challenges with connectivity for families.

Based on our identified needs, we will be using our Assistant Principals to support and host expanded learning opportunities before and after school, during intersession, on Saturday's, and during summer.

LCAP Highlights

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

The LCAP was written based on feedback from our 6 LCAP committees and stakeholders. The trends (listed on page 8) have been analyzed and below are the key features to address them in the 2020-21 LCAP. According to input from our stakeholders, we will continue actions from previous LCAPs. Additionally, some new recommendations based on our data were made, and are key features in the 2020-21 school year.

1. Investing in extra time/strategies for assisting students with academics. This is addressed through expanded learning opportunities for students that include summer school, Saturday school, and intersessions with a focus on guided reading, SEL, and STEAM activities. This is addressed through the expansion of our Assistant Principals (1 at each site) who can develop and implement these programs.
2. Addressing the broad range of social-emotional needs our students will have when they return to school in an in-seat model. This is addressed by maintaining a school psychologist at each site and administering a district developed SEL survey to provide tiered interventions as determined by the MTSS team. Professional development is continually provided for staff on social emotional learning.
3. Addressing equity to include professional development for staff. This is addressed through the development of a program to support equity and diversity with wrap around services at each site using internal and external resources to address the needs of our underperforming subgroups.
4. Improving family communication and home-school relationships. This is addressed through expansion of our family outreach through satellite Family Resource Centers at school sites to provide families with more access to services and training.
5. Long term plans and supports for families choosing to stay on distance learning models. This is addressed by increasing student access to technology and access to standards/curriculum by providing a Chromebook at home and at school along with needed technology support. Models of instruction with samples have been provided.
6. Early onboarding and supports for TK and Kindergarten students. This is addressed through the expansion of our Assistant Principals (1 at each site) who can develop and implement this program.
7. Including enrichment activities for students along with the academics. This is addressed through site-based funding to provide enrichment including the arts, science, and technology, etc.
8. Assuring the physical safety of our staff and students. Our stakeholders recommended keeping the school resource officers and they have an expectation for our facilities to be exemplars, especially during the 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.

The Victor Elementary School District (VESD) has 6 schools in Comprehensive Support and Improvement (CSI). These schools include Del Rey Elementary, Brentwood Elementary, Village Elementary, Green Tree East Elementary, Puesta del Sol Elementary, and Challenger School of Sports and Fitness Elementary. All six schools in CSI were identified due to their low ELA results showing that students were reading significantly below grade level. Del Rey had implemented an evidence-based intervention with guided reading the previous year which yielded strong results. All six schools, in working with their stakeholders, determined that this evidence-based intervention was critical to increase literacy. Resource inequities were identified in all six school site plans. Stakeholders were able to review the resource inequities and determine root causes. The evidence-based intervention was determined as a need to address the resource inequities.

Support for Identified Schools

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

VESD has collaborated with all six CSI schools in the development of their SPSA and CSI plan. A needs assessment was conducted using the results from the California Dashboard in chronic absenteeism, suspensions, CAASPP math, CAASPP ELA, and ELPAC. Site-based leading indicators and district benchmarks were also analyzed. VESD supported schools in identifying resource inequities through collaborative meetings and data analysis supports including attending County Office of Education CSI meetings. The district supported the examination of resource inequities through analyzation of data at both the district and site level including results, achievement gaps, disproportionality by subgroups, and expenditures. Our data support specialists ensured that the data was current and sites were able to answer any questions from stakeholders. Once each site identified their resource inequities, they were written into each site plan which was then taken to the Board of VESD for approval. The site-based needs assessments were conducted with parents and staff during ELAC meetings, School Site Council meetings, Principal meetings, and staff meetings. Additional input was gathered from students, parents, and staff from annual surveys. Our Superintendent conducts student collaboration and feedback meetings at each site. This information was also shared with stakeholders. Each of the six sites ensured stakeholders provided input on the plan by reviewing the results and making recommendations on the SPSA and CSI plan. Each principal of a CSI school meets monthly with Cabinet to develop, review, and refine the plan. in 2020-21, the CSI schools and Cabinet met on August 25, September 22, October 27, December 15, February 16, March 16, April 20, and May 25th. During these meetings, potential service providers were vetted along with supports that are evidence-based, and information was communicated back out with stakeholders. Resource inequities were discussed and addressed through the CSI plan by reviewing expenditures, training, and outcomes that address their sites' particular needs. The teams examined ELA and math results, social emotional survey results, and attendance data. An analysis was completed and best practices were shared. To ensure that evidence based interventions were used, the sites had to generate a proposal and research programs, tools, etc. including the research and results behind them. These proposals were reviewed by Cabinet ensuring that they align with our Board policy and administrative regulations for the use of external providers when necessary and that they were aligned to the needs of each school.

Monitoring and Evaluating Effectiveness

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

Monthly monitoring meetings with Cabinet and the six site principals will be conducted for the entire year. At these meetings we will review progress monitoring results to address inequities, their SPSA and CSI plans, and budget. Cabinet will continue to collaborate with each sites' MTSS team and conduct Zoom walk throughs to ensure alignment with the SPSA and CSI plans is evident. Squad leader visits that include SPSA and CSI plan reviews and class Zoom walk throughs take place monthly. Cabinet collection of leading indicator data from the site will take place monthly. This data will include the site's MTSS team findings and plans for next steps. VESD has adopted running record benchmarks (based on the program that the CSI schools are using) in reading that will provide on-going progress monitoring throughout the year. Teachers will share results of running records on a regular basis with students and parents to provide specific feedback for improvement. The Squad leader, Cabinet, School Site Council, stakeholders, and staff will review the site data monthly to determine the effectiveness of the guided reading program and address resource inequities. Trimesterly reviews of the CSI plan and SPSA occur with the stakeholders including a data analysis, progress monitoring, and review of resource inequities. At this time, the site teams then take the recommendations from the stakeholders and can make adjustments to the plans.

Stakeholder Engagement

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

Victor Elementary School District (VESD) has regularly involved stakeholders in our continuous improvement cycle. For over twenty years, VESD has surveyed students, parents, staff, and community members. The results from these surveys have been shared in our annual strategic planning process, now called Strategic Study, which has involved staff, parents, community members and students. This year, VESD also held a vision and mission study to review our vision, mission, and goals. With the onset of the Local Control Funding Formula, VESD has adapted its planning process so that it is ongoing throughout the school year. Our Superintendent historically met with student groups at each school site annually to receive feedback. Starting in 2021-22, principals will be holding these student focus groups and providing feedback. VESD currently has multiple committees, that meet the statutorily required stakeholder groups, in which the members encompass all stakeholder groups including representatives for our English language learners, foster children, low income students, classified employees and certificated employees including their Bargaining Unit Officers, confidential employees, administration, principals, and community members. The total amount of unduplicated participants in our committees is over 100. All committees come together annually at VESD's Strategic Study to review data (survey results, academic results, budget, etc.), discuss results, and provide input for ongoing improvement. Each of these groups give input and will continue to give input to VESD's Local Control Accountability Plan throughout the school year. VESD principals come together and meet monthly as a stakeholder group. In addition, they take information back to their school sites to share with their stakeholders through their own Site Councils, English Learner Advisory Committees, PTA/PTO/Booster Clubs, parent newsletters, staff meetings, etc. Translators were provided at meetings to ensure support for our stakeholders. VESD Cabinet keeps consistent communication with its Certificated and Classified Bargaining Unit leaders, who are also participants on the committees. VESD works with and receives input from outside agencies on a regular basis, such as SELPA (whose director is a member of our DAC committee), CSEA, VETA, Think Together, Public Works, City of Victorville, BEARS (Benefit Everyone, Assist Recreation and Sports), The Greater High Desert Chamber of Commerce, Rotary, Kiwanis, Assistance League (Operation School Bell), Mourning Sun, United Way, Horace Mann, High Desert Homeless Shelter, San Bernardino County office of Education, Riverside County Offices of Education and Victor Elementary Education Foundation. The continuous improvement cycle goes on throughout the school year. 4/6 committees include parents of English Learners, foster youth, and low-income families. As the committees receive information such as survey results, academic results, etc., they are asked for input on how to improve the results. The description/activities of each group are as follows:

Mission/Vision Study: Representation of VESD staff including certificated, classified, bargaining unit representation, confidential, and management attended the mission and vision study on 10/21/20 and 10/22/20. Attendees used a process to review VESD data and make a recommendation on updated mission, vision, and goals. These recommendations have been shared with our LCAP committees, department meetings, classified and certificated staff for additional feedback. Finalized recommendations will be taken to the Board for approval and implementation in the 2021-22 LCAP.

District Advisory Committee (DAC): Consists of parents, community members, teachers, classified and management. Committee members provided feedback for the Local Control Accountability Plan during their meetings. Committee members discussed the LCAP feedback. DAC met on 9/6/20, 10/21/20, 11/11/20, 11/18/20, 2/24/21, and 4/28/21.

District English Learner Advisory Committee (DELAC): Parents were educated on the reporting system for ELPAC results, California State Standards, and distance learning. At these meetings, community resources were shared that included the Victorville Public Library literacy programs and Family Resource Center programs. Parents and staff provided feedback on the LCAP. DELAC met on 8/6/20, 9/15/20, 10/6/20, 11/10/20, 12/8/20, 1/12/21, 2/23/21, 4/13/21, and 5/11/21.

Budget Advisory Committee (BAC): Committee members (certificated, classified and management employees) provided feedback for the Local Control Accountability Plan during their meetings. A subgroup of the BAC attended the Governor's budget workshop presented by School Services of California on 1/15/21. BAC met on 8/6/20, 10/5/20, 11/2/20, 1/4/21, 2/1/21, 4/5/21, 5/3/21, and 6/7/21.

Quality Works (QW): One of our six committees that gives input on the Local Control Accountability Plan. This committee consists of employees, with equal numbers of classified, certificated, and management, as well as one confidential employee. Quality Works not only gives input to the LCAP but also works on district systems through a Plan Do Study Act cycle. QW met on 8/5/20, 9/14/20, 10/19/20, 11/2/20, 12/14/20, 3/8/21, 4/12/21, and 5/10/21.

Foster Youth Advisory Committee (FYAC): Consists of classified, certificated, administrators, psychologists, community members, parents, students and representatives from local agencies participated in the FYAC. We focused on accomplishing committee goals, continued to refine processes to expedite services/supports for Foster Youth, and collaborated about community resources. The committee also was involved in FYAC outreach, provided LCAP feedback, and hosted events for foster youth students and their families. The committee met on 8/7/20, 10/1/20, 1/9/21, and 4/8/21. FYAC hosted events on 12/15/20, 12/16,20, and 4/22/21.

African American Engagement Committee (AAEC): AAEC consists of classified employees, certificated employees, managers, confidential employees, community members, and parents. AAEC was established because VESD recognizes a need to engage our parents to collaborate, gather input, and learn how we can support our African American students to reach their full potential. The AAEC focused on goal setting, emergency communication, MTSS, and LCAP feedback. AAEC met on 8/7/20, 9/24/20, 10/29/20, 11/12/20, 1/14/21, 2/9/21, 3/11/21, 4/15/21, and 5/13/21.

VESD held a public hearing for the LCAP on June 2, 2021. The VESD Board approved the LCAP on June 16, 2021.

A summary of the feedback provided by specific stakeholder groups.

There were several key trends, input, and ideas in the feedback received from all of our stakeholder groups in 2020-21. These include:

1. Investing in extra time/strategies for assisting students with academics. (DELAC, AAEC, Foster Youth, DAC, Quality Works)
2. Addressing the broad range of social-emotional needs our students will have when they return to school in an in-seat model. (DELAC, AAEC, Foster Youth, DAC)
3. Addressing equity to include professional development for staff. (AAEC, DAC, Quality Works, Budget)
4. Improving family communication and home-school relationships. (DELAC, AAEC, Foster Youth, DAC)
5. Long term plans and supports for families choosing to stay on distance learning models. (Quality Works, Budget)
6. Early onboarding and supports for TK and Kindergarten students. (DAC)

7. Including enrichment activities for students along with the academics. (DELAC, AAEC, DAC, Quality Works)
8. Assuring the physical safety of our staff and students. (DELAC, DAC, Quality Works)

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

The LCAP was written based on feedback from our 6 LCAP committees and stakeholders. The trends (listed on page 8) have been analyzed and are the key features to address them in the 2020-21 LCAP. Based on the feedback from stakeholders, we added some targeted action steps and changed some of our metrics. According to input from our stakeholders, we will continue actions from previous LCAPs. Additionally, some new recommendations based on our data and stakeholder input, were made and are key features in the 2020-21 school year.

1. Investing in extra time/strategies for assisting students with academics. This is addressed through expanded learning opportunities for students that include summer school, Saturday school, and intersessions with a focus on guided reading, SEL, and STEAM activities. This is addressed through the expansion of our Assistant Principals (1 at each site) who can develop and implement these programs. Our stakeholders responded to our district-wide and our intersession surveys and asked for these expanded learning opportunities to continue and be developed to include STEAM, etc. Stakeholders determined that VESD would look for a desired outcome of an increase in CAASPP ELA by 2% and math by 5% per year.
2. Addressing the broad range of social-emotional needs our students will have when they return to school in an in-seat model. This is addressed by maintaining a School Psychologist at each site and administering a district developed SEL survey to provide tiered interventions as determined by the MTSS team. Professional development is continually provided for staff on social emotional learning. Our stakeholders have provided feedback that they appreciate the support provided by our school psychologists and in getting real time support. The wait time has dropped drastically for student interventions. Our stakeholders have provided feedback and noted that we would decrease number of students rating "no risk" from 89% to 92% in the 21-22 school year.
3. Addressing equity to include professional development for staff. This is addressed through the development of a program to support equity and diversity with wrap around services at each site using internal and external resources to address the needs of our underperforming subgroups. Our stakeholders, specifically our African American Engagement Committee, continue to express the need for biases to be addressed and increase academic rigor and SEL supports for students. This action was effective in our 20-21 LCP, therefore our stakeholders determined to carry this action forward.
4. Improving family communication and home-school relationships. This is addressed through expansion of our family outreach through satellite Family Resource Centers at school sites to provide families with more access to services and training. Our stakeholders have embraced our FRC. However, many have requested these same supports at their local school sites to increase access and build relationships with their school teams. As a result of our stakeholder feedback, we will implement mini FRCs at 6 school sites.
5. Long term plans and supports for families choosing to stay on distance learning models. This is addressed by increasing student access to technology and access to standards/curriculum by providing a Chromebook at home and at school along with needed technology support. Models of instruction with samples have been provided. Currently, 30% of our families are electing to remain on distance learning vs. moving into the hybrid model. On-going supports for instruction will be needed. Based on the need for technology at home and at school, stakeholders determined to increase the number of chromebooks purchased by VESD in order to provide 1 at home and 1 at school along with hot spots to support internet needs for all students in TK-6.

6. Early onboarding and supports for TK and Kindergarten students. This is addressed through the expansion of our Assistant Principals (1 at each site) who can develop and implement this program. Due to a lack of preschool availability, stakeholders are looking to VESD to support early education through enrollment, communication, and instruction. Stakeholders recommended including early onboarding for our TK/Kinder students, especially as a result of low enrollment due to Covid.
7. Including enrichment activities for students along with the academics. This is addressed through site-based funding to provide enrichment including the arts, science, and technology, etc. Our stakeholders enjoy the enrichment opportunities to connect learning to real world experiences. They noted the absence of these experiences during school closures and requested that they be implemented again to support students. Stakeholders recommended this action to contribute to increased and improved services and student engagement by including enrichment activities.
8. Assuring the physical safety of our staff and students. Our stakeholders recommended that we provide staff and students with appropriate PPE, contact tracing, and cleaning protocols as directed by CDC and the CDPH to ensure students can learn.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed as a direct result of our ELA and math results on the California Dashboard (19-20) and our local measures including ELA and math Benchmarks (20-21), SEL survey, and running records. Our PDSA and refinement of our vision and mission also included establishing goals that are specific our current needs. Our stakeholder feedback also indicated a concern around our student academic and social-emotional growth. Student growth was impacted by the pandemic and closure of schools. Our metrics and actions align to include reducing chronic absenteeism, reducing the number of students at risk on our SEL survey, maintaining the number of parents and students who feel safe on our campuses, and increasing our student performance on ELA and Math on CAASPP.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reduce chronic absenteeism (10% or more absences). Reduce by 3% each year. State Priority 5: Pupil Engagement, Chronic Absenteeism Rates	19/20: 17.4% (down .3% from 18/19) of our students were chronically absent based on district data. The CA Dashboard will be used moving forward.				Chronic absenteeism will be 8.4%.
Learn on a safe and orderly campus. 100% of sites will pass Williams criteria	19/20: 100% sites passed Williams criteria for				100% of VESD schools will pass Williams criteria for school facilities in good repair.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for school facilities in good repair. -Staff, parent, and student survey results on safety will be at 90% or above. State Priority 1: Teacher Assignments, Student Access to Standards -aligned Instructional Materials, and Facilities in Good Repair	school facilities in good repair. Survey results based on district surveys: Student survey question: "I feel safe at my school." Parent survey question: "I feel my child is safe at school." Quality check survey question: "My work environment is safe, clean, and well maintained." Students: 92.45% Parents: 94.15% Staff: 95.84% Based on district data.				Staff, parent, and student survey results on safety will be at 90% or above.
Access to Standards -aligned instructional materials. 100% of students will have access to standards -aligned materials in the Williams annual review and district review.	19/20: 100% of students had access to standards aligned materials. Based on County and district data.				100% of students will have access to standards aligned materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1: Teacher Assignments, Student Access to Standards -aligned Instructional Materials, and Facilities in Good Repair					
Teacher Assignments 100% of teachers assignments will be appropriately assigned to classes based on their credential in the Williams annual review. State Priority 1: Teacher Assignments, Student Access to Standards -aligned Instructional Materials, and Facilities in Good Repair	19/20: 100% of teachers were appropriately assigned to classes. Based on County and district data.				100% of teachers appropriately assigned to classes.
Career student projects will increase by 25% per year. State Priority 8: Other Student Outcomes	19/20: We had anticipated building on the completion rate of 4,491 in 18/19. Due to the pandemic, our				4,500 completed career projects.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	completion rate was 1,962 in 19/20. Based on district data.				
100% of students will be placed in correct classes with programs and services developed to meet all academic areas as well as programs and services provided to unduplicated students and students with exceptional needs. This includes access to CCSS and and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. State Priority 2: Implementation of State Standards Priority 7: Course Access	100% of student are placed in correct and appropriate classes. Based on district data.				100% of student are placed in correct and appropriate classes.
SBAC ELA results will increase by 5 points annually.	2019: ELA (orange):				SBAC ELA: 30.2 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Math results will increase by 5 points annually. State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Statewide Assessments	45.2 points below standard, maintained -1.2 points based on the CA Dashboard. Math (yellow): 66.3 points below standard, Increased 4.7 points based on the CA Dashboard.				SBAC Math: 51.3 points below standard
English Learners will increase progress towards proficiency by 2% each year on the ELPAC. State Priority 4: Pupil Achievement, Statewide Assessments	2019: ELPAC results show 41.5% EL students making progress towards English language proficiency based on the CA Dashboard.				ELPAC results show 48% EL students making progress towards English language proficiency.
Reduce expulsions by 1%. State Priority 6: School Climate	20/21: 1 Expulsion Based on DataQuest.				Expulsion rate will be less than 1%.
Increase school attendance rate to 95% or higher.	19/20:				School attendance rate will be 95% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 5: Student Engagement	VESD school attendance: 94.659% Based on P2 and Student Information System.				
Reduce suspensions by 1% each year. State Priority 6: School Climate	19/20: 5.3% of our students were suspended based on DataQuest and the CA Dashboard.				Suspension rate will be 2.3%.
Increase number of students reporting "low risk" on the student SEL survey by 3%. State Priority 5: Student Engagement State Priority 6: School Climate	20/21: 89% of our students report "low risk" on the SEL survey based on district data.				95% of our students will be "low risk" on the SEL survey.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social Emotional Support for Students	For Whom: Low Income Students Purpose: Continue with site-based School Psychologist to provide social-emotional support to Low Income students with significant needs (as demonstrated by our SEL screener), counseling, classroom-based SEL, and assessment to ensure students have a safe learning environment with support.	$1,364,620.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Safe Facilities	For Whom: Low Income Students, Foster Youth, and English Language Learners Purpose: Provide a physically safe learning environment. Maintain and improve facilities to maximize efficiency and effectiveness of resources to include necessary staffing adjustments and deferred maintenance costs; update equipment based on needs analysis.	$1,000,000.00	No
3	Standards Aligned Curriculum and Site-based Planning	For Whom: Low Income Students Purpose: To ensure that students have access to materials, supplies, and programs. This allows our Multi-tiered systems of support teams to address academic and social-emotional needs by supplementing core curriculum for their sites needs based on student data. This is outlined in each site's site plan annually.	$6,709,042.00	Yes
4	Class Size Reduction	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: To support reduced class sizes in grades TK- through 3 to provide smaller teacher to student ratio which allows teachers to provide more individualized instruction to our unduplicated students.	$1,119,160.00	Yes
5	Technology and Support	For Whom: Low Income Students Purpose: Based on the technology needs, continue investment and support for classroom technology and infrastructure along with the needed technology department staff to ensure there is consistent support for computer repairs and support of our low income families. Unduplicated students now have a 1:1 device at home and at school which will require repair and upkeep.	$1,600,486.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Learning for All Plan and Site Recognition	Provide sites with Learning for All plan (LFA) incentive funds to recognize and reward student progress and achievement.	$200,000.00	No
7	Tiered Interventions	For Whom: Low Income Students Purpose: Continue to provide an eight hour School Safety Coordinator and associated costs for their time spent on attendance, social emotional learning, and positive behavior interventions at each site with low income students. These classified managers are a part of the site MTSS teams and oversee positive tiered interventions and supports, physical safety of the school campus by guiding unduplicated students through safety drills, developing engaging recess activities (ie peaceful playgrounds), and supporting attendance by building relationships with low income students.	$683,033.00	Yes
8	Careers and Extended Opportunities	Provide resources to support activities such as Robotics, Young Authors, Junior Olympics, and Career Curriculum to enhance interest in future careers and opportunities.	$75,000.00	No
9	Staffing and Data Analysis	For Whom: Low Income Students Purpose: Continue to fund additional positions and student data resources to support LCAP needs and ensure that the services are directly impacting our unduplicated student groups.	$792,809.00	No
10	Assistant Principals	For Whom: Low Income Students Purpose: VESD will maintain Assistant Principals to assist Principals in meeting the needs of our unduplicated students with positive behavior interventions, communication with families, overseeing expanded learning opportunities (i.e. summer school, intersession, and Saturday's), assisting families with engagement and student	$3,250,122.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance, and ensuring the principal gets into the classrooms as an instructional leader to minimize learning loss and the achievement gap.		
11	English Language Learner Support	For Whom: English Learners Purpose: Continue Bilingual Aides as district directed positions to support ELPAC and reclassifications of our English Learners annually.	$538,470.00	Yes
12	Student Experiences and Field Trips	For Whom: Low Income Students, Foster Youth and English Learners Purpose: Continue to provide real world experiences through field trips aligned to California State Standards, 21st Century learning, and the VESD Careers Curriculum to increase access to curricular extensions.	$114,260.00	Yes
13	Expanded Learning Opportunities	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: Provide summer school and intersessions to support our unduplicated students with academic and social emotional needs including curricular planning and staffing to improve our results as indicated by our metrics.	$1,539,401.00	Yes
14	Foster Youth Outreach	For Whom: Foster Youth Purpose: Continue to expand foster outreach to include 3 family nights a year. Outreach activities vary from year to year in order to create home/school connections which provides more stability for students as they transition and closes the achievement gap.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
15	Quadrant Schools of Choice	For Whom: Low Income Students Purpose: VESD will continue to support schools of choice and equity for low income students by providing transportation to allow students to access diverse offerings to accelerate student engagement.	$2,774,030.00	Yes
16	Small Group Instruction	For Whom: Low Income, Foster Youth, English Learners Purpose: Instructional aides will be focused in primary classrooms to work with unduplicated students to increase small group instruction in designated ELD and guided reading support.	$1,753,452.00	Yes
17	Student Health	District Nurse (2nd on staff) and contracted services to meet student health and safety needs.	$384,358.00	No
18	Increased Instructional Minutes	For Whom: Low Income Students Purpose: Provide instructional minutes beyond the Ed Code minimum. Many of VESD's unduplicated Transitional Kindergartners and Kindergartners are coming to school without the benefit of preschool. Extending the school day for TK and K allows our teachers to work towards helping unduplicated students to close the achievement gap.	$1,373,540.00	Yes
19	Develop Distance Learning Plan	Monitor number of students in distance learning to determine the on-going need. Develop a plan to address the need based on student data and build the program.	$102,308.00	No
20	English Learner Language Acquisition	For whom: English Learners Purpose: Provide English Learners with English Language Development (ELD) standards aligned curriculum for integrated and designated instruction in Units of Study.	$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed as a direct result of our ELA and math results on the California Dashboard (19-20) and our local measures including ELA and math Benchmarks (20-21), SEL survey, and running records. Our PDSA and refinement of our vision and mission also included establishing goals that are specific to our current needs. Our stakeholder feedback also indicated a concern around our student academic and social-emotional growth. Student growth was impacted by the pandemic and closure of schools. Our metrics and actions align to include supporting strong professional development, the need for career and technical education, developing a strong foundation in reading for literacy, and ensuring students have social emotional supports returning to school during the ongoing pandemic.

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCSS and ELD Standards					
Career student projects will increase by 25% per year. State Priority 8: Other Student Outcomes	19/20: We had anticipated building on the completion rate of 4,491 in 18/19. Due to the pandemic, our completion rate was 1,962 in 19/20. Based on district data.				4,500 completed career projects.
Benchmark assessment overall student scores of 3s and 4s combined will increase by: 7% in Math per year 10% in ELA per year State Priority 4: Pupil Achievement (Pupil Outcomes)	20/21: Math: 22.22% of students scored a 3 or 4 ELA: 9.63% of students scored a 3 or 4 Based on district data.				Math: 43.22% of students will score a 3 or 4 ELA: 39.63% of students will score a 3 or 4
Students reaching end of year goal on grade level Running Records assessments in grades 1 and 2 to increase by:	20/21: First graders at/above end of year goal (level I): 25.74%				First graders at or above grade level: 70.29%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
14.85% per year first grade 13.22% per year second grade State Priority 4: Pupil Achievement (Pupil Outcomes)	Second graders at/above end of year goal (level M): 33.91% Based on district data.				Second graders at or above grade level: 73.51%
Increase number of students reporting "low risk" on the student SEL survey by 3%. The overall percentage includes questions about student trust, engagement, and school climate. State Priority 5: Student Engagement State Priority 6: School Climate	20/21: 86% of our students report "low risk" on the SEL survey based on district data.				95% of our students will be "low risk" on the SEL survey.
Staff and parent survey results on schools will be at 90% or above.	19/20: Parent survey: "I have a clear understanding of my school's focus and trust my school is using innovative strategies."				Staff and parent survey results on schools will be at 90% or above.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 2: Implementation of State Standards	Quality check survey: "I have the tools that are required to do my job." Quality check survey: "I have the training that is required to do my job." Parents: 94.96% Quality check: 96.58% Quality check: 98.29% Based on district data.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Professional Development	For Whom: Low Income Students Purpose: VESD will provide staff with 6 days (out of 186 work days) of professional development for all Certificated staff. Mutli-tiered system of support teams analyze student information weekly in attendance, academics, and social-emotional data. Each school site will determine the focus of professional development based on academic and social-emotional data and low income student needs to close the achievement gap.	$3,562,805.00	Yes
2	Classified Professional Development	For Whom: Low Income Students Purpose: VESD will provide professional development for classified staff, all classified subs, NDS, and certificated subs to include 21st	$830,476.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Century Learning Skills, student resiliency and Multi--tiered Systems of Support (MTSS) to improve the classified staff's role and impact on low income students. VESD believes that all adults on campus will help connect low income students to school and close the achievement gap.		
3	Collaboration Time	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: VESD continues to provide weekly collaboration time for certificated staff with minimum days each month dedicated to district provided professional development. Staff use these days to collaborate and share best practices and get training in conjunction with data analysis to meet the needs of unduplicated students and close the achievement gap.	$8,455,034.00	Yes
4	New Teacher Induction	Provide a comprehensive and new teacher induction to provide our new teachers with tools and training that help them to engage all students.	$278,032.00	No
5	District Support Specialist Training	For Whom: English Learners Purpose: VESD will continue professional development and collaboration provided by Support Specialists and site coaches (district-wide training, new teacher induction, EL training, Friday planning and training) to support English Learner instruction with integrated and designated instructional strategies to help English learner students become eligible to be reclassified.	$784,333.00	Yes
6	Educational Equity	For Whom: Low Income Students, Foster Youth, and English Learners	$1,123,807.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Purpose: VESD will develop a program to support equity and diversity with wrap around services at each site to decrease the achievement gap in academics and behavior by helping unduplicated students feel respected and connected to our staff and school sites by providing emotional safety.		
7	Administration Onboarding	For Whom: Low Income Students Purpose: Continue to provide onboarding to new VESD administrators in facilitation, Depth of Knowledge (DOK), district and state assessments, NISL, and 21st Century, etc. This will help prepare our leaders prepare our staff to meet the needs of our Low Income students on campus.	$25,000.00	Yes
8	District Stakeholder Involvement	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: VESD seeks to ensure our stakeholders have a voice in our district analysis of data and planning. Our 6 ongoing LCAP committees meet monthly to review data, problem solve, and provide input. Our LCAP committees also receive training. This is done to build capacity to provide feedback for our unduplicated students to increase achievement.	$49,141.00	Yes
9	Student Teacher Residency Program	Implement position with graduate university to support masters and credential program through student teacher residency.	$126,103.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	VESD will support an educational team that includes students, staff and families.

An explanation of why the LEA has developed this goal.

This goal was developed as a direct result of our ELA and math results on the California Dashboard (19-20) and our local measures including ELA and math Benchmarks (20-21), SEL survey, and running records. Our PDSA and refinement of our vision and mission also included establishing goals that are specific our current needs. Our stakeholder feedback also indicated a concern around our student academic and social-emotional growth. Student growth was impacted by the pandemic and closure of schools. Our metrics and actions align to include parent training at the Family Resource Center and sites, reducing chronic absenteeism, increasing and improving CAASPP results, improving English learner proficiency, and ensuring parents are supported as measured by the survey results.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent trainings at the Family Resource Center and school sites will increase by 25% annually. State Priority 3: Parental Involvement, Promotion of Parental Participation	20/21: 33 classes were held from Aug - March 2021. Based on district data.				Year 3: 65 classes
Reduce chronic absenteeism (10% or more absences).	19/20: 17.4% (down .3% from 18/19) of our students were				Chronic absenteeism will be 8.4%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reduce by 3% each year. State Priority 5: Pupil Engagement, Chronic Absenteeism Rates	chronically absent based on district data. The CA Dashboard will be used moving forward.				
SBAC ELA results will increase by 5 points. SBAC Math results will increase by 5 points. State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Statewide Assessments	2019: ELA (orange): 45.2 points below standard, maintained - 1.2 points based on the CA Dashboard. Math (yellow): 66.3 points below standard, Increased 4.7 points. Based on the CA Dashboard.				SBAC ELA: 30.2 points below standard SBAC Math: 51.3 points below standard
Reclassify 10% of English Learners annually. State Priority 4: Pupil Achievement, Statewide Assessments	20/21: 5.9 % of EL students reclassified as Fluent English Proficient. Based on the DataQuest.				Reclassify 10% of English Learners annually.
Parent Survey	19/20				Parent survey results will remain at 90% or above.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent survey results will remain at 90% or above. State Priority 3: Parental Involvement, Efforts to seek Parent Input, Promotion of Parental Participation	Parent Survey: "I am given the opportunity to be part of my child's education working together to help my child." Parent Survey: 92.47% Based on district data.				
Web IEP Parent Survey Parents of students with exceptional needs will respond "yes" when asked if they were able to fully participate in the IEP process. State Priority 3: Parental Involvement, Efforts to seek Parent Input, Promotion of Parental Participation	19/20: Web IEP Parent Survey: 99.7% said "yes." Based on Web IEP report and district data.				100% of parents of students with exceptional needs will respond "yes" when asked if they were able to fully participate in the IEP process.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Resource Center: Staffing and Materials	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: Based on the Family Resource Center data and parent input, VESD continues to invest in and support parent classes in topics such as financial literacy, English as a second language, parenting, mental health, nutrition, etc. This will bridge the home to school gap and build relationships with our unduplicated students and their families.	$519,777.00	Yes
2	Family Resource Center: Community Outreach	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: Family Resource Center will provide community outreach (public health, mental health, dental, vision, flu shots, school supplies, and immunizations) to support families to ensure that unduplicated students can attend school regularly.	$20,000.00	Yes
3	Family Resource Center: Computer Lab	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: Family Resource Center will continue to provide technology in a computer lab for parents of unduplicated students to increase technological access to and support of applications for jobs, computer literacy skills, and homework help to support low Income students, foster youth students, and English learners.	$8,000.00	Yes
4	District Translators	For Whom: English Learners Purpose: VESD will continue to fund 2 classified translators and associated costs to support school and family communication and intervention including the student handbook, newsletter, and committee meeting translations at both the district and school sites.	$207,163.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Satellite Family Resource Centers	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: School sites will work in collaboration with the Family Resource Center to build satellite Family Resource Centers to support families with needed training and supplies so that they can ensure Low Income students, Foster Youth students, and English Learners attend school regularly and have support with instruction. This access also helps families who are not able to get to the main Family Resource Center.	$1,230,644.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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
32.99%	$33,817,663

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.

1. Social Emotional Support for Students:
Needs: In 2019-20 our survey results indicated 18% of our unduplicated students were high risk on our social emotional screener showing a growing need to provide social emotional supports to our unduplicated student groups.
Action: VESD has a Multi-tiered System of Support (MTSS) team at each school site which includes a school psychologist to support our unduplicated students and families with social emotional supports. This action is determined to support the circumstances by providing social-emotional support to Low Income students with significant needs (as demonstrated by our screener) through counseling, classroom-based SEL, and assessment to ensure students have a safe learning environment with support.
Research/Alternatives: VESD researched the MTSS framework from the California Department of Education which was determined to be effective and principally directed to support our low income and unduplicated student groups.
Continuance: In 2020-21, 11% of our students were still high risk. Our social emotional survey from 2020-21 showed improved results in our at risk unduplicated students from prior years. However, this action needs to continue in order to meet our goal and the needs of all unduplicated students. The social emotional survey results data for 2020-21 provides the data to support continuing this action in support of our unduplicated students groups' social emotional needs.
Outcomes: Our goal for 2021-22 is to decrease the number of Low Income students who are at risk. This action is principally directed towards Low Income students and will be effective in meeting the district goal where 90% of our students will be "low risk" on the SEL survey by 2022.

3. Standards Aligned Curriculum and Site-based Planning:
Needs: Our ELA and math CAASPP results from spring 2019, showed 34% scored a 3 or 4 on ELA and 25% scored a 3 or 4 on math respectively where as only 28.5% of our Low Income students scored a 3 or 4 on ELA and 20.71% of our Low Income students scored a 3

or 4 on math demonstrating a gap in outcomes for unduplicated students. In 2020-21, 11% of the unduplicated students were still at high risk on our social emotional screener.
Action: The school sites will provide integrated, evidence based materials that are aligned to state standards in ELA, math, and social emotional learning. Site-based planning will include feedback from stakeholders and data to provide supplemental curriculum and support for our Low Income students.
Research/Alternatives: Sites have researched and implemented evidence based strategies such as Orton Gillingham and guided reading using these funds which determined to be both principally directed and effective in support of our unduplicated student groups.
Continuance: While the CAASPP was not administered in 2020-21, we did use district Benchmark assessments. Our results showed that 18.31% of our 3-6th grade students scored a 3 or 4 in ELA and 32.73% of our 1-6th grade students scored a 3 or 4 in math. These assessments were aligned to the CAASPP and our anticipated outcomes were to have been comparable to the 2019 CAASPP results where at least 34% were proficient in ELA and 25% were proficient in math. Our decrease in ELA results between the CAASPP and district Benchmarks demonstrate an on-going need to focus on this action which is principally directed and effective in supporting our low income students.
Outcomes: Our expected outcome is for 90% of our students to respond positively to the social emotional screener in 2022. Our outcome on the CAASPP is to increase by 5 points annually in both ELA and math. This data will be monitored through district Benchmark assessments in ELA and math and our district social emotional screener being given 3 times each year to determine student progress towards these outcomes with a focus on our low income students.

4. Class Size Reduction:
Needs: Our ELA and math CAASPP results from spring 2019, showed 34% scored a 3 or 4 on ELA and 25% scored a 3 or 4 on math respectively where as only 28.5% of our Low Income students scored a 3 or 4 on ELA and 20.71% of our Low Income students scored a 3 or 4 on math. 24.7% of our foster youth scored a 3 or 4 on ELA and 17.73% scored a 3 or 4 on math. 10.7% of our English learners scored a 3 or 4 in ELA and 8.16% scored a 3 or 4 in math. These results demonstrate a gap in outcomes for unduplicated students. In 2019, our ELPAC results show that 41.5% of our EL students were making progress towards English language proficiency based on the CA Dashboard. Our data indicates the need for more targeted instruction and intervention which is best supported in small group structures for our low income, foster youth, and English learners.
Action: Class size reduction allows more small group time for unduplicated students including designated ELD for our English Learners and guided reading and math for our foster youth and low income students to address the achievement gap. The action will be effective in meeting the goal for the unduplicated student group by ensuring primary teachers have smaller class ratios to focus on guided reading instruction and designated ELD instruction.
Research/Alternatives: The circumstances considered were state requirements and evidence based practices supporting small group instruction especially in reading.
Continuance: The district has determined that the action was effective due to the district’s ability to maintain the state's required class size numbers for TK-3. Our LCAP committees provided feedback on the continued use of small groups for interventions and guided reading to help our unduplicated students become proficient in reading. Use of this action will continue to help increase the academic achievement of our Low income, foster youth and ELD students, especially in reading which is determined to be both principally directed and effective in support of our unduplicated student groups.
Outcomes: Our outcome on the CAASPP is to increase by 5 points annually in both ELA and math for all unduplicated student groups. The intended outcome of the action is to help achieve the goal of the unduplicated students reading at grade level by third grade.

5. Technology and Support:
Needs: Prior to the spring of 2020, VESD had 1:1 devices for grades 2-6th only. Due to the closure of school, it was necessary to supply 1:1 devices to TK-1st grade. Data kept from our home visits and parent conferences showed that technology was a limiting factor in attendance and engagement. In 2019-20, 17.4% of our students were chronically absent based on district data. Our attendance data in the spring of 2021 showed 10.59% of our student absences were identified as severe chronic and 11.4% were chronic. Instruction during the 2020-21 school year was provided through distance learning for the first 2 trimesters and moved to a hybrid model for the 3rd trimester. This means that the only way students could attend classes and complete school work was to have a computer, functioning internet services, and support for fixing the computers when they were not working. Our low income students, especially those living in more remote areas, needed more support with these services to access school daily.
Action: This action is principally directed towards Low Income students and will be effective in meeting the district goals for providing technology to support them. The district has determined that the action was effective because low income students TK-6 were issued a 1:1 device and all students were able to access online learning. Our staff had locations for students to drop off of devices that were not working and/or systems to deliver technology to their homes.
Research/Alternatives: Our MTSS outreach has shown that many Low Income students need assistance with connectivity, devices, and tech support in order to address student learning in distance learning and/or hybrid models.
Continuance: The action is intended to help achieve equity of course access through good attendance by ensuring all unduplicated students have a 1:1 device. At the start of the 2021-22 school year, over 1400 students were signed up to learn through independent study. Students are also having to move to short term independent study if they get Covid or need to quarantine for exposure. This means that we continue to provide instruction to unduplicated students outside of the physical classroom setting.
Outcomes: The action will be effective in meeting the goal for the unduplicated student group by reducing our chronic absenteeism rate by 3% each year.

7. Tiered Interventions:
Needs: This action is principally directed towards Low Income students to provide support with school operations so that the principal can be an instructional leader and focus on academic and social emotional learning. 100% of our sites are expected to pass Williams inspections and be in good repair to provide a safe learning environment. Our ELA and math CAASPP results from spring 2019, showed 34% scored a 3 or 4 on ELA and 25% scored a 3 or 4 on math respectively where as only 28.5% of our Low Income students scored a 3 or 4 on ELA and 20.71% of our Low Income students scored a 3 or 4 on math demonstrating a gap in outcomes for unduplicated students. In 2020-21, 11% of the unduplicated students were still at high risk on our social emotional screener.
Action: Continue to provide an eight hour School Safety Coordinator and associated costs for their time spent on attendance, social emotional learning, and positive behavior interventions at each site with low income students. These classified managers are a part of the site MTSS teams and oversee positive tiered interventions and supports, physical safety of the school campus by guiding unduplicated students through safety drills, developing engaging recess activities (ie peaceful playgrounds), and supporting attendance by building relationships with low income students.
Research/Alternatives: The circumstances considered were the focus on utilizing the MTSS framework for California as well as the legal requirements for campus safety and correlates of effective schools which stated that when facilities are in good repair, student achievement goes up and is principally directed and effective in supporting our low income students.

Continuance: The district has determined that the action was effective based on our survey results which showed 95.8% of VESD students stated that they are proud of their school. 93% of VESD students said their school was safe. 97.7% of VESD parents say they would recommend their school. VESD will continue to have 100% of our facilities in good repair and all safety surveys for staff, students, and parents will be at 90% or higher positive ratings.
Outcomes: Our outcome on the CAASPP is to increase by 5 points annually in both ELA and math. This data will be monitored through district Benchmark assessments in ELA and math and our district social emotional screener being given 3 times each year to determine student progress towards these outcomes with a focus on our low income students.

10. Assistant Principals:
Needs: In 2019-20 our survey results indicated 18% of our unduplicated students were high risk on our social emotional screener. Our ELA and math CAASPP results from spring 2019, showed 34% scored a 3 or 4 on ELA and 25% scored a 3 or 4 on math respectively where as only 28.5% of our Low Income students scored a 3 or 4 on ELA and 20.71% of our Low Income students scored a 3 or 4 on math demonstrating a gap in outcomes for unduplicated students.
Action: Assistant Principals will support our unduplicated students with positive behavior interventions, communication with low income families, overseeing expanded learning opportunities (i.e. summer school and intersession), assisting families with engagement and student attendance, and ensuring the principal gets into the classrooms as an instructional leader to close the achievement gap for our low income students. Our Assistant Principals will work closely with the attendance liaisons to ensure improved attendance for our low income families and students. This action is principally directed towards Low Income students and will be effective in meeting the district goals by increasing academic performance and reducing the number of low income students at risk on the social emotional screener.
Research/Alternatives: The Assistant Principal is a certificated employee who can oversee expanded learning which will include a research based guided reading program to close the achievement for low income students.
Continuance: The district has determined that the action was effective based on our results from intersession and Summer School that showed an average of 1 running record level of growth based on the small group intervention. Assistant Principals supported the MTSS teams and provided tiered interventions.
Outcomes: This action is principally directed towards Low Income students and will be effective in meeting the district goal where 90% of our students will be "low risk" on the SEL survey by 2022. VESD will reduce chronic absenteeism by 3% annually through a variety of strategies and supports to keep students in school. Our goal on Benchmark assessments is that scores of 3s and 4s combined will increase by 7% in math per year and 10% in ELA per year.

11. English Language Learner Support:
Needs: VESD 2019 ELPAC results showed only 41.5% EL students were making progress towards English language proficiency based on the CA Dashboard. These results indicate that we need to continue to improve our integrated and designated instruction which is based off each English learners ELPAC score.
Action: VESD has Bilingual Aides as district directed positions to support the English Language Proficiency Assessment for California (ELPAC) and reclassifications of our English Language Learners. The Bilingual Aides also support communication with English learner families through newsletters, student study teams, etc. This action is principally directed towards English Language Learners and will be effective in meeting the district goals for ELPAC proficiency and reclassification. The circumstances considered were the complexity of the ELPAC assessment and length of time to administer it. During the pandemic, giving the test online increased the length of the exam due to

school closures, internet connectivity challenges, etc. Bilingual Aides gave the test in person, online, and conducted home visits to support testing and/or parent outreach of our English learners.
Research/Alternatives: The alternative to having Bilingual Aides give the ELPAC and provide all translations would be to have the teachers provide these supports. However, the time to administer the ELPAC makes this difficult, especially during the last year with school closures and hybrid instructional models.
Continuance: We've determined this action was successful by our ability to administer the assessment annually and increase the proficiency levels which resulted in reclassification. In the spring of 2021, we were able to reclassify 11% of our English Learners.
Outcomes: Our outcome is to complete all ELPAC assessments on time and use the results to reclassify at least 10% of our English Learners annually and/or drive integrated and designated instruction to increase proficiency. The ELPAC and reclassification rates will be used to monitor the effectiveness of the action.

12. Student Experiences and Field Trips:
Needs: Career portfolios which support career technical education have decreased over the last two years since we had school closures due to Covid for our Low Income, foster youth, and English language learners. From 2017-18 to 2020-21, we dropped by 2,394 projects from our unduplicated students. Our ELA and math CAASPP results from spring 2019, showed 34% scored a 3 or 4 on ELA and 25% scored a 3 or 4 on math respectively where as only 28.5% of our Low Income students scored a 3 or 4 on ELA and 20.71% of our Low Income students scored a 3 or 4 on math. 24.7% of our foster youth scored a 3 or 4 on ELA and 17.73% scored a 3 or 4 on math. 10.7% of our English learners scored a 3 or 4 in ELA and 8.16% scored a 3 or 4 in math. These results demonstrate a gap in outcomes for unduplicated students.
Action: VESD will continue to provide real world experiences through field trips aligned to the VESD Careers Curriculum which are written from the California State Standards and 21st Century learning framework, to increase access to curricular extensions as well as ELA support. The action is intended to help achieve a social emotional connection to the world around them and develop goals for future careers. Field trip experiences provided included trips to universities and career days at the City of Victorville and maintenance and operations department.
Research/Alternatives: Low income, Foster Youth, and English Language Learners have limited experiences to develop language and make connections to the world around them in order to help them explore the standards and career opportunities.
Continuance: VESD have an increased need to reconnect unduplicated students to the world and help them plan for future careers, especially after the school closures. Results from our Career portfolios in the spring of 2021 shows that 2,097 students completed career projects where they are focused on connecting to the world. In 2018-19, 4,478 students had completed career projects.
Outcomes: VESD will increase career student projects by 25% per year which also positively impact CAASPP ELA and math results by increasing by 5 points each year.

13. Expanded Learning Opportunities:
Needs: Our ELA and math CAASPP results from spring 2019, showed 34% scored a 3 or 4 on ELA and 25% scored a 3 or 4 on math respectively where as only 28.5% of our Low Income students scored a 3 or 4 on ELA and 20.71% of our Low Income students scored a 3 or 4 on math. 24.7% of our foster youth scored a 3 or 4 on ELA and 17.73% scored a 3 or 4 on math. 10.7% of our English learners scored a 3 or 4 in ELA and 8.16% scored a 3 or 4 in math. These results demonstrate a gap in outcomes for unduplicated students. VESD 2019 ELPAC results show only 41.5% EL students were making progress towards English language proficiency based on the CA Dashboard. In 2019-20 our survey results indicated 18% of our unduplicated students were high risk on our social emotional screener.

Action: For our Low Income, English Language Learners, and Foster Youth there are achievement gaps that exist in academic and social emotional learning. This was especially true during the pandemic. VESD will provide extended learning opportunities like summer school and intercessions, etc. to support unduplicated students and mitigate learning loss with a focus on guided reading, STEAM activities, and social emotional learning.
Research/Alternatives: The circumstances considered were legal requirements as a result of the pandemic and the academic proficiency and social emotional screener data from our unduplicated students.
Continuance: This action is determined to support the circumstances by connecting students with their schools providing targeted interventions especially in guided reading, STEAM activities, and social emotional learning opportunities. In the spring of 2021, we were able to reclassify 11% of our English Learners. In 2020-21, we decreased the number of unduplicated students at risk by 7%.
Outcomes: Our goal for 2021-22 is to decrease the number of unduplicated students who are at risk. This action is principally directed towards Low Income, Foster Youth, and English Learner students and will be effective in meeting the district goal where 90% of our students will be "low risk" on the SEL survey by 2022. Our intended outcome on the CAASPP is to increase by 5 points annually in both ELA and math. Our goal is to complete all ELPAC assessments on time and use the results to reclassify at least 10% of our English Learners annually and/or drive integrated and designated instruction.

14. Foster Youth Outreach:
Needs: VESD averages 220 foster youth enrolled each year. Our ELA and math CAASPP results from spring 2019, showed 34% scored a 3 or 4 on ELA and 25% scored a 3 or 4 on math respectively where as only 24.7% of our foster youth scored a 3 or 4 on ELA and 17.73% scored a 3 or 4 on math..
Action: Outreach activities vary from year to year in order to create home/school connections which provides more social emotional stability for foster youth students as they transition. The relationships VESD is building allow us to support our foster families with the intent to engaged our foster students and close the achievement gap. The action is intended to help achieve increased engagement among our Foster Youth students and their families.
Research/Alternatives: VESD will hold Foster Youth events in person as long as we can follow the safety guidelines for Covid. In 2020-21, VESD held 3 foster youth events but due to school closures, the drive thru events were not attended as well. If we do have to hold drive thru events, we will work with families to get more suggestions for what would interest them.
Continuance: The circumstances considered are the frequent transiency rate of our Foster Youth students and challenges they face connecting with others based on our social emotional learning screener and increasing number of Foster Youth students enrolling in our District. Our participation rate at our VESD foster youth events for families in 2019-20 were 495 families. With in person learning taking place in 2021-22, VESD would like to increase the number of participants in our foster youth events.
Outcomes: Continue to expand foster outreach to include 3 foster family nights a year. Increase CAASPP results for our foster youth by 5 points in ELA and math.

15. Quadrant Schools of Choice:
Needs: In 2019-20, 17.4% of our low income students were chronically absent based on district data. Our attendance data in the spring of 2021 showed 10.59% of our low income student absences were identified as severe chronic and 11.4% were chronic. Our ELA and math CAASPP results from spring 2019, showed 34% scored a 3 or 4 on ELA and 25% scored a 3 or 4 on math respectively where as only 28.5% of our Low Income students scored a 3 or 4 on ELA and 20.71% of our Low Income students scored a 3 or 4 on math.

Action: VESD will continue to support schools of choice and equity for low income students by providing transportation to allow low income students to access diverse offerings to accelerate student engagement. This gives our Low Income students access to transportation to attend a school with a focus that interests them. This will support low income students in being engaged at school and improve daily attendance, reduce chronic absenteeism, and increase results on CAASPP.
Continuance: 96.7% of the low income parents recommended the district in our annual surveys due to the district's ability to provide transportation to support their school of choice. Due to the pandemic and school closures, our chronic absenteeism rate is a concern and access to schools of choice is imperative to further engage students at school. Parent survey results on district recommendation will be at 90% or above.
Outcomes: -The action will be effective in meeting the goal for the unduplicated student group by reducing our chronic absenteeism rate by 3% each year. Our CAASPP results in ELA and math will increase by 5 points.

16. Small Group Instruction:
Needs: Our ELA and math CAASPP results from spring 2019, showed 34% scored a 3 or 4 on ELA and 25% scored a 3 or 4 on math respectively where as only 28.5% of our Low Income students scored a 3 or 4 on ELA and 20.71% of our Low Income students scored a 3 or 4 on math. 24.7% of our foster youth scored a 3 or 4 on ELA and 17.73% scored a 3 or 4 on math. 10.7% of our English learners scored a 3 or 4 in ELA and 8.16% scored a 3 or 4 in math. These results demonstrate a gap in outcomes for unduplicated students. VESD 2019 ELPAC results show only 41.5% EL students were making progress towards English language proficiency based on the CA Dashboard.
Action: VESD will provide instructional aides to work with our Low Income, Foster Youth, and English Learners to increase small group instruction and support guided reading.
Research/Alternatives: The research-based program we use for guided reading necessitated the need for small group reading instruction each day. Having instructional aides allows the teacher to work on small group instruction while the instructional aide supports academic centers.
Continuance: This is a new, principally directed action due to our reading results on the CAASPP assessment for low income, foster youth, and English learners.
Outcomes: Our outcome for monitoring effectiveness on the CAASPP, is to increase by 5 points annually in both ELA and math. By increasing standards aligned curriculum for our English Learners, we want to increase our students showing proficiency to 48%. The intended outcome of the action is to help achieve the goal of the unduplicated students reading at grade level by third grade.

18. Increased Instructional Minutes:
Needs: Many of our low income students have not attended preschool. Our Preschool Least Restrictive Environment-Regular Early Childhood Program data indicated that VESD has only 25.8% of low income students receiving services in regular early childhood programs. In the spring of 2021, 25.74% of our low income first graders were at/above the end of year goal (level I on running records) and 33.91% of our low income second graders were at/above the end of the year goal (level M on running records).
Action: VESD will provide instructional minutes beyond the Ed Code minimum. Extending the school day for TK and K allows our teachers to work towards helping our low income students close the achievement gap in ELA and math. The action is intended to help achieve a foundational education with a focus on literacy and social emotional learning (SEL) for our low income students.
Continuance: This action is principally directed towards Low Income students and will be effective in meeting the district goals by ensuring VESD's unduplicated Transitional Kindergartners and Kindergartners are coming to school in extended school day programs to access small group learning for ELA and math and receive social emotional supports. Pre-pandemic, and through the pandemic, VESD CSI

schools implemented the evidence based strategy of running records and guided reading. This data has shown positive growth for those schools.
Outcomes: Our outcome is to increase low income student time in school to access the early literacy tools needed to be reading at grade level by 3rd grade. Low income students reaching the end of year goal on grade level running records assessments in grades 1 and 2 are set to increase by 14.85% per year first grade and 13.22% per year second grade.

20. English Learner Language Acquisition:
Needs: VESD 2019 ELPAC results show only 41.5% EL students were making progress towards English language proficiency based on the CA Dashboard. Our ELA and math CAASPP results from spring 2019, showed 34% scored a 3 or 4 on ELA and 25% scored a 3 or 4 on math respectively where as only 10.7% of our English learners scored a 3 or 4 in ELA and 8.16% scored a 3 or 4 in math. These results demonstrate a gap in outcomes for English learners students.
Action: VESD will provide English Learners with English Language Development (ELD) standards aligned curriculum for integrated and designated instruction in Units of Study. The Units of Study will integrate ELD instruction and provide guidance for designated instruction allowing English learner students to develop oral language skills, vocabulary, and comprehension of science and social studies standards.
Continuance: Supplemental funds have supported similar, principally directed actions in the previous plans and have been proven to be effective as we have been able to reclassify 11% of our English Learners.
Outcomes: Our goal is to reclassify at least 10% of our English Learners annually and drive integrated and designated instruction aligned to standards. By increasing standards aligned curriculum for our English Learners, we want to increase our students showing proficiency to 48%. CAASPP results in ELA and math will increase by 5 points for English learners.

Goal 2: VESD believes the skill and knowledge of our management, classified, and certificated staff are essential to the success of our low income, English Language Learners and Foster Youth. Using evidence-based instruction and strategies as well as supporting social emotional skills will be used to address the gaps in our student achievement while providing a school climate of diversity of equity and inclusion.

1. Certificated Professional Development:
Needs: Our ELA and math CAASPP results from spring 2019, showed 34% scored a 3 or 4 on ELA and 25% scored a 3 or 4 on math respectively where as only 28.5% of our Low Income students scored a 3 or 4 on ELA and 20.71% of our Low Income students scored a 3 or 4 on math demonstrating a gap in outcomes for unduplicated students. In 2020-21, 11% of low income students were still at high risk on our social emotional screener.
Action: VESD will provide staff with 6 days (out of 186 work days) of professional development for all Certificated staff. Mutli-tiered system of support teams analyze low income student information weekly in attendance, academics, and social-emotional data. Each school site will determine the focus of professional development based on academic and social-emotional data and low income student needs to close the achievement gap. This action is principally directed towards Low Income students and will be effective in meeting the district goals for increased academic achievement in reading, math, and social emotional learning.
Research/Alternatives: The circumstances considered that this principally considered action was the achievement gap between our Low Income student group on CAASPP and the results of our social emotional screener.
Continuance: The district has determined that this principally directed action was effective through data collected by school site Multi-tiered System of Support Teams in the areas of academics and social-emotional well-being. We have used this model for a few years and have

found it successful. Along with student outcomes, 96.58% of staff report, "I have the tools that are required to do my job." 98.29% of staff also report, "I have the training that is required to do my job."
Outcomes: Our expected outcome for monitoring effectiveness is for 90% of low income students to respond positively to the social emotional screener in 2022. Our outcome on the CAASPP is to increase by 5 points annually in ELA and math.

2. Classified Professional Development:
Needs: Our ELA and math CAASPP results from spring 2019, showed 34% scored a 3 or 4 on ELA and 25% scored a 3 or 4 on math respectively where as only 28.5% of our Low Income students scored a 3 or 4 on ELA and 20.71% of our Low Income students scored a 3 or 4 on math demonstrating a gap in outcomes for unduplicated students. In 2020-21, 11% of the unduplicated students were still at high risk on our social emotional screener.
Action: VESD will provide professional development for classified staff, all classified subs, NDS, and certificated subs to include 21st Century Learning Skills, Student Resiliency and Multi--tiered Systems of Support (MTSS) to improve the classified staff's role and impact on low income students. VESD believes that all adults on campus will help connect low income students to school. Training is based on low income student data and needs. This action is principally directed towards Low Income students and will be effective in meeting the district goals for connecting low income students with their school and closing the achievement gap.
Research Alternatives: Providing targeted days for classified professional development is important since it is difficult to have enough substitutes to allow all classified to be trained during a regular work day.
Continuance: We have used this model for a few years and have found it successful. Along with low income student outcomes, 96.58% of staff report, "I have the tools that are required to do my job." 98.29% of staff also report, "I have the training that is required to do my job."
Outcomes: Our expected outcome for monitoring effectiveness of the action is for 90% of our low income students to respond positively to the social emotional screener in 2022. Our outcome on the CAASPP is to increase by 5 points annually in ELA and math for low income students.

3. Collaboration Time:
Needs: Our ELA and math CAASPP results from spring 2019, showed 34% scored a 3 or 4 on ELA and 25% scored a 3 or 4 on math respectively where as only 28.5% of our Low Income students scored a 3 or 4 on ELA and 20.71% of our Low Income students scored a 3 or 4 on math. 24.7% of our foster youth scored a 3 or 4 on ELA and 17.73% scored a 3 or 4 on math. 10.7% of our English learners scored a 3 or 4 in ELA and 8.16% scored a 3 or 4 in math. These results demonstrate a gap in outcomes for unduplicated students. In 2020-21, 11% of the unduplicated students were still at high risk on our social emotional screener. VESD 2019 ELPAC results show only 41.5% EL students were making progress towards English language proficiency based on the CA Dashboard.
Action: VESD will provide weekly collaboration time for certificated staff with minimum days each month dedicated to district provided professional development. Staff use these days to collaborate and share best practices and get training in conjunction with data analysis to meet the needs of low income, foster youth, and English learner students and close the achievement gap. This action is principally directed towards Low Income, Foster Youth, and English Learner students and will be effective in meeting the district goal to close the achievement gap, increase reclassification rates of English Learners, and improve the results on our social emotional screener.
Research Alternatives: The alternative of having staff meet after school would mean that everyone doesn't have access to the data analysis and planning at each site. Therefore, collaboration time during the day is still the best way to provide time to everyone. This process has been shown to be effective in that staff can access all data immediately and collaborate and plan.

Continuance: In the spring of 2021, we were able to reclassify 11% of our English Learners. While VESDs local Benchmark data for ELA and math used in lieu of CAASPP showed some growth, there is still a continued a continued achievement gap for our unduplicated students.
Outcomes: Our expected outcome is for 90% of our low income, foster youth, and English learner students to respond positively to the social emotional screener in 2022. Our outcome on the CAASPP is to increase by 5 points annually in ELA and math. Our goal is to reclassify at least 10% of our English Learners annually and drive integrated and designated instruction aligned to standards. By increasing standards aligned curriculum for our English Learners, we want to increase our English learner students showing proficiency to 48% on the ELPAC.

5. District Support Specialist Training:
Needs: VESD 2019 ELPAC results show only 41.5% EL students were making progress towards English language proficiency based on the CA Dashboard. Our ELA and math CAASPP results from spring 2019, showed 34% scored a 3 or 4 on ELA and 25% scored a 3 or 4 on math respectively where as only 10.7% of our English learners scored a 3 or 4 in ELA and 8.16% scored a 3 or 4 in math.
Action: Professional development and collaboration will be provided by our Support Specialists and site coaches (sample structures include district wide training, new teacher induction, English Learner training, Friday planning and Summer Institute) to support English Learner instruction with integrated and designated instructional strategies. In order to support our English Learners with integrated and designated instruction, our staff also built units of study and training on English Language Development standards, standards companion books, Pathways to Proficiency, Thinking Maps, guided reading, etc.
Research Alternatives: VESD has researched alternative curriculum and training for ELD. However, by becoming trainer of trainers and providing our own training, we have built capacity that is on-going and staff can access readily.
Continuance: This action is continuing and principally directed towards English Language Learners and will be effective in meeting the district goals for increasing English learner student proficiency in English. The district has determined that the action was effective as measured by ELPAC completion and reclassification rates. In the spring of 2021, we were able to reclassify 11% of our English Learners.
Outcomes: The VESD goal in monitoring ongoing effectiveness is to reclassify at least 10% of our English Learners annually and drive integrated and designated instruction aligned to standards. By increasing standards aligned curriculum and training for our staff, we want our English learner students to reach 48% proficiency on the ELPAC. CAASPP results will increase by 5 points in ELA and math.

6. Educational Equity:
Needs: District survey results which showed 95.8% of VESD low income, foster youth, and English learner students stated that they are proud of their school. 93% of VESD low income, foster youth, and English learner students said their school was safe. 97.7% of low income, foster youth, and English learner VESD parents say they would recommend their school. 92.45% of our low income, foster youth, and English learner students said "I feel safe at my school" and 94.15% of our low income, foster youth, and English learner parents said "I feel my child is safe at school." In 2019-20, 5.3% of our students were suspended based on DataQuest and the CA Dashboard. Our ELA and math CAASPP results from spring 2019, showed 34% scored a 3 or 4 on ELA and 25% scored a 3 or 4 on math respectively where as only 28.5% of our Low Income students scored a 3 or 4 on ELA and 20.71% of our Low Income students scored a 3 or 4 on math. 24.7% of our foster youth scored a 3 or 4 on ELA and 17.73% scored a 3 or 4 on math. 10.7% of our English learners scored a 3 or 4 in ELA and 8.16% scored a 3 or 4 in math. These results demonstrate a gap in outcomes for unduplicated students.
Action: In order to support our Low Income students, Foster Youth, and English Learners, we are addressing diversity, equity, and inclusion to include on-going professional development and coaching. VESD will develop a program to support equity and diversity with wrap around

services at each site to decrease the achievement gap in academics and behavior by helping our low income, foster youth, and English learner students feel respected and connected to our staff and school sites by providing emotional safety.
Research Alternatives: By developing internal capacity through district personnel, we can more easily continue the work and ensure follow through takes place through various strategies including John Maxwell strategies.
Continuance: This is a new action for the 2021 LCAP.
Outcomes: -To monitor ongoing effectiveness of this action, staff and low income, foster youth, and English learner parent and student survey results on safety will be at 90% or above. VESD has a goal to reduce suspensions by 1% each year. SBAC ELA and math results will increase by 5 points annually for our unduplicated students.

7. Administration Onboarding:
Needs: Our ELA and math CAASPP results from spring 2019, showed 34% scored a 3 or 4 on ELA and 25% scored a 3 or 4 on math respectively where as only 28.5% of our Low Income students scored a 3 or 4 on ELA and 20.71% of our Low Income students scored a 3 or 4 on math.
Action: VESD will develop our leadership team to be able to lead staff in meeting the needs of our diverse population principally directed at our Low Income students. Onboarding will include facilitation skills to work with groups of people, an understanding of Depth of Knowledge (DOK), district and state assessments, National Institute for School Leaders (NISL), and 21st Century learning, evidence-based strategies, etc. This will help prepare our leaders prepare our staff to meet the needs of our Low Income students on campus.
Research Alternatives: If we don't provide training needed for our leaders, we will have a high turnover rate, lack of staff and low income student and parent input and buy in, and decreasing results in academics for low income students.
Continuance: The circumstances considered in continuing this action were the requirements to include stakeholders in decision making, the need to build relationships with our community, and the instructional leadership skills needed to analyze academic, behavior, and social emotional learning results and support high quality instruction to close the achievement gaps. This principally directed action is determined to support the circumstances by providing our leaders with the tools, skill, and knowledge that it takes to lead at their sites. 96.58% of our staff report: "I have the tools that are required to do my job" and 98.29% report "I have the training that is required to do my job."
Outcomes: Increase our CAASPP results in ELA and math by 5 points for our low income students.

8. District Stakeholder Involvement:
Needs: Our ELA and math CAASPP results from spring 2019, showed 34% scored a 3 or 4 on ELA and 25% scored a 3 or 4 on math respectively where as only 28.5% of our Low Income students scored a 3 or 4 on ELA and 20.71% of our Low Income students scored a 3 or 4 on math. 24.7% of our foster youth scored a 3 or 4 on ELA and 17.73% scored a 3 or 4 on math. 10.7% of our English learners scored a 3 or 4 in ELA and 8.16% scored a 3 or 4 in math. These results demonstrate a gap in outcomes for unduplicated students. In 2019, our ELPAC results show that 41.5% of our EL students were making progress towards English language proficiency based on the CA Dashboard. In 2020-21, 11% of the unduplicated students were still at high risk on our social emotional screener.
Action: In order to develop an LCAP with stakeholder feedback and input, the low income, foster youth, and English learner parents and community representatives review academic, social emotional, and attendance data and give input on to support growth with our Low Income, Foster Youth, and English Language learners. Our 6 ongoing LCAP committees meet monthly to review this data, problem solve, and provide input that is principally directed to and effective in closing the achievement gap for our unduplicated students. LCAP teams may attend training to support their learning.
Research Alternatives: It's a requirement for federal and state funding to include all stakeholders in the planning and input processes.

Continuance: In 2019-20, 92.47% of VESD low income, foster youth, and English learner parents responded that "I am given the opportunity to be part of my child's education working together to help my child." In 2019-20, 99.7% of our low income, foster youth, and English learner parents of students with special needs responded “yes” when asked if they were able to fully participate in the IEP process.
Outcomes: Our expected outcome is for 90% of our unduplicated students to respond positively to the social emotional screener in 2022. Our outcome on the CAASPP is to increase by 5 points annually in ELA and math for unduplicated students.

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

1. Family Resource Center:
Needs: Our ELA and math CAASPP results from spring 2019, showed 34% scored a 3 or 4 on ELA and 25% scored a 3 or 4 on math respectively where as only 28.5% of our Low Income students scored a 3 or 4 on ELA and 20.71% of our Low Income students scored a 3 or 4 on math. 24.7% of our foster youth scored a 3 or 4 on ELA and 17.73% scored a 3 or 4 on math. 10.7% of our English learners scored a 3 or 4 in ELA and 8.16% scored a 3 or 4 in math. These results demonstrate a gap in outcomes for unduplicated students. In 2019, our ELPAC results show that only 41.5% of our EL students were making progress towards English language proficiency based on the CA Dashboard. In 2020-21, 11% of the unduplicated students were still at high risk on our social emotional screener.
Action: Based on the Family Resource Center data for walk ins and class participation along with parent input from our LCAP committees which includes low income, foster youth, and English learners, VESD continues to invest in and support parent classes in topics such as financial literacy, English as a second language, parenting, mental health, nutrition, student academics, etc. This will bridge the home to school gap and build relationships and be effective in meeting the district goals for our Low Income, Foster Youth, and English Learners.
Continuance: Holding parent trainings for our unduplicated students at the Family Resource Center are being continued. We have extended our Family Resource Centers to 6 school sites to increase low income, foster youth, and English learner parent involvement and classes offered for them based on data and input from our 6 LCAP committees. In 2020-21, 33 classes were held from Aug - March 2021. Parent trainings for unduplicated students will be held at the Family Resource Center and school sites with a goal to increase by 25% annually. In the spring of 2021, we were able to reclassify 11% of our English Learners.
Outcomes: Our expected outcome is for 90% of our unduplicated students to respond positively to the social emotional screener in 2022. Our outcome on the CAASPP is to increase by 5 points annually in ELA and math for unduplicated students. Our goal is to reclassify at least 10% of our English Learners annually and drive integrated and designated instruction aligned to standards. By increasing standards aligned curriculum and training for our staff, we want our English learner students to reach 48% proficiency on the ELPAC.

2. Family Resource Center-Community Outreach:
Needs: In 2019-20, 17.4% of our low income, foster youth, and English learner students were chronically absent based on district data. Our attendance data in the spring of 2021 showed 10.59% of our unduplicated student absences were identified as severe chronic and 11.4% were chronic.
Action: In order to support our Low Income, Foster Youth, and English Learners, the Family Resource Center will provide community outreach (public health, mental health, dental, vision, flu shots, school supplies, and immunizations) to support unduplicated families to ensure that unduplicated students can attend school regularly.

Research Alternatives: The circumstances considered were the limited access some unduplicated families have to basic resources due to financial challenges, limited transportation, etc.
Continuance: This action is being continued and, due to Covid, there was an increase in need from our unduplicated families for food, clothing, medical support, and housing based on data and input from VESD's 6 LCAP committees.
Outcomes: VESD has a goal to reduce chronic absenteeism (10% or more absences) by 3% each year for our low income, foster youth, and English learner students.

3. Family Resource Center-Computer Lab:
Needs: Our ELA and math CAASPP results from spring 2019, showed 34% scored a 3 or 4 on ELA and 25% scored a 3 or 4 on math respectively where as only 28.5% of our Low Income students scored a 3 or 4 on ELA and 20.71% of our Low Income students scored a 3 or 4 on math. 24.7% of our foster youth scored a 3 or 4 on ELA and 17.73% scored a 3 or 4 on math. 10.7% of our English learners scored a 3 or 4 in ELA and 8.16% scored a 3 or 4 in math. These results demonstrate a gap in outcomes for unduplicated students. In 2019, our ELPAC results show that only 41.5% of our EL students were making progress towards English language proficiency based on the CA Dashboard. In 2020-21, 11% of the unduplicated students were still at high risk on our social emotional screener.
Action: Family Resource Center will continue to provide technology in a computer lab for unduplicated parents of unduplicated students to increase technological access to and support of applications for jobs, computer literacy skills, and homework help to support low Income students, foster youth students, and English learners.
Research Alternatives: Alternatives include setting up labs at sites, but space is limited to open labs as some of our sites are at capacity and every room is being used. And, with Covid protocols, there is limited access to unduplicated parents going on campus.
Continuance: This principally directed action is being continued due to the feedback from unduplicated parents feeling they have the ability to be a part of their child's education and their participation in parent training classes using technology. In 2020-21, 33 classes were held from Aug - March 2021 and were determined to be effective in supporting unduplicated families. In 2019-20, 92.47% of VESD parents responded that "I am given the opportunity to be part of my child's education working together to help my child."
Outcomes: Our expected outcome is for 90% of our unduplicated students to respond positively to the social emotional screener in 2022. Our outcome on the CAASPP is to increase by 5 points annually in ELA and math for unduplicated students. Our goal is to reclassify at least 10% of our English Learners annually and drive integrated and designated instruction aligned to standards. By increasing standards aligned curriculum and training for our staff, we want our English learner students to reach 48% proficiency on the ELPAC.

4. District Translators:
Needs: VESD 2019 ELPAC results show 41.5% EL students were making progress towards English language proficiency based on the CA Dashboard. Our ELA and math CAASPP results from spring 2019, showed 34% scored a 3 or 4 on ELA and 25% scored a 3 or 4 on math respectively where as only 10.7% of our English learners scored a 3 or 4 in ELA and 8.16% scored a 3 or 4 in math. These results demonstrate a gap in outcomes for English learners students.
Action: VESD will continue to fund 2 classified translators and associated costs to support school and English learner family communication and intervention including the student handbook, newsletter, and committee meeting translations at both the district and school sites.
Research Alternatives: The circumstances considered were the number of English Learners and their families we support and collaborate with to ensure English learner students are successful in VESD. The cost of contracting out for translation services was not as effective and efficient as building capacity within our district to support our English learner families.

Continuance: This action is continuing from previous years and is principally directed towards English Learners and will be effective in meeting the district goals for increasing students who reach proficiency based on the ELPAC and are reclassified. In the spring of 2021, we were able to reclassify 11% of our English Learners.
Outcomes: Our goal is to reclassify at least 10% of our English Learners annually. We want to increase our English learner students showing proficiency to 48% on the ELPAC. CAASPP ELA and math results will increase by 5 points for English learners.

5. Satellite Family Resource Centers:
Needs: Our ELA and math CAASPP results from spring 2019, showed 34% scored a 3 or 4 on ELA and 25% scored a 3 or 4 on math respectively where as only 28.5% of our Low Income students scored a 3 or 4 on ELA and 20.71% of our Low Income students scored a 3 or 4 on math. 24.7% of our foster youth scored a 3 or 4 on ELA and 17.73% scored a 3 or 4 on math. 10.7% of our English learners scored a 3 or 4 in ELA and 8.16% scored a 3 or 4 in math. These results demonstrate a gap in outcomes for unduplicated students. In 2019, our ELPAC results show that only 41.5% of our EL students were making progress towards English language proficiency based on the CA Dashboard. In 2020-21, 11% of the unduplicated students were still at high risk on our social emotional screener.
Action: School sites will work in collaboration with the Family Resource Center to build satellite Family Resource Centers to support unduplicated families with needed training and supplies so that they can ensure Low Income students, Foster Youth students, and English Learners attend school regularly and have support with instruction. This access also helps unduplicated families who are not able to get to the main Family Resource Center.
Research Alternatives: This access also helps families who are not able to get to the main Family Resource Center due to transportation needs or a variety of other circumstances or conditions that may limit access.
Continuance: Due to school closures in 2020-21, this is a new action.
Outcomes: Our expected outcome is for 90% of our unduplicated students to respond positively to the social emotional screener in 2022. Our outcome on the CAASPP is to increase by 5 points annually in ELA and math for unduplicated students. Our goal is to reclassify at least 10% of our English Learners annually and drive integrated and designated instruction aligned to standards. By increasing standards aligned curriculum and training for our staff, we want our English learner students to reach 48% proficiency on the ELPAC.

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

Our unduplicated students are low income, English Learners, and foster youth. VESD believes that these actions will contribute to closing the gap by providing improved services. The Supplemental and Concentration Grant Funds will be utilized to improve services for unduplicate students by purchasing Chromebooks & providing technology support for students in school and at home. The District will continue to provide transportation, supplies for students in order to meet their educational needs. The District will continue to work on providing staff development for certificated and support staff. Unduplicated students will be supported by extended learning experiences such as Summer and Saturday school. The District Family Resource Center will also work with parents and provide training and resources so they can assist students at home for home work activities. Based on a review of collected data, actions, and services identified in the LCAP, these actions are determined to be both principally directed and effective in supporting the unduplicated student groups. The LEA-wide actions described above allow the District to meet or exceed its percentage to increase or improve services of 32.99% both quantitatively and qualitatively. The minimum proportionality in VESD is 32.99%. The actions and services outlined in this plan are being

increased or improved significantly over the required percentage. These key actions are principally directed and specifically designed to increase and improve services both qualitatively and quantitatively for English learners, low income, and foster youth students by supporting access to high quality core instruction specialized support services, parent engagement, and rich educational experience across content areas.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$36,867,895.00	$1,773,181.00		$4,463,330.00	$43,104,406.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$30,727,172.00	$12,377,234.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Low Income	Social Emotional Support for Students	$1,364,620.00				$1,364,620.00
1	2	All Low SES, FY, EL	Safe Facilities	$1,000,000.00				$1,000,000.00
1	3	English Learners Foster Youth Low Income	Standards Aligned Curriculum and Site-based Planning	$3,278,712.00	$1,773,181.00		$1,657,149.00	$6,709,042.00
1	4	English Learners Foster Youth Low Income	Class Size Reduction	$1,119,160.00				$1,119,160.00
1	5	Low Income	Technology and Support	$900,486.00			$700,000.00	$1,600,486.00
1	6	All	Learning for All Plan and Site Recognition	$200,000.00				$200,000.00
1	7	Low Income	Tiered Interventions	$683,033.00				$683,033.00
1	8	All	Careers and Extended Opportunities	$75,000.00				$75,000.00
1	9	All	Staffing and Data Analysis	$792,809.00				$792,809.00
1	10	Low Income	Assistant Principals	$3,250,122.00				$3,250,122.00
1	11	English Learners	English Language Learner Support	$538,470.00				$538,470.00
1	12	English Learners Foster Youth Low Income	Student Experiences and Field Trips	$114,260.00				$114,260.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	13	English Learners Foster Youth Low Income	Expanded Learning Opportunities				$1,539,401.00	$1,539,401.00
1	14	Foster Youth	Foster Youth Outreach	$10,000.00				$10,000.00
1	15	Low Income	Quadrant Schools of Choice	$2,774,030.00				$2,774,030.00
1	16	English Learners Foster Youth Low Income	Small Group Instruction	$1,753,452.00				$1,753,452.00
1	17	All	Student Health	$384,358.00				$384,358.00
1	18	Low Income	Increased Instructional Minutes	$1,373,540.00				$1,373,540.00
1	19	All	Develop Distance Learning Plan	$102,308.00				$102,308.00
1	20	English Learners	English Learner Language Acquisition	$500,000.00				$500,000.00
2	1	Low Income	Certificated Professional Development	$3,562,805.00				$3,562,805.00
2	2	Low Income	Classified Professional Development	$830,476.00				$830,476.00
2	3	English Learners Foster Youth Low Income	Collaboration Time	$8,455,034.00				$8,455,034.00
2	4	Low SES, FY, EL	New Teacher Induction	$278,032.00				$278,032.00
2	5	English Learners	District Support Specialist Training	$217,553.00			$566,780.00	$784,333.00
2	6	English Learners Foster Youth Low Income	Educational Equity	$1,123,807.00				$1,123,807.00
2	7	Low Income	Administration Onboarding	$25,000.00				$25,000.00
2	8	English Learners Foster Youth Low Income	District Stakeholder Involvement	$49,141.00				$49,141.00
2	9	All	Student Teacher Residency Program	$126,103.00				$126,103.00
3	1	English Learners Foster Youth Low Income	Family Resource Center: Staffing and Materials	$519,777.00				$519,777.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Family Resource Center: Community Outreach	$20,000.00				$20,000.00
3	3	English Learners Foster Youth Low Income	Family Resource Center: Computer Lab	$8,000.00				$8,000.00
3	4	English Learners	District Translators	$207,163.00				$207,163.00
3	5	English Learners Foster Youth Low Income	Satellite Family Resource Centers	$1,230,644.00				$1,230,644.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$33,909,285.00	$40,145,796.00
LEA-wide Total:	$33,909,285.00	$40,145,796.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Social Emotional Support for Students	LEA-wide	Low Income	All Schools	$1,364,620.00	$1,364,620.00
1	**3**	Standards Aligned Curriculum and Site-based Planning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,278,712.00	$6,709,042.00
1	**4**	Class Size Reduction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,119,160.00	$1,119,160.00
1	**5**	Technology and Support	LEA-wide	Low Income	All Schools	$900,486.00	$1,600,486.00
1	**7**	Tiered Interventions	LEA-wide	Low Income	All Schools	$683,033.00	$683,033.00
1	**10**	Assistant Principals	LEA-wide	Low Income	All Schools	$3,250,122.00	$3,250,122.00
1	**11**	English Language Learner Support	LEA-wide	English Learners	All Schools	$538,470.00	$538,470.00
1	**12**	Student Experiences and Field Trips	LEA-wide	English Learners Foster Youth Low Income	All Schools	$114,260.00	$114,260.00
1	**13**	Expanded Learning Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,539,401.00
1	**14**	Foster Youth Outreach	LEA-wide	Foster Youth	All Schools	$10,000.00	$10,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	15	Quadrant Schools of Choice	LEA-wide	Low Income	All Schools	$2,774,030.00	$2,774,030.00
1	16	Small Group Instruction	LEA-wide	English Learners Foster Youth Low Income		$1,753,452.00	$1,753,452.00
1	18	Increased Instructional Minutes	LEA-wide	Low Income	All Schools	$1,373,540.00	$1,373,540.00
1	20	English Learner Language Acquisition	LEA-wide	English Learners	All Schools	$500,000.00	$500,000.00
2	1	Certificated Professional Development	LEA-wide	Low Income	All Schools	$3,562,805.00	$3,562,805.00
2	2	Classified Professional Development	LEA-wide	Low Income	All Schools	$830,476.00	$830,476.00
2	3	Collaboration Time	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,455,034.00	$8,455,034.00
2	5	District Support Specialist Training	LEA-wide	English Learners	All Schools	$217,553.00	$784,333.00
2	6	Educational Equity	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,123,807.00	$1,123,807.00
2	7	Administration Onboarding	LEA-wide	Low Income	All Schools	$25,000.00	$25,000.00
2	8	District Stakeholder Involvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$49,141.00	$49,141.00
3	1	Family Resource Center: Staffing and Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	$519,777.00	$519,777.00
3	2	Family Resource Center: Community Outreach	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$20,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	3	Family Resource Center: Computer Lab	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	$8,000.00
3	4	District Translators	LEA-wide	English Learners	All Schools	$207,163.00	$207,163.00
3	5	Satellite Family Resource Centers	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,230,644.00	$1,230,644.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

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

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

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.