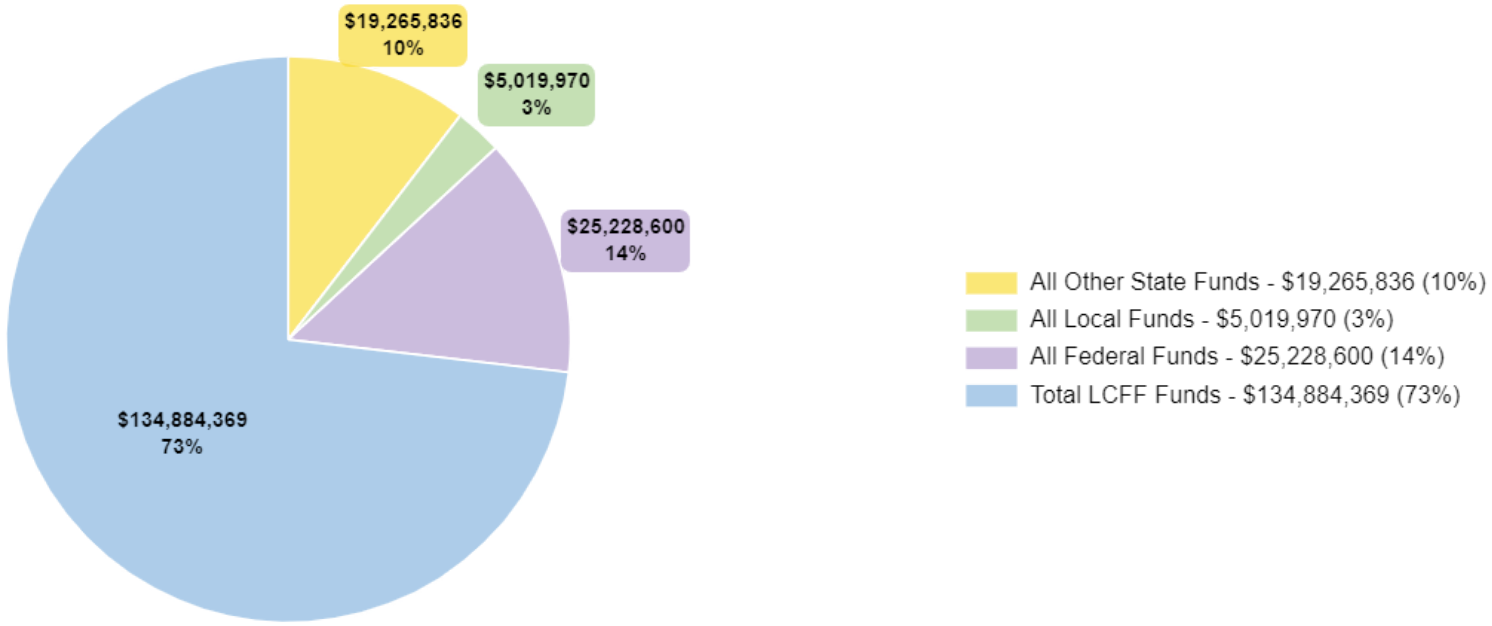
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Victor Valley Union High School District
CDS Code: 36679340000000
School Year: 2021-22
LEA Contact Information: Dr. Ron Williams | rwilliams@vvuhsd.org | (760)955-3201

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

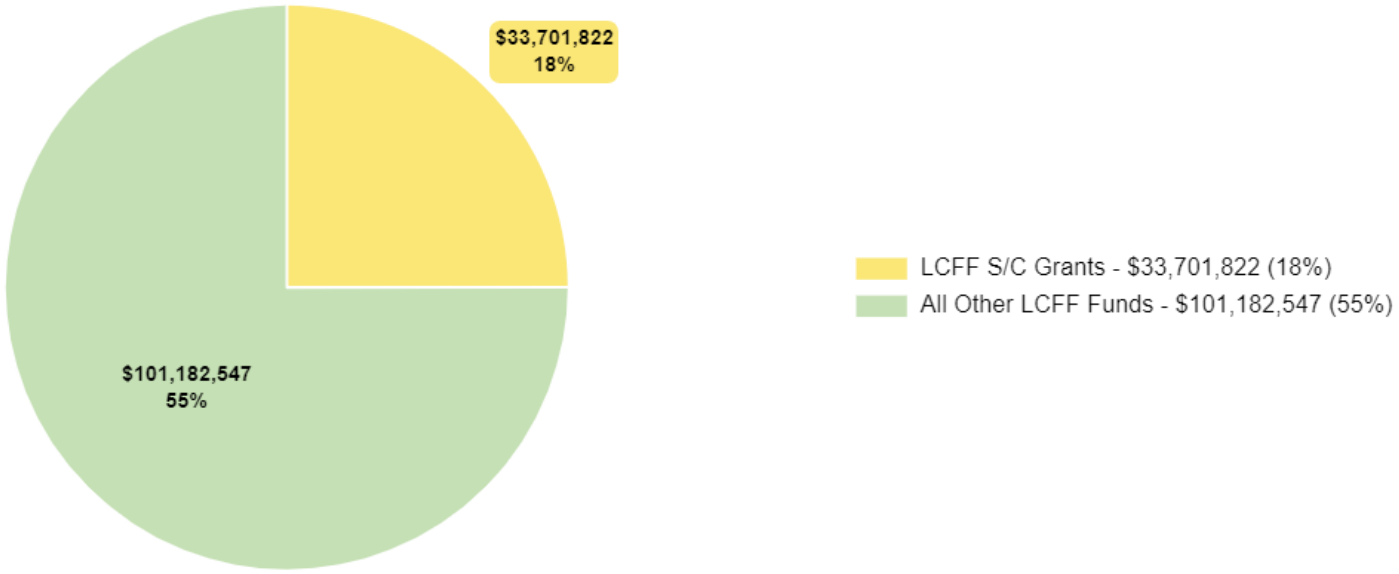
Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	$19,265,836	10%
All Local Funds	$5,019,970	3%
All Federal Funds	$25,228,600	14%
Total LCFF Funds	$134,884,369	73%

Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	$33,701,822	18%
All Other LCFF Funds	$101,182,547	55%

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

The total revenue projected for Victor Valley Union High School District is $184,398,775, of which $134,884,369 is Local Control Funding Formula (LCFF), $19,265,836 is other state funds, $5,019,970 is local funds, and $25,228,600 is federal funds. Of the $134,884,369 in LCFF Funds, $33,701,822 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much Victor Valley Union High 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 Valley Union High School District plans to spend $190,087,305 for the 2021-22 school year. Of that amount, $56,186,954 is tied to actions/services in the LCAP and $133,900,351 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

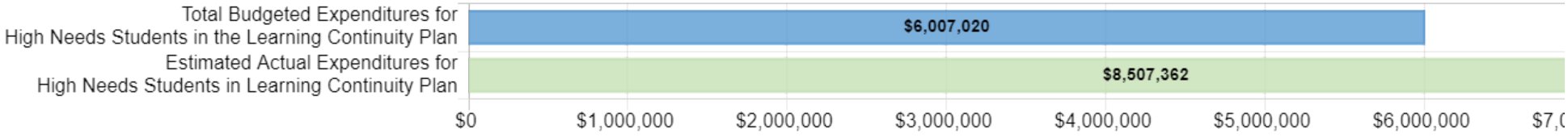
The budgeted expenditures that are not included in the LCAP will be used to cover many additional expenses in the day to day functioning of the school district including overhead for facilities upkeep, utilities, etc.

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

In 2021-22, Victor Valley Union High School District is projecting it will receive $33,701,822 based on the enrollment of foster youth, English learner, and low-income students. Victor Valley Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Victor Valley Union High School District plans to spend $42,613,903 towards meeting this requirement, as described in the LCAP.

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

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



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

In 2020-21, Victor Valley Union High School District's Learning Continuity Plan budgeted $6,007,020 for planned actions to increase or improve services for high needs students. Victor Valley Union High School District actually spent $8,507,362 for actions to increase or improve services for high needs students in 2020-21.

Local Control and Accountability Plan

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

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

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

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

Goal 1

VVUHSD will increase the number of students who will graduate on time, prepared for college and career, through career exploration opportunities, academic guidance and a comprehensive academic program aligned with the California State Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 1
4 5
6 7
8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
1) District Graduation Rate 2019-2020 - Target 86.2% (California School Dashboard)	Working with the individual schools, we were able to fix the data around graduation for the class of 2020. It is important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect. Below is the class of 2020 graduation rate based on local data provided by SIS Aeries: Silverado High School: 95.25% Adelanto High School: 94.52% Victor Valley High School: 89.68% Cobalt Institute of Math & Science: 100% University Preparatory School: 100% Goodwill High School and Goodwill Independent study are the alternatives schools. The GHS had 63 seniors at the start of the year but due to the flexible enrollment and the DASS school criteria, many students enter and exit throughout the year. However, by the end of the year 49 graduated. As for GIS, 83 started out as seniors and 60 graduated. SIS Aeries 1 year graduation rate = 94%
2) Graduation Rate - Hispanic - 2019-2020 - Target 89.3% (California School Dashboard)	Cohort Graduation Rate - Hispanic - 2019-2020 - Results Unavailable in the California School Dashboard SIS Aeries 1 year graduation rate = 88%
3) Graduation Rate - African American - 2019-2020 - Target 78.1% (California School Dashboard)	Cohort Graduation Rate - African American - 2019-2020 - Result Unavailable in the California School Dashboard SIS Aeries 1 year graduation rate = 86%
4) Graduation Rate - White - 2019-2020 Target 85.4% (California School Dashboard)	Cohort Graduation Rate - White - 2019-2020 Results Unavailable in the California School Dashboard SIS Aeries 1 year graduation rate = 89%
5) Graduation Rate - English Learners - 2019-2020 Target 77.7% (California School Dashboard)	Cohort Graduation Rate - English Learners - 2019-2020 Result Unavailable in the California School Dashboard SIS Aeries 1 year graduation rate = 78%

Expected	Actual
6) Graduation Rate - Special Education - 2019-2020 Target 57.8% (California School Dashboard)	Graduation Rate - Special Education - 2019-2020 Results Unavailable in the California School Dashboard. SIS Aeries 1 year graduation rate = 46%
7) Graduation Rate - Socially Economically Disadvantaged - 2019-2020 Target 86.5% (California School Dashboard)	Graduation Rate - Socially Economically Disadvantaged - 2019-2020 Results Unavailable in the California School Dashboard. SIS Aeries 1 year graduation rate = 88%
8) Graduation Rate - Foster Youth - 2019-2020 Target 58.8% (California School Dashboard)	Cohort Graduation Rate - Foster Youth - 2019-2020 Results Unavailable in the California School Dashboard. SIS Aeries 1 year graduation rate = 55%
9) SBAC English Language Arts: % Standard Met or Exceed (CAASPP) Targets 2018-2019: Grade 7 41% (38% M/E) Grade 8 38% (34% M/E) Grade 11 51% (40% M/E)	No outcome for 2019-2020 as SBAC was cancelled due to COVID-19 pandemic.
10) SBAC Mathematics: % Standard Met or Exceed (CAASPP) Targets 2018-2019: Grade 7 27% (23% M/E) Grade 8 23% (20% M/E) Grade 11 19% (14% M/E)	No outcome for 2019-2020 as SBAC was cancelled due to COVID-19 pandemic.
11) A-G Completion % (Dataquest) 2018-2019 Target - 25.9%	A-G Completion % (Dataquest) 2018-2019 Result - 40.1% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.) Based on local information provided by SIS Aeries the 2019-2020 A-G completion rate is 34% districtwide.
12) District Attendance Rate (Local Data): Target - 98%	Result - 96.18% - The local attendance rate data was collect from month 1 - August through month 6 January for each school site. Beginning in month 7, February the data collection for attendance rates were only collected for 4 of the district school sites. In month 8, March, the data was no longer collected due to the COVID-19 outbreak and the shut down of the school district due to the pandemic.

Expected	Actual
13) District Suspension Rate (DataQuest) 2018-2019 Target 7.5%	District Suspension Rate (DataQuest) 2018-2019 Result 8.2% District Suspension Rate (DataQuest) 2019-2020 Result 8.2%
14) CTE Enrollment Target - 3,800 or greater	CTE Enrollment 2019-2020 Enrollment Results 3,275 students (CALPADs)
15) AP Enrollment Data 2019-2020 Target 1,721 (College Board)	AP Enrollment Data 2019-2020 Result 1,104 students (College Board)
16) AP Passing Rates 2018-2019 - Target 19.9% 3 or Better Exam Score (College Board)	AP Passing Rates 2018-2019 - Result 53% of students with a 3 or Better Exam Score
17) Early Assessment Program Readiness Targets ELA Ready 18% ELA Conditionally Ready 34% ELA Not Yet/Not Ready 48% Math Ready 8% Math Conditionally Ready 14% Math Not Yet/Not Ready 80%	Early Assessment Program Readiness Results: ELA Ready 10.40% ELA Conditionally Ready 27.09% ELA Not Yet/Not Ready 62.51 % Math Ready 6.67% Math Conditionally Ready 11.97% Math Not Yet/Not Ready 81.37%
18) District High School 9-12 Adjusted Dropout Rate 2018-2019 Target - 4.9% (Dataquest)	2019-2020 Enrollment 7,918 Students in Aeries and CALPADS Dropout Coded - 118 Students = dropout rate of .014%
19) Middle School Drop Out Rate 2018-2019 Target - 1% (Dataquest)	2019-2020 Enrollment 2,767 Students in Aeries and CALPADS Dropout Coded - 10 Students = dropout rate of .004%
20) EL Reclassification Rate 2019-2020 Target 80 Students	EL Reclassification Rate 2019-2020 Result = 49 Students
21) D & F Grade Data Total Grades Issued 2019-2020 Target - 16%	D & F Grade Data Total Grades Issued 2019-2020 Result- 19.2%
22) ELA Grade of D or F 2019-2020 Targets Grade of "D" - 1,046 Grade of "F" - 1,105	ELA Grade of D or F 2019-2020 Results Grade of "D" - 2,248 Grade of "F" - 1,622
23) College and Career Indicator 2018-2019 Targets Prepared - 50.6% Approaching Prepared - 17% Not Yet Prepared - 33%	College and Career Indicator 2019-2020 Results which were negatively impacted by the COVID-19 pandemic. Prepared - 28.3% Approaching Prepared - 11.2% Not Yet Prepared - 60.6%
24) Summative ELPAC 2019-2020 Targets Level 4 - 21% Level 3 - 36% Level 2 - 25% Level 1 - 18%	Summative ELPAC 2019-2020 Results Level 4 - 16.4% Level 3 - 37.77% Level 2 - 30.12% Level 1 - 15.71%

Expected	Actual
25) 2019-2020 Maintain Instructional Materials Williams Report Status of “no insufficiencies observed.”	2019-2020 Instructional Materials Williams Report Status Results - “no insufficiencies observed.”

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Continue to fund additional counselors through LCFF to reduce student to counselor ratios. Continue to provide 6 dedicated intervention counselors at specific school sites to support PBIS implementation, improve behavior and promote social emotional development for at risk students, Low Income, and Foster Youth in primarily grades 7 and 9 as outlined in the district Strategic Plan. Grade 7 and 9 counselors will provide support academically and socio-emotionally in order to increase student performance and reduce number of dropouts. Counselors will meet with all students in grades 7 and 9 to establish goals to plan for college and career. The job description for intervention counselors will be reviewed to ensure they have a reduced caseload for students with whom they will provide academic, socioemotional and behavioral support with increased communication with teachers and family. Action has remained the same, only budget has been modified.	1. $246,481.00 2. $395,697.00 1. LCFF - SCG (Low Income) 2. Title I (Site) 1. Resource 0400 Counselor Salary 1210 Benefits 3XXX Mgmt LC01 2. Resource 3010 Counselor Salary 1210 Benefits 3XXX Mgmt LC01 (Site Funded)	1. $201,181.00 2. $268,613.00
1.2. Provide foster youth, low income students and homeless youth with increased services as they are identified and enrolled in the district. Increase services to positively impact school connectedness through funding for involvement in co-curricular as well as school supplies to ensure they are equipped for success in classroom. Ensure all students have materials and supplies to participate in school programs that impact academic achievement and college/career preparation.	$30,000.00 Title I (District) Resource 3010 Instructional supplies 4310 Transportation 5806 Mgmt HOME	$2,866.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.3 Continue to provide increased credit recovery opportunities for at-risk, EL, low income, homeless youth, and foster youth students to increase their opportunities to graduate on time. Opportunities may include but not be limited to the use of online credit recovery programs, independent study options, after school tutoring and dual or concurrent enrollment with the local community colleges. Action has remained the same, only budget has been modified.	$179,098.00 Title I (Site) Resource 3010 Other Services 5808 & 5886 Computer Tech Related Services 5840 Mgmt LC01	$647,710.00
1.4. School site administration will engage school site teachers in the master scheduling process to ensure their master schedule meets the specific needs of their students and identify target programs such as AVID, Spanish for Spanish Speaker, CTE, etc.	$0 N/A N/A	$0
1.5. Continue to employ a Coordinator of English Learner Programs and Interventions. The coordinator will monitor EL student and RFEP student progress through a district–wide system and use the data to implement program and curricular changes to increase their achievement. The coordinator will set goals with school sites to increase the number of students earning the State Seal of Biliteracy. Action has remained the same, only budget has been modified.	1. $74,061.00 2. $74,061.00 3. $35,508.00 1. Title I (District) 2. Title III (District) 3. LCFF SCG (English Learners) 1. Resource 3010 Cert. Supervisor Contract 1316 Benefits 3XXX Mgmt LCEL 2. Resource 4203 Cert. Supervisor Contract 1316 Benefits 3XXX Mgmt LCEL 3. Resource 0790 Cert. Supervisor Contract 1316 Benefits 3XXX Mgmt LCEL	1. $60,281.00 2. $60,281.00 3. $39,139.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.6. Increase the number of English Learner students achieving proficiency and reclassification through the use of intervention/support classes, supplementary instructional materials, afterschool tutoring and student progress monitoring by site EL Coordinator, ELD designated teachers and site administration. Action has remained the same, only budget has been modified.	1. $11,567.00 2. $26,250.00 3. $12,321.00 1. LCFF - SCG (Low Income) 2. Title III (District) 3. LCFF SCG (English Learner) 1. Resource 0400 Instructional Supplies 4310 Mgmt LCEL 2. Resource 4203 Instructional Supplies 4310 Refreshment 4331Other Services 5886 Mgmt LCEL 3. Resource 0790 Certificated Stipend 1950 Benefits 3XXX Mgmt LC01	1. $0 2. $9,557.00 3. $23,986.00
1.7. Provide release time or extra duty for teachers to refine and improve district pacing guides (Rigorous Curriculum Design) as well as revise and align course offerings (new course adoptions) in all subject areas to meet state framework requirements, common core instructional shifts, differentiation for at-risk students and A-G requirements. Curriculum Coordinators will expand Curriculum Advisory Boards for all curricular areas. Department chair representatives and volunteer teacher will serve on district Curriculum Advisory Boards in all curricular areas to support curricular decision making. Teachers will be compensated extra duty if not receiving a stipend.	$79,139.00 LCFFSCG Resource 0400 Extra Duty Certificated 1130 Certificated Subs 1140 Benefits 3XXX Mgmt LC01	$12,355.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.8. Support students meeting the state college and career indicator in the area of career pathways by continuing to fully fund and expand the Career Technical Education Program, CTE courses, dual enrollment courses and other courses that qualify for career readiness. Provide for the necessary personnel as well as instructional materials, equipment, stakeholder awareness, and career exploration not provided through other budget resources such as Perkins, etc. Provide funding to support Career Technical Student Organizations to increase student involvement in career education. Increase student participation in career pathways to reach completer status, especially for students who may not be immediately college bound. Action has remained the same, only budget has been modified.	$815,668.00 LCFFSCG (CTE Programs) Resource 0965 Teacher salaries 1XXX, Benefits 3XXX, Other Book 42XX, Instructional Supplies, 43XX Equipment, 44XX, Travel & Conferences 52XX, Dues/Memberships 53XX, Transportation 57XX, Contracted Services 58XX, Inter-Governmental Fees 59XX, Mgmt LCOP	$800.268.61

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.9. Provide instructional materials and resources to support/increase the implementation of standards-aligned curriculum that reinforces the instructional shifts of common core. Include electronic databases and online subscriptions to provide teachers and students increased access to expository texts and literary materials that support common core. Support textbook adoptions to meet the changes of the California State Standards, the History Social Science Framework and the Next Generation Science Standards. The Director of Common Core will support curriculum and instruction needs across all student groups and all school sites including professional development and stakeholder engagement activities. New materials will specifically align with the needs of at-risk Learners, as well as English Learners, to ensure universal access to the core curriculum with support materials as needed. In addition, in order to increase diverse and inclusive use of the district libraries, VVUHSD is planning a Genrefication organization and additions of flexible seating and maker-spaces. Overall, the Genrefication organization (organizing by subject instead of just the Dewey decimal system) increases comfort and use of the library, especially in students not accustomed to using the library. Flexible seating and maker-spaces increase comfort thereby decreasing stress and providing students the ability to engage their minds in a more productive manner.	1. $2,758,319.00 2. $89,343.00 3. $49,279.00 4. $458,681.00 1. LCFFSCG 2. Title I (District) 3. Title II (District) 4. Lottery Resource 0400 Other Services 5840, Mgmt LC01 Resource 3010 Certificated Salary 1316, Benefits 3XXX Mgmt LC01 Resource 4035 Certificated Salary 1316 Benefits 3XXX Mgmt LC01 Resource 6300 4110 Textbooks Mgmt LC01	1.$54,579.15 2.$50,055.71 3.$50,055.71 4.$1,499.785.80

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.10 Increased access to college visits, college and career fairs, and community events for future college and career planning through study trips and bringing in contracted events for students. Various college events will target foster youth, homeless youth and English Learners as well as other at-risk students. The district will employ the use of the National Student Clearinghouse to track district student enrollment in colleges and universities across the nation.	1. $48,000.00 2. $1,700.00 1. Title I (District) 2. LCFF- SCG (At-Risk) 1. Resource 3010 Transportation 5806 Contracts 5808 Site Licences 5840 Entry Fees/Admission 5886 Mgmt LC01 2. Resource 0400 Other Services 5840 Mgmt LC01	1.$30.059.38 2. $2,125.00
1.11. The TechEd division will continue implementation of the district technology plan. Through the use of LCFFSCG funds and ERate, the district will continue to improve technology infrastructure and replacement of aging equipment such as desktop computers, wifi equipment, etc. at school sites to stay current and meet the needs of staff and students for college readiness and 21st century skills. Increase access to technology and district programs for targeted students to provide them with dedicated equipment in intervention classrooms and English Learner support classrooms. Action has remained the same, only budget has been modified.	$200,000.00 LCFFSCG (AtRisk) Resource 0400 Computers & Other Hardware, 4440 Computer/Tech \Related Services 5840 Mgmt LC01	$44,569.19

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.12. Working with the TechEd division, school sites will adjust their site plans to focus on the use of categorical funds to purchase devices for student use in the classroom for instruction and assessment reducing the device to student ratio to 1 to 1 (1:1). These devices will support the large number of at risk students by providing them increased access to technology, they may not otherwise be able to use, on a daily basis. The Director of TechEd will support all school sites with technology implementation, data disaggregation and professional learning opportunities with a focus on target student groups to increase academic achievement. Action has remained the same, only budget has been modified.	1. $181,909.00 2. $39,213.00 1. Title I (Site) 2. Title I (District) Resource 3010 Comp Related Expenses 4340, Computers & Other Hardware 4440 Mgmt LC01 Resource 3010 Certificated Salary 1316, Benefits 3XXX Mgmt LC01	1. $116,131.00 2. $50,664.00
1.13. Purchase additional instructional materials to assist moderate to severely disabled students access to the CSS. Action has remained the same, only budget has been modified.	1. $44,806.00 LCFFSCG Resource 0400 Instructional Materials 4310 Mgmt LC01	1. $2,453.67
1.14. TechEd will continue to employ two additional staff to regularly provide support for teachers and administration to collaborate on data compilation, disaggregation of data, and data uploading to various online sources such as Cal Grant, etc. Additional staff has been required to the increase in the enrollment of at-risk students which has resulted in more technology dedicated to sites to increase academic achievement of of targeted student groups. Additional professional development will be provided to all staff in regards to Aeries, CalPads, understanding data requirements, timelines, and skills to navigate data manipulation requirements in order to best support the academic needs of students most at-risk of not graduating. Action has remained the same, only budget has been modified.	$269,505.00 LCFFSCG (AtRisk) Resource 0400 Classified Salary 2213, Benefits 3XXX Mgmt LC01	$267,970.62

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.15. Continue to support the Bridge Program aligned with Victor Valley College by identifying a counselor at each campus who will help identify and recruit students. Students will earn priority enrollment and the bridge counselor will support them with the process. Bridge counselor will be provided extra duty pay for activities and job duties related to the Bridge Program that extend beyond the contractual day. Action has remained the same, only budget has been modified.	$5,479.00 Title I (District) Resource 3010 Certificated Extra Duty 1230, Benefits 3XXX Mgmt LC01	$30.10
1.16. Through increased college and career counseling, District and site administration, with the support of counselors and career center technicians, will work with local community colleges (specifically Victor Valley College) to establish/ maintain a concurrent enrollment and continue to increase the dual enrollment program. Students will have the opportunity to earn an AA or AS degree upon completion from high school. Action has remained the same, only budget has been modified.	$115,000.00 College Readiness Block Grant (Carryover) Resource 7338 Textbooks 4110 Mgmt LC01	$65,523.78
1.17. School sites may designate funding for student study trips that align with academic standards and college exploration to promote student achievement. Support transportation, admission fees, and chaperone funding necessary to increase the number of targeted students groups engaging in beyond the classroom learning experiences. Action has remained the same, only budget has been modified.	$103,000.00 Title I (Site & District) Resource 3010 Student Transportation 5720 Outside Transportation 5806 Admission Fees 5886 Mgmt LC01	$308,197.64

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.18. The Coordinator of CTE will support counseling staff with the promotion of all available career pathways throughout the district to increase student awareness and choices available regarding college and career focus. The coordinator will also support the expansion of career opportunities through CTE by exploring greater opportunities for the district and school sites to strengthen ties with the business community, involving the counseling staff whenever possible. The coordinator will work with the middle school programs to align current vocational courses to the career pathways at the high schools. This will also include increased services for special education students through support of a workability liaison. Action has remained the same, only budget has been modified.	$77,867.00 LCFF SCG (Supplement Special Education) Resource 6520 Clerical Salary 2410, Benefits 3XXX Mgmt LC03	$69,272.23
1.19. Continue to employ a TOA Middle School Math coach and a TOA High School Math Coach in order to increase teacher support with content and instructional strategies to support the instructional shifts of concepts and the eight mathematical practices. Action has remained the same, only budget has been modified.	$297,466.00 Title I (District) Resource 3010 Certificated Salary 1110, Benefits 3XXX Mgmt LC04	$300,278.53
1.20. VVUHSD will increase instructional time by 5 minutes daily to provide additional support for our growing population of at-risk learner and improve student academic outcomes. In addition to increased instructional time, 9 general education teachers will be employed to reduce classes and accommodate increased enrollment.	$885,429.00 LCFFSCG Resource 0400 Salary 1110 Benefits 3XXX Mgmt LC01	$840,613.94
1.21. Increase the number of students applying to and being accepted to a college or university by increasing the following services: • Embed post high school test preparation by providing college entrance test during the school day (PSAT 8/9, PSAT/NMSQT, SAT, AP • Provide additional materials and online programs for student to prepare for the SAT, ACT, and other college readiness exams	$233,402.00 LCFFSCG Resource 0400 Testing 4354 Mgmt LC01	$101,395.50

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.22. Continue to provide academic interventions to support targeted student groups to increase academic achievement and reduce credit deficiency towards graduation through the following services: • Provide RTI support before and after school through a dedicated tutoring programs and APEX or GradPoint online courses at all school sites. • Targeted short term independent study for minor credit deficient students. • Provide 0 and/or 7th period credit recovery at the comprehensive high schools. • Offer students the opportunity to take independent study with a certificated teacher to remediate the chapters or units of study needed to complete course without having to repeat and entire course. • Provide transportation for students to attend 0/7th period course and afterschool RTI. Through community collaboration and the ASES program, Victor Valley Union High School District will provide after school learning experiences that develop students' academic, social, emotional, and physical needs and interests of students; through hands-on, engaging, student-centered, results-driven, learning activities that complement learning activities in the regular school day.	$550,763.00 Title I (Site) Resource 3010 Certificated Extra Assign. 1130, Instructional Supplies 4310, Audio/Visual 4311, Other Books 4210, Other Classified Pay 2950, Benefits 3XXX, Comp/Tech 4XXX. District Transportation 5720, Technology Support 5840 Mgmt SESV	$443.064.08
1.23. Implement a chronic absentee intervention program district-wide called Attention 2 Attendance by School Innovations & Achievement in order to reduce chronic absenteeism and target most at-risk groups such a low income, Foster Youth and Homeless Youth which data demonstrates have high rates of absenteeism. Continue and expand incentive programs to encourage and reward positive attendance. Use information during parent meetings and staff meetings to focus on chronic absenteeism and increase use of SARB process. Action has remained the same, only budget has been modified.	1. $9,046.00 2. $59,000.00 Title I LCFF-SCG (AtRisk) Resource 3010 Instructional Materials 4310 Mgmt LC01 Resource 0400 Contract Services 5808 Mgmt LC01	1. 0 2. $59,900.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.24. Continue to fully fund adult education and begin the accreditation process to earn WASC accreditation for the adult education diploma. Increase student support with the transition to the adult education program. Counselors will identify students who are approaching age 18 and are candidates for adult education due to their credit status and intervene early in order to help them transition to adult education to earn a diploma.	$508,083.00 Adult Education Resource 6391 : Certificated Salary 1XXX, Classified Salary 2XXX, Benefits 3XXX, Instructional Supplies 4XXX, Other Services 5XXX : Mgmt LC01	$452,574.65
1.25. Provide a transition programs/events for incoming students along with providing close articulation and collaboration between middle school and high schools (HS Academic Connections from 8th to 9th, Grade 7 Boot Camps, etc. for at-risk students in particular) to ensure proper placement and establish a five year plan for each incoming freshman. The intervention counselors will focus primarily on English learners, at-risk, foster youth and homeless youth to ensure they have an educational plan in place. Action has remained the same, only budget has been modified.	$61,041.00 LCFFSCG (AtRisk) Resource 0400 : Refreshments 4331, Instructional Materials 4310, Outside Transportation 5806, Other Services 5886 : Mgmt LC01	$0
1.26. The District will provide transportation to all students who live within the district boundaries, but outside the district walking limitation, for McKinneyVento students, homeless students, and foster youth or other low income students who are unable to secure transportation to school. The district school bussing services, as well and public transportation, are funded by the district LCFFSCG. The amount the district supplements the transportation program is approximately $3,842,021.00 or 21% of the SCG. This service is extremely important to decrease chronic absenteeism and increase the attendance of homeless youth, foster youth and low income students, therefore increasing their academic achievement, by attending consistently and increasing their opportunity to graduate.	$3,842,021.00 LCFFSCG Resource 0000 : Classified Salary 2XXX, Benefits 3XXX : Mgmt 0000	$4,228,894.44

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.27. (Moved from 2017-18 Goal 4, Action/Service 4.11) Establish ongoing EL parent/family meetings, with language translation, with counselors for the purpose of explaining college and career paths and interventions and supports available.	$0 N/A N/A	$0
1.28 District will reduce the teacher to student ratio for select special education services using SCG funds to increase services to our students with disabilities through the hiring of additional severely handicapped teachers.	$312,675.00 LCFFSCG (Supplement Special Education) Resource 6500 : Certificated Salary 1110, Benefits 3XXX : Mgmt LC01	$355,314.82

Goal Analysis

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

Actions and Services for Goal 1 were generally implemented as planned with a few exceptions. Action 6 includes $11,567 in LCFF/SCG funding for supplementary instructional supplies and was duplicate funding for ELs out of SCG. The funding was shifted and expended in the area of after school tutoring for EL students by certificated staff. Actin 9 included the funding set aside for the science adoption and due to the COVID-19 pandemic, the science adoption piloting was put on hold until the 2020-2021 school year. The funding was then shifted to online/digital materials and prepare for the purchase of selected adoption materials. Action 15 for the additional compensation for the VVC Bridge Counselor was not necessary due to the fact the counselors are already compensated by VVC. This action item will not longer be included in the LCAP. Action 11 set aside funding to improve technology infrastructure and replacement of aging equipment but this funding course was not used due to the fact that the district received significant amounts of learning loss funding from state and federal resources (GEER, RESSR, etc.) and therefore will reserve the budgeted funding for future use to support technology needs in the future once the district has exhausted all grant funding. Action 25 was unable to be implemented due to COVID-19 and the transition programs for incoming grade 7 and 9 were done virtually and there was no need for the material and transportation expenditures. This funding was shifted to provide additional services for virtual learning including the purchase of online materials for courses that did not have a blended or online component to the curriculum, such as supplementary history/social science AP courses, Carone Learning for PE and foreign language, but will be provided again in the future once restrictions for in-person campus visitations are allowed.. In general, all other actions/services were implemented as planned. School sites are aligning the SPSAs with the LCAP an ensuring the implementation of goal 1 district wide.

The following actions were fully implemented and the budgeted funds were used to fund the action as anticipated: 1,3,4,5,6,8,10,12,14,16,17,18,19,20,21,22,23,24,26,27,28. Each action has very little difference between budgeted and actual expenditures. The following actions did have materials differences: Action 2: The foster youth and low-income funding to provide school supplies was underutilized due to the fact this target population was served by the funding allocated in action 3. Action 7: The rigorous curriculum design teams and the curriculum advisory boards were slowly phased out during the the school year and stopped meeting completely due to COVID-19. The funding was partially used to pay the members the extra duty for their attendance. Action 9 included a large funding set aside for the adoption of a new science curriculum. This was immediately placed on hold for the remainder of the year and the pilot suspended due to COVID-19. These funds will remain as a set aside for the 2020-2021 school year in order to resume the piloting process and select a new science adoptions for grades 7 - 12. Action 11: the funding for the technology upgrades was under utilized due to the fact that the district participated in the eRate program and received significant reimbursement for technology upgrades. The district also used the emergency funding provided by the state and federal government to provide a majority of the student and staff technology needs due to the pandemic. Action13: The severely handicapped program required less materials for the program but will continue have access annually to the LCFF fund in order to provide the students with a high quality program. Action15: The funding for the Victor Valley College Bridge Counselor at each school site in the district was no longer needed due to the fact that VVC provided them a stipend instead. Action 25: The incoming student transition activities were canceled due the pandemic and the funding was no longer needed for the events. Overall, VVUHSD has successfully implemented the 2019-2020 LCAP actions and services, even in light of the pandemic and sudden transition to distance learning.

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

VVUHSD was very successful in the implementation of the majority of actions for the 2019-2020 LCAP. Goal 1 primarily focused on the academic needs of students and the program and materials required to successfully meet the state priorities. The major challenge for successful implementation was the the COVID-19 pandemic and the shift to virtual instruction as of March 30th, 2019. Some of the actions required in-person support while other were able to continue in a virtual or on-line learning environment. A major success was our use of technology and the support by district and site EdTech personnel. Their training and expertise made a huge difference for our students and staff with the shift to in-person instruction by providing one on one support and helping to distribute devices and hotspots. Another extremely successful program was the expansion and A-G approval of our CTE courses in the district. We have increased out number of pathways completers which, in turn, increased the district performance on the college an career indicator which is green.

Goal 2

VVUHSD will provide a safe learning environment for students and staff, with comprehensive safety standards, conducted in clean facilities that supports a positive school climate with family engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: 3
4 5
6 7
8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
1) District Graduation Rate 2019-2020 - Target 86.2% (California School Dashboard)	Working with the individual schools, we were able to fix the data around graduation for the class of 2020. It is important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect. Below is the class of 2020 graduation rate based on local data provided by Aeries: Silverado High School: 95.25% Adelanto High School: 94.52% Victor Valley High School: 89.68% Cobalt Institute of Math & Science: 100% University Preparatory School: 100% Goodwill High School and Goodwill Independent study are the alternatives schools. The GHS had 63 seniors at the start of the year but due to the flexible enrollment and the DASS school criteria, many students enter and exit throughout the year. However, by the end of the year 49 graduated. As for GIS, 83 started out as seniors and 60 graduated. Cohort Graduation Rate - All Students - 2019-2020 - Results Unavailable in the California School Dashboard SIS Aeries 1 year graduation rate = 9%

Expected	Actual
2) Graduation Rate - Hispanic - 2019-2020 - Target 89.3% (California School Dashboard)	Cohort Graduation Rate - Hispanic - 2019-2020 - Results Unavailable in the California School Dashboard SIS Aeries 1 year graduation rate = 88%
3) Graduation Rate - African American - 2019-2020 - Target 78.1% (California School Dashboard)	Cohort Graduation Rate - African American - 2019-2020 - Results Unavailable in the California School Dashboard SIS Aeries 1 year graduation rate = 86%
4) Graduation Rate - White - 2019-2020 Target 85.4% (California School Dashboard)	Cohort Graduation Rate - White - 2019-2020 - Results Unavailable in the California School Dashboard SIS Aeries 1 year graduation rate = 89%
5) Graduation Rate - English Learners - 2019-2020 Target 77.7% (California School Dashboard)	Cohort Graduation Rate - English Learners- 2019-2020 - Results Unavailable in the California School Dashboard SIS Aeries 1 year graduation rate = 78%
6) Graduation Rate - Special Education - 2019-2020 Target 57.8% (California School Dashboard)	Cohort Graduation Rate - Special Education - 2019-2020 - Results Unavailable in the California School Dashboard SIS Aeries 1 year graduation rate = 46%
7) Graduation Rate - Foster Youth - 2019-2020 Target 58.8% (California School Dashboard)	Cohort Graduation Rate - Foster Youth - 2019-2020 - Results Unavailable in the California School Dashboard SIS Aeries 1 year graduation rate = 55%
8) Graduation Rate - Foster Youth - 2019-2020 Target 58.8% (California School Dashboard)	Cohort Graduation Rate - Hispanic - 2019-2020 - Results Unavailable in the California School Dashboard SIS Aeries 1 year graduation rate = 88%
9) SBAC English Language Arts: % Standard Met or Exceed (CAASPP) Targets 2018-2019: Grade 7 41% Grade 8 38% Grade 11 51%	No outcome for the 2019-2020 as SBAC was cancelled due to COVID-19 pandemic.
10) SBAC Mathematics: % Standard Met or Exceed (CAASPP) Targets 2018-2019: Grade 7 27% Grade 8 23% Grade 11 19%	No outcome for the 2019-2020 as SBAC was cancelled due to COVID-19 pandemic.

Expected	Actual
11) A-G Completion % (Dataquest) 2018-2019 Target - 25.9%	A-G Completion % (Dataquest) 2018-2019 Result - 40.1% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.)
12) District Attendance Rate (Local Data): Target - 98%	Result - 96.18% - The local attendance rate data was collect from month 1 - August through month 6 January for each school site. Beginning in month 7, February the data collection for attendance rates were only collected for 4 of the district school sites. In month 8, March, the data was not longer collected due to the COVID-19 outbreak and the shut down of the school district due to the pandemic.
13) AP Enrollment Data 2019-2020 Target 1,721	AP Enrollment Data 2019-2020 Result 1,104 students (College Boardl)
14) AP Passing Rates 2018-2019 - Target 19.9% 3 or Better Exam Score	AP Passing Rates 2018-2019 - Result 53% of students with a 3 or Better Exam Score
15) D & F Grade Data Total Grades Issued 2019-2020 Target - 16%	D & F Grade Data Total Grades Issued 2019-2020 Result- 19.2%
16) OMS Parent Attendance Data - Target (5%) 1,406 (Local Data)	OMS Parent Data - Results (Local Data) impacted by COVID-19 pandemic. District-wide 970 Parents or 69% of target.
17) Panorama Parent Climate Survey Targets: 2019-2020 1. Climate of Support for Academic Learning - 93% 2. Sense of Belonging (School Connectedness) - 93% 3. Knowledge and Fairness of Discipline, Rule and Norms - 90% 4. Safety - 89%	Panorama Parent Climate Survey Results: Winter 2019-2020 1. Climate of Support for Academic Learning - 88% 2. Sense of Belonging (School Connectedness) - 89% 3. Knowledge and Fairness of Discipline, Rule and Norms - 87% 4. Safety - 82%
18) Panorama Staff Climate Survey Targets: 2019-2020 1. Climate of Support for Academic Learning - 90% 2. Knowledge and Fairness of Discipline, Rule and Norms - 81% 3. Sense of Belonging (School Connectedness) - 73% 4. Safety - 61%	Panorama Staff Climate Survey Results: Winter 2019-2020 1. Climate of Support for Academic Learning - 88% 2. Knowledge and Fairness of Discipline, Rule and Norms - 78% 3. Sense of Belonging (School Connectedness) - 69% 4. Safety - 55%

Expected	Actual
19) Panorama Student Climate Survey Targets 2019-2020: 1. Climate of Support for Academic Learning - 70% 2. Safety - 69% 3. Knowledge and Fairness of Discipline, Rule and Norms - 60% 4. Sense of Belonging (School Connectedness) - 53%	Panorama Student Climate Survey Results Winter 2019-2020: 1. Climate of Support for Academic Learning - 79% 2. Safety - 77% 3. Knowledge and Fairness of Discipline, Rule and Norms - 82% 4. Sense of Belonging (School Connectedness) - 55% 5. Valuing of ELA & Math - 80% 6. Teacher-Student Relationships - 53%
20) CTE Enrollment Target - 3,800 or greater	CTE Enrollment 2019-2020 Enrollment Results 3,275 students (CALPADs)
21)College and Career Indicator 2018-2019 Targets Prepared - 50.6% Approaching Prepared - 17% Not Yet Prepared - 33%	College and Career Indicator 2019-2020 Results which were negatively impacted by the COVID-19 pandemic. Prepared - 28.3% Approaching Prepared - 11.2% Not Yet Prepared - 60.6%
22) District High School 9-12 Adjusted Dropout Rate 2018-2019 Target - 4.9% (Dataquest)	2019-2020 Enrollment 7,918 Students in Aeries and CALPADS Dropout Coded - 118 Students = dropout rate of .015%
23) Middle School Dropout Rate 2018-2019 Target - 1% (Dataquest)	2019-2020 Enrollment 2,767 Students in Aeries and CALPADS Dropout Coded - 10 Students = dropout rate of .004%
24) Annual Safety Drill Data (Local Data) 2019-2020 Targets: University Preparatory School-- LOCKDOWN 3 EARTHQUAKE 3 FIRE 3 Goodwill High School -- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2 Cobalt Institute of Math & Science-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 4 Hook Junior High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 4 Lakeview Leadership Academy-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 4 Adelanto High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2 Silverado High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2 Victor Valley High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2	2019-2020 Results : The remaining safety drills did not take place due to the pandemic and the schools closing on March 13th, 2020. University Preparatory School-- LOCKDOWN 1 EARTHQUAKE 1 FIRE 1 Goodwill High School -- LOCKDOWN 3 EARTHQUAKE 2 FIRE 2 Cobalt Institute of Math & Science-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 3 Hook Junior High School-- LOCKDOWN 1 EARTHQUAKE 1 FIRE 1 Lakeview Leadership Academy-- LOCKDOWN 1 EARTHQUAKE 1 FIRE 4 Adelanto High School-- LOCKDOWN 2 EARTHQUAKE 1 FIRE 4 Silverado High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2 Victor Valley High School-- LOCKDOWN 1 EARTHQUAKE 1 FIRE 1

Expected	Actual
25) Safety Restraint Data 2017-2018 (Local Data) 2019-2020 Targets: INCIDENTS OF RESTRAINTS Adelanto High School - 2 Silverado High School - 24 Goodwill High School - 0 Victor Valley High School -9	2019-2020 Results: INCIDENTS OF RESTRAINTS Adelanto High School - 0 Silverado High School - 9 Goodwill High School - 0 Victor Valley High School - 5

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Continue to assess district and school climate as well as parent/guardian feedback on satisfaction in areas measured by the state indicators and California School Dashboard. Climate assessments will be completed at the beginning of the year and be accessible by staff. Climate surveys will dis-aggregate data for at-risk groups such as foster youth and English Learners.	$32,000.00 LCFF-SCG contribution Special Education Dis-proportionality Resource 3312 Other services 5808 Mgmt LC02	$37,000 Title I instead of Dispro Funds - the account code was changed
2.2 Provide additional funding for school sites to offer additional resources (conferences, guest speakers, parent education programs, cultural proficiency, etc.) to parents/guardians to increase attendance at school site meetings and events. Support parents/guardian in their understanding of educational initiatives when they are serving as members of a committee such as DAC, SSC, ELAC or DELAC by offering conferences and training opportunities. Allow for refreshments and child care when needed. Action has remained the same, only budget has been modified.	$24,669.00 Title I (Sites) Resource 3010: Refreshments 4331, Comp Software 4340, Office Items 4350, Other Supplies 4390, Other Inventory 4490, Other Services 5808 : Mgmt LC02	$9,465.13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.3 Offer College & Career events that involve parents, such as: College Application Workshops (Grades 11-12), College Information Workshops (Grades 9-12), Financial Aid Workshops (Grades 11-12), FAFSA Workshops (Grade 12), Scholarship Workshops (Grades 10-12) and K-16 Bridge Information Evenings. (SP, Strat.3, Spec.Rslt.2,II.A) Schools will ensure focus on target groups of student such Special Education, EL, Low Income, and Foster Youth.	$7,232.00 Title I (District) Resource 3010 District Transportation 5806 Admission Fees 5886 Mgmt LC02	$0
2.4 Hold annual meetings, led by counselors, teachers or administrative staff, with parents to educate/update parents on their child(ren)'s progress towards graduation and/or college & career readiness. Ensure the events for parents/guardians of targeted EL students are bilingual. The district will continue to employ a district translator to support all school and district events and meetings when needed to ensure communication with bilingual families. Action has remained the same, only budget has been modified.	$55,445.00 Title I (District) Resource 3010 : Interpretation 2211, Benefits 3XXX : Mgmt LC02	$100,530.24
2.5 Continue to employ a Public Engagement Information Manager for the purpose of increasing communication district wide about services and opportunities for families to receive support through specialized targeted programs and other needs based information. This position is important to help increase attendance and parent participation, particularly with our low income families.Victor Valley is 100% low income as a district and the need for a variety of communication of services for our target families is vital to student success. Action has remained the same, only budget has been modified.	$109,858.00 LCFFSCG (AtRisk) Resource 0400 : Classified Supervisor 2313, Benefits 3XXX : Mgmt LC02	$119,964.22
2.6 As school sites determine their college and career readiness needs, they will evaluate their needs and utilize the support of a career center technician or an additional college counseling needs through the SPSA process. Ensure that ALL high schools/school of choice have a dedicated career/college guidance technician who is highly trained to support all students' needs. Action has remained the same, only budget has been modified.	$317,076.00 LCFFSCG (AtRisk) Resource 0400 : Classified Salary 2410, Benefits 3XXX : Mgmt LC02	$344,958.77

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.7 Provide support for a Parent Center at school sites who have employed a Family Engagement Liaison. The Family Engagement Liaison will support and monitor parent engagement. They will also support the school sites with the annual parent survey/evaluation, parent attendance at workshops monitoring using OMS, and provide events to help parents navigate the school system. Action has remained the same, only budget has been modified.	1. $258,486.00 2. $46,838.00 1. Title I (Site) 2. LCFF/SCG (EL) 1. Resource 3010 : Classified Salary 2950, Benefits 3XXX : Mgmt LC02 2. Resource 0790 : Classified Salary 2950, Benefits 3XXX : Mgmt LC02	1.$240,924.71 2. $45.984.98
2.8 (Moved from 2017-18 Goal 8, Action/Service 8.1) Maintain a district-wide safety committee who will support district safety though/by: • Revise the district-wide safety plan for all school sites and departments annually. Ensure the plan has clear primary and back-up roles and responsibilities for all staff at school sites and the district to perform in an emergency situation. Include professional learning for personal enrichment of staff in CPR, first aide, etc. • Performing site assessments to determine potential liabilities and create timelines to address both correction and prevention. • Ensuring police, probation and emergency responders are included in the creation of the safety plans. • Utilizing a monthly/quarterly calendar of required safety drills (fire, earthquake, and intruder) in compliance with California Education Code, to include submission of evidence to Risk Management. • Coordinate the planning and implementation of regular staff training on safety-plans district-wide.	$0 N/A N/A	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.9 (Moved from 2017-18 Goal 8, Action/Service 8.3) Create a team at each school site for safety and support. The team will meet quarterly to: • Establish a school site crisis team led by a site administrator with essential personnel to support students and staff in a crisis. • Schedule and coordinate training for the team and establish crisis protocols, mental health issues and socio-emotional support skills which staff is informed about annually. • Establish and coordinate training for staff on emergency response procedures. • Provide revisions to the school site safety plan.	$0 N/A N/A	$0
2.10 Provide workshops/ professional development opportunities to certificated and classified staff enhance the practices, safety and security of our students and staff. Support customer service training and job-alike training for classified staff to ensure high quality service to staff and families. The training will also provide staff with skills and supports to help serve our low income families, and identify foster youth and homeless youth, to ensure they are receiving supplementary services at the school sites. Action has remained the same, only budget has been modified.	$52,875.00 LCFFSCG (AtRisk) Resource 0400 : Certificated Subs 1140, Classified Aides Subs 2140, Campus Aide Subs 2245, Classified Office/Admin Sub 2440, Benefits 3XXX, Conference 5220, Other Contracts : 5808 Mgmt LC02	$5,547.06
2.11 Conduct an annual review of the effectiveness of campus safety officers at all schools and establish guidelines for staffing based on student numbers and safety related incidents. Continue to provide training for safety officers and recruitment/training of substitute safety officers. Contract for law enforcement services for probation officers and school resource officers (SROs) for student safety and SARB. Probation officers will provide on campus supports for at risk students in areas including anger management, drug/alcohol abuse, and other socialemotional programs. Probation Officers and SROs will conduct home visits for students who are chronically absent including homeless and foster youth.	$606,305.00 LCFFSCG (AtRisk) Resource 0400 : Judicial Services 5824 : LC02	$554,639.80

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.12 Based on potential funding resources, VVUHSD will explore hiring Board Certified Behavior Analyst to support identified students with interventions and supports during the 2019-2020 school year. Schools will be selected for services based on academic and behavioral data as well as the duplicated student groups who are demonstrating a need for behavioral intervention. Employment will depend on available funding that may be allocated during the 2019-2020 school year.	$0 TBD TBD	$0

Goal Analysis

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

All funds budgeted for Goal 2 in the 2019-2020 LCAP were used to provide the services described in each action. Action 1 had a change in the funding source to provide continued surveys and data collection regarding climate and discipline. In the previous two years, the district had general fund money set aside to address disproportionality (dispro) concerns based on our districtwide disciplinary data. Once we moved out of dispro, the district was not required to to continue this service but we chose to keep using Panorama and support the LCAP process and collect climate and social emotional data for self evaluation purposes. We moved this expenditure to Title I because of the supports Panorama provided teachers and students surrounding SEL. Action 3 was the only action in which the funding was not utilized to complete the service. The College and Career events provided by the district were often supported and funded by the school sites. VVUHSD still held the annual UCAN College Fair at Adelanto High School in fall of 2019 and the career center technicians, in conjunction with the school site counselors and administration provided college visits to local and regional colleges and universities. The school site organized college visit were paid by school site Title I funding. When reviewing action 12, the exploration of hiring a board certified behavior analysts, this action did not have funding associated due to the fact the district was still determining the need of such a position for our special education department. This position was not established during the 2019-2020 school year.

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

VVUHSD was very successful in the implementation of the majority of actions for Goal 2 of 2019-2020 LCAP. The major challenge for successful implementation was the the COVID-19 pandemic and the shift to virtual instruction as of March 30th, 2019. Some of the actions required in-person support while other were able to continue in a virtual or on-line learning environment. Goal 2 primarily focused on safe and

positive learning environments for students as well as stronger family engagement. The following actions were successfully implemented with little materials difference between budgeted and actual expenditures: 1, 2,,4, 5, 6, 7, 8, 9, 11, 12. Action 3, which focused on college and career events was primarily funded by the school site funding, the district funds set aside were not necessary to accomplish this action. Action 10: The professional learning funds set aside for the classified staff to provide safety training, SEL strategies and other targeted PD needs was underutilized and will be a stronger area of focus for the 2022-2024 LCAP. This goal includes many metrics that are used to measure the success of actions implemented but the primary climate metrics are the Panorama surveys. The student climate survey surpassed the established targets with student reporting an increase in academic support, safety, knowledge of rule and norms and school connectedness. This district added two additional areas, valuing of English and math in teacher-student relationships. The survey provided information that even though the only 53% of students reported a strong connection between students and teachers, the comparison to similar districts was 70th percentile on this topic. Even more notably, when looking at the available sub-group data, EL students reported 56%, and special education students reported 63%. This is a positive sign the efforts the schools and district are making to provide an effective learning environment is making an impact. The family and staff climate surveys did not reach the intended targets but survey was given in winter of 2020 which was in the middle of the pandemic and we were in a virtual learning environment which may have impacted the survey results differently than in-person instruction. There was also a significant difference between staff male and female responses to the climate survey. Males demonstrate between +1 and +8 percentage increase in all areas while the female staff members demonstrated between -2 and -7 percent decrease in all areas. The district need to understand why female staff members feel marked less positive about the climate in the district and at school sites. As for the family survey, the survey results demonstrate positive growth in grade 7 and and then experiences a downward trend with each higher grade level. This may also be data that required more in-depth investigation by the district and school sites. Overall, VVUHSD is making growth in achieving their goal of providing a safe and positive learning environments for students as well as stronger family engagement

Goal 3

VVUHSD will ensure all students learn in a supportive environment with highly qualified teachers, who are provided opportunities for meaningful professional learning, and who participate in a collaborative culture of continuous improvement for student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1
4
7
8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
1) District High School 9-12 Adjusted Dropout Rate 2018-2019 Target - 4.9% (Dataquest)	2019-2020 Enrollment 7,918 Students in Aeries and CALPADS Dropout Coded - 118 Students = dropout rate of .015%
2) District High School 9-12 Adjusted Dropout Rate 2018-2019 Hispanic/Latino Target <1.5%	2019-2020 Enrollment 7,918 Students in Aeries and CALPADS Dropout Coded - 52 H/L Students = dropout rate of .007%
3) District High School 9-12 Adjusted Dropout Rate 2018-2019 Asian Target > 1%	2019-2020 Enrollment 7,918 Students in Aeries and CALPADS Dropout Coded - 0 Asian Students = dropout rate of 0%
4) District High School 9-12 Adjusted Dropout Rate 2018-2019 African American Target > 2.0%	2019-2020 Enrollment 7,918 Students in Aeries and CALPADS Dropout Coded - 26 AA Students = dropout rate of .003%
5) District High School 9-12 Adjusted Dropout Rate 2018-2019 White Target - 4.0%	2019-2020 Enrollment 7,918 Students in Aeries and CALPADS Dropout Coded - 8 White Students = dropout rate of .001%
6) District High School 9-12 Adjusted Dropout Rate 2018-2019 Two or More Races Target - 6.6%	2019-2020 Enrollment 7,918 Students in Aeries and CALPADS Dropout Coded - 2 Two more Races Students = dropout rate of .0002%
7) SBAC English Language Arts: % Standard Met or Exceed (CAASPP) Targets 2018-2019: Grade 7 41% Grade 8 38% Grade 11 51%	No outcome for 2019-2020 as SBAC was cancelled due to COVID-19 pandemic.
8) SBAC Mathematics: % Standard Met or Exceed (CAASPP) Targets 2018-2019: Grade 7 27% Grade 8 23% Grade 11 19%	No outcome for 2019-2020 as SBAC was cancelled due to COVID-19 pandemic.
9) ELA Grade of D or F 2019-2020 Targets Grade of "D" - 1,046 Grade of "F" - 1,105	ELA Grade of D or F 2019-2020 Results Grade of "D" - 2,248 Grade of "F" - 1,622

Expected	Actual
10) A-G Completion % (Dataquest) 2018-2019 Target - 25.9%	A-G Completion % (Dataquest) 2018-2019 Result - 40.1% (Important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect in Dataquest.) Based on local information provided by SIS Aeries the 2019-2020 A-G completion rate is 34% districtwide.
11) AP Enrollment Data 2019-2020 Target 1,721 (College Board)	AP Enrollment Data 2019-2020 Result 1,104 students (College Board)
12) AP Passing Rates 2018-2019 - Target 19.9% 3 or Better Exam Score (College Board)	AP Passing Rates 2019-2020 - Result 42% of students with a 3 or Better Exam Score

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 (Moved from 2017-18 Goal 5, Action/Service 5.1) 3.1) Establish various Adhoc professional development committees that empower stakeholders in the planning, implementation and coordination of professional development opportunities. Provide extra duty for staff to attend committee meetings beyond the contractual day.	$0 N/A N/A	$0
3.2) Maintain one central location to store information regarding professional development attendance that is easily accessible. (OMS). Provide consultants, district experts or other services to support staff professional development. Action has remained the same, only budget has been modified.	$31,476.00 Title II (District) Resource 4035 : Object 5808, Site License 5840 : Mgmt LC03	$111,354.48

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.3) The district will provide equitable professional development for counselors, teachers and administration (site and district) in areas that directly impact student achievement, effective data analysis, EL strategies, student wellness and alignment of district and site goals to the state priorities and dashboard indicators. Allow for consultants and conferences to provide expert professional development. Provide extra pay for staff to attend district designed professional development beyond the contractual day. Design a two day professional development program for certificated staff prior to the start of the school to reinforce best practices, socioemotional learning and curriculum alignment. Employ an evaluative inquiry process to monitor and guide district professional development. A professional learning committee will support the design of the summer professional development. Action has remained the same, only budget has been modified.	$376,356.00 Title I (District) Resource 3010 : Certificated Extra Assign 1130, Certificated Subs 1140, Benefits 3XXX, Conferences 5220, Other Contracts 5808 : Mgmt LC03	$126,525.07
3.4) Employ district coordinators to support professional learning and curriculum/content development in the areas of math, science, history/social science and English through district categorical funding. The coordinators will also support other content areas as needed with curriculum/content development. The coordinators will support rigorous curriculum design and curriculum advisory board organization and implementation.	1. $74,655.00 2. $298,620.00 1. Title II (District) 2. Title I (District) 1. Resource 4035 : Certificated Contract 1316, Benefits 3XXX : Mgmt LC05 2. Resource 3010 : Cerificated Contract 1316, Benefits 3XXX : Mgmt LC05	1. $76,642.04 2. $306,569.20
3.5) (Moved from 2017-18 Goal 1 Action/Service 1.14) Provide professional development for counselors and career center technicians in college entrance requirements, financial aid options for low income students, the Dream Act and other information to increase equitable access to UC/CSU/CC for targeted student groups.	$20,000.00 Title II (District) Resource 4035 Travel & Conf 5220 Other Contracts 5808 Mgmt LC03	$6,091.28

Goal Analysis

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

All funds budgeted for Goal 3 in the 2019-2020 LCAP were used to provide the services described in each action. The funds in action 3 that were underutilized were used for teacher professional learning during the redesigned and innovative virtual teacher professional learning event offered July 27-29, 2020 which focused on virtual learning and online platforms in order to support the shift to distance learning in the 2020-2021 school year. This event continued to provide high quality professional learning for teachers by focusing on four primary areas: Academic Instructional Tool and Curriculum Implementation, Assessment, Distance Learning, and Social Emotional Support and Multi-tiered Systems of Support. Actins that were determined to be most successful was the creation and implementation of our new Integrated 1 Math 9 course and the support provided by the district coordinators and math coaches to provide this structured course that is A-G approved. The following actions were successfully implemented with little materials difference between budgeted and actual expenditures: 1,2,4,5. Action 3 primarily focused on professional development for all staff. The estimated budget was larger due to the fact that the majority of the professional learning is organized to take place beyond the contractual day which requires compensation for staff. This VVUHSD provided an exemplary professional learning program for all instructional staff and paraprofessionals, with the majority of the professional learning integrated into the contractual day. This was especially true for the transition to distance learning when the pandemic forced the closure of school districts in March of 2020. Between March 13th and March 30th, the VVUHSD Educational Services Department provided layers of professional learning and developed a distance learning website in order to prepare for and support our instructional staff with the shift to a virtual learning environment. The professional development opportunities were not limited to district staff. We also developed a family learning program called Parent University, to help them acquire the skills regarding online learning tools and technology in order to support their students in the home. We also developed training videos for students as well to ensure they also could navigate the learning management platforms such as Google Classroom and Canvas.

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

Goal 3 primarily focused on professional learning for teachers and staff to ensure a high quality instructional program. VVUHSD was very successful in the implementation of the majority of actions for Goal 3 of 2019-2020 LCAP but the major challenge for successful implementation was the the COVID-19 pandemic and the shift to virtual instruction as of March 30th, 2019. Some of the actions required in-person support while other were able to continue in a virtual or on-line learning environment. The teachers' struggled with redesigning lessons for a virtual format and the coordinators and instructional coaches were all learning new strategies and learning management systems along side teachers. In addition to the shift in the instructional models to virtual, the district and staff had shift many of our instructional materials to an electronic or online format. This required swift movement by teachers and district staff to identify and purchase digital versions of materials or supplementary digital materials. This then precipitated a need of in-depth, timely and frequent professional development on the use of new

materials. The district staff had to become experts in the materials overnight in order to support the teachers. The fast pace of professional learning impacted all areas of teaching and learning in order to provide the best learning experience possible for students and families during the pandemic.

Goal 4

VVUHSD will establish district-wide uniformity in procedures, policies, and materials to ensure effective implementation of district initiatives designed to increase student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 3

6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
1) Panorama Student Climate Survey Targets 2019-2020: 1. Climate of Support for Academic Learning - 70% 2. Safety - 69% 3. Knowledge and Fairness of Discipline, Rules and Norms - 60% 4. Sense of Belonging (School Connectedness) - 53%	Panorama Student Climate Survey Results Winter 2019-2020: 1. Climate of Support for Academic Learning - 79% 2. Safety - 77% 3. Knowledge and Fairness of Discipline, Rule and Norms - 82% 4. Sense of Belonging (School Connectedness) - 55% 5. Valuing of ELA & Math - 80% 6. Teacher-Student Relationships - 53%
2) Panorama Parent Climate Survey Targets: 2019-2020 1. Climate of Support for Academic Learning - 93% 2. Sense of Belonging (School Connectedness) - 93% 3. Knowledge and Fairness of Discipline, Rule and Norms - 90% 4. Safety - 89%	Panorama Parent Climate Survey Results: Winter 2019-2020 1. Climate of Support for Academic Learning - 88% 2. Sense of Belonging (School Connectedness) - 89% 3. Knowledge and Fairness of Discipline, Rule and Norms - 87% 4. Safety - 82%

Expected	Actual
3) Panorama Staff Climate Survey Targets: 2019-2020 1. Climate of Support for Academic Learning - 90% 2. Knowledge and Fairness of Discipline, Rule and Norms - 81% 3. Sense of Belonging (School Connectedness) - 73% 4. Safety - 61%	Panorama Staff Climate Survey Results: Winter 2019-2020 1. Climate of Support for Academic Learning - 88% 2. Knowledge and Fairness of Discipline, Rule and Norms - 78% 3. Sense of Belonging (School Connectedness) - 69% 4. Safety - 55%
4) Uniform Compliant Filings 2019-2020 Target = 0 (Local Data)	Uniform Compliant Filings 2019-2020 Results = 0
5) Williams Finding Report Targets: (SBCSS) 1. Instructional Materials : No Insufficiencies were observed 2. Facilities: • Extreme Deficiencies: None Observed • Good Repair Deficiencies: No More than 2 reported 3. Teacher Assignments: No findings	Williams Finding Report Results 2019-2020: (SBCSS) 1. Instructional Materials : No Insufficiencies were observed 2. Facilities: • Extreme Deficiencies: 2 observed, 1 remedied, 1 outstanding • Good Repair Deficiencies:130 observed, 61 remedied, 69 outstanding 3. Teacher Assignments: No findings
6) Teacher Assignment data 2019-2020 (Local Data) Maintain Teacher Assignment Williams Report Status as “no findings”	Teacher Assignment data 2019-2020 = Result Teacher Assignment Williams Report Status as “no findings” (Local Data)

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1) (Moved from 2017-18 Goal 6, Action/Service 6.1) Define and promote VVUHSD expectations for staff, students and parents through the following: • Investigate programs to support customer service expectations and continue to use climate data to guide the direction of classified professional development in customer service expectations. • Provide annual training for all staff on district policies and procedures.	$0 N/A N/A	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.2) (Moved from 2017-18 Goal 7, Action/Service 7.3) Student Support Services and the Central Enrollment Center will collaborate with outside agencies to provide a collaborative network with referral resources for housing, food, clothing and health services. Student services and health services will begin exploration of clinical counseling services, psychologist interns, counseling interns or other programs to provide additional services. Expand the availability of resources or on-site support utilizing local counseling agencies and community support services including Desert Mountain SELPA and County Mental Health for students and their families.	$20,000.00 Title I (District) Resource 3010 Other services 5808 Mgmt LC04	$625.00
4.3) Design and offer district and/or school competitions/celebrations to encourage school connectedness and celebrate achievement of low income and at-risk students which will include, but not be limited to: National College Signing Day, Pathway Completion Achievement, Science and Engineering Fair Awards, Visual and Performing Arts Achievements, National History Day Competition, Reclassification Ceremony, Etc. Implement / maintain district and/or site supported student recognition programs such as: Renaissance, Honor Roll, National Honor Society, Student of the Week, It's a Gas to go to Class. Action has remained the same, only budget has been modified.	$8,000.00 LCFFSCG (AtRisk) Resource 0400 : Instructional Supplies 4310, Other Services 5886 : Mgmt LC04	$674.54 Resource changed to 0000.
4.4) (Moved from 2017-8 Goal 7, Action/Service 7.7) Develop an open choice transition program for Special Education students ages 18-22 to continue with life skills and workability training. If increased funding through the workability program is available, restore the clerical position to support workability.	$0 N/A N/A	$0
4.5) Each school site and district division will establish the following: (strategic plan) • Organization flow chart • Division of responsibilities • Commonly used forms on the district website • Flowcharts to help navigate specific commonly requested processes • Protocols and timelines for common/annual processes, procedures and events • Quarterly calendar of required safety drills (Fire, Earthquake, Intruders)	$0 N/A N/A	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.6) Provide annual training for classified staff in the following areas: (strategic plan) • Customer service • Division specific skills • Safety protocols	$0 N/A N/A	$0
4.7) Align graduation requirements so that every student in VVUHSD on a diploma track will complete the CU/CSU college entrance requirements for graduation.	$0 N/A N/A	$0

Goal Analysis

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

All the actions for Goal 4 were implemented as planned and every budget was utilized as intended with exception of action 2 and 3. In action 2 the resource was changed from LCFF to general fund and the remaining funding was still made available to school sites but due to the pandemic, many end of the year events were cancelled and held virtually which required no additional fiscal support. Action three focused on in-person student engagement events and celebrations where were primarily held second semester and due tp COVID-19. most were canceled. The district science fair and participation in the county science fair competition but other recognition events were cancelled such as District History Competition and the end of year reclassification ceremonies. The funding set aside for the events were from the general fund and will be reserved to resume such activities when we return to in-person instruction. The district was able to provide many online celebratory experiences but these di not incur a financial impact to the district.The following actions were successfully implemented with little material differences between budgeted and actual expenditures: 1,4,5,6. Action 2 provided a budget for resources for student support services and central enrollment in order to support our at-risk families with emergency services. The district often provided resources such as mental health support and counseling through community organizations and the country office of education free of charge at no cost to the district. Action 7 did not have an associated budget but the action was not implemented. The district will no longer be pursing the shift of the district graduation requirements to match the CSU/UC A-G requirements and the three years of lab science.

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

VVUHSD was very successful in the implementation of the majority of actions for Goal 4 of 2019-2020 LCAP. The major challenge for successful implementation was the the COVID-19 pandemic and the shift to virtual instruction as of March 30th, 2019. Some of the actions required in-person support while other were able to continue in a virtual or on-line learning environment. The challenge for goal 4, which is primarily directed towards policies and procedures and ensure access and equity, was the impact of immediate shift to virtual learning and the

use of technology. The district has to redesign and restructure a majority of its processed an procedures to ensure equitable access for families. The district has to create a distance learning website to allow for families, students and staff to have access to all the process and procedures that were primarily conducted in person, such as enrollment and tutoring.

Goal 5

VVUHSD will focus on student and staff wellness to promote student academic success through the design and support of programs in attendance, responsible behavior, positive attitudes, and social-emotional learning.

State and/or Local Priorities addressed by this goal:

State Priorities:
5
6 7

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
1) District High School 9-12 Adjusted Dropout Rate 2018-2019 Target - 4.9% (Dataquest)	2019-2020 Enrollment 7,918 Students in Aeries and CALPADS Dropout Coded - 118 Students = dropout rate of .015%
2. Middle School Drop Out Rate 2018-2019 Target - 1%	2019-2020 Enrollment 2,767 Students in Aeries and CALPADS Dropout Coded - 10 Students = dropout rate of .004%
3) District Expulsions Target - 62 Students	Expulsion Outcomes 20190-2020 Full Expulsions = 15 students Stipulated Expulsions = 14 Total = 29
4) Positive Behavior Support Interventions School Cohorts for implementation Targets - Year 1 Cohorts = 0 Year 2 Cohorts = 0 Year 3 or 3+ Cohorts = 8	Positive Behavior Support Interventions School Cohorts for implementation Results: Year 1 Cohorts = 0 Year 2 Cohorts = 0 Year 3 or 3+ Cohorts = 8

Expected	Actual
5) Panorama Student Climate Survey Targets 2019-2020: 1. Climate of Support for Academic Learning - 70% 2. Safety - 69% 3. Knowledge and Fairness of Discipline, Rule and Norms - 60% 4. Sense of Belonging (School Connectedness) - 53%	Panorama Student Climate Survey Results Winter 2019-2020: 1. Climate of Support for Academic Learning - 79% 2. Safety - 77% 3. Knowledge and Fairness of Discipline, Rule and Norms - 82% 4. Sense of Belonging (School Connectedness) - 55% 5. Valuing of ELA & Math - 80% 6. Teacher-Student Relationships - 53%
6) Panorama Parent Climate Survey Targets: 2019-2020 1. Climate of Support for Academic Learning - 93% 2. Sense of Belonging (School Connectedness) - 93% 3. Knowledge and Fairness of Discipline, Rule and Norms - 90% 4. Safety - 89%	Panorama Parent Climate Survey Results: Winter 2019-2020 1. Climate of Support for Academic Learning - 88% 2. Sense of Belonging (School Connectedness) - 89% 3. Knowledge and Fairness of Discipline, Rule and Norms - 87% 4. Safety - 82%
7) Panorama Staff Climate Survey Targets: 2019-2020 1. Climate of Support for Academic Learning - 90% 2. Knowledge and Fairness of Discipline, Rule and Norms - 81% 3. Sense of Belonging (School Connectedness) - 73% 4. Safety - 61%	Panorama Staff Climate Survey Results: Winter 2019-2020 1. Climate of Support for Academic Learning - 88% 2. Knowledge and Fairness of Discipline, Rule and Norms - 78% 3. Sense of Belonging (School Connectedness) - 69% 4. Safety - 55%
8) District Attendance Rate (Local Data): Target - 98%	Result - 96.18% - The local attendance rate data was collected from month 1 - August through month 6 January for each school site. Beginning in month 7, February the data collection for attendance rates were only collected for 4 of the district school sites. In month 8, March, the data was not longer collected due to the COVID-19 outbreak and the shut down of the school district due to the pandemic.
9) District Annual Suspension Rates 2018-2019 Data Release Targets: District 7.7% English Learners 5.8% Foster Youth 16.0% Homeless 12.0% Low Income 6.9% Special Needs 14.1% African American 15.0% Hispanic 5.1% Two/More Races 12.0% White 7.0%	District Annual Suspension Rates 2018-2019 Data (Dataquest) Targets: District 8.0% English Learners 8.4% Foster Youth 19.1% Homeless 12.8% Low Income 9.3% Special Needs 15.2% African American 16.5% Hispanic 6.1% Two/More Races 8.5% White 5.9%

Expected	Actual
10) District Graduation Rate 2019-2020 - Target 86.2% (California School Dashboard)	Working with the individual schools, we were able to fix the data around graduation for the class of 2020. It is important to note that due to a technical CALPADS submission issue, our four-year cohort data was incorrect. Below is the class of 2020 graduation rate based on local data provided by Aeries: Silverado High School: 95.25% Adelanto High School: 94.52% Victor Valley High School: 89.68% Cobalt Institute of Math & Science: 100% University Preparatory School: 100% Goodwill High School and Goodwill Independent study are the alternatives schools. The GHS had 63 seniors at the start of the year but due to the flexible enrollment and the DASS school criteria, many students enter and exit throughout the year. However, by the end of the year 49 graduated. As for GIS, 83 started out as seniors and 60 graduated. Cohort Graduation Rate - All Students - 2019-2020 - Results Unavailable in the California School Dashboard SIS Aeries 1 year graduation rate = 94%
11) All students Chronic Absenteeism Reduction Target 12.5% (California School Dashboard reports chronic absenteeism for grades 7 & 8 only)	Chronic Absenteeism December 2019 14% with is a decline of 0.8% from the 2018 dashboard. (California School Dashboard rep[orts chronic absenteeism for grades 7 & 8 only)

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.1) (Moved from 2017-18 Goal 6, Action/Service 6.3) District divisions and schools sites will establish committees and conduct committee meetings to review and update protocols and procedures on an annual basis. Stakeholders will provide input to ensure equity and compliance for all federal, state and district policies.	$0 N/A N/A	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.2) Maximize use of the district website as an essential tool to communicate and provide resources to all stakeholders. Explore the use of Early Warning System provide real time data on at-risk students to counselors, teachers and site administration. Student groups will be disaggregated to monitor foster youth, homeless youth, students with disabilities, and English learners.	$15,000.00 LCFFSCG (AtRisk) Resource 0400 : Object 5840 : Mgmt LC05	$17,041.00
5.3) Utilize team-building strategies district-wide during collaboration, meetings and classroom instruction to increase the positive attitudes towards learning and in the work place to promote the district shared belief that positive relationships foster success.	$0 N/A N/A	$0
5.4) Explore and/or expand programs at school sites to include peer to peer student support.	$30,000.00 Title I (District) Resource 3010 Instructional Supplies 4310 Mgmt LC05	$18,195.00 Site Title I Link Crew $2,950.00 Site Title I PLUS Program
5.5) (Moved from 2017-18 Goal 1, Action/Service 1.4) Ensure Foster Youth district liaison has adequate training, knowledge, and resources to carry out responsibilities (Ed. Code 48853.5) to reduce the effects of mobility for our foster youth. The district liaison will continue with professional development on homeless and foster youth as well as support/organize professional development for all district staff. The district liaison will maintain a database for foster youth and homeless youth contact information and coordinate with school site homeless liaisons.	1. $5,000.00 2. $1,000.00 1. LCFF-SCG (At-Risk) 2. Title I (District) 1. Resource 0400 Conferences 5220 Mgmt LC05 2. Resource 3010 Office Supplies 4350 Mgmt LC05	$0
5.6) Employ intervention teachers to target student socialemotional wellbeing and reduce behavior incidents on campus of target groups (OCI). The Intervention teacher will also support PBIS by implementing strategies during small group support and schoolwide initiatives. Revise job description and ensure position fidelity. School sites will implement an SEL curriculum to be used by the intervention teacher for additional support.	$462,896.00 Title I (Site) Resource 3010 : Teacher Salaries 1110, Benefits 3XXX : Mgmt LC01	$479,662.06

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.7) Based on potential funding resources, VVUHSD will explore hiring a Director of Comprehensive Student Support and Child Welfare & Attendance to review student suspension and expulsion data, administer all expulsion procedures, review inter and intra district transfers, coordinate/conduct attendance and suspension interventions, coordinate independent study programs, assist with GED program development, assist with foster youth support programs, McKinney Vento support programs, District Liaison for County Probation, 504 LEA Coordinator, student Title IX issues, supervise and provide support for district-wide PBIS implementation, support a district parent engagement center, address OCR and disproportionality issues with targeted groups and collect/review a variety of data related to LCAP. The Director of Comprehensive Student Support (CWA) will review all district-wide data monthly, with a focus identifying the highest number of Ed Code infractions for the purpose of creating and monitoring appropriate interventions. During the implementation of PBIS, data will be used to modify and employ behavior expectation standards at each school site as well as maintain an updated district-wide discipline matrix outlining interventions and restorative justice practices.	$0 N/A N/A	$0
5.8) School sites will have the opportunity to use supplmentary funding to contract Licensed Family & Marriage Therapist for schools with suspension and expulsion data that indicates additional support and interventions are needed in the area of social-emotional learning.	$69,680.00 Tile I (Site) Resource 3010 : Other Contracted Services 5808 : LC05	$81,231.85

Goal Analysis

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

All the actions for Goal 5 were implemented as planned and every budget was utilized as intended with exception of action 5. The training being provided to the Foster Youth Liaison was moved to a completely virtual format with no cost to the district. The LCFF funding was shifted to support devices and online materials for foster youth and homeless students during the pandemic and the Title I funds were rolled into

general professional learning funds for future use.The following actions were successfully implemented with little material differences between budgeted and actual expenditures: 1,2,3,6,7,and 8. Action 2 which focused on peer to peer support programs expanded to 4 school sites in the district during the 2019-2020 school year. The funding set aside at the district level to support this action was no longer needed due the fact that the at-risk Title I funding in the school site student plans for student achievement (SPSAs) accomplished this action item. Programs such as Peer Leaders Uniting Students (PLUS) and Link crew provided social emotional supports and student avenues to address school climate and culture. Action 5 provided a small amount of funding for the district foster youth Liaison to attend professional learning events. The county of San Bernardino and the local SELPA often provided free of charge, foster youth and homeless youth workshops with allowed the liaison to attend at no cost to the district.

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

VVUHSD was very successful in the implementation of the majority of actions for Goal 5 of 2019-2020 LCAP. The major challenge for successful implementation was the the COVID-19 pandemic and the shift to virtual instruction as of March 30th, 2019. Some of the actions required in-person support while other were able to continue in a virtual or on-line learning environment. Goal 5 primarily focuses on programs to support student and staff wellness to promote student academic success and the district was in mid-implementation of a full restructuring of our MTSS program. We successfully brought on board a new division of student services and hired Director of Student Services which had not been in place in our district for over 8 years. We also successfully implemented year 1 of the LCSSP grant and hired a district foster youth counselor and a district Family Engagement Liaison. We are also establishing a Family Engagement Center at the district level as well. Our most challenging task was meaningful engagement of staff and families once we shifted to distance learning. This was in part due to the increasing disconnectedness of the virtual environment which in turn resulted in a decline in family participation in focus groups and staff participation.

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
1. Provide individual and community mobile hotspots to families to increase access to the Internet. Students will continue to receive this support in order to actively engage in the learning process.	$75,000.00	$60,000.00	Y
2. New devices for every site to support students and staff through the distance-learning process. Many of the current devices do not have the capacity to provide access to the apps that students need. The computers are either slowing down or crashing as more options are being added for access to content.	$3,291,826.50	$5,461,198.60	Y
3. CTE devices to support distance learning	$32,858.09	$20,378.33	Y
4. Interactive display screens in each classroom for teacher group zoom meeting and virtual learning ensuring that during Phase 2 and 3 teachers can conduct both live and in classroom-direct instruction	$2,100,000.00	$1,870,175.00	N
5. Docusign to support all IEP, SST and 504 signature for parent participation during distance learning	$ 4,364.00	$7,702.21	N
6. All teachers are provided with a laptop and other technology to support Distance learning.	$1,260,752.00	$1,905,237.39	N
7. Adobe eSignature for the district to allow for digital signatures	$8,500.00	$10,600.00	N
8. JT Tech - Extreme Networks to ensure reliable and uptime for the increased use of the network for the 8,000+ Chromebooks routing through the district system for internet access.	$89,482.00	$89,481.78	Y
9. PPE and Desk shields are to be set up in every class to support students and staff safety in the learning environment	$1,500,000.00	$1,631,405.50	N
10. Online student Google environment monitoring product	$38,000.00	$49,406.25	N

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
11. Provide online language translation services to meet the needs of non-English speaker parents	$10,000.00	$2000.00	Y
12 Additional subscription for CANVAS for ongoing teacher needs for digital platform options	$ 40,000	$18,500	N

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.

VVUHSD estimated expenses of $8,450,782.59 in order to implement the twelve actions for in-person instructional offerings. Actions 1, 2, 3, 4, 5, 6, 7, 8 9, 10 and 12 were all successfully implemented with a majority of the actions focusing on technology including the purchase of mobile hotspots for families for equitable internet access, devises such as Chromebooks, desktops and laptops for students and staff with up to date OS and software, interactive display screens to enhance the virtual teaching and learning experiences, digital signature and routing software to facilitate family to school meetings and required documentation such as IEPs, network enhancements to support the increased use of the district network, and multiple digital platforms such as Canvas and Google Classroom to ensure an organized and accessible virtual learning environment. In actuality, the district expended : $11,126,085.06. more than estimated, to support and enhance in-person learning through our distance learning program. Action 11 was the only action that did not incur actual expenditure close to estimated. The need for translation services were supported by multiple bilingual staff and the extra funding set aside for the district translator was not needed. The funding was shifted to support the additional technology needs for students and families.

Analysis of In-Person Instructional Offerings

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

We were successful in ensuring that our teachers and students received live instruction during the synchronous time from Monday to Friday.

In the second phase of school reopening, we provided the following in-person instruction: for students:
We brought back small cohorts starting March 15 and seniors starting April 12.
- Small cohorts are offered to students at-risk on Saturdays, EL students after school and on Saturdays,
- SH students returned to campus once a week with their teachers
- Learning pods were established with a substitute teacher supervision on each campus to support students with internet issues.
- Seniors returned on a split schedule- either Monday / Tuesday or Thursday / Friday. They were in classrooms, following all safety and security measures from 8-12:07 p.m. on these two days.
- All students returned on 4/26 on a similar two-day schedule. Those students who chose not to return, completed their classes online during

the synchronous session. Teachers conducted the online and live session
- We were very successful in this model and were able to end the year safely. As indicated by our daily attendance rate and rising enrollment numbers, students and families are satisfied with our district's response during the Distance Learning phase.

Challenges:
Less than 25% of students and families returned to in-person instruction when we started school.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. Online materials to support designated and integrated ELD across the district. The district's adopted ELA materials do not have online access to an EL component which has proved to be difficult for teachers when asynchronous learning is being assigned. These materials are all part of the district adopted ELA core materials and therefore is our supplemental addition for teachers and students to support the English language acquisition.	$ 91,587.50	$91,045.00	Y
2. Mandatory training for all ELA/ELD teachers on designated and integrated supports.	$15,000	$103,678.00	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
3. Online materials (N2Y) for students in the Special Education Severe to Profound program. Parents and service providers are able to continue to support students with continued Learning through materials that are appropriate yet easy to use. Each of these programs have built-in assessments and are adjusted to the student's ability which also supports the individual IEP plans and monitoring of student progress towards the goals and objectives. In addition all teachers and students had access to Acellus online which served as supplemental materials for teachers to bridge the learning gaps that occurred due to shortened class period and online instruction.	$110,734.94	$26,655.52	N
4. Assessment protocols for students with learning gaps to determine needs for EL, FY and Homeless students	$ 15,000	$0	Y
5. BASC III assessments for Special Education and SEL learning	$2000.00	$0	N
6. Illustrative Mathematics for our IM9 and MC7 courses and SPED. Math Language Routine specifically targets EL learners. 1,000 licenses at $19 per license	$19,000	$39,770.00	Y
7. Read 180/System 44 reading program for students who need additional assistance, including FY, HL, EL and students at-risk.	$370,000.00	$363,700.00	N
8. Box of manipulatives that serves as part of the learning plans for special needs	$10,000	$11,695.15	N
9. Laptops, interactive manipulatives and other classroom supports for students served in the moderate to severe programs	$50,000.00	$36,437.74	N
10. Additional staff time to support Distance Learning needs for students and families (Trainer of Trainer Model implementation)	$50,000	$23,643.61	Y
11. Cost for teachers to provide after school credit recovery and support	$250,000	$236,941.30	Y
12. CTE E-Textbooks	$122,912.58	$137,188.71	N

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
13. Purchase of Google Enterprise for Education to support distance learning initiatives.	$28,000.00	$26,400.00	N
14. Purchase PPVT-5 Q-global Scoring 1 for Severe to profound speech assessment	$ 3,348.00	$2,122.99	N
15. Purchase of Naviance for college and career support for all students.	$60,000.00	$0	N

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.

VVUHSD estimated expenses of $1,197,583.02 in order to implement the twelve actions for distance learning programs. All actions with the exception of Actions 4 and 5 were successfully implemented actual expenditures amounting to $1,099,278.02. Action 4 included a budget of $15,000 for assessment protocol materials to determine learning gaps for foster youth, English Leaners and homeless students but the funding was shifted to support the contract for FEV Tutor in order to provide supplemental extended learning beyond the school day in order to remediate learning gaps. Current distinct data and district assessment data from STAR Reading and Math and SAVVAS were used to target these populations and identify them for additional support. A different assessment system was not required to accomplish this action. Action 5 providing funding for BASC III assessments for special educational nd SEL learning in the amount of $2,000. This funding was not expended due the fact that the district had supply of BASC III materials in stock and the SEL component was covered by the current Panorama contract. The funding was shifted to support action 7 for the special needs manipulatives purchased when special group were brought back to on campus for in-person instruction and students required personal sets of materials and were not allowed to share materials due to COVID-19.

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.

Continuity of Instruction:
Successes: VVUHSD students have attended synchronous online instruction, five days per week for 180 days for the 2020-2021 school year. Teachers provided instruction using Google Classroom or CANVAS. District also provided all students with devices and families with WIFI hotspots when requested. All students were provided time to check with teachers or receive additional support from 12:37-2:50 daily, during asynchronous time.

Challenges: Not all students were willing to attend regularly or some failed to show up for extended length of time.
Access to Devices and Connectivity:
Successes: All students were provided a device and the district distributed over 8000 devices. Families were also provided with a WIFI hotspot upon request. We placed 11 buses in the community with hotspots for students to access as well.
Challenges:
A lot of students and families were not willing to sign on regularly, despite being provided the devices. We also learned that the family set up didn't allow for a positive learning environment and students often refused to turn on their cameras. Majority of the students were not comfortable with keeping their cameras on the whole time which made it difficult to gauge engagement during instruction. Students also complained that being online all day and then having to do their assignments online again, was very tiring. Many students did not turn in their assignments and did not pass the class.
Pupil Participation and Progress:
Successes: Many students participated and showed progress with their content. The district wide senior class had a 91% graduation success.
Challenges: However, this was a challenge. Data shows that F grades increased during the first semester and then dropped in the second semester. But the number of students attending the after school credit remediation doubled during second semester as students continued to remediate the F grades.
Distance Learning:
Successes: Teachers and students did a tremendous job pivoting to the synchronous teaching and learning and to the online content. After the initial struggle, the students were able to confidently navigate the systems.
Challenges: However, students have stated that they felt that the work load was too much and they had to be on the computer for extended periods of time which was a hardship. They also commented on social emotional needs, stress and overall fatigue with this mode of instruction.

Professional Development:
Successes: We continued to engage in PD with teachers and sites conducted their PLC meetings. The online format actually worked very well for staff.
Challenges: We didn't face a challenge in this area.

Staff Roles and Responsibilities:
Successes: After initial concerns and stresses with the transition to online format, staff engaged successfully in professional development and developed virtual learning environments that provided a variety of online experiences to ensure students experienced an engaging online classroom setting. Staff across the district were repurposed in order to provide a clean and safe working environment for staff who remained at the building sites after the pandemic started such as our administration, nutrition service workers, custodial and maintenance staff. Staff such as bus drivers, security and other classified staff were retrained in different areas in our to provide support in offices such as central enrollment, the warehouse and and custodial in order to provide much needed support in these areas.
Challenges: The greatest challenge was the shift by staff to their new roles and the the fast pace at which the district redesigned all our

processes and procedures for doing business on a daily basis. Ensuring the voice of all stake holders, especially our families, were considered in our decision making was challenge in a virtual environment as communication was difficult at times due to families' circumstances with technology, cell phone service, email, etc. In order to ensure every school community member felt as if they were a part of the decision making happening at the district level, multiple strategies had to be developed to communicate with families and staff using virtual tools such as zoom and google meet which was often difficult for attendees in the beginning when we were creating our learning continuity plan.

Support for Pupils with Unique Needs:
Successes: In March of 2020, the district resumed voluntary in-person instruction for students with disabilities and English Learners, while continuing to provide targeting virtual tutoring in a tier I and tier II format providing supplementary resources to help these two specific student groups experience additional learning opportunities during distance learning. To increase supports for in-person instruction for Foster Youth and homeless youth, the district provided PPE and socially distanced locations in a computer lab on each campus, staffed by a teacher and paraprofessional, in order to provide a safe place for students to access the internet that was conducive to learning. We experienced a large number of staff who voluntarily returned to resume in-person instruction and helped ensure proper social distance guidelines in the classroom.

Challenge: The greatest challenge for students with disabilities was the concern for their health and safety. Once in-person instruction resumed, many of our most fragile learners chose to remain at home due to safety concerns but also due to the lack of transportation. Attendance was voluntary for English Learners and Students with disabilities, and two challenges impacted the planning, first was working with the teachers' union to allow teacher volunteers to return to in-person instruction to ensure adequate staffing of the in-person program, Secondly, was evaluating the number of students who chose to return, in order to create the correct social distancing number if people in the classroom. Similar challenges were faced by homeless and foster youth. Lack of transportation impacted both groups as well as concerns over the pandemic. In addition to transportation, it was the district's responsibility to ensure each special needs student was able to have a dedicated set of materials and manipulative in our special needs classrooms, and ensure the frequency with which the cleaning and disinfecting had to be accomplished daily, and often hourly, to ensure there was no cross contamination among students. Planning students with disabilities and English Learner room locations often impacted the concerns regarding restroom use and student co-mingling and teachers often had to relocate to different rooms temporarily which impacted cleaning schedules as well.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. Tier III- Afterschool district wide tutoring. This is subject specific tutoring provided by teachers and paid for by district in addition to site based tutoring (Tier II) paid by site funds.	$25,000.00	$232,932.20	Y
2. Tier IV- Contracting with online intervention vendors to provide intensive support for students, including ELD and Special Ed, whose universal reading and math skills indicate that they are three or more grade levels below their peers on a national norm referenced test.	$1,500,000.00	$877,500.00	Y
3. Providing parent support workshops for school-home partnership with special emphasis on Foster Youth service providers, Homeless supports and EL families.	$60,000.00	$0	Y
4. After school training for teachers and Special Educator and bilingual paraprofessionals.	$10,000.00	$2000.00	Y
5. Purchased the Master Teacher training modules to support paraeducators for supporting Sp Ed teachers and students 100-299 $39 per person for annual license for approx 225 paraeducators .	$9,000.00	$4,499.00	N
6. Fee waivers for AP, PSAT, SAT college tests.	$60,000.00	$98,925.00	Y
7. Support for Assistant Principal training .	$25,000.00	$17,990.00	Y
8. Total cost for MyPerspectives program published by SAVVAS, for additional online district adopted curriculum access, support and use for all students	$5,000.00	$3,600.00	N
9. MEZURE- Online psychoeducational Assessment for SWD to continue to develop IEP and provide support to students and teachers.	$8,612.00	$8,611.38	N
10. My Success Maker: A full curriculum that does automated course adaptation based on student gaps. $32 per student or math and English.	$342,000.00	$0	N
11. Access for each site to online education and research materials.	$3,500.00	$26,416.84	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
12. Online Curriculum purchased for CTE to access courses online	$83,189.00	$51,525.00	N

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.

VVUHSD estimated expenses of $2,131,301.00 in order to implement the twelve actions for distance learning programs. All actions with the exception of Actions 3 and 10 were successfully implemented actual expenditures amounting to $1,323,999.45. Actions 3 was not implemented and the funding was shifted to the district teacher Trainer of Trainers who designed and implemented parent workshops during the pandemic in order to help families navigate online programs such as the Aeries Parent Portal, Google Classroom, Classlink and more. The original action included contracting with outside providers but using district staff who were experts in these areas proved more valuable and created a the school t home connectedness we were attempting to maintain while in a virtual environment. Action 10 planned for the purchase of a supplementary planning tool for ELA and math but the addition of a new program during the pandemic was proving to be overwhelming and daunting for our teachers. Instead, the district shifted the funding to a contract with Creative Learning Solutions and began professional learning and staff development in the area of standards based grading and mastery in learning. The staff used this training to help them design an equity and mastery based summer school program in order to help students remediate learning loss during he summer.

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.

Success:
VVUHSD provided synchronous instruction every day from, 8-12:07 and asynchronous support and tutoring from 12:37-6 p.m. The district implemented four-tiered intervention:
Tier 1: Teachers provided office hours during the daily asynchronous time (12:37-2:50 p.m.) during which time students could visit for additional help
Tier 2: from 3-4 p.m., the site provided tutoring for subject areas.
Tier 3: from 4-6 district had a group of teachers that remained online during this time to support students who needed additional help.
Tier 4: 24/7 homework help was provided with FEV tutors that students could access at any time, including late evening and weekends.

The district successfully ensured we provided student access to technology and multiple types of devices and family access to WIFI hotspots. The district followed up with semester-long after-school tech support workshops through the Trainer of Trainer model. Parent workshops were held in Spanish as well. We prepared the Distance Learning website which we uploaded weekly with new teacher videos to support students

access to online materials and "how to" videos that helped teachers, students and families navigate the various learning platforms. We purchased Acellus as online supplemental material licenses that supported all programs, including EL and Special Education, in addition to providing CTE and AP courses. Teachers used this extensively to supplement their lessons and students provided positive feedback as well. We also introduced the Beginning of the Year and End of the Year Universal Screening, which proved very effective as we have the data to provide additional support with literacy in summer school and during intervention. We also successfully conducted the Common formative Assessments for each subject/grade in ELA and Math. The district also provided the Lighthouse program, which is a robust after-school credit remediation program that allowed students to remediate their D/F grade simultaneously during the year and not have to wait for the summer session. We remediated over 7000 credits this year.
Graduation for each of the high schools are as follows:
UP-100%
CIMS-100%
LLA-100%
AHS- 98.6%
SHS- 91%
VVHS- 96.5%
District- 91%

Of the 1560 seniors who remained in the district, 1310 students (84%) earned the district 220 credit diploma and 164 students (11%) opted for the AB86 approved CA state diploma of 130 credits. The total district graduation percent for the class of 2021 is 91%.

Challenges were faced with students not willing to use their cameras during the live sessions.
Additional challenges was students were "zoomed-out" and felt over whelmed with the amount of assignment. In response we saw a large number of F grades.

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.

In an effort to build capacity and have a shared understanding amongst staff, prior to the start of school, staff had an opportunity to participate in targeted professional development activities to support wellness:
1. Therapeutic Crisis Intervention for Schools (TCIS) De-escalation Strategies - Staff I\Learn effective de-escalation strategies to be most effective supporting students who are in a crisis, assist students in developing constructive coping skills and establish caring relationships; understanding what trauma looks like to choose how to best respond to a student's need.

2. Social Emotional Learning (SEL) Core Competencies - Learn the five SEL core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) and how they impact student success. Additionally, learn strategies to implement SEL in casual interactions.

3. ALL Means All! - Understanding of MTSS framework and implementation to support academic, behavioral, and social-emotional success for all students.

4. Additionally to the district has contracted the following services to support the wellness:
Kognito (Online training to build capacity in all staff to recognize and appropriately respond to signs of mental/emotional distress.)
CareSolace (24-hour "concierge" for families that includes, referrals to vetted local providers and services (by language and other preferences), helped making appointments, supported navigating and applying for insurance, sent reminders for and follow-up after appointments, collected data on referrals, and details of the service, (numbers of contacts, number of appointments, demographics).

Successes: Administrators, select teachers and classified staff successfully participated in district wide MTSS training. The district also hired an Intervention counselor to work with students at-risk and FY, HL. The counselors worked to provide additional support training related to family-home connections, student engagement etc. In order to support the health of staff, the district is providing outreach opportunities for wellness through our risk management department. This team provided weekly email with resources related to physical and mental wellness, COVID related guidelines and care center information, and family counseling insurance updates that all staff can access. During our LCAP family and student forums, attendees were asked about the social emotional needs of students and community. They shared that they felt teachers need to continue to have training on recognizing students stressors and how to respond to students who are experiencing trauma or stress.

Challenges: During our LCAP family and student forums, attendees were asked about the social emotional needs of students and community. They shared that they felt teachers need to continue to have training on recognizing students stressors and how to respond to students who are experiencing trauma or stress. This is area of continual need and the district will continue to provide professional development in August, prior to the return of in-person instruction in 2021, to help teachers develop tools to meet the SEL of their students. The Panorama survey provided to student and families during the pandemic year, saw a decline.

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.

Challenges:
In the new environment of distance learning, there were many challenges that impacted a VVUHSD's ability to engage with families and the community. The district had little or no control over many of the factors that influence student engagement and community involvement. The specific challenges included: contacting students who did not attend virtual learning when phone numbers and emails were not always correct, engaging parents in virtual district activities when not all families had access to WIFI, and forming relationships with community members through virtual meetings.

Success:
The school sites rose to the challenges listed above and found ways to connect with the community. ?One example is that each school site provided Monthly Virtual Coffee with the Principal events. In these meetings, help topics for parents were highlighted. These topics, such as Digital Citizenship and Chromebook usage, Parent Aeries, nutrition, School Site Council, FAFSA dates and application assistance, as well as AP class information were the focus.

The Family Engagement Liaisons (FELs) also worked with Community members such as TODEC to distribute food boxes, and PPE to families. They continued to work with the local IEHP Community Center, and Desert Mountain SELPA Outreach teams to provide support resources, training, and events for families. FELs offered workshops in conjunction with San Bernardino County Sheriff covering Human Trafficking, Cyber Bullying, and Fighting teen Suicide. FELs also worked with San Bernardino County Health to provide Covid-19 testing and immunizations.
Additional distance learning support was provided at virtual ELAC meetings held monthly, and guest speakers spoke on how to use Google Classroom, debriefed School Site Council meetings, and provided check-ins to make sure families' needs were being met.
Despite the virtual structure of the school year, home visits were done to welcome students classified as McKinney Vento students to the district. Each student was visited by the District Counselor and the District Family Engagement Liaison. These students were provided backpacks that included school supplies and hygiene kits.

Analysis of School Nutrition

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

We faced some challenges serving meals to our students and the community in 2020-2021. One of the biggest challenges was serving meals outside in front of the schools. This required transporting meals from the kitchen to the curbside. Maintaining proper food temperatures was difficult. Some sites were able to roll out warmers and coolers to store the food during meal service. Other sites could not and had to make several trips transporting meals from the kitchen to the curb during meal service. Having to serve outside in the elements was a challenge. Here in the High Desert we have extreme weather conditions. We experience high temperatures, freezing temperatures and very high winds. Being exposed to the community during the pandemic was also a challenge for a lot of our team members. They felt they were putting

themselves at risk. Some team members expressed trying to keep up their morale during this time was challenging.

We also had many successes serving meals during the pandemic. During the 2020-2021 school year we served a total of 799,752 meals. These meals consisted of breakfast, lunch and supper. We never once had to turn somebody away because we did not have meals for them. Whoever showed up to our sites during meal service always received the free meals. We also partnered with our transportation department and delivered meals to families at numerous bus stops throughout the district. Our team felt it was very gratifying to serve our students and the community in a time of need. Some of our team felt they became closer as a team working together in those unprecedented times. Serving meals under the numerous USDA waivers was a huge factor in the success of our operations. These waivers took away so many normal restrictions that it gave us the flexibility we needed to be successful. Lastly, a lot of our team members were very grateful that we did not have to experience any pay cuts or layoffs during the pandemic. Knowing that, it helped keep their morale up which contributed to their success of the 2020-2021 school year.

Breakfast and lunch was served at all school sites with the exception of Goodwill. Meals are provided to VVUHSD students only at this time. Meals are being served curbside fashion. VVUHSD students can receive meals at any VVUHSD school site. The meal service hours were between 12pm and 2pm Monday thru Thursday. Thursday's meal service provides meals for both Thursday and Friday. Students did not need to be present to receive a meal. Action was taken to extend SFSP waiver and the district also implemented a Bus Stop feeding schedule so students and families with transportation issues could have nearby access to meals. We continued to feed through the summer and with the start of the new year we introduced community feeding.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. Increased support for Foster Youth	Student support counselor & FEL to meet needs of Foster Youth	$89,466.82	$49,338.00	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
2. Increased support for At-risk, Foster and Homeless students	Nutrition Services expansion of meal distribution program	$ 40,000	$207,600.00	Y
3. Increased support for At-risk, Foster and Homeless students	Busing for WIFI and device distribution in the community, including devices.	$ 20,000	$579,000	Y
4. Mental Health and Social Emotional Well-Being	Panorama climate and SEL survey with learning platform with Playbook for classroom SEL lessons	$71,300.00	$71,300.00	Y
5. Increased support for At-risk, Foster and Homeless students	School Innovations and Achievement for Attention 2 Attendance	$59,000.00	$153,800.00	Y
6. Increased support for At-risk, Foster and Homeless students	CAHELP Positive Behavioral Interventions and Supports planning, training and implementation.	$52,000.00	$52,000.00	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
7. Mental Health and Social and Emotional Well-Being	Contract with Addiction Treatment Technologies LLC DBA Care Solace for family and student support	$29,133.00	$29,133.00	N
8. Mental Health and Social and Emotional Well-Being	Contract with Kognito Solutions, LLC for family and student support	$52,000.00	$10,423.35	Y

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

VVUHSD estimated expenses of $8,450,782.59 in order to implement the twelve actions for in-person instructional offerings. However, some of the actions had a disparity between the total budgeted funds and the estimated actual expenditures. Beginning with Action 1, funding for a student support counselor and FEL to meet needs of Foster Youth. The district received additional funds through the LCSSP grant and therefore, only spent $49,338 dollars out of the budgeted $89.466.82.

Action 2 also had a substantial difference between the $40,000 budgeted and the $207,600 actually spent. Action 2 was to expand the meal distribution program. The program was expanded to a much greater extent than was envisioned. VVUHSD not only provided meals to the students, but also supplied other community members with daily meals.

Another action where more was spent than initially planned was Action 3. VVUHSD anticipated spending $20,000 to supply WIFI access to students who were learning through distance learning and did not have regular access to the internet. As the year progressed, it became apparent that more hotspots needed to be ordered and that the density of the buses in the community also needed to be denser. The cost of the busing and WIFI expansion totaled $579,000.

The anticipated cost for the contract for Attention 2 Attendance, Action 5, was $59,000 based on a previous contract for one year. The actual cost for the contract with School Innovations was $153,800, because the new contract is for two years. Another contract, one with Kognito Solutions for family and student support ended up costing much less than anticipated. The budgeted amount was $52,000 and the actual contract was only $10,423.35.

The other actions, Actions 4 and 6, were as they were budgeted. Action 4, a contract for Panorama for climate and SEL was for $71,300 and, Action 6, a contract for CAHELP for Positive Behavioral Interventions and Supports was for $52,000.

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.

VVUHSD learned many lessons about student and staff needs after nearly 16 months of distance learning. This experience has informed and inspired our work and programs. There are three primary areas where very pronounced needs became apparent, the longer we were engaged in distance learning.

First, the district has always known that in order for students to be successful academically, they have to have their physical and social-emotional needs met. During distance learning, it became apparent that the needs were exacerbated and that the district needed to increase the support and programs for all students, along with personnel to provide the support. The district has added an additional district nurse and eight new mental health clinicians as well as added district wide training in both MTSS and PBIS for all staff members (certificated and classified). VVUHSD has expanded SEL support to families within a formal district wide family engagement plan

The second area is academic support. Once students have their physical and emotional needs met, there becomes a great need for help in academics. Learning from home is not the same as coming to school physically and being able to connect with teachers and professionals. Intervention support at sites, including ongoing tutoring and credit recovery options have been expanded through FEV tutoring, APEX and ACELLUS contracts.

The last area is technology. Prior to distance learning, many students relied on their cell phones at home to assist them with their homework and extended studies. Distance learning has made it apparent that technology access needs to be expanded, not only to access curriculum, but to increase student engagement, both at home and in the classroom. Newline technology has been added to all of the classrooms to support clear lessons and authentic engagement. Additional chromebooks had been purchased so that students have computers to use at school and at home, including warranty for all of these devices as well as WIFI hotspots for families to access internet and online resources.

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

VVUHSD has diligently worked with teachers and students to identify learning loss for all sttduents with data specifically analyzed for low income students as well as minimize gaps as much as possible for English Learners, Foster Youth and Homeless. The district uses multiple data points to assess the progress of the student groups and drive intervention, remediation, and credit recovery decision making. First, the district uses STAR Renaissance as a Universal Screener (both the beginning and the end of the year) to assess growth in ELA and math skills. This also supports RTI2 and MTSS implementation. Second, the district uses CFAs for English and Mathematics during the year. For English, students take the SAVVAS assessments provided with the adoption. For Mathematics, students take the Interim Assessment Blocks through the CAASPP website. Lastly, student grades and progress reports are analyzed frequently. This data was used to create targeted extended learning groups at each school site using FEV Tutor and teacher tutors. Student groups were provided appointments for extended learning and most attended between 7 and 14 sessions that supported their learning beyond the classroom.

In response to these data points, programs have been put in place to support students both during the school day as well as after school and during the summer. This data was used to create targeted extended learning groups at each school site using FEV Tutor and teacher tutors. Student groups were provided appointments for extended learning and most attended between 7 and 14 sessions that supported their learning beyond the classroom. Additional programs allowed students to work at home and others provided a collaborative environment. For example, the summer program included both online and in-seat support classes, allowing the district to meet the student/family summer plans while continuing to allow students access to remediating their F grades. The summer school program also included a new program for student with disabilities that provided them credit recovery while still receiving services by special education teachers, as well as enrichment opportunities such as art, physical education and music. The special education summer program was held in-person with safety guidelines in place to ensure they received a highly quality learning experience. The robust and expanded summer school program also addressed student skill building and credit remediation. Additional support was provided for English Learners through two specific programs, one at middle school and one at high school, that focused on English Language Development. The programs were leveled to meet the needs of newcomers as well as LTELs to provide enrichment in language acquisition.

Students who were remediating credits this summer had the opportunity to take an assessment on the key standards for a course that would allow them to demonstrate minimal proficiency. These assessments were built under the guidance of professional consultants working for Doug Reeves. Testing out of a course was a clear advantage for our LI, FY, and HL students as they could complete the credit recovery class in two weeks.

For the 2021-22 school year, the district has purchased several new and continued with other intervention programs. The district has two conceptual mathematics courses for 7th and 9th grade and students in those courses receive MidSchool Math and LearnZillion content support. Math 180 and Mathia are provided for students in all types of math classes. Read 180 is used as an intervention in English courses.

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.

VVUHSD estimated expenses for our unduplicated students in the plan at $6,277,020.91. After a final analysis of the actions that were identified as contributing to the direct support of duplicated students, actual expenditures resulted in $7,917,938.69 which is a difference of $1,644,917.78.

When analyzing the actions that directly contributed to supporting our unduplicated youth for In-Person Instructional Offerings this analysis included actions 1,2,3,8 and 11. Actions 1 and 8 had no substantive difference between the estimated expenditure's and actual expenditures. Action 2 supported new devices for students as we engaged families at the beginning of the pandemic to provide devices, we spent an additional $2,169,372 on equipment for students and family to ensure the could access learning in a virtual environment. Action 3 estimated $32,858 for supplementary online support materials for our Career Technical Program. As we began our supplementary purchases for student groups the CTE program, a surplus of $12,480 which was shifted to action 2 for student devices. Action 11 included estimated expenditures in the amount of $10,000 for online translation but this service was provided by existing staff and the many of the digital materials purchased were often provided in primary languages and we were able to shift the remaining $8,000 to student devices.

When analyzing the actions that directly contributed to supporting our unduplicated youth for Distance Learning, this analysis included actions 1,2,4,6,10 and 11. Actions 1 and 11 had no substantive difference between the estimated expenditure's and actual expenditures. Action 2 provided mandatory training for English Language Development training for all teachers to support our EL student sin a virtual environment and we estimated $15,000 but as the training progress we recognized the need was greater than expected, and ended shifting the $15,000 from action 4, assessment protocols to support the $103,678 spent on teacher professional learning. We still completed action 4 through the use of our universal screener STAR Reading and Math as well as other district wide assessment through the CAASPP Interim Assessment Banks and our English provider SAVVAS. Action 6 provided addiotnal math support materials and after purchasing Illustrative Mathematics and Math Language Routine, we added an additional $20,770 to support this action. Actin 10 provided $50,000 for our Teacher Trainer of Trainer program implemented for the use of technology training during the pandemic and we expended only $23,644. The remaining funding was shifted to action 2 for professional learning for teachers of EL students.

When analyzing the actions that directly contributed to supporting our unduplicated youth for Pupil Learning Loss, this analysis included actions 1,2,3,4,6,7,10 and 11. Action 1 was a contract for 24 hour, 7 days a week tutoring services for students which began with a small group of students and expanded to targeted groups for extended learning time as Tier II support and required an additional $207,932 to provide targeted support to our unduplicated students. Action 2 included $1,500,000 for intensive Tier III but actual expenditures were $877,500 and the remaining funding was shifted to action 1. Action 3, contracts with parent support providers was not implemented and this action was accomplished through our Trainer of Trainer and our Family Engagement Liaison who help online workshops and help create a parent resources distance learning webpage. The funding in the amount of $60,000 was shifted to action Action 1. Action 4 support training after school for staff for strategies for struggling learners but this funding was not utilized fully due to the fact a majority of the training was done during asynchronous time and therefore $8,000 of the $10,000 in funding as was shifted support action 1. Action 6 also saw higher expenses for our college readiness exams as more students participated in the online format and and an addiotnal $18,925 was required to ensure equity and access for our unduplicated students. Action 7 for assistant principal training was implemented as planned and the material

differences were minimal. Action 10 was not implemented due to the fact that it was determined the teacher stressor were to great to brig on board a new curriculum and therefore My Success Maker was not purchased the funding in the amount of $342,000 was shifted to support Action 1, 6 and 11. Action 11 set aside $3,500 in funding for supplementary materials n other subject areas for unduplicated students and we surpassed the estimated amount and expended $26,417.

When analyzing the actions that directly contributed to supporting our unduplicated youth for Additional Actions, this analysis included actions 1,2, 4,5, and 6. Actions 4 (Panorama) and 6 (CAHELP) had no substantive difference between the estimated expenditure's and actual expenditures. Action 1 include the salary of a dedicated foster youth counselor to provide direct service but the counselor was hired mid-year and only $49,338 of the $89,466 salary was expended. The remaining fund were used to provide support for action 2. Action 2 provided for the expansion of the nutrition services meal program to families of struggling students and low income student in order to provide health meals in the home for the entire family as part of a community feeding program. The estimated expenditure was $40,000 and due to the success of the program we expended $207,600. Action 5 is the final action dedicated to our unduplicated students and we estimated $59,000 to provide attendance tracking and support through the Attention 2 Attendance program. We provided more frequent notifications and mailing to families of struggling leaner who were demonstrating attention issues during distance learning. They help provide family contact and documentation of student disengagement in the the new virtual environment. We expended $153,800 to support our student groups with their attendance.

We looking at the over actions provided, VVUHSD was successful at implementing almost all actions targeting our unduplicated youth and ensured we provided a supportive and engaging distance learning experience for our most fragile and underrepresented learners.

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.

The 2019-20 LCAP and the 2020-2021 Learning Continuity Plan were both focused on increasing the graduation rate, reduce chronic absenteeism and student suspension rates, while increasing supports for intervention, mental health and credit remediation. We also focused on professional development for teachers to address ongoing technology skills, instructional pedagogy, alignment of pacing guides and development of CFAs and establishing site and district PLC practices to add in ongoing data review for improvement. We also identified the need to include universal screening as part of our MTSS and RTI2 practices so that we could provide targeted intervention.

With the lack of state assessment data in 2019-2020, we focused on the single year graduation data in 2020. This set a one- year baseline for graduation data as follows.
AHS- 94.52%
CIMS: 100%
GHS: 71%
SHS- 95.25%
UP- 100%
VHS: 89.68%

For 2020-2021, our one-year graduation data is as follows, we anticipate this to increase after summer school credit remediation.
AHS- 98.6%
CIMS: 100%
GHS: 47.5%
SHS- 91%
UP- 100%
VHS: 96.5%

The district has added on the following actions to support the needs identified in the previous plans:
1. District wide mental health providers
2. District site based health clerks
3. District RN
4. Intervention teachers at sites
5. Additional Counselors to lower class sizes
6. Additional hours to support Special Education teachers to support IEP implementation
7. Intervention materials for consistency across grades/subjects
8. Time for teachers to collaborate around grading practices, common assessments and universal screening data to drive MTSS and RTI2.
9. Training for PBIS and Mindset across the district with ongoing roll out of the Equity Framework.
10. Expanded credit recovery and homework supports, beyond the school day, including Saturdays.
11. Supports with time, materials and acceleration for students in the EL and Special Ed programs.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster

youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss,

including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

Local Control and Accountability Plan

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

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

Plan Summary 2021-24

General Information

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

Victor Valley Union High School District is located in the High Desert region of San Bernardino County, approximately 97 miles northeast of Los Angeles and 35 miles northwest of San Bernardino. Our district is just north of the San Bernardino mountains, at the edge of the Mojave Desert. Interstate 15 and State Highway 18 intersect near the heart of the city and Victorville is bordered on the west by State Highway 395. The Victor Valley includes the communities of Adelanto, Apple Valley, Hesperia, Lucerne Valley, Oak Hills, Phelan, Victorville, and Wrightwood. Victorville is the business hub of the area and draws consumers from well beyond its immediate area. It is the largest commercial center between San Bernardino and the Nevada border. The residential population of Victorville is 121,096 and growing. Estimates suggest that this figure more than doubles during business hours to accommodate the needs of the more than 300,000 people who call the Victor Valley home. Victorville is conveniently close to many mountain communities and within 40 minutes of Ontario International Airport.

The district has nine schools for high quality, educational learning environments. There are three comprehensive high schools offering grades 9 through 12, two schools of choice with grades 7 through 12, one academy with grades 7 through 12, one middle school with grades 7 and 8 and one Virtual school with grades 7-11. The alternative learning choices include a virtual academy, continuation school, independent study school, and an adult education program. VVUHSD is an urban district with approximately 10,820 students and an ethnically diverse student body. The five largest ethnic groups are Hispanic/Latino (67%), African American (18%), White (8%), two or more races (3%), and Asian (2%). The socioeconomic status of the families living within the district boundaries is lower than many surrounding communities with 9,549 students (88%) identified as Socio economically disadvantaged (SED), and rate by school is significant, with the

lowest school at 85% and the highest school, 95%.

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

As the unifying agent of our community, steeped in more than a century of commitment to student achievement, the Victor Valley Union High School District will provide students a high-quality education in a safe environment, cultivating skills necessary for success through the promotion of integrity, creativity and collaboration, inspiring them to reach their full potential and become productive global citizens.
The district has started developing its first 10-year Educational Master Plan which includes actions and steps for the anticipated shifts in the national, regional and local educational and job markets

Reflections: Successes

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

The LCAP process revealed many areas of growth and success for our district. Below are examples of areas of greatest improvement as well as areas of student achievement related to the analysis of multiple data measures.
~When doing an analysis of the California dashboard, the English Language Arts academic indicator demonstrated that we moved four student groups from RED to ORANGE. When reviewing senior success data, and given the high transiency rate in the district (33% annually), we focused on the students who started in August and graduated in June 2020. Senior class success rate by school is as follows: Adelanto High School (AHS) -94.52%; Cobalt Institute of Math & Science (CIMS)-100%; Goodwill High School (GHS): 71%; Silverado High School (SHS) -95.25%; University Preparatory School (UP) -100%; Victor Valley High School (VVHS)-89.68%.
~Another area of success is the increase in Career Technical Education enrollment and completers from the previous year. When comparing the data from 2018-19 to 2019-20, the enrollment increased by 644 students, and the number of completers increased by 506 students. The College and Career indicator on the dashboard continues to be a strength which increased from 49.6 to 57.9% in 2018-19.
~When looking at the graduation rate, despite remaining in the RED category, both Foster Youth and Students with Disabilities experienced an increase in their graduation rate at 4% and 8% respectively.

Despite COVID-19 impact on classes for the spring semester 2020, we saw an increase in the number of students receiving a passing score of 3 or better in the Advanced Placements exams, as compared to previous year. This success is celebrated because schools were online at that time. Teachers provided AP workshops and study sessions funded by Title I at each of the school sites and free online AP course reviews through APEX Learning and supplemental content through an online program called Acellus. The data indicates that in 2019-20 53% of students scored a passing rate of 3 or higher compared to 42.2% the previous year.
~The success with the graduation rate will once again be a priority by continuing to provide and expand the after school credit recovery option though the Lighthouse program. Using APEX Learning (UCOP A-G) courses we worked with APEX Learning and University of California Office of the President (UCOP) A-G Course Management Portal to redesign the courses at 70%, allowing students to remediate a D/F grade through these new courses. Students remediated over 2500 credits in 2019-20 and over 5000 credits, including summer in 2020-21. This directly supported students to graduate as they were able to remediate quickly and without having to repeat the entire course, but remaining A-G compliant.
~For the College and Career Indicator, the district will continue to fund a robust Career Technical Education (CTE) program and support staff to ensure all students have access. We have also added CTE A-G approved courses in the Virtual School, which will allow students to access CTE in that setting as well. We have increased pre-CTE courses at the middle school for 2020-21 and 2021-2020, which will continue to bring more students to the high school who have already had exposure to the CTE-alike middle school electives.
~Dual Enrollment continues to be expanded and in 2021-2020 the number increased to 3275 credits earned. In 2021-2022 the district will be introducing the Middle College High school, Law Academy, Medical Academy and the Aviation Academy, all of which are Dual Enrollment base programs, in partnership with VVC, directly increasing the numbers on students in Dual enrollment across the district each year.
The district plans to maintain and build upon our successes by continuing to implement the actions that demonstrated evidence of success as well as add additional actions that will continue to improve the results in the identified areas of success.

Reflections: Identified Need

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

The district has identified several areas that need significant improvement based on a review of Dashboard and local data, are as follows:
~In the areas of English Language Arts academic performance indicator, the English Learner student group remained in RED two years in a row. Even though most student groups have moved out of RED in the dashboard, EL student group has remained in RED for both 2017-18 and 2018-19. English Learner progress has been declining for the past three years. One of the contributors of this decline could be attributed to the transition between CELDT to ELPAC. Dashboard notes that English Learners were struggling in 2017, and their scores continue to decline moving from Yellow to Red status in the last two consecutive years. To address this, we have ensured that we have provided training on the ELPAC to all teachers, implemented QTEL training for English Language Arts teachers, aligned the English Language Arts pacing guides to include the ELD standards, implemented universal screening using STAR Renaissance English Language

Arts to provide additional data for teacher support and intervention. African American, Foster Youth, Hispanic, Homeless, Two-or-more Races, and Students with Disabilities performance indicator was in ORANGE in 2018-19 , though they were in RED the prior year, the district has continued to staff a district English Language Arts coordinator and contracts with the County for additional supports.
~In the area of mathematics, African American, English Learner and Homeless student groups remained in the RED for both 2017-18 and 2018-19. Mathematics student performance and achievement remain a priority for this district, and is supported with ongoing, targeted professional development, deep data examinations and discussions at the district, administrator, school site, and PLC levels. The district staffs a Coordinator and a middle and high school math coach. The district is focused on using strategies to support the learners in the red and orange. These include, but are not limited to: Established priority standards that are taught in depth and support student success on state testing. Aligned pacing guides districtwide to the priority standards. Use of assessment to remediating gaps in understanding including: STAR as a Universal Screener and Interim. Assessment Blocks from CAASPP. These assessments help us identify the gaps for specific learners. Utilization of math coaches who work with teachers by content area to provide conceptually based mathematics strategies. Participation by admin and teachers in training with Dr. Doug Reeves to support grading practices that build student self-efficacy and growth mindsets. In addition, we used the MDTP (Mathematics Diagnostic Testing Project) annually as a district assessment in 6th and 8th grade which allows VVUHSD to provide two custom courses to support incoming 7th and 9th grade students whose performance data either recommends a more scaffolded course. Based on the MDTP data, math coaches and math teachers identified the need to introduce a 9th grade course called Integrated I Math 9 (IM9) and a 7th grade course, Math Connections 7 (MC7) to address the needs of students who are struggling. Hook is offering the 7th grade course this year (introduced in 2020-21) and Silverado has offered the Integrated Math 9 course in 2019-20 and 2020-21. Data from the IM9 course was collected and presented to the Board in spring 2020 and the results based on grades in CFAs indicated that the IM9 students were out performing the regular Integrated 9 students. Weekly Google meet collaboration is held with teachers in MC7 courses to support their teaching and lesson design. Semi-monthly zoom collaborations are held with teachers in IM9.
~Reclassification of ELs: This area requires close monitoring as with the pandemic impact only 45 students were successfully reclassified which is a significant decline. A significant discrepancy has been noted in students performance on the Universal Screener through STAR Renaissance as students are scoring lower than expected. A deep dive into possible indications point to the belief that students are not taking the screener seriously. Teachers administered the STAR Renaissance to all students within the last few weeks prior to the end of the school year to provide an additional opportunity for students to reclassify. Other options have been evaluated as to create a focus group with students who have ELPAC scores at Level 4, creations of small cohorts and constant communication with students and parents to inform them about the reclassification criteria, and the importance of reclassification.
~Chronic Absenteeism continues to be an area of focus in middle school. Currently Foster Youth has 24.4% and Two-or-More Races has 25.9% as a chronic absenteeism rate. In order to continue to address chronic absenteeism, the district has implemented a virtual academy for homeless, foster or medically fragile students and students with attendance concerns that cannot be resolved through the typical Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) process. The district will continue to contract with Attention to Attendance to provide school sites with data to help identify early-on students with growing attendance concerns to provide quick and timely intervention prior to the absences being label as chronic. We will continue to conduct home visits and meet with families to discuss strategies to increase student attendance.
~Suspension Rate indicator is an area of concern as all student groups except for Two-or more Races and Asians, are in the RED and

ORANGE indicators. When exploring the number of students suspended at least one time during the school year, 18% of African American, 19% of Foster Youth and 12% of Pacific Islanders, have at least one suspension. In response we have developed the Student Services office with a full team of staff dedicated to addressing the districtwide culture and implementing districtwide MTSS. Additionally, county support for districtwide PBIS continued to expand. We believe that much of our student behavioral concerns are grounded in the need for mental health supports and the district has funded 8 mental health clinicians and additional counselors to address student needs.

The district has continued to address these areas through our data analysis and intervention strategies.

LCAP Highlights

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

The LCAP has been created with the voices of all stakeholders involved and several areas have been highlighted as priorities for the new plan. Due to our experiences from the pandemic, technology has become an integral necessity for teaching and learning and we have committed to enhancing equity and access to technology for all students. Technology actions are identified in Goals 1, 2, and 3 and includes additional personnel, improved infrastructure, increased equipment and devices, with supports for students and ongoing training for staff. We also recognized that in order to meet the learning loss experienced by our students, especially struggling learners and unduplicated students, the urgency to provide training and ongoing support for all certificated and classroom based paraprofessionals in the standards-aligned instructional base and supplemental materials. In order to continue to bridge the gaps in student achievement and improve graduation rates, the three goals also highlight the focus on implementation of intervention and acceleration programs across the district. Finally, based on the experiences shared by all stakeholders, and the concerns related to student mental health and wellness, the district has identified actions under each goal that address supports for physical and emotional well being of students, families and staff. The LCAP has been written as a comprehensive and responsive plan that will evolve based on ongoing analysis of our identified metrics and stakeholder input.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

Each of the three CSI schools has developed a School Plan for Student Achievement (SPSA) which serves as their comprehensive support and improvement plan. In 2021-2022, the district has three school sites identified for CSI support. In order to ensure that all steps are completed thoroughly, support is provided through the County Office of Education as well as Victor Valley Union High School District central office staff on how to best develop each site's annual CSI plans and align that to the annual SPSAs.

The district uses stakeholder feedback from LCAP meetings, DELAC and other parent meetings, as well as compiling feedback from the three sites as an integral part of the development of the district wide CSI plan. In addition to participation in these meetings, Panorama Parent School Climate surveys are sent out electronically by various means, including stakeholder emails, postings on district and school websites, as well as linked on district and school social media. Through the use of Blackboard, the district has the ability to contact all staff and families, in English and Spanish, to make them aware of these surveys, ensuring that all of our community have the opportunity to provide input.

In 2020-2021, the district team completed the following steps:
1. Implemented a timeline of actions for implementation at each site
2. Guided the process for sites to solicit input from stakeholders: site administrators, teachers, Family Engagement Liaisons (FELs), parents, and students, including a Needs Assessment survey to help sites identify and analyze their areas of need
3. Provided data as needed from the California School Dashboard, CAASPP and local indicators to identify the gaps and the areas of strength in student performance and then determine which schoolwide programs and evidence-based interventions and additional resources might be needed for ongoing improvement.

In order to complete the steps above, the district support team starts the process by first meeting with all the CSI teams together to establish the steps mentioned above. The district and the sites prepared the annual CSI presentation with each school's data, which was shared with the stakeholders in a public meeting at each site. The district also supports the sites with data for review of student achievement in the following area: disaggregated data to support the SBAC Achievement data in English Language Arts and Math, absenteeism data, schoolwide attendance data, middle and high school dropout data, school climate and social-emotional learning data, Advanced Placement enrollment and passing rates, career pathway completion data, English Learner progress data (ELPAC), enrollment data, as well as data

from district assessments. This abundance of data is used by school administration to share student progress with school staff and committees such as School Site Council, Instructional Leaders, English Learner Advisory Committees and/or African American Parent Advisory Committees, as part of the comprehensive needs assessment. In addition, the district reviews the needs of each of the CSI schools and provides support through SBCSS partnerships and other outside vendors as requested by the sites. The outside providers requested by teams include WestEd and Solution Tree. These strategies for the comprehensive needs assessment will be addressed in the school plans for submission in October of 2020 and will continue to be supported by the district through training and other support structures.

Through the Comprehensive Needs Assessment survey the district helped CSI schools align the data provided with an examination of current intervention practices in place. Schools reviewed their current programs and practices, and made a determination if the program or practice was providing the evidence required to support a positive impact on student achievement. Each intervention program was evaluated to determine if there were gaps in achievement, and if other evidence based interventions may be required to replace existing programs or supplement areas in which little support was found to be in place.
Due to COVID-19 restrictions on the start of school, the district has implemented synchronous teaching from 8:00-12:07 p.m. and asynchronous learning from 12:37-2:50 p.m daily. The school district is working on bringing back small groups for targeted support as allowed by CDC and SBDH. However, the CSI plans are developed to continue the school functions under the regular schedule when all students are in the classroom.

Based on the data above, the LEA and the schools reviewed the areas of focus and identified the stduent groups who have shown little to no progress in the state assessments as indicated in the dashboard. The needs assessments and collaborative discussions identified resource inequities in the following areas:
1. Targeted interventions for students who are significantly behind in grade level reading and mathematics.
2. Learning resources for English Learner and Special Education students as supplemental materials to support classroom course of studies for differentiation purposes.
3. Lack of trained teacher mentors at each site to provide ongoing support for building teacher capacity with pedagogy and lesson design.
4. Need for improved technology access for students and parents beyond the instructional day
5. Ongoing tutoring supports for students with homework and test preparation - a need in this community due to resource restrictions in families
6. Formal practices around SEL and student mental health wellness.

The district has provided the following supports to address the sites' CSI plans for 2020-2021 and to address resource inequities identified through the needs assessments at each site:
1.Addition of READ 180/SYSTEMS 44 to implement evidence-based reading support curriculum in each special education classroom. The needs assessment requires us to provide additional support for students with disabilities.
2. Addition of LearnZillion for Math to implement math support in each classroom. Per the needs assessment, this program will support

students in all our target groups, including students with disabilities, Foster Youth, Homeless, etc.
3. Purchase of instructional materials to bridge the digital gap with textbooks during distance learning. This is applicable to EL and Special Education programs for every level, and is a demonstrated need.
4. Devices and hotspots have been provided for families who have requested that- a device is assigned to each student. This is targeted especially for our lower SES students/families, as indicated by our needs assessment.
5. SBCSS training and support at each of the CSI sites in Math and English Language Arts. An analysis of our dashboard demonstrates that professional development is indicated across the board for these core subjects.
6. An implementation of after-school teacher support through a Teacher Trainer-of-Trainer model. These sessions are designed so that peer coaching and support are available in technology use, lesson design and curriculum support. In addition, district Ed Services staff is providing extensive workshops and training in relation to use of Acellus, CANVAS, Google and other online distance-learning support. Teachers self-reported the need for professional development in this area.
7. Implementation of STAR Renaissance universal screening and use of the data to drive differentiated instruction. In support of providing more targeted reading support and intervention, as well as tutoring for lower achieving students in target groups, this screening tool enables sites to target individual students in need of intensive intervention and support.
8. Site administrator training on Equity and Unconscious Bias to address school wide culture and practices is an evidence-based practice to address inequities in achievement of students in target groups.
9. Direct support from district coordinators who attend site CSI identified PLCs and support with discussions around data and next steps at staff meetings. Additionally, one district Coordinator is assigned for oversight of CSI schools, to ensure accountability.
10. Tier III and IV support. The Tier III intervention provides access to all students to intensive subject specific tutoring from 4-6 p.m. Additionally, all students can access 24/7 tutoring through a vendor identified by the district. In Tier IV, students who are performing three or more grade levels below, as determined by the percentile ranking in STAR Math and Reading, are provided intensive support through online tutoring.
11. PBIS and MTSS support will continue. The efficacy of these practices are well-established and will continue to be supported by the district. District support has expanded to providing a director whose primary role is to ensure equity of student services, including the support of PBIS.
12. The After-School Credit Recovery program is now provided all year to help remediate D/F grades for graduation success and give struggling students every opportunity to graduate on time. This impacts graduation rate, another indicator of the needs assessment. The credit recovery program uses APEX and Acellus, both well-established, reputable curricula.
13. Purchase of eduCLIMBER student data management system to support site and district PLC with deeper analysis of student achievement.
14. Access to Kognito and other social-emotional resources to support counselors and administrators in their work, impacting school climate. Results of the Panorama School Climate Surveys indicate that students and families see this as a significant area of need.
15. Purchase of site licenses for Acellus, which is an A-G approved online curriculum and is being used as supplemental resources to support teachers. This curriculum is to support students not only in distance learning, but also for those students who need access to work

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

Monitoring and Evaluating Effectiveness

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

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

The primary sources of school wide, long-term, summative data will be collected through the California School Dashboard and Dataquest through the California Department of Education.
~School performance data: This data helps with analysis of academic achievement in English Language Arts and Math, English Language Proficiency Assessment for California (ELPAC) Data, MDTP, district CFA data, and universal screening data, and is shared regularly with appropriate stakeholders, including at Cabinet, Principals Roundtable, Department Chair meetings, PLC meetings, etc. at both a district and site level.
~Teacher effectiveness data: through educator equity analysis (credentialing/experience), and student success rates through classroom grade analysis and credits earned (A/F grades issued affecting credits towards graduation). Similarly, this data is shared with appropriate stakeholders at a district, site and/or department level, as it focuses conversations, based on data, toward refining best first instruction and other best practices.
~Equity data: this includes evaluation of local data: expulsion rates, school wide attendance rates,, middle school and high school dropout data, school climate and social emotional learning data, access to AP and CTE courses. This data is a frequent topic at Cabinet, Management, LCAP, and to an extent, at department and PLC meetings, as stakeholders analyze how this impacts their sphere of influence and what changes are indicated.
~College and career ready data: Advanced Placement enrollment and passing rate data, career pathway completion data, dual enrollment data. This data is also shared with district and school site teams, as well as AP collaboration committees to refine practices, determine areas of strength and need.

The district's plan with eduCLIMBER allows for deep analysis of student performance - identifying the gaps and creating a structure of consistent support to address those gaps. Our ability to provide all school sites the right types of data, long term and immediate data, as

well as training in a structure to align and examine the data (District specific process “Plan, Do, Study and Refine” for continuous improvement) will allow CSI teams to effectively evaluate the implementation and effectiveness of the school CSI plans.

Below are the specific supports provided to the three schools in relation to the data analysis results:
1. Differentiated Instruction and MTSS: In 2020-21 the district has added Universal Screening through STAR Renaissance in Reading and Math. The Beginning of the Year (BOY) data is being used to support teachers with understanding the current and explicit needs of the students and guide their instructional plans; the End of the Year(EOY) data will be used to evaluate student growth through the year and then provide targeted summer school support in reading and math.
2. Ongoing support with PLC and professional development: The district provides direct and hands-on support for schools through district math coaches and subject coordinators. This team supports sites by working with teachers, department chairs, counselors and administrators, and providing them access to timely and updated information. The math coaches work with teachers directly. Math coaches are working with teachers at all three sites. Currently this support is generally provided in the form of emailed and shared google drive resources in addition to regularly scheduled google meets.
3. SBCSS/CSUSB support - Academic indicator in English Language Arts and Math: Each school has scheduled multiple days to work with trainers from SBCSS and CSUSB in English Language Arts and Math to address the gaps in English Language Arts and Math. The PLC discussions and feedback from the teachers and district math and English Language Arts support staff indicates that there is a need to revisit the current pacing guides and common formative assessments. In the same discussion, it was identified that the review of the essential standards and its alignment across each grades pacing guide would best benefit the schools. Throughout this year and last year, the district-SBCSS partnership is helping implement an alignment across grades and content areas. This work is based on the academic data analysis of SBAC, ELPAC and CFAs and is going deeper by ensuring that ELD standards are being taught during the Integrated English Language Development time in classrooms. All three schools are participating in this collaboration. Currently this support is generally provided in the forms of shared resources in addition to regularly scheduled and highly interactive zoom meetings.
4.Bridge classes for Math Support: Math coaches and math teachers identified the need to introduce a 9th grade (IM9) and a 7th grade (Math Connections 7-MC7) course to address the needs of students based on the MDTP results. MDTP is conducted annually in the spring of the 6th and 8th grades and allows VVUHSD to use data to accurately place and provide these two courses to support 7th and 9th grade students whose performance data recommends a more scaffolded course. Hook is offering the 7th grade course this year (introduced in 2020-21) and Silverado has offered the Integrated Math 9 course in 2019-20 and 2020-21. Data from the IM9 course was collected and presented to the Board in spring 2020 and the results based on grades in CFAs indicated that the IM9 students were out performing the regular Integrated 9 students. Weekly google meet collaboration is held with teachers in MC7 courses to support their teaching and lesson design. Monthly zoom collaborations are held with teachers in IM9.
5. Student Grade level progress monitoring: Quarterly analysis of D/F grades is provided by the district and conversations ensue with teachers and district administration around monitoring and intervention success at the site level. In addition, the district and high school sites provide a robust after-school credit recovery program that mitigates dropout and non-graduate risks by addressing credits concurrently, and monitors that progress. A district team supervises this process in addition to site level counselor and administrator supervision. Data is continuously shared on google sheets with counselors and administrators, providing real time monitoring, and summaries at the end of each

three-week session. Students have remediated 595 credits so far in the spring semester of 2021. The district will continue to fund these three-week sessions all through the year. This directly supports the CSI schools' needs for graduation needs and academic progress monitoring.
6. School Site Councils: Data will be shared with each site's SSC on a regular basis to evaluate the effectiveness of the CSI plan.

Stakeholder Engagement

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

Victor Valley Union High School District has established the LCAP District Advisory Committee which meets monthly during the fall and twice monthly during the spring to analyze all forms of data pertaining to student success measures for the district. The committee includes parents, community members, teachers, classified staff and site/district administration. The committee also includes standing members from both the certificated and classified bargaining units. They attend all meetings and provide feedback regarding proposed actions for consideration. The data presented is from the California Assessment of Student Performance and Progress, the California School dashboard, Dataquest and Local Data. This same data is provided to school site administration for standing LCAP agenda items for the School Site Council and English Learner Advisory Committees which are presented to school staff, parents, and community partners on a monthly basis. The Director of Special Education consults with the local plan area administrators and Special Education Local Plan Area (SELPA) representatives to ensure that the special education actions are included in the LCAP and meet the needs of our students with disabilities. The Director then brings this collaboration of information to the LCAP committee for review and consideration. Principals meet monthly in a roundtable to discuss program evaluation and data as well as engage in collaboration around the alignment of district professional learning goals in their School Plans for Student Achievement. In addition to these monthly cohorts of stakeholders, the Director of LCAP holds a student forum at each school and engages students in data regarding the LCAP actions and services as well as the data from their annual Climate Survey and the Social Emotional Learning Survey through Panorama. This feedback from students is brought back to the committee to ensure we are providing professional learning that will most impact student achievement and positive student behavior and wellness. The stakeholder meetings are critical to ensure the professional development program in Victor Valley Union High School District meets the needs of all staff and ensure we are moving in a direction that supports student learning. The superintendent is required by statute to respond in writing to the comments
received from these committees but in general the meetings were collaborative in nature and there were no questions directly proposed for the superintendent's response. The LCAP draft was placed on the district website and questions or comments could be emailed directly to superintendent for written response and the superintendent responded by email to very few questions primarily regarding safety. The items were then addressed by the LCAP advisory committee.

The stakeholder engagement was completed through meetings on the below dates:
1. Superintendent's Advisory Committee- Feb 23
2. LCAP Parent Advisory Committee- Feb 24, Apr 21
3. Student LCAP forums- March 1, 4, 10
4. District Management LCAP Meeting- Mar 17
5. Community LCAP Meeting- Apr 15
6. District English Learner Advisory Committee- Mar 17, June 7
7. Parent Meetings- Jan 15, 19, 28, 29 & Feb 7,10,19

During these meetings, stakeholders were provided the opportunity to share ideas that were pertinent to that group. We took notes that were then shared back with the stakeholders to allow them to have an overview of current recommendations in order for them to add to their ideas and thoughts during future meetings. A stakeholder survey was also placed on the district website in English and Spanish and stakeholders at each meeting were directed to the survey. In addition, the district prepared an introductory presentation on the LCAP process, funding sources, roles of stakeholders to set the stage. ELAC and DELAC parents participated with the parent groups as well as as a separate advisory group. In order to increase stakeholder participation, all student and parent meetings were scheduled as special events, allowing stakeholders to feel heard and make their responses valid for their sites. The district parent advisory committee, representing each sites' School Site Council/PTSA leaders, also heard the LCAP presentation and participated in the stakeholder feedback process as an advisory group.

A draft copy was posted on the district website with an available section for stakeholders to submit feedback which is emailed to the director of LCAP and the superintendent. The initial draft of the plan was presented at a public hearing on June 17th, 2020 with opportunity for stakeholder feedback as well. The plan will be presented on June 24th for final approval by the governing board.

A summary of the feedback provided by specific stakeholder groups.

VVUHSD held multiple stakeholder engagement meetings and collected information through a collaborative process to ensure the voice of all stakeholders are represented in the plan. The Local Control & Accountability Plan (LCAP) Advisory Committee of consisted of district and site certificated and classified staff, including members from the collective bargaining units, who provided feedback on programs and services aligned with the 8 state priorities as well as the broad goals established for the plan. The committee identified student mental health, academic interventions and 7th and 9th grade transition programs as priorities that must be represented and supported by the plan.
The meeting with families was held at all nine schools and the feedback from this group highlighted the need for:
~Regarding Safety, they had questions regarding students returning safety to school after the pandemic with steps for safety protocols. They also talked about school emergency procedures and staff training. Several suggested that we continue to have campus security.
~Regarding academics, they mentioned the need to continue and increase counselors supports, continue strong programs like AVID and

Leadership classes, and wanted students to continue the flexibility to access dual enrollment and virtual school classes.
~Regarding Technology, they recommended that we should replenish student and staff devices and change how technology looks in the classroom, increase WIFI access, develop common technology across schools and increase supports how parents can use and access technology.,.
~Student Mental Health was mentioned the most and families asked for more mental health supports, community partnerships, personnel support, more teacher training and mental health supports for teachers as well.
~DELAC parents identified English Learner supports as the need for more translation services, need for more bilingual support, appropriate instructional materials in Spanish, and newcomers primary language support in all classes.
~Parents would like the district to continue with intervention programs like Read180 and Math 180.
~Special Needs parents suggested there is need for more supports for students who are failing or credit deficient and have an IEP, along with more resource and support staff.

Student feedback from four student forums recommended the following:
~Safety and school connectedness: they asked for consistent and fair discipline, focus on school safety, personal interventions, provide more training for teachers regarding connecting with students, more security guards to prevent discipline, focus on bullying, more cameras for safety, training for staff for recognizing depression and suicidal ideation, peer counseling etc.
~Academics: Wider variety of courses and making sure all courses are A-G approved, more help during the college process, adding coding and technology based courses, highlight CTE options for students, more flexibility in course requests, continue AVID and STEM, teacher training for engagement and differentiation, increased communication with counselors to allow students to choose their courses etc.
~Technology: They want better internet access, more support at home, students to be allowed to bring their own devices, teachers to continue to use tech for teaching and learning so they can access even when they are absent.
~Mental Health- asked for mental health clinicians, train teachers on building relationships, stronger communication skills for teachers and students, peer support strategies etc.
~For English Learners, there was a request for more translation services for newcomers and more primary language support in class, and having teachers use strategies that allow for peer support.

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

As a result of the stakeholder engagement meetings, the LCAP for VVUHSD directly reflects the feedback and input provided by the participants. The three goals the district has determined to lead our plan for the next three years were developed with their recommendation and what they believed to be priority for our families and students of the district. In Goal 1, we have addressed the requests for technology devices and supports, curriculum for English Learners and content to support a wide array of course options. In Goal 2, the actions include professional development for staff, English Learners instructional supports, college access preparation including Dual Enrollment and virtual courses, increased numbers of counselors, more supports for special educations students, intervention services for all, and expanded CTE

options for students. In Goal 3, the actions include mental health support providers, school connectedness staff, improved school safety and staff training, resources for family and student engagement, and professional development for staff to respond to student needs.
The LCAP truly reflects the input of all stakeholders and the actions funded in the LCAP reflect services and supports that address stakeholder concerns and suggestions.

Stakeholder Groups	Goal 1	Goal 2	Goal 3
All Staff	1,5,7	1, 4, 13, 8, 9,	1, 3, 4, 6
Community and families	1, 2, 5, 8, 3, 4, 7	3, 4, 6, 11, 12, 13, 15, 16	1, 2, 4, 5, 6, 7
ELAC/DELAC	6, 3, 4	2, 10, 11, 13	1, 2, 6, 7,
Students	1, 5, 7	3, 4, 6, 7, 9, 12, 15, 16	1, 2, 4, 5, 6

Goals and Actions

Goals

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
#1 Williams Instructional Materials Audit - Standards Based Instructional Materials 1:1 for Students	2020-2021 100% - No Findings	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% - No Findings
#2 Williams Facilities FIT Report	2020-2021 Findings - 1 Emergency Repair Deficiency	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	0 Findings - Emergency Repair Deficiencies
#3 Human Resources County Audit Teacher Credential Assignment/Mis-Assignments	0 Teacher Mis-Assignments	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	0 Teacher Mis-Assignments
#4 1:1 Technology access for every student	2020-2021 90% Students 1:1 Devices	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% Students 1:1 Devices
#5 1:1 Technology access for every staff	2020-2021 90% Staff Technology Access	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% Staff Technology Access
#6 California School Dashboard, Chronic Absenteeism Indicator - All Students	2018-2019 YELLOW 14%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 10%) Decrease by 4%
#7 Reclassification Rates of English learners - Local Data	45 Students or 2%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Target 90 Students or 7% Annually

#8 District Wide Average Daily Attendance - Local Data Aeries	2019-2020 Average daily attendance rate 87.8% for all students	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase average daily attendance by 5% for all students - Target 92.%
#9 California School Dashboard, Graduation Rate Indicator - Foster Youth	2018-2019 RED 65%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ORANGE (Target 70%) Increasing by 5%
#10 California School Dashboard, Graduation Rate Indicator - English Learners	2018-19 ORANGE 72%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 77%) Increase by 5%
#11 California School Dashboard, Graduation Rate Indicator - Low Income/Socio Economically Disadvantaged Students	2018-19 GREEN 83.4%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 85%) Increasing by 5%
#12 Technology Department Feedback Survey - Local Measure - Staff	90% support impact from technology team	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%
#13 Technology Department Feedback Survey - Local Measure - Student	90% support impact from technology team	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%

#14 California School Dashboard, Chronic Absenteeism - Low Income/Socio Economically Disadvantaged Students	2018-2019 YELLOW 14.4%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 9.4%) Reduce by 5%
#15 California School Dashboard, Chronic Absenteeism - Foster Youth	2018-2019 RED 24.4%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 19.4%) Decrease by 5%
#16 California School Dashboard, Chronic Absenteeism - English Learners	2018-2019 YELLOW 11.7% - Declined	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 6.7%) Decrease by 5%
#17 California School Dashboard, ELA Academic Indicator - English Learners	2018-19 RED - 71.1 Points Below Standard	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target Increase) Increase by 36 points
#18 California School Dashboard, English Learner Progress Indicator	2018-19 (LOW) Proficiency Progress 38.8% -	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 49%) Increase proficiency by 10% Annually
#19 California School Dashboard, Graduation Rate Indicator - All Students	2018-19 YELLOW 83.4%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 88.4%) Increase by 5%

#20 California School Dashboard, ELA Academic Indicator - All Students	2018-19 ORANGE (35 points below Standard - Maintained)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Green (Target 10 points below Standard - Increase or Maintain Annually) Increase by 25 Points
#12 California School Dashboard, ELA Academic Indicator - Foster Youth	2018-19 ORANGE (92.2 Points below Standard - Increased)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 35 Points Below Standard - Increase or Maintain Annually) Increase by 57 Points
#22 California School Dashboard, ELA Academic Indicator - Low Income/Socioeconomically Disadvantaged Students	2018-19 YELLOW (40 pts below Standard - Increased)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 10 Points Below Standards - Increase or Maintain Annually) Increase by 30 Points
#23 California School Dashboard, Math Academic Indicator - all students	2018-2019 ORANGE (105 pts below Standard - Maintained)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 54 Points Below Standard - Increase or Maintain Annually) Increase by 50 points

#24 California School Dashboard, Math Academic Indicator - Foster Youth Students	2018-2019 ORANGE (171.9 pts below Standard - Increased)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 105 below Standard - Increase or Maintain Annually) Increase by 66 Points
#25 California School Dashboard, Math Academic Indicator - Low Income/Socioeconomically Disadvantaged Students	2018-2019 ORANGE (109.8 below Standard - Maintained)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 60 Points Below Standard - Increase or Maintain Annually) Increase by 50 points
#26 California School Dashboard, Math Academic Indicator - English Learner Students	2018-2019 RED (129.7 below Standard - Declined)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually) Increase by 72 Points
#27 California School Dashboard, Math Academic Indicator - African American Students	2018-19 RED (151.9 below Standard - Maintained)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually) Increase by 51 Points

#28 California School Dashboard, Math Academic Indicator - Homeless Youth students	2018-19 RED (172.2 below Standard - Declined)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually) Increase by 72 Points
#29 California School Dashboard, Math Academic Indicator - Hispanic students	2018-19 ORANGE (104.6 below Standard - Declined)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 55 Points Below Standard - Increase or Maintain Annually) Increase by 50 points
California School Dashboard, Math Academic Indicator - Students With Disabilities	2018-19 ORANGE (189.4 pts below Standard - Increased)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually) Increase by 90 points
#31 California School Dashboard, ELA Academic Indicator - Students With Disabilities	2018-19 ORANGE (124.7 pts below Standard - Increased)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 80 Points Below Standard - Increase or Maintain Annually) Increase by 45 points

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	1.1 Maintain facilities that are clean and in good repair	The district will provide resources to ensure clean and updated facilities for all students to experience a positive and safe educational environment. We will also implement a facilities improvement plan and the deferred maintenance plan in order to meet annual Williams inspections. We will increase the number of custodial staff hired to improve safety and cleaning measures at all sites to improve staff and student safety related to post-pandemic concerns.	$5,157,625.00	No
Action #2	1.2 District support for technology access and implementation	The district will continue to provide technology support staff for implementation of the district technology plan in teaching and learning to increase student academic achievement. The intended positive impact will be measured through the local annual technology department survey.	$619,393.00	No
Action #3	1.3 Support for students to access standards-based instructional materials	The district will continue to provide staff to monitor and ensure that each student has access to standards based materials in every classroom, and at each school, to access grade level standards-based instruction. This will be evaluated through the annual William Instructional materials audit and the local indicator for standards-based instruction in the classroom.	$1,236,971.00	No
Action #4	1.4 Transportation	The District will continue to provide transportation districtwide to decrease chronic absenteeism and increase the attendance of Homeless, English Learners, Foster Youth and Low Income students. This district service impact will be evidenced from improvement in attendance data through Chronic Absenteeism data and graduation rates from the California School Dashboard.	$9,087,802.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #5	1.5 Site-based Technology Support	The district will continue to provides site-based Computer Media Specialists who support classroom needs related to teaching and learning, for both students and staff and also provides parent workshops at the site, primarily to support students and families identified as Foster Youth, English Learner and Low Income who need access to technology for their academic success. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics, Graduation Rate and English Learner Progress on the California School Dashboard and an increase in student performance on the STAR Reading and Math Universal Screener.	$580,283.00	Yes
Action #6	1.6 Provide designated and supplemental ELD Curriculum for English Learners	The district will continue to provide EL students access to designated and supplemental materials in ELA and ELD courses to improve their academic indicator and proficiency rates in ELA and ELPAC. This will directly support increased reclassification rates which is a local measure, English Learner achievement on the SBAC for English Language Arts and Math, English Learner Progress indicator on the California School Dashboard and increase or maintain their ELPAC level.	$500,000.00	Yes
Action #7	1.7 Purchase of instructional materials to support academic access and equity	The district will continue to provide supplementary materials, digital licenses for instructional materials and a variety of resources to increase access to learning with a focus on Low Income, Foster Youth and Homeless students to support and increase their access to learning. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics, Graduation Rate and English Learner Progress on the California School Dashboard and an increase in student performance on the STAR Reading and Math Universal Screener.	$4,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #8	1.8 Providing resources to bridge the technology access gap for Unduplicated Students	The district will continue to provide equipment, resources and materials to support FY, EL and LI students so that they can have access to devices, materials and WIFI at home and school in order to bridge the technology access gap. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics, and Graduation Rate on the California School Dashboard.	$1,650,000.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

An explanation of why the LEA has developed this goal.

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

In A-G completion data indicates less than 40.1% of students are meeting the 2.0 GPA requirement for each course which is an internal grading issue. However, all core, CTE and majority of electives are A-G approved. Graduation indicator shows green and the district has continued to show improvement. The district will remain ever mindful about the learning loss experience in 2020-2021 school year and design supports to mitigate the literacy gaps evidenced by the assessment data. ALL students will receive support and intervention and the district will meet the needs of diverse students such as English Learners, Special education, Foster Youth, and Low Income students through programs that including cutting edge research strategies for best practices and assessments that drive improved and accelerated learning. The measurable output is 5% annual growth for all areas and student groups identified above.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
#1 CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - all students	CAASPP 2018-19 Met: 27.09 % Exceeded: 10.40%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 5% Met: 32.09% Exceeded: 15.40%

#2 CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded”- all students	CAASPP 2018-19 Met: 11.97% Exceeded: 6.67%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 5% Met: 16.97% Exceeded: 11.67%
#3 California School Dashboard, Graduation Rate - All Students	2018-19 GREEN 83.4% (Increased)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 95.5%) Increase 4% Annually
#4 Data Quest, A-G Completion Rate - All Students	2018-2019 A-G Completion Rate 40.1% (CALPADS Data Entry error for 2019-2020, may be higher)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Target - 60%
#5 Advanced Placement: Percent of Students passing AP exams with a score for 3 or higher.	2019-20 Pass rate - 592 (53%)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Target: 63% (Increase 5% or above annually)
#6 Professional Development - Teacher Attendance Data for Summer Professional Development (Local Data OMS)	July 2020 80% Attendance Rate of voluntary registered teachers.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	August 2021 - 75% Attendance Rate
#7 Professional Development for Classified Classroom-based Paraprofessionals (Local Data OMS)	90% Attendance Rate of register teachers at all events	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	80% Attendance Rate

#8 Reclassification Rates of English learners - Local Data	2020-2021 - 45 students or 2%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Target 90 Students or 7% Annually
#9 California School Dashboard, English Learner Progress Indicator	2018-2019 (LOW) Proficiency Progress 38.8%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase Proficiency by 10 % to 49%
#10 CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - English Learners	2018-2019 Standard Met: 8.12% Standard Exceeded:0.85%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 13.12% Standard Exceeded: 5.85%
#11 CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - African American Students	2018-2019 Standard Met: 19.10% Standard Exceeded: 4.51%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 24.1% Standard Exceeded: 9.51%
#12 CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - Hispanic Students	2018-2019 Standard Met: 28.85% Standard Exceeded: 9.87%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 33.85% Standard Exceeded: 14.87%
#13 CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - Two or More Races	2018-2019 Standard Met: 22.0% Standard Exceeded: 11.33%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 27% Standard Exceeded: 16.33%

#14 CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - Students with Disabilities	2018-2019 Standard Met: 6.68% Standard Exceeded: 0.23%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 11.68% Standard Exceeded: 5.23%
#15 CASSPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - Homeless Youth	2018-2019 Standard Met: 12.73% Standard Exceeded: 1.82%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 17.3% Standard Exceeded: 6.82%
#16 CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - English Learners	2018-2019 Standard Met: 4.19% Standard Exceeded: 0.67%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 9.19% Standard Exceeded: 5.67%
#17 CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - African American Students	2018-2019 Standard Met: 5.75% Standard Exceeded: 0.87%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 10.75% Standard Exceeded: 6.87%
#18 CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - Homeless Students	2018-2019 Standard Met: 1.82% Standard Exceeded: 0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 6.82% Standard Exceeded: 5%

#19 CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - Hispanic Students	2018-2019 Standard Met: 12.27% Standard Exceeded: 5.93%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 17.27% Standard Exceeded: 11.93%
#20 CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - Students with Disabilities	2018-2019 Standard Met: 1.15 % Standard Exceeded: 0.92%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 6.15% Standard Exceeded: 5.92%
#12 CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - Low Income/Socioeconomically Disadvantaged	2018-2019 Standard Met: 11.31% Standard Exceeded: 5.96%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Targets: (Increase by 5% annually) Standard Met: 16.31% Standard Exceeded: 10.96%
#22 California School Dashboard, ELA Academic Indicator - All Students	2018-2019 ORANGE (92.2 Points Below Standard - Increase)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 10 points below Standard - Increase or Maintain) Increase by 25 points
#23 California School Dashboard, ELA Academic Indicator - English Learners	2018-2019 RED - 71.1 Points Below Standard - Declined	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 35 Points Below Standard - Maintain or Increase) Increase by 36 Points

#24 California School Dashboard, ELA Academic Indicator - African American	2018-2019 ORANGE (73 points below Standard - Increased)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 10 points below Standard - Increase or Maintain) Increase by 63 Points
#25 California School Dashboard, ELA Academic Indicator - Hispanic Students	2018-2019 ORANGE (33.5 points below Standard - Increased)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 0 points below Standard - Increase or Maintain) Increase by 34 Points
#26 California School Dashboard, ELA Academic Indicator - Two or More Races Students	2018-2019 ORANGE (35.6 points below Standard - Increased)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 10 points below Standard - Increase or Maintain) Increase by 25 Points
#27 California School Dashboard, ELA Academic Indicator - Students with Disabilities	2018-2019 ORANGE (124.7 points Below Standard - Increased)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Yellow (Target 94 points below Standard - Increase or Maintain) Increase by 31 Points
#28 California School Dashboard, ELA Academic Indicator - Homeless Students	2018-2019 ORANGE (98 points below Standard - Increased)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Yellow (Target 44 points below Standard - Increase or Maintain) Increase by 50 Points

#29 California School Dashboard, Math Academic Indicator - All Students	2018-2019 ORANGE (105 points below Standard - Maintained)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Yellow (Target 54 points below Standard - Increase or Maintain) Increase by 50 points
#30 California School Dashboard, Math Academic Indicator - Low Income/Socioeconomically Disadvantaged	2018-2019 ORANGE (109.8 below Standard - Maintained)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 60 points Below Standard - Increase or Maintain Annually) Increase by 50 points
#31 California School Dashboard, Math Academic Indicator - African American Students	2018-2019 RED (151.9 points below Standard - Maintained)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 100 points Below Standard - Increase or Maintain Annually) Increase by 51 points
#32 California School Dashboard, Math Academic Indicator - Homeless Students	2018-2019 RED (172.2 below Standard - Declined)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 100 Points Below Standard - Increase or Maintain Annually) Increase by 72 Points

#33 California School Dashboard, Math Academic Indicator - Hispanic Students	2018-2019 ORANGE (104.9 points below Standard - Declined)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Yellow (Target 55 Points Below Standard - Increases or Maintain Annually) Increase by 50 Points
#34 California School Dashboard, Math Academic Indicator - Students with Disabilities	2018-2019 ORANGE (189.4 points Below Standard - Increased)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Yellow (Target 100 points below Standard - Increase or Maintain Annually) Increase by 45 points
#35 California School Dashboard, College and Career Indicator - All Students	2018-2019 - 57.9% Prepared	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Target - Prepared 67% (15% improvement annually)
#36 Dual Enrollment - Number of Students - Local Data Aeries	2020-2021 - 487 Students	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Target - 487 Students (Maintain or increase Dual Enrollment numbers)
#37 Career Technical Education Enrollment - Local Data Aeries	2020-2021 3,275 students	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Target - 3,275 students (Increase or maintain CTE enrollment annually)

#38 Career Technical Education Pathway Completers - Local Data Aeries	2019-2020 - 717 Students	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Target - 753 students (Increase completers by 5% annually)
#39 California School Dashboard, Chronic Absenteeism Indicator - All students	2018-2019 - YELLOW 14%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 10%) Decrease by 4%
#40 Ed Data, Chronic Absenteeism Rate - all students	2018-19 Overall - 13.8%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Target 83.8% (Decrease the chronic absenteeism by 5%)
#41 Ed Data, Chronic Absenteeism - Two or More Races Students	2018-2019 - 21%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Target - 16% (Decrease the chronic absenteeism by 5%)
#42 Ed Data, Chronic Absenteeism - Low Income/Socioeconomically Disadvantaged	2018-2019 - 14.4%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Target 93.4% (Decrease the chronic absenteeism by 5%)
#43 California School Dashboard, Chronic Absenteeism Indicator - Foster Youth	2018-2019 RED 24.4%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 19.4%) Decrease by 5%

#44 California School Dashboard, Chronic Absenteeism Indicator - Homeless Students	2018-2019 ORANGE 43.1%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 38%) Decrease by 5%
#45 California School Dashboard, Chronic Absenteeism Indicator - English Learners	2018-2019 YELLOW 11.7%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 6.7%) Decrease by 5%
#46 California School Dashboard, Chronic Absenteeism Indicator- Low Income/Socioeconomically Disadvantaged	2018-2019 YELLOW 14.4%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 9.4%) Reduce by 5%
#47 California School Dashboard, College and Career Indicator - Foster Youth	2018-19 ORANGE 32.5% Prepared	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 45% Prepared) Increase by 13 %
#48 California School Dashboard, Graduation Rate indicator - Foster Youth	2018-2019 RED 65%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ORANGE (Target 70%) Increase by 5%
#49 California School Dashboard, Graduation Rate indicator - English Learners	2018-2019 ORANGE 72%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 77%) Increase by 5%
#50 California School Dashboard, Graduation Rate Indicator- Students with Disabilities	2018-2019 RED 65.3%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ORANGE (Target 75%) Increase by 10%

#51 Panorama Climate Survey - Families	Positive Climate for Academic Learning - 72% Agree	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Target - 90%
#52 STAR Renaissance Reading: School Wide	2020-2021 At/Above Benchmark 27.8%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Target At/Above Benchmark 40%. Increase 3% Annually.
#53 STAR Renaissance Reading: By Grade Level	2020-2021 At/Above Benchmark; Grade 7 39%, Grade 8 30%, Grade 9 29%, Grade 10 36%, Grade 11 33%, Grade 12 33%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Target At/Above Benchmark (Increase 3% Annually) Grade 7 48%, Grade 8 39%, Grade 9 28%, Grade 10 45%, Grade 11 42%, Grade 12 42%
#54 STAR Renaissance Reading: By Major Ethnicity	2020-2021 At/Above Benchmark; African American 12%, Hispanic 15%, White 19%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Target At/Above Benchmark (Increase 3% Annually) African American 21%, Hispanic 14%, White 28%
#55 STAR Renaissance Mathematics: School Wide	2020-2021 At/Above Benchmark 22%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Target At/Above Benchmark 31%. Increase 3% Annually.

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

Actions

Action #	Title	Description	Total Funds Contributing

Action #	Title	Description	Total Funds	Contributing
Action #1	2.1 District support services for Academic Success	The district will continue to provide coordinators for core subject support, two math coaches for middle and high school, a data support coordinator, and assistant principals at the small schools to continue the work with staff on core content, training and classroom supports, leading Professional Learning Communities discussions and providing support with data and student monitoring. This will continue to ensure that students receive a well-rounded educational experience. In addition to district-wide support, coordinators will work with site teams to design targeted support programs and supplementary learning time by providing direct support to target student groups in the areas of English Learners, Foster Youth and Low Income students. Program will include, but not limited to, after school tutoring for English Learners, STAR data targeted foster youth and low income students for extended learning through FEV Tutor, etc. The focus of the team in Educational Services will be on our targeted student groups in order to increase student academic success for our duplicated students. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics, Graduation Rate and English Learner Progress on the California School Dashboard and an increase in student performance on the STAR Reading and Math Universal Screener.	$1,676,889.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #2	2.2 Ensuring English Learner Academic success	The district will continue to provide English Language Development (ELD) coordinators at each site, bilingual paraprofessionals, district ELD coordinator and program support staff to help monitor the 1,300 English Learner students' progress towards proficiency. The team supports teachers with implementation of designated English Language Development and implements progress monitoring through individual learning plans, using Ellevation. The team ensures that sites provide a rich academic environment for English Learner students to achieve proficiency and increase reclassification. This will directly support increased reclassification rates which is a local measure, English Learner achievement on the SBAC for English Language Arts and Math, English Learner Progress indicator on the California School Dashboard and increase or maintain their ELPAC level.	$1,036,359.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #3	2.3 Increasing services to support equity and access for college readiness	The district will provide teachers for programs which target student groups who traditionally do not attend college after high school graduation, primarily English Learners, Low Income, and Foster Youth. The district uses specific programs to target these student groups to create equity and access to higher education. Programs funded include Advancement via Individual Determination (AVID) program, open access and recruitment of target students for Advanced Placement courses, Honors courses in high school, and middle school Honors. The district funds additional intervention counselors and a foster youth counselor for targeted support. Programs will continue to be supported that create school connectedness, which evidence shows positively impact student engagement, such as visual and performing arts, music, and the newly developed middle college high school program to enhance college and career readiness services. This will increase more options for unduplicated student groups to access college preparatory courses and guidance for participation in a rigorous college preparatory pathway. This action is primarily directed towards the Low Income, English Learner and Foster Youth student groups. The impact is measured by increased achievement on the college and career indicator data on the California Schools dashboard, increased A-G completions rates, and improvement on the student Panorama Climate survey for connectedness.	$6,331,961.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #4	2.4 Expanding Intervention and Credit Recovery Services	The district will expand intervention and credit recovery services provided by district coordinators, teachers and paraprofessionals and is primarily directed towards the Low Income, Foster Youth and English Learner students, to support student academic success through grades 7-12, and increase graduation rates. The sites will provide intervention teachers, after school tutoring, online targeted extended learning as well as district after school credit recovery teachers who are assigned groups of students for monitoring and support with credit recovery. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics, Graduation Rate and English Learner Progress on the California School Dashboard and an increase in student performance on the STAR Reading and Math Universal Screener.	$4,237,124.00	Yes
Action #5	2.5 Increased and improved services for unduplicated Special Education students	The district is committed to ensuring unduplicated students in Special Education receive individualized supplementary supports to increase their access and success in standards-based instruction in the general education setting. This includes providing services for Low Income Special Education students to access programs in a safe and supportive environment, including English Learner students in Special Education accessing academic language acquisition opportunities. The data is measured through local measures of re-designation rates on AERIES.	$2,355,375.00	No

Action #	Title	Description	Total Funds	Contributing
Action #6	2.6 Expanding Virtual School Learning options	The district has implemented a grade 7-12, A-G aligned and Western Association of School and Colleges (WASC) accredited Virtual School with teachers, administrative and counseling support to provide an alternate education option for students who are not successful in the traditional school setting. This option supports the reduction of chronic absenteeism and helps students to stay on track for promotion and graduation, with primary support for Foster Youth and Low Income students. This district program's will impact will be evidenced from improvement in attendance data through Chronic Absenteeism data and graduation rates from the California School Dashboard.	$1,165,906.00	Yes
Action #7	2.7 Providing and improving increased equity-driven CTE programs	The district will continue to expand staffing to enhance Career Technical Education program access for students groups, primarily directed towards unduplicated students, to increase career readiness before graduation. CTE also creates high interest programs for school connectedness and supports rigorous learning. The impact is measured by increased achievement on the college and career indicator data on the California Schools dashboard, increased A-G completions rates, and improvement on the student Panorama Climate survey for connectedness.	$2,528,737.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #8	2.8 Provide resources for ongoing support to ensure equity in teaching and learning	The district will continue its ongoing work with County Coaches, Dr. Doug Reeves and other support providers to design collaborative workshops and training sessions to address best practices related to best first instruction, grading, equity-driven programs, etc. The focus is to improve classroom instruction and practices that will increase the academic success of students, primarily directed towards our English Learner, Foster Youth and Low Income students. This will be measured by improved student performance in the academic performance indicators for English Language Arts. Math and English Learner Progress on the California School Dashboard.	$350,000.00	Yes
Action #9	2.9 Professional Development to Address Academic Equity and Achievement gaps	The district will continue to support all staff in participating in professional development activities and training to improve teaching and learning and directly impact the student academic programs with primary focus on the achievement of Low Income and English Learner students . This includes providing content, pedagogy and behavioral support training in content in core subject adoptions (ELA, Math, Science and Social Science), universal lesson designs, ELD and classroom based assessments, monitoring of student success using STAR Renaissance and Ellevation, and MTSS and PBIS training for classroom behavioral supports. This will be measured by improved student performance in the academic performance indicators for English Language Arts. Math and English Learner Progress on the California School Dashboard.	$1,130,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #10	2.10 Provide Resources for English Learner instructional Programs	The district will continue to provide instructional resources for teachers and paraprofessionals to support all English Learners during the designated and integrated English Language Development (ELD) instructional time. This includes purchase of supplementary resources like Rosetta Stone for language development support, as well as progress monitoring tools like Ellevation which provides data used for the Individual Learning Plan monitoring for all English Learner students to help progress towards reclassification. This will directly support increased reclassification rates which is a local measure, English Learner achievement on the SBAC for English Language Arts and Math, English Learner Progress indicator on the California School Dashboard and increase or maintain their ELPAC level.	$42,000.00	Yes
Action #11	2.11 Provide English Learner Intervention supports	The district will continue to support English Learner students with language acquisition by providing resources such as primary language resources in the library, MyELCompanion in ELA and teacher/paraprofessional after school tutoring and supports to increase access and time for intervention so that more English Learner students may gain language proficiency and reclassify. This will directly support increased reclassification rates which is a local measure, English Learner achievement on the SBAC for English Language Arts and Math, English Learner Progress indicator on the California School Dashboard and increase or maintain their ELPAC level.	$266,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #12	2.12 Increasing supplemental college readiness activities for student success	The district will continue to provide students, but primarily Low Income students, with opportunities so they can actively engage in college ready activities such as college test prep, study trips, access to Dual Enrollment courses and college exams. The impact is measured by increased achievement on the college and career indicator data on the California Schools dashboard, increased A-G completions rates, and improvement on the student Panorama Climate survey for connectedness.	$1,067,314.00	Yes
Action #13	2.13 Providing supplemental resources to support response to intervention and instruction	The district will continue to provide resources, supplies and materials for intervention for teachers to support ongoing needs for student success, especially for low-income students who are at-risk or are struggling. This will be measured by improved student performance on the California School Dashboard indicators for English Language Arts, Mathematics, Graduation Rate and English Learner Progress on the California School Dashboard and an increase in student performance on the STAR Reading and Math Universal Screener.	$1,503,200.00	Yes
Action #14	2.14 Providing supplemental resources to promote unduplicated Special Education student success	The district will continue to provide resources to support Special Education student success, primarily for English Learner and Foster Youth students, to support their success in general education settings. This impact will be measured through the re-designation rates as a local measure.	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #15	2.15 Providing resources to enhance virtual school learning options	The district will provide resources to support a virtual school learning option for students who are experiencing a lack of success in the traditional setting. This option supports the chronic absenteeism that students experience and is primarily directed towards low income and foster youth so they can continue their learning when unable to attend school in-person. The district virtual program will impact will be evidenced from improvement in attendance data through Chronic Absenteeism data, and graduation rates from the California School Dashboard.	$290,500.00	Yes
Action #16	2.16 Providing resources to enhance Career Technical Education (CTE)	The district will continue to provide resources to enhance CTE programs across middle and high school sites so that students, especially Low Income students, are able to access CTE programs to increase career readiness before graduation. CTE also creates high interest programs for school connectedness and supports rigorous learning. The impact is measured by increased achievement on the college and career indicator data on the California Schools dashboard, increased A-G completions rates, and improvement on the student Panorama Climate survey for connectedness.	$500,000.00	Yes
Action #17	2.17 Ongoing support with implementing Professional Learning Communities of practice	The district will continue to support teachers in each subject group to conduct monthly Professional Learning Community meetings and use data from common assessments and universal screening to monitor student success and progress in all core areas. The impact of this action will be evidenced in the STAR Renaissance progress data, D/F data on AERIES, and the California Schools Dashboard data for graduation, academic indicator and college and career readiness.	$70,000.00	No

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

An explanation of why the LEA has developed this goal.

The stakeholder feedback and district data from the annual climate survey indicates the need to provide a campus culture that promotes a safe learning environment for students, families and staff. There is an ongoing need to increase wellness activities for students and staff, along with positive interventions to support academic and personal success. Additionally, the district recognizes the importance of school

and home connectedness and has provided resources that support families with training related to understanding of educational initiatives and how they can support the academic and social-emotional experiences for their children.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
#1 California School Dashboard, Suspension Rate Indicator - all students	2018-2019 ORANGE (High) - 9% of all students suspended at least once	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Medium) Target 6% - Reduce by 3%
#2 California School Dashboard, Chronic Absenteeism Indictor - All Students	2018-2019 YELLOW 14%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	GREEN (Target 10%) Decrease by 4%
#3 Ed Data, Expulsion Rate - All Students	2019-2020 = 0.04%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Target - 0.02% (Maintain or decrease percentage of expulsions)
#4 Panorama Climate Survey - Favorable Responses	Fall 2019 Safety - Students 66% Winter 2020 Safety - Staff 55% and Family 82%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Target 80% or higher for each group of stakeholders

#5 California School Dashboard, Suspension Rate Indicator - Low Income/Socioeconomically Disadvantaged	2018-19 ORANGE (Very High) 9.3% students suspended at least once	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target - Medium 6.0%) Decrease by 3%
#6 California School Dashboard, Suspension Rate Indicator - English Learners	2018-2019 ORANGE (High) 8.4% students suspended at least once	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target Medium 5.0%) Decrease 4.4%
#7 California School Dashboard, Suspension Rate Indicator - African American	2018-2019 RED (Very High) 18% students suspended at least once	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ORANGE (Target High 9.0%) Decrease by 9%
#8 California School Dashboard, Suspension Rate Indicator - Foster Youth	2018-2019 RED (Very High) 19% students suspended at least once	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target High 9.0%) Decrease by 10%
#9 California School Dashboard, Suspension Rate Indicator - Hispanic Students	2018-2019 ORANGE (High) 6.6% students suspended at least once	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target Medium 4%) Decrease by 2.4%

#10 California School Dashboard, Suspension Rate Indicator - Low Income/Socioeconomically Disadvantaged	2018-2019 ORANGE (Very High) 9.3% students suspended at least once	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target Medium 4%) Decrease by 5.3%
#11 California School Dashboard, Suspension Rate Indicator - Homeless Students	2018-2019 ORANGE (Very High) 12.6% students suspended at least once	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target Medium 7.6%) Decrease by 5%
#12 California School Dashboard, Suspension Rate Indicator - White Students	2018-2019 ORANGE (High) 7.7% students suspended at least once	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target Medium 3.7%) Decrease by 4%
#13 California School Dashboard, Chronic Absenteeism Indicator - African American Students	2018-2019 ORANGE 22.6%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 17%) Reduce by 5%
#14 California School Dashboard, Chronic Absenteeism Indicator - Homeless Students	2018-2019 ORANGE 43.1%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 38%) Decrease by 5%
#15 California School Dashboard, Chronic Absenteeism Indicator - Foster Youth	2018-2019 RED 24.4%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 19.4%) Decrease by 5%

#16 California School Dashboard, Chronic Absenteeism Indicator - Students with Disabilities	2018-2019 ORANGE 29%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 20%) Decrease by 9%
#17 California School Dashboard, Chronic Absenteeism Indicator - Two or More Races Students	2018-2019 RED 25.9%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	YELLOW (Target 20%) Decrease by 6%
#18 Panorama Climate Survey - Sense of Belonging	Percent Favorable responses: Students: 54% Staff: 69% Family: 89%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase favorable responses to at least 90% for each group of stakeholders.
#19 Panorama Climate Survey - Climate of Academic Learning	Percent Favorable responses:: Students: 72% Staff: 88% Family: 88%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase favorable responses to at least 90% for each group of stakeholders.

Actions

Action #	Title	Description	Total Funds Contributing

Action #	Title	Description	Total Funds	Contributing
Action #1	3.1 Provide purposeful and meaningful supports for health and wellness for student success	The district will provide social-emotional and wellness supports primarily for unduplicated students. Staff members, families, and all students will have access to these supports to improve school climate and culture and improve student success. This includes the addition of mental health clinicians, LVNs at school sites, office health clerks, a district nurse and time for training for PBIS for all staff. This action will include student behavioral supports and reduce the levels of disciplinary infractions, including suspensions for unduplicated students. This will be measured by the California School Dashboard decrease in suspension rates, reduction in chronic absenteeism and increase in school connectedness as measured by the annual Panorama climate survey.	$2,232,470.00	Yes
Action #2	3.2 Provide support for improved school communication and connectedness	The district will provide staffing to improve parent education and engagement activities and increase school-home partnerships for unduplicated students, while creating a welcoming and supporting school environment for students and families. This action continues to support the work of our Family Engagement Liaisons at each site, the district translator and the Public Engagement Officer to expand communication with families and to build school and home connectedness. We will expand our communication tools by purchasing ParentSquare to integrate with our SIS system Aeries to ensure our unduplicated families have improved communication, and better tools for flexible use to help monitor and support their students at school. The combined efforts of programs and staff will positively impact the social-emotional wellness of our students and families. This will be measured by the California School Dashboard decrease in suspension rates, reduction in chronic absenteeism and increase in school connectedness as measured by the annual Panorama climate survey.	$647,657.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #3	3.3 Student Services supports for FY, and LI student success	The district will provide additional staff to provide district and site level support for new and enrolled FY and Low Income students to increase participation in school programs that will improve school connectedness, resulting in increased success in classroom achievement. The district has created a stand-alone Student Services office with a Director and a team, including an additional Family Liaison and Foster Youth Counselor, whose primary task is to work with schools to support positive culture and climate and support Low Income and Foster Youth students to increase attendance and school participation. This will be measured by improved chronic absenteeism, reduced suspension rates and increased school connectedness on the Panorama climate and SEL surveys.	$546,477.00	Yes
Action #4	3.4 Maintain and support a safe environment	The district staffs the school sites with trained security and safety officers who implement comprehensive safety standards to provide a physically and emotionally safe learning environment for staff and students for increased positive school climate as measured by the annual climate survey and district suspension and chronic absentee data.	$3,978,747.00	No

Action #	Title	Description	Total Funds	Contributing
Action #5	3.5 Build home-school connections through community resources	The district will contract with the Department of Probation and use their expertise to expand community supports and implement partnerships for support for families at their school sites as well as outside the school setting. The positive supports provided by this team also includes reference to community resources and guiding families to social service resources, while increasing school-home communication for students who may be struggling with attendance and social emotional stressors in school. Probation Officers receive specialized training to provide individualized assessment and Strength-Based/Family-Centered supports. They work closely with parents and guardians in encouraging regular school attendance and increasing school connectedness. This positive intervention for students will be measured by improved data on the annual Panorama climate survey, student socioemotional survey, and a decrease in the chronic absenteeism rate for school sites.	$124,940.00	No
Action #6	3.6 Provide resources to address student and staff Social-emotional well-being	The district will provide social, emotional and mental health resources and services with providers like DM SELPA, Capturing Kids Hearts, CareSolace and Kognito for in-school and online SEL support and training. With students experiencing immense trauma due to the pandemic, this action is designed to expand SEL services to support primarily Foster Youth and Low Income students to increase student engagement and student attendance. This will be measured by the California School Dashboard decrease in suspension rates, reduction in chronic absenteeism and increase in school connectedness as measured by the annual Panorama climate survey.	$1,087,424.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #7	3.7 Provide resources for increased family and student engagement	The district will provide family engagement activities, trainings, and services to increase family and student engagement for unduplicated students. This also includes expanding student celebrations, family workshops on college readiness, financial aid, student success supports, and parent leadership training to empower parent participation in their student's education. This will be measured by the California School Dashboard decrease in suspension rates, reduction in chronic absenteeism and increase in school connectedness as measured by the annual Panorama climate survey.	$155,800.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.76%	$33,701,822.00

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

Required Descriptions

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

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

1.Professional Development, Coaching and Support:
a. Goal 2 Action 8: Provide resources for ongoing support to ensure equity in teaching and learning

b. Goal 2 Action 9: Professional Development to Address Academic Equity and Achievement gaps

Needs, Conditions, and Circumstances: During the 2018-2019 school year, the district CAASPP Data identified all students -35.2 points Distance from Standard (DFS) for ELA and -104.8 points DFS in Math. In contrast, English Learners scored -71.1 DFS in ELA and -129.7 DFS in Math. Low income students scored -39.8 points DFS in ELA and -109.8 points DFS in Math. Foster Youth scored -92.2 DFS in ELA and -171.9 DFS in Math. English Learner's performance level in the English Learner Progress Indicator are "Low" with only 38.8% of ELs making progress towards language proficiency. These data points demonstrate the need to provide designated academic support, coaching, and professional development to increase staff capacity to ensure academic progress in language proficient, English and math for unduplicated students. The district will continue to provide targeted ELA and Math curriculum professional development and coaching to teachers and paraprofessionals that provide instruction to Low Income, English Learners and Foster Youth to ensure that students are receiving rigorous classroom instruction. Professional Learning will include pedagogy and behavioral support training in content for core subject adoptions (ELA, Math, Science and Social Science), universal lesson designs, ELD and classroom-based assessments. The district will continue its ongoing work with SBCSS County Coaches, Dr. Doug Reeves and other supports to design collaborative workshop and training sessions to address best practices related to best first instruction, grading, equity-driven programs, etc. Additional support will be given to new teachers through the Teacher Induction program to teach strategies to support unduplicated students' learning. Highly qualified school and district personnel will be recruited and retained to support rigorous academic learning and social emotional wellbeing. Classified support staff will receive additional professional development to enact research-based strategies supporting academic and social emotional learning support that increases student engagement in academic content instruction. Further, professional development for teachers in using software programs to differentiate instruction which will further accelerate learning for unduplicated students.

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

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

Needs, Conditions, and Circumstances: During the 2018-2019 school year, on the California School Dashboard, the district Chronic Absenteeism Data identified all students 14% chronically absent and the district Graduation Rate was at 83.4% graduated. In contrast, English Learner chronic absenteeism is 11.7% but declined 1.7% and graduation rate is 71.9% and declined 1.9%. Low income student's chronic absenteeism is 14.4% and declined 1.4%, and graduation rate is 83.4% and barely maintained with a 1% increase. Foster Youth chronic absenteeism is 24.4% but barely maintained with a 0.4% increase and graduation rate is 65% but increased 4.3%. These data points demonstrate the need to provide transportation and virtual school learning options for our unduplicated students. The district provides transportation to and from school for students. These actions are designed to provide equal access for our foster youth and low-income students. The district is situated in a large geographical area and this poses a safety issue to students walking long distances to attend school. Additionally, many of our low-income and foster youth students would not be able to attend school without transportation causing inequity for these unduplicated students and creating the possibility that they will become disengaged. This action is designed to improve attendance by lowering chronic absenteeism by ensuring our unduplicated students have the means to get to and from school and ensuring access to academic and extra-curricular activities that connect them to the school community on daily basis. The district is also continuing to support and expand the virtual school to provide an alternate education option for students who are not successful in the traditional school setting and often have difficult with living arrangement and transportation and tend to be absent due to home circumstances.

Justification and Measurement of Effectiveness: The continuation of these actions was determined by its past effectiveness comparing the 2018-19 school year to the 2019-20 which indicated a decrease of chronic absenteeism (up until school closures as a result of the pandemic). Our chronic absenteeism dropped 0.8%% overall for all students and our graduation rate increased 1.3%. The impact of the virtual school will be evaluated this academic year with the introduction of its first graduating class. The effectiveness of this action can be measured by reduced chronic absenteeism and increased graduation rates.

3.Services for Unduplicated Students for Increased Student Achievement:
a. Goal 1 Action 5: Site-based Technology support
b. Goal 1 Action 7: Purchase of instructional materials to support academic access and equity
c. Goal 2 Action 1: District support services for Academic Success
d. Goal 2 Action 4: Expanding Intervention and Credit Recovery Services
e. Goal 2 Action 13: Providing supplemental resources to support response to intervention and instruction

Needs, Conditions, and Circumstances: During the 2018-2019 school year, the district CAASPP Data identified all students -35.2 points Distance from Standard (DFS) for ELA and -104.8 points DFS in Math. In contrast, English Learners scored -71.1 DFS in ELA and -129.7 DFS in Math. Low income students scored -39.8 points DFS in ELA and -109.8 points DFS in Math. Foster Youth scored -92.2 DFS in ELA and -171.9 DFS in Math. English Learner's performance level in the English Learner Progress Indicator are "Low" with only 38.8% of ELs making progress towards language proficiency. On the STAR Universal Screener identified all students 27.8% at/above benchmark in reading and 22%

at/above benchmark in math. 2020-2021 was the first year the district used STAR data as a measurement of effectiveness and provider Renaissance Learning will be providing disaggregated data for English Learners, Foster Youth and Low-Income students for the 2021-2022 school year. During the 2018-2019 school year, on the California School Dashboard, the district Graduation Rate was at 83.4% graduated. In contrast, English Learner graduation rate is 71.9% and declined 1.9%. Low income student's graduation rate is 83.4% and barely maintained with a 1% increase. Foster Youth graduation rate is 65% but increased 4.3%. These data points demonstrate the need to provide supplemental resources, expanded intervention, expanded credit recovery, support for academic success, increased digital and online materials for access and equity, and technology support to unduplicated students. The district will continue to provide site-based Computer Media Specialists who support classroom needs related to teaching and learning, for both students and families to ensure access and equity. The district will continue to provide supplementary materials, digital licenses for instructional materials and a variety of resources to increase access to learning for unduplicated students. In order to increase academic achievement, the district will continue to provide coordinators for core subject support, two math coaches for middle and high school, a data support coordinator, and assistant principals at the small schools to continue the work with staff on core content, training and classroom supports, leading Professional Learning Communities discussions and providing support with data and student monitoring to ensure that students receive targeted support programs and extended learning time. To positively impact achievement as well, the district will continue to expand intervention and credit recovery services, and provide resources, supplies and materials for intervention for teachers to support with ongoing needs for student success, especially for low-income students who are at-risk or are struggling.

Justification and Measurement of Effectiveness: The continuation of these actions was determined by their past effectiveness showing an increase in Distance From Standard (DFS) across some unduplicated students groups or a need for increased implementation due to a decline is specific groups (ELA: English Learners -7.9, Low Income +4.6, and Foster Youth +22.9; Math: English Learners -6.9, Low Income +2.4, and Foster Youth +6.1) on the 2019 CA School Dashboard, the most recent year published. Our effectiveness comparing the 2018-19 school year to the 2019-20 which indicated an increase in graduation rate by 1.3% and local 1-year graduation rate data in SIS Aeries was 94%. The effectiveness of these actions will be measured by future student performance on ELA, Math and graduation rate per the CA School Dashboard and future data disaggregation through our STAR Reading and math universal screener.

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

Needs, Conditions, and Circumstances: During the 2018-2019 school year, on the California School Dashboard, the district College and Career Indicator identified all students as 57.9% prepared. In contrast, English Learners performed at 42.9% prepared, Low Income performed at

57.7% and Foster Youth performed at 32.5% and declined by 3.5%. The 2018-2019 Dataquest A-G completion rates for all students was 40.1% and the 209-2020 A-G rate was 21%. English Learner A-G completion Rate was 12%, Foster Youth was .09% and Low Income was 20%. On the annual Panorama district climate survey, only 55% of students felt a sense of belonging (School Connectedness) which is near the 30% percentile when compared to other districts utilizing the Panorama core survey even though this is a 1% increase from 2019-2020. These data points demonstrate the need to provide increase services in college readiness and career technical education to help students plan for the future, beyond graduation. The district will continue to provide programs for unduplicated student groups who traditionally do not attend college after high school graduation to create equity and access to higher education. Programs funded include Dual Enrollment, free college readiness test prep and exams, Advancement via Individual Determination (AVID) program, Advanced Placement course and fee AP exams, and CTE pathways with voluntary and paid internships. The district funds additional intervention counselors and a foster/homeless youth counselor for targeted support. Programs will continue to be supported that create school connectedness, which evidence shows positively impact student engagement, such as visual and performing arts, and music. This will increase more options for duplicated student groups to access college preparatory courses and guidance for participation in a rigorous college preparatory pathway.

Justification and Measurement of Effectiveness: The continuation of these actions was determined by their past effectiveness showing an increase in the college and career indicator for all students of 8.1%, with English Learners increasing by 6.8%, and Low Income increasing by 8.1%. A-G completion rates at the local level as measured by the SIS Aeries system indicates 34% for all students which differs form Dataquest due to a CALPADs submission error. On the annual Panorama district climate survey, there was an increase from 49% in 2018 to 55% in 2020. The effectiveness of these actions will be measured by future student performance on the college and career indicator per the CA School Dashboard, the A-G Completion Rate through Dataquest and the student climate survey for school connectedness through Panorama.

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

Needs, Conditions, and Circumstances: During the 2018-2019 school year, on the California School Dashboard, the district Suspension Rate Indicator identified all students as 9% of students suspended at least once which is “High”/Orange. For unduplicated groups, English Learners were 8.4% “High”/Orange, Low Income were 9.3% “High”/Orange and Foster Youth were 19% “Very High”/Red. During the 2018-2019 school year, on the California School Dashboard, the district Chronic Absenteeism Data identified all students 14% chronically absent. In contrast, English Learner chronic absenteeism is 11.7% but declined 1.7%. Low income student’s chronic absenteeism is 14.4% and declined 1.4%. Foster Youth chronic absenteeism is 24.4% but barely maintained with a 0.4% increase. On the annual Panorama district climate survey, only 55% of students felt a sense of belonging (school Connectedness) which is near the 30% percentile when compared to other districts utilizing

the Panorama core survey even though this is a 1% increase from 2019-2020. These data points demonstrate the need to provide increase services and meaningful supports for student health and wellness, resources to address student and staff social-emotional wellbeing and improved home to school communication and connectedness. The district will provide mental health clinicians, LVNs at school sites, office health clerks, a district nurse and time for training for PBIS for all staff with training in student behavioral supports targeting unduplicated students. Family supports that will continue include staffing to improve parent education and engagement activities and increase school-home partnerships for unduplicated students, while creating a welcoming and supporting school environment for students and families though our parent centers and family engagement liaisons. We will expand our communication tools by purchasing ParentSquare to integrate with our SIS system Aeries to ensure our unduplicated families have improved communication, and better tools for flexible use to help monitor and support their students at school. In order to continue with mental health and social-emotional learning, the district will continue to contract with mental health resources and services with providers like DM SELPA, Capturing Kids Hearts, CareSolace and Kognito for in-school and online SEL support. To foster stronger home to school relationships for unduplicated student families, the district will provide family engagement activities, trainings, and services to increase family and student engagement. This also includes expanding student celebrations, family workshops on college readiness, financial aid, student success, and parent leadership training to empower parent participation in their student's education. These actions will support improved mental health and address social-emotional concerns for student, families and staff.

Justification and Measurement of Effectiveness: The continuation of these actions was determined by their past effectiveness showing a decrease in suspension rates from 10.1% in 2017 to 9% in 2019. Our chronic absenteeism dropped 0.8%% overall for all students and our graduation rate increased 1.3%. On the annual Panorama district climate survey, there was an increase from 49% in 2018 to 55% in 2020. The effectiveness of these actions will be measured by future student performance on the suspension rate indicator and the chronic absenteeism indicator per the CA School Dashboard, and the student climate survey for school connectedness through Panorama.

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

The below actions and services have directly supported and benefited and increased support for unduplicated students. In order to support their academic success, full attendance, socioemotional well-being, and improve and increase their school connectedness. The schoolwide actions described above, coupled with the limited actions described here, allow the district to meet or exceed its percentage to increase or improve services of 33.76% quantitatively."

1.Englisher Learner Directed Supports:
a. Goal 1 Action 6: Provide designated and supplemental ELD Curriculum for English Learners
b. Goal 2 Action 2: Ensuring English Learner Academic success
c. Goal 2 Action 10: Provide Resources for English Learner instructional Programs

d. Goal 2 Action 11: Provide English Learner Intervention supports

Needs, Conditions, and Circumstances: During the 2018-2019 school year, the district CAASPP Data identified all students -35.2 points Distance from Standard (DFS) for ELA and -104.8 points DFS in Math. In contrast, English Learners scored -71.1 DFS in ELA and -129.7 DFS in Math. Reclassification rates for English Learners for the 2019-2020 school year was 49 students out of 947. Reclassification rates declined further due the pandemic in 2029-2021 with only 20 out of 1,101. English Learner's performance level in the English Learner Progress Indicator are "Low" with only 38.8% of ELs making progress towards language proficiency. In addition, 33% of EL student progress at least one level on the English Learner Progress Indicator (ELPI) based on the ELPAC. These data points demonstrate the need to provide increase services and meaningful supports for English Learners through integrated and designated curriculum, teacher professional learning for EL strategies and English Language Development, supplementary programs and tools, and dedicated staff that provide direct services to students and families. The district will provide designated and supplemental materials in ELA and ELD courses to improve English language proficiency rates as well as provide monitoring tools for teachers to help student meet reclassification criteria. Intervention materials and additional resources in primary languages will be purchased to increase access to content standards. The district will continue to provide English Language Development (ELD) coordinators at each site, bilingual paraprofessionals, district ELD coordinator and program support staff to help monitor the 1,300 English Learner students' progress towards proficiency. The team supports teachers with implementation of designated English Language Development and implements progress monitoring through individual learning plans. These actions will support improved English Learner student performance.

Justification and Measurement of Effectiveness: The continuation of these actions was determined by their past effectiveness showing increased EL student English Language Acquisition Results by 37.3% of ELs maintain their ELPI level 1, 2L, 2H, 3L, and 3H, while 5.7% maintained an ELPI level of 4. 33% of ELs progress at least one ELPI level. Prior to the pandemic, reclassification rates increased from 57 students out of 989 in 2017 to 70 out of 1,119 in 2019. The EL Progress indicator in 2018 indicated only 19.4% progressed in English language proficiency which increased to 33% in 2019. The effectiveness of these actions will be measured by future student performance in local reclassification rates, SBAC performance in in ELA and Math and performance on the English Learner Progress indicator which is based on ELPAC performance.

2.Technology Resources specifically for Unduplicated Students

a. Goal 1 Action 8: Providing resources to bridge the technology access gap for all Unduplicated Students.

Needs, Conditions, and Circumstances: During the 2018-2019 school year, the district CAASPP Data identified all students -35.2 points Distance from Standard (DFS) for ELA and -104.8 points DFS in Math. In contrast, English Learners scored -71.1 DFS in ELA and -129.7 DFS in Math. Low income students scored -39.8 points DFS in ELA and -109.8 points DFS in Math. Foster Youth scored -92.2 DFS in ELA and -171.9 DFS in Math. During the 2018-2019 school year, on the California School Dashboard, the district Graduation Rate was at 83.4% graduated. In contrast, English Learner graduation rate is 71.9% and declined 1.9%. Low income student's graduation rate is 83.4% and barely

maintained with a 1% increase. Foster Youth graduation rate is 65% but increased 4.3%. These data points provide a need for the district to increase technology services and devices for unduplicated students to close the technology gap that impacts student student learning. The district will continue to provide equipment, resources and materials to support FY, EL and LI students so that they can have access to devices, materials and WIFI at home and school in order to bridge the technology access gap.

Justification and Measurement of Effectiveness: The continuation of these actions was determined by their past effectiveness showing an increase in Distance From Standard (DFS) across some unduplicated students groups or a need for increased implementation due to a decline is specific groups (ELA: English Learners -7.9, Low Income +4.6, and Foster Youth +22.9; Math: English Learners -6.9, Low Income +2.4, and Foster Youth +6.1) on the 2019 CA School Dashboard, the most recent year published. Our effectiveness comparing the 2018-19 school year to the 2019-20 which indicated an increase in graduation rate by 1.3% and local 1-year graduation rate data in SIS Aeries was 94%. The effectiveness of these actions will be measured by future student performance on ELA, Math and graduation rate per the CA School Dashboard.

3. Student Services for Unduplicated Youth
a. Goal 3 Action 3: Student Services supports for FY, and LI student success

Needs, Conditions, and Circumstances: During the 2018-2019 school year, on the California School Dashboard, the district Suspension Rate Indicator identified all students as 9% of students suspended at least once which is “High”/Orange. For unduplicated groups, English Learners were 8.4% “High”/Orange, Low Income were 9.3% “High”/Orange and Foster Youth were 19% “Very High”/Red. During the 2018-2019 school year, on the California School Dashboard, the district Chronic Absenteeism Data identified all students 14% chronically absent. In contrast, English Learner chronic absenteeism is 11.7% but declined 1.7%. Low income student’s chronic absenteeism is 14.4% and declined 1.4%. Foster Youth chronic absenteeism is 24.4% but barely maintained with a 0.4% increase. On the annual Panorama district climate survey, only 55% of students felt a sense of belonging (school Connectedness) which is near the 30% percentile when compared to other districts utilizing the Panorama core survey even though this is a 1% increase from 2019-2020. On the family climate survey, 69% of families feel a sense of belonging. These data points demonstrate the need to provide a dedicated student services department that utilized specialized support for unduplicated students. The district has created a stand-alone Student Services office with a Director and team, including an additional Family Liaison and Foster Youth Counselor, whose primary task is to work with schools to support positive culture and climate and support Low Income and Foster Youth students to increase attendance and school participation. The department also provides access to social-emotional and mental health services and translation for Spanish speaking families.
Justification and Measurement of Effectiveness: The continuation of these actions was determined by their past effectiveness showing a decrease in suspension rates from 10.1% in 2017 to 9% in 2019. Our chronic absenteeism dropped 0.8%% overall for all students and our graduation rate increased 1.3%. On the annual Panorama district student climate survey, there was an increase from 49% in 2018 to 55% and on the family climate survey, sense of belonging increased from 83% in 2018 to 92%. Due to the pandemic, the 2020 survey experienced a

dramatic drop to 69%. The effectiveness of these actions will be measured by future student performance on the suspension rate indicator and the chronic absenteeism indicator per the CA School Dashboard, and the student and Family climate survey for school connectedness through Panorama.

Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	1.1 Maintain facilities that are clean and in good repair	All	No			Districtwide	Annually
1	2	1.2 District support for technology access and implementation	ALL	No	LEA-wide	Foster Youth, Homeless and SED	districtwide	annual
1	3	1.3 Support for students to access standards-based instructional materials	all	No			Districtwide	Annual

1	4	1.4 Transportation		Yes	LEA-wide	Foster, Homeless and Low-Income	District	Annual
1	5	1.5 Site-based Technology Support		Yes	LEA-wide	Foster and Homeless Youth	Districtwide	Annually
1	6	1.6 Provide designated and supplemental ELD Curriculum for English Learners		Yes	Limited	English Learners	LEA	Annual
1	7	1.7 Purchase of instructional materials to support academic access and equity		Yes	LEA-wide	Low Income	Districtwide	Annual

1	8	1.8 Providing resources to bridge the technology access gap for Unduplicated Students		Yes	Limited	Foster Youth, Homeless, and Low Income	School Sites	Annually
2	1	2.1 District support services for Academic Success	All	Yes	LEA-wide	Low Income, Foster Youth and English Learners	Districtwide	Annually
2	2	2.2 Ensuring English Learner Academic success	English Learners	Yes	Limited	English Learners	Districtwide	Annual
2	3	2.3 Increasing services to support equity and access for college readiness	all	Yes	LEA-wide	Low Income, Foster Youth and English Learners	Districtwide	annual

2	4	2.4 Expanding Intervention and Credit Recovery Services		Yes	LEA-wide	Foster Youth and Low Income	Districtwide	Annual
2	5	2.5 Increased and improved services for unduplicated Special Education students	Special Education	No	LEA-wide	LI and EL	school sites	Annual
2	6	2.6 Expanding Virtual School Learning options		Yes	LEA-wide	Foster Youth, Homeless Youth, and Low Income	districtwide	annually
2	7	2.7 Providing and improving increased equity-driven CTE programs	All	Yes	LEA-wide	Low Income, Foster Youth, English Learners	School Sites	Annually

2	8	2.8 Provide resources for ongoing support to ensure equity in teaching and learning		Yes	LEA-wide	Low Income	All sites	Annual
2	9	2.9 Professional Development to Address Academic Equity and Achievement gaps		Yes	LEA-wide	Low Income and English Learner	All sites	Annual
2	10	2.10 Provide Resources for English Learner instructional Programs	English Learners	Yes	Limited	English Learners	School sites	annual
2	11	2.11 Provide English Learner Intervention supports		Yes	Limited	English Learner	School Sites	Annually

2	12	2.12 Increasing supplemental college readiness activities for student success		Yes	LEA-wide	Low Income	School Sites	Annual
2	13	2.13 Providing supplemental resources to support response to intervention and instruction		Yes	LEA-wide	Low Income	School Sites	Annual
2	14	2.14 Providing supplemental resources to promote unduplicated Special Education student success	Foster Youth and English Learners	No			School Sites	Annual

2	15	2.15 Providing resources to enhance virtual school learning options		Yes	LEA-wide	Low Income and Foster Youth	District	Annual
2	16	2.16 Providing resources to enhance Career Technical Education (CTE)		Yes	LEA-wide	Low Income	School Sites	Annual
2	17	2.17 Ongoing support with implementing Professional Learning Communities of practice	All	No			School Sites	Annual

3	1	3.1 Provide purposeful and meaningful supports for health and wellness for student success	All	Yes	LEA-wide	Low Income, English Learners, Foster Youth	Districtwide	Annually
3	2	3.2 Provide support for improved school communication and connectedness	all	Yes	LEA-wide	Low Income, Foster Youth and English Learners	Districtwide	Annually
3	3	3.3 Student Services supports for FY, and LI student success		Yes	Limited	Foster, Homeless and Low-Income	District	Annual
3	4	3.4 Maintain and support a safe environment	All Students	No	LEA-wide		District Wide	Annual

3	5	3.5 Build home-school connections through community resources	All Students	No	LEA-wide	FY and EL	All sites	Annual
3	6	3.6 Provide resources to address student and staff Social-emotional well-being		Yes	LEA-wide	Low Inco\me	School Sites	Annual
3	7	3.7 Provide resources for increased family and student engagement		Yes	LEA-wide	Low Income, Foster Youth, English Learner	School Sites	Annual

Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3.10%			$159,731.00				
100.00%			$619,393.00				
100.00%			$1,236,971.00				
55.98%			$9,087,802.00				

100.00%			$580,283.00				
0%			$500,000.00				
0%			$4,000,000.00				
0%			$1,000,000.00				
100.00%			$991,701.00				
100.00%			$1,036,359.00				
100.00%			$6,281,961.00				
100.00%			$1,271,863.00				
100.00%			$2,326,875.00				
100.00%			$1,165,906.00				
100.00%			$1,867,122.00				
0%			$160,000.00				
100.00%			$550,000.00				
0%			$12,000.00				
100.00%			$86,000.00				
0%			$630,000.00				
0%			$1,378,200.00				
0%			$30,000.00				
0%			$275,500.00				
0%			$500,000.00				
0%			$70,000.00				
100.00%			$1,437,751.00				

91.66%			$173,166.00				
100.00%			$375,000.00				
99.75%			$3,968,747.00				
100.00%			$124,940.00				
0%			$175,000.00				
0%			$60,800.00				

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	1.1 Maintain facilities that are clean and in good repair	All	$159,731.00	$0.00	$4,997,894.00	$0.00	$5,157,625.00
1	2	1.2 District support for technology access and implementation	ALL	$619,393.00	$0.00	$0.00	$0.00	$619,393.00
1	3	1.3 Support for students to access standards-based instructional materials	all	$1,236,971.00	$0.00	$0.00	$0.00	$1,236,971.00

1	4	1.4 Transportation		$9,087,802.00	$0.00	$0.00	$0.00	$9,087,802.00
1	5	1.5 Site-based Technology Support		$580,283.00	$0.00	$0.00	$0.00	$580,283.00
1	6	1.6 Provide designated and supplemental ELD Curriculum for English Learners		$500,000.00	$0.00	$0.00	$0.00	$500,000.00
1	7	1.7 Purchase of instructional materials to support academic access and equity		$4,000,000.00	$0.00	$0.00	$0.00	$4,000,000.00
1	8	1.8 Providing resources to bridge the technology access gap for Unduplicated Students		$1,000,000.00	$0.00	$0.00	$650,000.00	$1,650,000.00

2	1	2.1 District support services for Academic Success	All	$991,701.00	$195,598.00	$0.00	$489,590.00	$1,676,889.00
2	2	2.2 Ensuring English Learner Academic success	English Learners	$1,036,359.00	$0.00	$0.00	$0.00	$1,036,359.00
2	3	2.3 Increasing services to support equity and access for college readiness	all	$6,281,961.00	$0.00	$0.00	$50,000.00	$6,331,961.00
2	4	2.4 Expanding Intervention and Credit Recovery Services		$1,271,863.00	$250,000.00	$0.00	$2,715,261.00	$4,237,124.00
2	5	2.5 Increased and improved services for unduplicated Special Education students	Special Education	$2,326,875.00	$0.00	$0.00	$28,500.00	$2,355,375.00

2	6	2.6 Expanding Virtual School Learning options		$1,165,906.00	$0.00	$0.00	$0.00	$1,165,906.00
2	7	2.7 Providing and improving increased equity-driven CTE programs	All	$1,867,122.00	$449,598.00	$0.00	$212,017.00	$2,528,737.00
2	8	2.8 Provide resources for ongoing support to ensure equity in teaching and learning		$160,000.00	$30,000.00	$0.00	$160,000.00	$350,000.00
2	9	2.9 Professional Development to Address Academic Equity and Achievement gaps		$550,000.00	$50,000.00	$0.00	$530,000.00	$1,130,000.00
2	10	2.10 Provide Resources for English Learner instructional Programs	English Learners	$12,000.00	$0.00	$0.00	$30,000.00	$42,000.00

2	11	2.11 Provide English Learner Intervention supports		$86,000.00	$80,000.00	$0.00	$100,000.00	$266,000.00
2	12	2.12 Increasing supplemental college readiness activities for student success		$630,000.00	$0.00	$0.00	$437,314.00	$1,067,314.00
2	13	2.13 Providing supplemental resources to support response to intervention and instruction		$1,378,200.00	$0.00	$0.00	$125,000.00	$1,503,200.00
2	14	2.14 Providing supplemental resources to promote unduplicated Special Education student success	Foster Youth and English Learners	$30,000.00	$0.00	$0.00	$0.00	$30,000.00

2	15	2.15 Providing resources to enhance virtual school learning options		$275,500.00	$0.00	$0.00	$15,000.00	$290,500.00
2	16	2.16 Providing resources to enhance Career Technical Education (CTE)		$500,000.00	$0.00	$0.00	$0.00	$500,000.00
2	17	2.17 Ongoing support with implementing Professional Learning Communities of practice	All	$70,000.00	$0.00	$0.00	$0.00	$70,000.00
3	1	3.1 Provide purposeful and meaningful supports for health and wellness for student success	All	$1,437,751.00	$794,719.00	$0.00	$0.00	$2,232,470.00

3	2	3.2 Provide support for improved school communication and connectedness	all	$173,166.00	$0.00	$0.00	$474,491.00	$647,657.00
3	3	3.3 Student Services supports for FY, and LI student success		$375,000.00	$171,477.00	$0.00	$0.00	$546,477.00
3	4	3.4 Maintain and support a safe environment	All Students	$3,968,747.00	$10,000.00	$0.00	$0.00	$3,978,747.00
3	5	3.5 Build home-school connections through community resources	All Students	$124,940.00	$0.00	$0.00	$0.00	$124,940.00
3	6	3.6 Provide resources to address student and staff Social-emotional well-being		$175,000.00	$840,424.00	$0.00	$72,000.00	$1,087,424.00

3	7	3.7 Provide resources for increased family and student engagement		$60,800.00	$0.00	$0.00	$95,000.00	$155,800.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$42,133,071.00	$2,871,816.00	$4,997,894.00	$6,184,173.00	$56,186,954.00

Total Personnel	Total Non-Personnel
$35,878,822.00	$20,308,132.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	1.4 Transportation	LEA-wide	Foster, Homeless and Low-Income	District	$9,087,802.00	$9,087,802.00
1	5	1.5 Site-based Technology Support	LEA-wide	Foster and Homeless Youth	Districtwide	$580,283.00	$580,283.00
1	6	1.6 Provide designated and supplemental ELD Curriculum for English Learners	Limited	English Learners	LEA	$500,000.00	$500,000.00

1	7	1.7 Purchase of instructional materials to support academic access and equity	LEA-wide	Low Income	Districtwide	$4,000,000.00	$4,000,000.00
1	8	1.8 Providing resources to bridge the technology access gap for Unduplicated Students	Limited	Foster Youth, Homeless, and Low Income	School Sites	$1,000,000.00	$1,650,000.00
2	1	2.1 District support services for Academic Success	LEA-wide	Low Income, Foster Youth and English Learners	Districtwide	$991,701.00	$1,676,889.00
2	2	2.2 Ensuring English Learner Academic success	Limited	English Learners	Districtwide	$1,036,359.00	$1,036,359.00
2	3	2.3 Increasing services to support equity and access for college readiness	LEA-wide	Low Income, Foster Youth and English Learners	Districtwide	$6,281,961.00	$6,331,961.00
2	4	2.4 Expanding Intervention and Credit Recovery Services	LEA-wide	Foster Youth and Low Income	Districtwide	$1,271,863.00	$4,237,124.00

2	6	2.6 Expanding Virtual School Learning options	LEA-wide	Foster Youth, Homeless Youth, and Low Income	districtwide	$1,165,906.00	$1,165,906.00
2	7	2.7 Providing and improving increased equity-driven CTE programs	LEA-wide	Low Income, Foster Youth, English Learners	School Sites	$1,867,122.00	$2,528,737.00
2	8	2.8 Provide resources for ongoing support to ensure equity in teaching and learning	LEA-wide	Low Income	All sites	$160,000.00	$350,000.00
2	9	2.9 Professional Development to Address Academic Equity and Achievement gaps	LEA-wide	Low Income and English Learner	All sites	$550,000.00	$1,130,000.00
2	10	2.10 Provide Resources for English Learner instructional Programs	Limited	English Learners	School sites	$12,000.00	$42,000.00
2	11	2.11 Provide English Learner Intervention supports	Limited	English Learner	School Sites	$86,000.00	$266,000.00

2	12	2.12 Increasing supplemental college readiness activities for student success	LEA-wide	Low Income	School Sites	$630,000.00	$1,067,314.00
2	13	2.13 Providing supplemental resources to support response to intervention and instruction	LEA-wide	Low Income	School Sites	$1,378,200.00	$1,503,200.00
2	15	2.15 Providing resources to enhance virtual school learning options	LEA-wide	Low Income and Foster Youth	District	$275,500.00	$290,500.00
2	16	2.16 Providing resources to enhance Career Technical Education (CTE)	LEA-wide	Low Income	School Sites	$500,000.00	$500,000.00
3	1	3.1 Provide purposeful and meaningful supports for health and wellness for student success	LEA-wide	Low Income, English Learners, Foster Youth	Districtwide	$1,437,751.00	$2,232,470.00

3	2	3.2 Provide support for improved school communication and connectedness	LEA-wide	Low Income, Foster Youth and English Learners	Districtwide	$173,166.00	$647,657.00
3	3	3.3 Student Services supports for FY, and LI student success	Limited	Foster, Homeless and Low-Income	District	$375,000.00	$546,477.00
3	6	3.6 Provide resources to address student and staff Social-emotional well-being	LEA-wide	Low Inco\me	School Sites	$175,000.00	$1,087,424.00
3	7	3.7 Provide resources for increased family and student engagement	LEA-wide	Low Income, Foster Youth, English Learner	School Sites	$60,800.00	$155,800.00

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	$30,587,055.00	$38,573,067.00
Limited Total:	$3,009,359.00	$4,040,836.00
Schoolwide Total:	$0.00	$0.00

Annual Update Table Year 1

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

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

Instructions

- Plan Summary
- Stakeholder Engagement
- Goals and Actions
- Increased or Improved Services

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary

decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
    - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Reflections: Successes

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

Reflections: Identified Need

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

LCAP Highlights

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

Comprehensive Support and Improvement

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

Schools Identified:

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

Support for Identified Schools:

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

Monitoring and Evaluating Effectiveness:

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable

outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

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

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

Actions:

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

Actions for English Learners:

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

Actions for Foster Youth:

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

Goal Analysis:

Enter the LCAP Year

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

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

working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services:

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

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

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

Required Descriptions:

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

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

Principally Directed and Effective:

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

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

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

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

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

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

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

COEs and Charter Schools:

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

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

Unduplicated Percentage < 55%:

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

Goal #:

Enter the LCAP Goal number for the action.

Action #:

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

Action Title:

Provide a title of the action.

Student Group(s):

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

Increased / Improved:

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

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

Scope:

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

Unduplicated Student Group(s)

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

Location:

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

Time Span:

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

Personnel Expense:

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

Total Personnel:

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

Total Non-personnel:

This amount will be automatically calculated.

Other State Funds:

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

LCFF Funds:

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

Local Funds:

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

Federal Funds:

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

Total Funds:

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