LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vallejo City Unified School District

CDS Code: 48705810000000

School Year: 2021-22

LEA contact information:

Cheri Summers

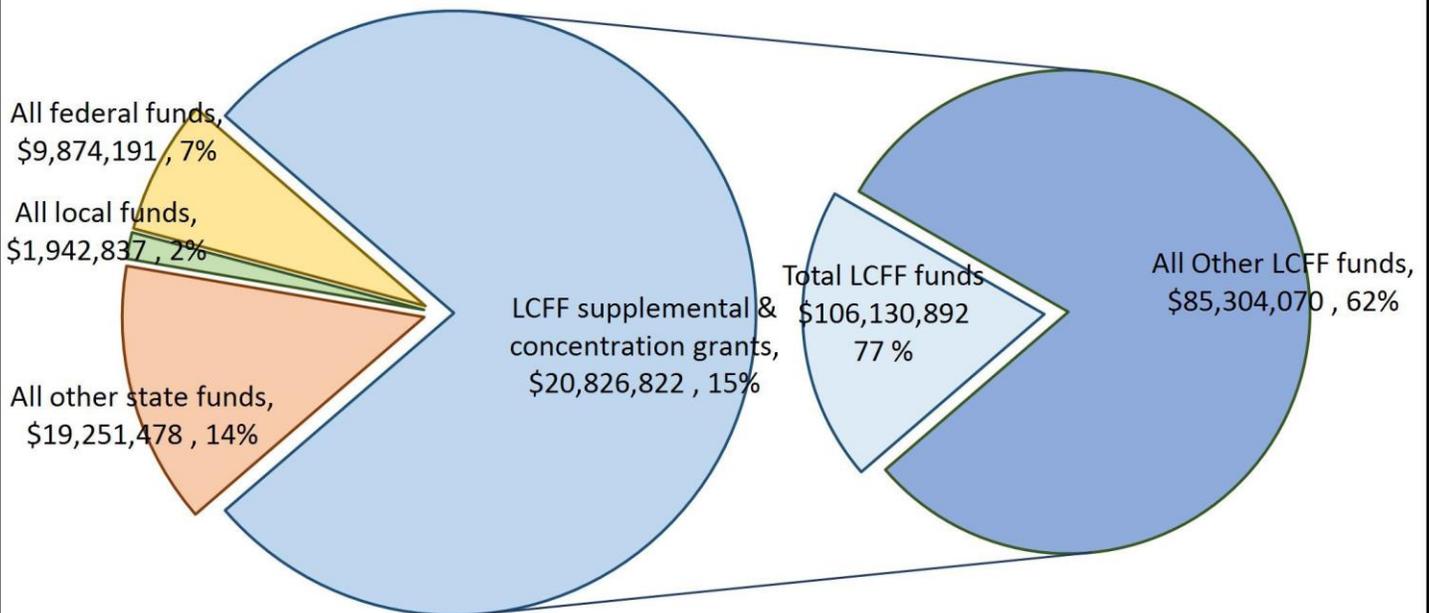Assistant Superintendent, Teaching and Learning

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $9,874,191 , 7%

All local funds, $1,942,837 , 2%

All other state funds, $19,251,478 , 14%

LCFF supplemental & concentration grants, $20,826,822 , 15%

Total LCFF funds $106,130,892 77 %
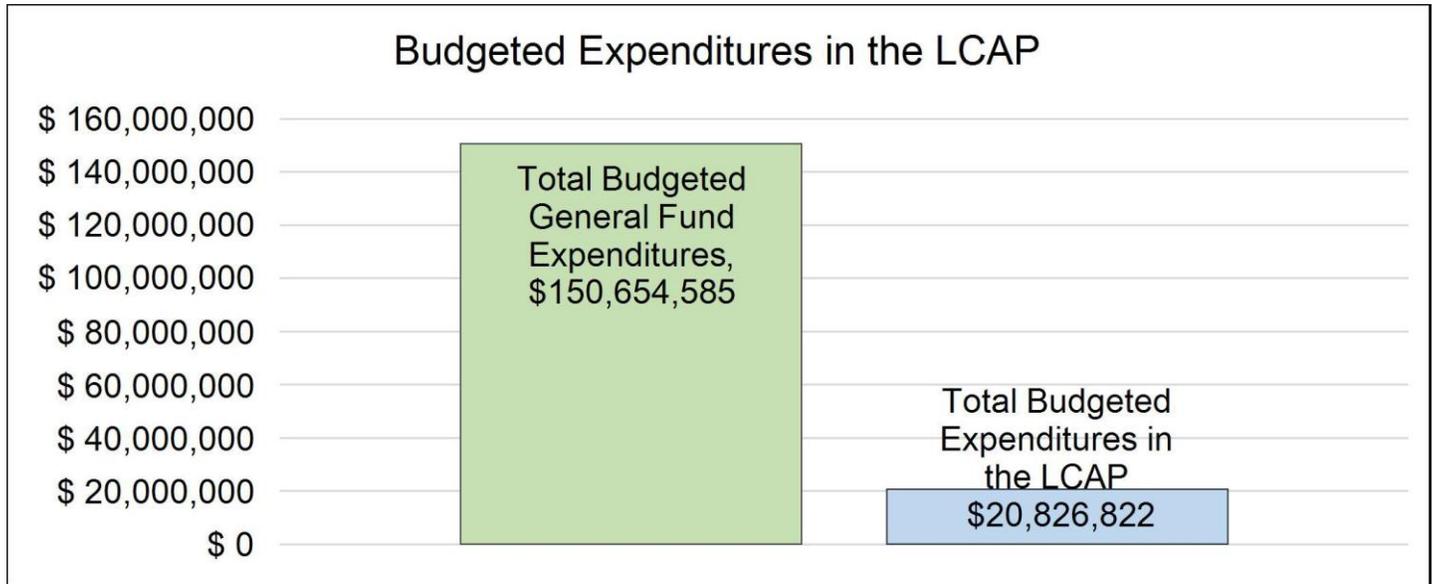
All Other LCFF funds, $85,304,070 , 62%

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

The total revenue projected for Vallejo City Unified School District is $137,199,398, of which $106,130,892 is Local Control Funding Formula (LCFF), $19,251,478 is other state funds, $1,942,837 is local funds, and $9,874,191 is federal funds. Of the $106,130,892 in LCFF Funds, $20,826,822 is

generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $150,654,585

Total Budgeted Expenditures in the LCAP $20,826,822

This chart provides a quick summary of how much Vallejo City Unified 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.

Vallejo City Unified School District plans to spend $150,654,585 for the 2021-22 school year. Of that amount, $20,826,822 is tied to actions/services in the LCAP and $129,827,763 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures for the 2021-2022 school year that are not included in the Local Control and Accountability Plan include personnel salaries that provide direct services to students, instructional and office supplies, lease costs, and indirect costs.

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

In 2021-22, Vallejo City Unified School District is projecting it will receive $20,826,822 based on the enrollment of foster youth, English learner, and low-income students. Vallejo City Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Vallejo City Unified School District plans to spend $4,990,641 towards meeting this requirement, as described in the LCAP.

In 2021-2022, Vallejo City Unified School District is projecting it will receive $20,826,822 based on the enrollment of foster youth, English learners, and low-income students in LCFF supplemental and concentration grants. Vallejo City Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Vallejo City Unified School District plans to spend $4,990,641 to meet this requirement.

The district has identified twelve actions that increase and/or improve services for high needs students in order to achieve the three goals highlighted in the LCAP. These services described in the LCAP include the following:

Goal 1/Action 2: Non-English Speaking Parent Support
After first assessing the needs, conditions, and circumstances of our English Learner students through the lens of engaging their parents/guardians in all aspects of the District and their child's school community, we learned that language presented a participation barrier to many of our Spanish speaking parents. To address this condition for our English Learner students we plan to provide translation and interpretation services to Spanish speaking parents. Goal 1 Action 2 provides 6 full-time Spanish/English bilingual liaisons and stipends for bilingual staff to provide Spanish interpretation and translation services for non-English speaking parents/guardians in order to support their engagement in LCAP stakeholder surveys, LCAP stakeholder meetings, District and site advisory council meetings, and Individualized Educational Plan meetings. This action is being provided on an LEA-wide basis and we expect that all students with Spanish-speaking parents will benefit. However, we expect to see increased participation rates of Spanish speaking parents in the District English Learner Advisory Council (DELAC) and the Spanish translated LCAP Annual Survey. This action is being carried over from the previous LCAP based on evidence that through the support provided by the Liaisons. DELAC parent member participation has increased from rate of 27% to 59% as measured by parent attendance at meetings.

Goal 1/Action 4: Parent Institute for Quality Education (PIQE)
After first assessing the needs, conditions, and circumstances of our English Learners, Foster Youth and low-income pupils through the lens of engaging their parents/guardians we learned that parents felt their children would benefit from their participation in programs that connected them to other parents and provided them with skills for supporting their children's success in school. To address this condition of our English Learners, Foster Youth, and low-income pupils, we investigated high quality parent education programs. Goal 1 Action 4 provides for the implementation of the PIQE program at targeted schools. This action is being provided school wide and we expect that all students whose parents participate will benefit. However, given the PIQE program's emphasis on school attendance and given significant cross over between unduplicated students and chronic absence we expect that the chronic absence rate for unduplicated students whose parents participate to decline. This action is being carried over from the previous LCAP but was not implemented due to competing priorities for parent education.

Goal 1/Action 7: Foster Youth Parent Outreach and Engagement
After assessing the needs, conditions, and circumstances of our Foster Youth, we learned that we needed more input from parents/guardians of our Foster Youth in order to provide targeted supports and found that these parents were unable to attend in person stakeholder meetings. To address this condition of our Foster Youth we will develop strategies to provide alternate ways for parents of Foster Youth to provide information. Goal 1 Action 7 provides resources for staff to do phone call outreach to the parents/guardians of Foster Youth to identify the kinds of supports that are most needed by this student group. This action provides for improved services for foster youth by ensuring that planned actions better meet the need of this student group. We were able to gather data from the families of 38% of all Foster Youth. This action is being carried over from the previous LCAP as it has enabled us to increase engagement of Foster parents from 0% to 38%.

Goal 2/Action 2a, 2.2b: Multi Tiered Systems Support Academic Support Providers and Chronic Absence
After first assessing the needs, conditions, and circumstances of our Foster Youth and low-income students (including students experiencing homelessness), we learned that chronic absenteeism is higher for these student groups than other student groups. In order to address this condition of our low-come students and foster youth we developed strategies to address chronic absenteeism. Action 2.2a provides for a full time Academic Support Provider at each school site to support site based student care teams in order to address this need. These actions are being provided on an LEA-wide basis and we expect that all students with chronic absenteeism will benefit. However, because of the significantly higher rate of

chronic absence for these student groups we expect our low-income and foster youth to show greater declines. This is an action that we have carried from the previous LCAP and over the past three years chronic absence rates have dropped by 8 percentage points.

Goal 2/Action 10 : Positive Youth Justice Initiative
After first assessing the needs, conditions, and circumstances of Foster Youth and low-income students (including students experiencing homelessness) we learned that those that were involved in the juvenile justice system needed additional support in transitioning back to the school district programs. In order to address the needs of our low-income and Foster Youth transitioning back to VCUSD from the Juvenile Justice System (also known as crossover youth) we will develop a program to support youth development, trauma informed care, wraparound services, and improved operational systems to track student needs and progress. Goal 2 Action 10 provides for a full-time Positive Youth Justice Liaison to coordinate this program and provide direct services to students. This action is being provided on an LEA-wide basis and we expect that all crossover youth being supported by the liaison will benefit. However, we know that crossover youth falling outside of the two targeted student groups often have additional resources and supports and do not require supports from the liaison. We expect that crossover youth in the targeted groups on the caseload of the liaison will show increased school attendance rates. This action is being carried over from the previous LCAP based on evidence that students in non-Traditional settings that support most crossover youth are reporting significantly higher levels of school connectedness and positive relationships with adults at school as measured by the California Healthy Kids Survey (CHKS).

Goal 2/Action 11: Student Nutrition Supports
After assessing the needs of our low-income students we learned that students eligible for reduced cost student nutrition services were often those that fell behind on payments for services. In order to address this condition of low-income students we will develop and implement a plan to serve free meals to all students qualifying for reduced cost meals by offsetting the cost of these meals and therefore providing meals to these students at no cost to families as described in Goal 2 Action 11. This action provides for increased services to low-income students qualifying for reduced cost meals as opposed to services provided to all students. This goal is being carried over from the previous LCAP based on the ongoing need for food security. The most current communications received from staff providing oversight for this program at the Federal level indicate that all children, 18 years and under, will be provided meals free of charge within the city of Vallejo. If this remains in place, there will not be a need to fund this action for the 2021-2022 school year.

Goal 3/Action 5: Early Childhood Education Enhancement
After assessing the needs, conditions, and circumstances of low-income students we learned that our low-income preschool students needed additional supports to be ready for TK/K education and beyond. In order to address this need of our low-income students we will enhance our preschool programs in order to better align them to TK/K readiness. Goal 3 Action 5 provides for professional learning for Early Childhood Education staff and the purchase of aligned materials. This action provides for improved services to low-income students based on the professional learning opportunities provided for staff, and increased services based on the purchase of additional instructional materials beyond what is provided to all students. This action is being carried over from the previous LCAP based on evidence of student progress measured by the Desired Results Development Profile (DRDP).

Goal 3/Action 7: Alternative Schools Support
After first assessing the needs, conditions, and circumstances of low-income students and Foster Youth we learned that we learned that the chronic absence rate for these student groups was higher than that of the general student population. In order to address this condition of our low-income and Foster Youth students we will implement an alternative programs to address some of the major causes of absenteeism, including absences due to work schedules, social anxiety, and lack of reliable transportation. Goal 3 Action 7 provides for an Independent Study Program with enhanced counseling and social emotional learning supports. This action is provided on an LEA-wide basis and we expect that all students attending

the Independent Study Program will benefit. However, because of the lower attendance rates of low-income and foster youth students and because the action meets needs associated with chronic absence we expect that the chronic absence rates for low-income and foster youth will show more improvement than that of other students. This action is being carried over from the previous LCAP based on large decreases in chronic absenteeism and increases in attendance.

Goal 3/Action 8: College and Career Readiness
After first assessing the needs, conditions, and circumstances of low income students, Foster Youth, and English Learners we learned that college and career readiness is lower for these student groups than that of the general student population as measured by the California Dashboard. In order to address this condition of our low income students, foster youth, and English Learners we will provide access to programs and services to support the transition from high school to college and/or career as described in Goal 3 Action 8. This action is provided LEA-wide to all students in grades 9-12 and we expect that all students will benefit. However, because of the lower rates of college and career readiness of low income, foster youth and English learners we expect these student groups will show more improvement than that of other students. This action is being carried over from the previous LCAP and there have been increased rates of students passing Advanced Placement Exams with a score of 3 or higher. The action has also been revised to provide additional supports for students interested in moving into a career in the trades.

Goal 3/Action 9: College Preparatory Program
After first assessing the needs, conditions, and circumstances of low income students, Foster Youth, and English Learners we learned that their was a need for additional support for Latinx and African American students to navigate through high school, the college application process, meeting graduation requirements, and transitioning to college and/or career. In order to address this need we will implement programs targeted to, but not limited to, each of these two student groups in Goal 3 Action 9. This action is provided LEA - wide to all students in grades 9-12 and we expect that all students will benefit. Although there are many Latinx and African American students that do not fall within one of the unduplicated student groups, there is significant overlap. Given that, we believe that significant numbers of unduplicated students will benefit from these programs and expect to see increases the percentage of unduplicated students meeting graduation requirements, A-G requirements, and the College and Career indicator on the California School Dashboard. This action is being carried over from the previous LCAP however significant portions of the program were not implemented due to the pandemic. Despite this, the graduation rate for low-income and English learners has increased. rincipally directed to support English Learners and Low Income Students, the District will provide the Adkins Program, Historically Black Colleges Fair, and the Ser Latino Program.

Goal 3/Action 13: Targeted Services for English Learners
After assessing the needs, conditions, and circumstances of English Learners we learned of the following needs: students at the beginning levels of language proficiency needed supplemental resources to support language development, all English Learners were in need of one on one or small group supports to access the core curriculum, and school sites needed additional supports to provide professional learning to English Language Development teachers and to structure targeted services to English Learners within the school day. This action provides for access to Imagine Learning Software, bilingual tutors, and English Learner Teacher leaders to provides increased and improved services to English Learners that are beyond what is provided to all students. This action is being carried over from the previous LCAP based on evidence that English Learners have increased graduation rates, and at the K-5 level are performing within a few percentage points of their non English learner peers on local assessments given during 2020-2021.
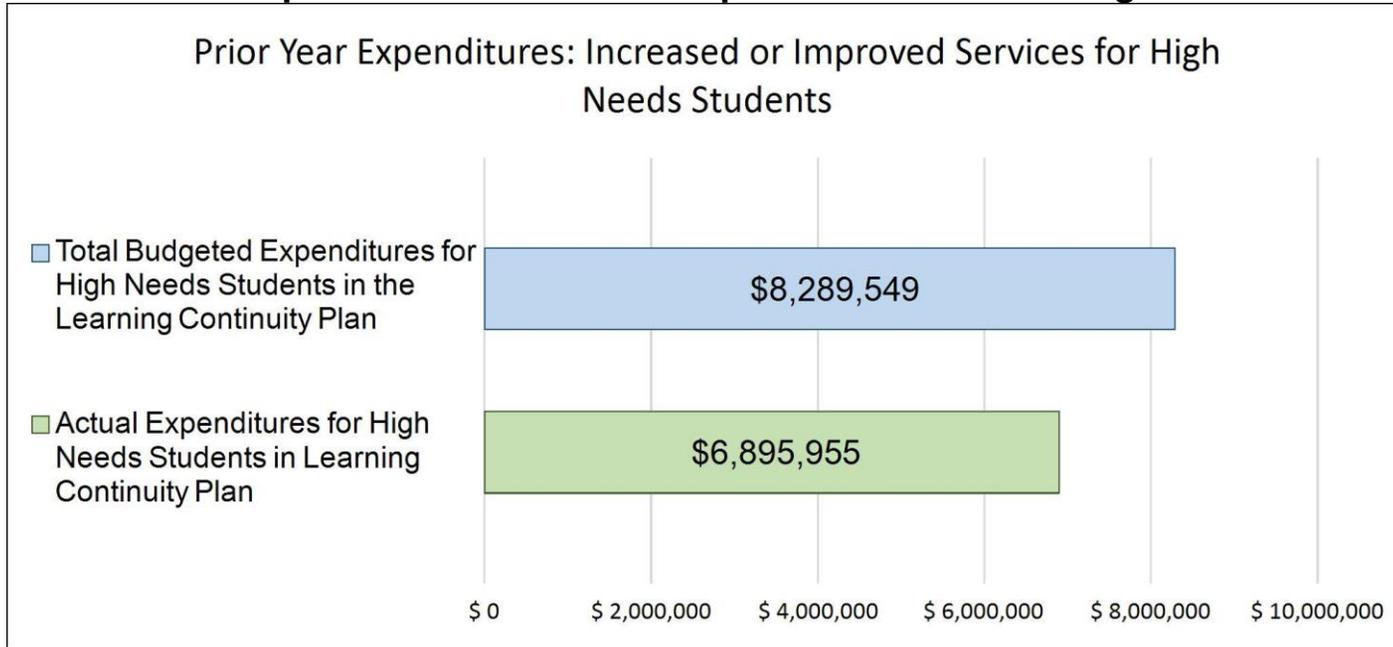
Goal 3/Action 14: Foster Youth Supports
After assessing the needs, conditions, and circumstances of Foster Youth we learned of the following needs: students were in need of mental health counseling, academic tutoring, and enrichment

experiences. This action provides access to increased services through a Mental Health Support Provider with dedicated time to support Foster Youth, academic tutoring provided through a vendor that specializes in working with Foster Youth, and enrichment field trips. These services are beyond what is provided to all students. This action is being carried over from the previous LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $8,289,549

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $6,895,955

$0 $2,000,000 $4,000,000 $6,000,000 $8,000,000 $10,000,000

This chart compares what Vallejo City Unified 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 Vallejo City Unified 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, Vallejo City Unified School District's Learning Continuity Plan budgeted $8,289,549 for planned actions to increase or improve services for high needs students. Vallejo City Unified School District actually spent $6,895,955 for actions to increase or improve services for high needs students in2020-21.

In 2020-2021, Vallejo City Unified School District's LCAP budgeted $8,289,549 for planned actions to increase or improve services for high needs students. Vallejo City Unified actually spent $6,895,955 foractions to increase or improve services for high needs students in 2020-2021.

The primary reason for spending less than budgeted in 2020-2021 was due to multiple supplemental expenses that would have been covered by LCAP expenditures, were made using funds awarded throughthe CARES act in the 2020-2021 budget adoption. The difference of $1,383,594 was also impacted by vacant positions that we were unable to fill, lower costs for materials and supplies than projected, lower costs for program needs, and lower costs for services.

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

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

LEA Name	Contact Name and Title	Email and Phone
Vallejo City Unified School District	Cheri Summers Assistant Superintendent, Teaching and Learning	CSummers@vcusd.org 707.556.8921 Ext. 50004

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).

<u>Goal 1</u>

Vallejo City Unified will increase parent and community engagement in improving student outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 5 percentage point or more annual increase in attendance of parent members at District English Learner Advisory Council (DELAC) as measured by average attendance across all meetings annually as recorded on DELAC sign in sheets. **19-20 Target** 46% **2016-2017 Baseline** 31%	**Outcome Met** **Measure** **17-18** **18-19** **19-20** **Target** Attendance 41% 27% 59% 46%
Metric/Indicator 5 percentage point or more annual increase in attendance of parent members at School Site Council (SSC) and English Learner Advisory Council (ELAC) as measured by average attendance across all meetings at all schools annually as recorded on SSC and ELAC sign in sheets. **19-20 Target** 63% **2016-2017 Baseline** 48%	**Outcome Met** **Measure** **17-18** **18-19** **19-20** **Target** Attendance 89% 88% 85% 63%

Metric/Indicator
Parent and student use of the Aeries parent/student portal will increase by at least 5 percentage points annually as measured
	Outcome Partially Met
	  • **Outcome Met for Parent Usage**
	  • **Outcome Not Met for Student Usage**

Expected	Actual
by parents of all students with at least one log in and students in grades 6-12 with at least one log in. **19-20 Target** Parent Usage 21% Student Usage 74% **2016-2017 Baseline** New Outcome	**Measure** 17-18 18-19 19-20 **Target** Parent Usage 11% 14% 24% 21% Student Usage 64% 45% 46% 74%
Metric/Indicator Ensure parent representation for English Learners, low socioeconomic, and students with exceptional needs student groups at each site and district council meeting including District English Learner Advisory Council (DELAC), School Site Council (SSC), English Learner Advisory Committee (ELAC), and Community Advisory Committee (CAC) for Special Education as measured by attendance of at least one parent of a student in the targeted groups. **19-20 Target** 100% **2016-2017 Baseline** New Outcome	**Outcome Partially Met** **Outcome Met for CAC Attendance** **Outcome Not Met for SSC/ELAC and DELAC Attendance** **Measure** 17-18 18-19 19-20 **Target** SSC/ELAC Attendance * 60% 95% 100% DELAC Attendance * 30% 36% 100% CAC Attendance * 100% 100% 100% *New Outcome as of 2018-19 School Year
Metric/Indicator Increase engagement of parents of foster youth through an annual survey to determine supports needed for families and students as measured by percentage of parents of foster youth that respond to phone survey. **19-20 Target** 75% Participation **2016-2017 Baseline** New Outcome	**Outcome Not Met** **Measure** 17-18 18-19 19-20* **Target** Survey Participation ** 38% 38% 75% *Due to the Covid-19 pandemic 2018-2019 data is the most current and is carried over to 2019-2020. ** New outcome as of 2018-2019.

Expected	Actual
Metric/Indicator Increase percentage of parents/guardians of students with disabilities attending at least one Community Advisory Committee (CAC) meeting to 10% of the total student group annually. **19-20 Target** 10% **2017-2018 Baseline** 5%	**Outcome Not Met** Measure 17-18 18-19 19-20 Target Attendance 5% 1% 4% 10%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Full Service Community Schools Support comprehensive academic, social emotional, and mental health services to meet student, family, and community needs. 1.1 a. Site Based Full Service Community School Services Each site principal will direct the Full-Service Community School effort at the site level. The services and structures used at each school will vary based on the needs of the families. Funding will be allocated to each site to coordinate and facilitate activities such as student leadership opportunities, community partner engagement, and parent engagement and education events. 1.1.b. Academic Support Providers Each site will be staffed with an Academic Support Provider to support this action through the coordination of services for students and families, for a total of 22 FTE. 1.1.c. Parent Engagement Parent engagement and education efforts for this action will be supported through site funds for parent involvement. Parent Partnership Liaisons (3.0 FTE) will be available to provide parent education, support with parent concerns, and outreach to parents around issues such as attendance at the site level.	General Fund Unrestricted – S/C Classified Salaries $1,612,328 Benefits $733,612 Books & Supplies $20,000 Services and Other Operating Exp. $140,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $2,505,940	General Fund Unrestricted – S/C Certificated Salaries $6,720 Classified Salaries $1,521,749 Benefits $687,927 Books & Supplies $20,000 Services and Other Operating Exp. $100,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration 2,336,396

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.2 Bilingual and Non-English-Speaking Parent Support Support bilingual and Non-English-speaking parents with communication needs, engagement opportunities, and parent education. 1.2.a. Bilingual Parent Liaisons Bilingual Parent Liaisons (5.0 FTE) will be available to all sites to assist with parent communication (both written and oral), parent education, parent concerns, and parent outreach. 1.2.b. Staff Stipends for Translation and Interpretation Stipends will be available to identified bilingual staff to provide further support with interpretation and translation.	General Fund Unrestricted – S/C Class. Salaries $358,001 Benefits $167,383 Books & Supplies $20,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $545,384	General Fund Unrestricted – S/C Class. Salaries $197,350 Benefits $88,188 Books & Supplies $10,500 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $296,038
1.3 Increase Opportunities for Parent and Community Volunteerism 1.3.a. Parent Fingerprinting Free of Cost Funds are available for free parent fingerprinting in order to increase parent participation in school activities such as field trips. 1.3.b. Mobile Site Based Fingerprinting Mobile fingerprinting equipment has been purchased to make this service more accessible to parents at school site events.	General Fund Unrestricted – S/C Services and Other Operating Exp. $30,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $30,000	General Fund Unrestricted – S/C Services and Other Operating Exp. $30,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $30,000
1.4 Parent Education to Promote a College and Career Ready Culture 1.4.a. Implement the Parent Institute for Quality Education (PIQE) program at targeted schools. This program educates, empowers, and inspires parents of K-12 school age children to take an active role in encouraging and enabling their children to stay in school, improve their academic performance, develop healthy relationships, and focus on preparing themselves for a post-secondary education.	General Fund Unrestricted – S/C Services and Other Operating Exp. $20,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $20,000	General Fund Unrestricted – S/C Services and Other Operating Exp. $0 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $0
1.5 African American Parent Network (AAPN) The focus of this group is to address disproportionate outcomes for African American students through student mentoring and tutoring, as	General Fund Unrestricted - S/C Cert. Salaries $18,731 Class. Salaries	General Fund Unrestricted - S/C Cert. Salaries $10,000 Class. Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
well as parent and community engagement focused on disproportionality. 1.5.a. Site Based Tutoring and Parent Engagement Implement site based mentoring and academic tutoring programs coupled with parent education and engagement activities at targeted schools. 1.5.b. Districtwide Showcase Implement districtwide events focused on showcasing and building awareness of African American culture and history. 1.5.c. Planning and Development Monthly meetings of the AAPN to plan, implement and monitor actions and services.	$1,825 Benefits $4,859 Books & Supplies $2,585 Services and Other Operating Exp. $2,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $30,000	$1,500 Benefits $3,036 Books & Supplies $3,557 Services and Other Operating Exp. $11,793 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $29,886
1.6 Professional Development for Effective Parent and Community Engagement 1.6.a. Professional Development Focus Area At least one staff member from each school will participate in School Site Council and English Learner Advisory Council training. 1.6.b. Professional Development Calendar Days 4 professional development days have been built into the annual calendar for certificated staff members and 3 days have been built into calendars for classified staff members. Topics may include: - Utilizing Parent and Bilingual Liaisons - Locating and Leveraging Community Resources - Working with Parents to Improve Attendance 1.6.c. Site/Department Professional Development Ongoing professional development within the duty day will be provided throughout the year, including professional development on designated early release Wednesdays. 1.6.d. Optional Professional Development Professional development beyond and within the duty day may be offered to interested staff. Training beyond the duty day will be paid at the contractual rate. Possible topics may include those listed in 1.6.b. 1.6.e. Professional Collaboration Each K-5, K-8, and alternative education sites will be allocated up to five hours for collaboration per teacher beyond the duty day paid at the	General Fund Unrestricted - S/C Cert. Salaries $259,814 Class. Salaries $93,985 Benefits $91,642 Books & Supplies $55,566 Services and Other Operating Exp. $15,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $516,007	General Fund Unrestricted - S/C Cert. Salaries $424,880 Class. Salaries $158,373 Benefits $161,182 Books & Supplies $0 Services and Other Operating Exp. $0 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $744,435

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
contractual rate or up to two days of release time for collaboration (pending availability of substitute teachers) for grade level or department collaboration. 1.6.f. Staff members from the district, Solano County Office of Education, as well as a consultant provided through the California Collaborative for Educational Excellence will create and implement a 3-year professional development plan.		
1.7 Foster Youth Parent Outreach Outreach to parents of foster youth in order to identify needs and connect families to available resources.	General Fund Restricted Books and Supplies $2,500 Services and Other Operating Exp. $2,500 General Fund Restricted Restricted $5,000	General Fund Restricted Books and Supplies $1,000 Services and Other Operating Exp. $4,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $5,000
1.8. Community and Parent Communications 1.8.a. District Communications Enhanced communication systems will be established to inform parents and the community of important events, district initiatives, and student progress.	General Fund Unrestricted - S/C Books & Supplies $55,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $55,000	General Fund Unrestricted - S/C Books & Supplies $44,865 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $44,865

Goal Analysis

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

The funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff in the following ways:
- additional professional learning opportunities for certificated and classified staff in the areas of parent communications, assessment (both in-person and virtual), instructional strategies (for both in-person and virtual instruction), and use of virtual learning and communication platforms.
- Implementation of Parent Care Teams at school sites and the district level to increase parent communication during the transition to and initial implementation of Distance Learning including bilingual supports in Spanish. These supports included communications to parents of foster youth, students experiencing homelessness, English Learners, and low-income students aligned to technology access, and Distance Learning access.

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

The overall successes in implementing the actions and services for Goal 1 were:
- Implementation of the Parent Square Application to support parent communication from teachers, principals, and District staff supported through Actions 1.6 Professional Development for Parent and Community Engagement and 1.8. Community and Parent Communications
- Increased parent participation in district level parent meetings and events after the transition to the virtual meeting platform supported through Actions 1.1.c. Parent Engagement, 1.2 Bilingual and Non-English-Speaking Parent Support, 1.7 Foster Youth Outreach, and 1.8 District Communications.
- the offering of more diverse engagement opportunities to parents and guardians supported through Actions 1.3 Increased Opportunities for Parent and Community Volunteers, 1.5 African American Parent Network, and 1.7 Foster Youth Parent Outreach.

The overall challenges in implementing the actions and services in Goal 1 were:
- The inability to implement some of the planned in-person activities for parents and guardians described in Actions 1.4 Parent Education to Promote a College and Career Ready Culture and 1.5.b District Showcase in the spring 2020 due to the impacts of COVID - 19.
- Challenges in maintaining the planned levels of services described in Actions 1.1 Full Service Community Schools and 1.2 Bilingual and Non-English-speaking Parent Support due to staffing vacancies.

Summary
The overall effectiveness of the actions and services to achieve this goal are measured through parent participation in district and site level committees, a survey of foster parents, and parent access of the AERIES portal. During the pandemic we experienced higher levels of parent participation on committees due to the option of virtual attendance and met the targets for two measurable outcomes. While the target was not met for the measurable outcome aligned to engagement of parents of foster youth we did increase participation of parents of this student group to 38%. We continue to be challenged in finding ways to engage parents of students from all unduplicated student groups, in site and District leadership committees.

Goal 2

Vallejo City Unified will create safe, supportive, and engaging learning environments for all students and staff.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 100% of teachers appropriately credentialed for teaching assignments as measured by state credential requirements **19-20 Target** 100% **2016-2017 Baseline** 97%	**Outcome Not Met** **Measure** 17-18 18-19 19-20 **Target** Credentialing 90% 99% 98% 100%
Metric/Indicator 100% of students have access to standards-aligned instructional materials as measured by the Williams report **19-20 Target** 100% **2016-2017 Baseline** 100%	**Outcome Met** **Measure** 17-18 18-19 19-20 **Target** Williams Report 100% 100% 100% 100%
Metric/Indicator	**Outcome Met**

Expected	Actual			
100% of facilities in good repair as measured by Williams report **19-20 Target** 100% **2016-2017 Baseline** 86%	**Measure**	**17-18**	**18-19**	**19-20** **Target**
	Williams Report	100%	91%	100% 100%

Metric/Indicator
5 percentage point or more gain in school climate as measured by California Healthy Kids Survey (CHKS)

19-20 Target

Outcome for School Connectedness Met
Outcome for Caring Adult Relationships Partially Met
Outcome for High Student Expectations Met
Outcome for Perceived Safety Not Met

Measure		17-18	18-19	19-20	Target
CHKS School Connectedness					
Grade 5	43%	33%	63%	65%	43%
Grade 7	45%	35%	28%	50%	45%
Grade 9	35%	21%	29%	42%	35%
Grade 11	33%	18%	24%	36%	33%
Non-Traditional	25%	33%	26%	49%	25%
CHKS Caring Adult Relationship					
Grade 5	52%	42%	65%	69%	52%
Grade 7	45%	20%	19%	53%	45%
Grade 9	35%	20%	20%	50%	35%
Grade 11	66%	18%	23%	53%	66%
Non-Traditional	35%	30%	22%	61%	35%
CHKS High Student Expectations					
Grade 5	61%	51%	83%	82%	61%
Grade 7	65%	49%	43%	68%	65%
Grade 9	55%	35%	38%	65%	55%
Grade 11	57%	32%	38%	61%	57%
Non-Traditional	47%	42%	44%	68%	47%
CHKS Perceived Safety					
Grade 5	79%	69%	63%	70%	79%
Grade 7	60%	50%	42%	51%	60%
Grade 9	49%	33%	32%	39%	49%
Grade 11	38%	27%	32%	31%	38%
Non-Traditional	58%	48%	47%	47%	58%

Expected	Actual
2016-2017 Baseline **School Connectedness** Gr. 5 33% Gr. 7 30% Gr. 9 20% Gr. 11 18% NT 15% **Caring Adult Relationships** Gr. 5 42% Gr. 7 30% Gr. 9 20% Gr. 11 31% NT 25% **High Student Expectations** Gr. 5 51% Gr. 7 50% Gr. 9 40% Gr. 11 42% NT 37% **Perceived Safety** Gr. 5 69% Gr. 7 45% Gr. 9 34% Gr. 11 23% NT 8%	
Metric/Indicator No less than 2 percentage point increase in teacher retention rate, excluding retirees, annually until 95% is reached **19-20 Target** 94% **2016-2017 Baseline** 88%	**Outcome Met**

Outcome Met

Measure	17-18	18-19	19-20	Target
Internal Records	87%	91%	95%	94%

Expected	Actual
Metric/Indicator Decrease middle school dropout rate to 0% **19-20 Target** 0% **2018-2019 Baseline** 1.3%	**Outcome Not Met** **Measure** 17-18 18-19 19-20 **Target** Dropout rate NA 1.3% .04%* 0% *.04% represents one student
Metric/Indicator Decrease high school dropout rate by 5 percentage points or more annually as measured by the 4 Year Cohort Report **19-20 Target** 10.9% **2017-2018 Baseline** 20.9%	**Outcome Not Met** **Measure** **17-18** **18-19** **19-20** **Target** 4 Year Cohort Dropout 20.9% 25.9% 21% 10.9%
Metric/Indicator Increase high school graduation rate by 5 percentage points annually or more as measured by the 4 Year Cohort Report **19-20 Target** 81.5% **2017-2018 Baseline** 71.5%	**Outcome Not Met** **Measure** **17-18** **18-19** **19-20** **Target** 4 Year Cohort Graduation 71.5% 70.1% 76% 81.5%
Metric/Indicator Decrease pupil suspension rate by 1 percentage point or more annually as measured by the percentage of students involved in one or more incidents that result in suspension and reported in EdData until the State rate of suspension is reached; currently 3.5% **19-20 Target** 6.9% **2016-2017 Baseline** 9.9%	**Outcome Met with Qualifier** **Measure** **17-18** **18-19** **19-20** **Target** Suspension Rate 9.4% 17.1% 5.4%* 6.9% *The suspension rate for 2019-2020 includes those incidents that occurred on or before March 13. 2020 when students were present on campuses.

Expected	Actual
Metric/Indicator Decrease pupil expulsion rate by .05 percentage point or more annually as reported in EdData until the state rate of expulsion is reached; currently .1%. **19-20 Target** .15% **2016-2017 Baseline** .3%	**Outcome Met with Qualifier** **Measure** 17-18 18-19 19-20 **Target** Expulsions 0.20% 0.23% 0.15%* 0.15% *The expulsion rate for 2019-2020 includes expulsions that occurred due to incidents that occurred on or before March 13, 2020 when students were on campuses.

Metric/Indicator
Decrease disproportionality of suspensions annually as calculated by percentage of suspensions per 100 students in each group.

19-20 Target
Based on 2019-2020 Suspension Rate

2016-2017 Baseline

All	16.5%
EL	6.8%
Free/Reduced Lunch Eligible	21.3%
SWD	35%
American Indian	6%
Asian	5.2%
African American	35.7%
Filipino	5.9%
Latino	10.5%
Pacific Islander	19.2%
White	8%
Homeless	NA
Foster	NA

Outcome Not Met

Measure Suspensions	17-18	18-19	19-20	Target
All	16%	17%	5.4%	
Free/Reduced Lunch	17%	19%	6.1%	5.4%
Students with IEPs	37%	41%	13.3%	5.4%
American Indian	17%	23%	13%	5.4%
African American	33%	37%	9.6%	5.4%
EL	9%	8.6%	5.3%	5.4% Met
Asian	7%	0.2%	0.9%	5.4% Met
Filipino	4%	0.6%	1.8%	5.4% Met
Latinx	11%	4.6%	4.3%	5.4% Met
Pacific Islander	15%	0.3%	5.5%	5.4%
White	14%	0.9%	4.6%	5.4% Met
Homeless	NA	NA	32.6%	5.4%
Foster	NA	NA	16.2%	5.4%

Metric/Indicator

Expected	Actual
Decrease disproportionality of expulsions annually as calculated percentage of expulsions per 100 students in targeted student each student group. **19-20 Target** Based on 2019-2020 expulsion data for all students **2017-2018 Baseline** African American .5% SWD .3%	**Outcome Not Met** **Measure** · · · · · · · · **17-18** · · **18-19** · · **19-20** · · **Target** Expulsions African American · · · 0.5% · · · 0.67% · · 0.26% · · · 0.15% Student's with IEPs · 0.3% · · · 0.51% · · 0.32% · · · 0.15%
Metric/Indicator Increase average daily attendance by 1 percentage point or more annually as measured by days of student attendance divided by days of student enrollment **19-20 Target** 95.16% **2016-2017 Baseline** 92.16%	**Outcome Not Met** **Measure** · · · · · · · **17-18** · · · · **18-19** · · · · **19-20** · · · · · **Target** Student Attendance · 91.64% · 91.24% · 92.16% · · 95.16%
Metric/Indicator Decrease chronic absenteeism by 3 percentage points or more annually as measured by percentage of students absent more than 10% of days enrolled **19-20 Target** 18.2% **2016-2017 Baseline** 27.2%	**Outcome Not Met** **Measure** · · · · · · · · · **17-18** · · **18-19** · · **19-20** · · **Target** Chronic Absenteeism · 26.6% · · 23.4% · · 18.6% · · · 18.2%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Positive School Culture and Climate	General Fund Unrestricted – S/C Books & Supplies	General Fund Unrestricted – S/C Books & Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement and maintain programs to promote positive school climate and culture and reduce suspension, referral and expulsion rates. 2.1.a. Site Based Programs Student services staff will provide targeted support to the 11 schools in the two highest levels as measured by the California Dashboard suspension indicator. 2.1.b. District Development of MTSS Continue to refine Multi-Tiered System of Supports (MTSS formerly known as Response to Intervention/RTI) focused on student behavior supports. 2.1.c. Through the Coordinated Early Intervention Support Plan the following services will be provided: professional development focused on implicit bias, trauma informed care, positive approaches to student discipline, and culturally responsive teaching and learning; 1.0 FTE Behavior Intervention Specialist. This plan is in place to reduce disproportionate academic and discipline outcomes for student groups, including but not limited to Students with IEPs and African American student groups. 2.1.d. Site Based Restorative Practices Continue to refine the implementation of restorative practices. This action is supported at the site by the Academic Support Providers that have received extensive training in restorative practices. 2.1.e. Youth Court Implement a student led Youth Court to provide students with alternatives to suspension. Youth Court is in place at Jesse Bethel High School and will be supported by Jesse Bethel staff.	$0 Services and Other Operating Exp. $80,480 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $80,480 Restricted Services and Other Operating Exp. $548,219 General Fund Restricted Restricted $548,219	$0 Services and Other Operating Exp. $80,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $80,000 Restricted Services and Other Operating Exp. $580,781 General Fund Restricted Restricted $580,781
2.2. Actions and Services have been combined with Action 1.	Not Applicable Not Applicable NA	Not Applicable Not Applicable NA
2.3. Site Safety and Supervision provides adequate staffing to ensure student safety on campus, and assist with building a positive school climate and culture. 2.3.a. Site Safety Supervisors	General Fund Unrestricted – S/C Classified Salaries $325,288 Benefits	General Fund Unrestricted – S/C Classified Salaries $328,906 Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	$201,631 Services and Other Operating Exp. $225,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $751,919	$197,190 Services and Other Operating Exp. $225,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $751,096
	Not Applicable Not Applicable NA	Not Applicable Not Applicable NA
	General Fund Unrestricted – S/C Classified Salaries $55,302 Benefits $28,124 Books & Supplies $182,667 Services and Other Operating Exp. $748,041 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $1,014,134	General Fund Unrestricted – S/C Certificated Salaries $662 Classified Salaries $146,108 Benefits $46,801 Books & Supplies $172,323 Services and Other Operating Exp. $738,868 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $1,104,762
	General Fund Unrestricted – S/C Books & Supplies $25,000 Services and Other Operating Exp. $65,467 General Fund Unrestricted - S/C	General Fund Unrestricted – S/C Books & Supplies $20,000 Services and Other Operating Exp. $67,042 General Fund Unrestricted - S/C

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement strong administrator and teacher recruitment and support programs to ensure high quality staff for optimal instructional delivery and learning. Funds will be used for recruitment travel, advertising, reproduction, exam fees, test preparation materials, tuition support in key content areas, and contracted services.	LCFF Supplemental and Concentration $90,467 Restricted Services and Other Operating Exp. $44,000 5000-5999: Services and Other Operating Expenditures Title II $44,000	LCFF Supplemental and Concentration $87,042 Restricted Services and Other Operating Exp. $44,000 5000-5999: Services and Other Operating Expenditures Title II $44,000
2.7 Beginning Teacher Support Program Provide ongoing support to all new teachers, including pre-interns, interns, and teachers with preliminary credentials. 2.7.a. Teacher Induction Program (formerly Beginning Teacher Support and Assessment/BTSA) Implement a two-year teacher induction program for preliminary credentialed teachers in a job-embedded formative assessment system of support and professional development to fulfill the requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist credentials. This program includes one on one coaching and mentoring. 2.7.b. New Teacher Support Prior to Eligibility for Teacher Induction Interns and pre-interns will be provided professional development in the following area: standard- based curriculum and instruction, classroom management, English Learners support, use of technology, and supporting students with IEPs.	General Fund Unrestricted - S/C Cert. Salaries $148,432 Benefits $50,466 Books & Supplies $7,500 Services and other Operating Exp $27,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $233,398 General Fund Unrestricted Cert. Salaries $140,159 Benefits $40,476 General Fund Unrestricted Unrestricted $180,635	General Fund Unrestricted - S/C Cert. Salaries $155,473 Benefits $48,697 Books & Supplies $7,000 Services and other Operating Exp $27,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $238,170 General Fund Unrestricted Cert. Salaries $140,159 Benefits $40,476 General Fund Unrestricted Unrestricted $180,635
2.8 Expecting and Parenting student support program: Comprehensive, integrated, community- linked, school-based support program for students and their children.	General Fund Unrestricted – S/C Cert. Salaries $129,100 Benefits $76,482 Books & Supplies $20,000 General Fund Unrestricted - S/C	General Fund Unrestricted – S/C Cert. Salaries $109,555 Classified Salaries $16,111 Benefits $63,389 Books & Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	LCFF Supplemental and Concentration $225,582	$6,500 Services and Other Operating Exp $9,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $204,555
2.9 Student Mental Health Support and Trauma Informed Care Program The District Behavior Coordinator will facilitate the continuation of services to address the specialized needs of students with mental health needs 2.9.a. Enhanced Psychologist Services Up to 5.4 FTE psychologists have been added to provide increased time for mental health counseling services to students. Up to .6 FTE Behavior Coordinator will provide leadership, support, and monitoring for the implementation of mental health services program and associated staff members. 2.9.b. Mental Health Specialists 9 FTE Mental Health Specialists are employed to provide mental health services to students working under the direction of a highly experienced school psychologist.	General Fund Unrestricted – S/C Cert. Salaries $530,640 Class. Salaries $582,880 Benefits $437,828 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $1,551,348	General Fund Unrestricted – S/C Cert. Salaries $368,943 Class. Salaries $567,546 Benefits $584,996 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $1,521,485
2.10 Positive Youth Justice Initiative Systems to support crossover students involved in the child welfare and juvenile justice system. This program is comprised of 4 elements: positive youth development, trauma informed care, wraparound services, and improved operational capacity. 2.10.a. Positive Youth Justice Initiative (PYJI) Liaison (1 FTE classified) provides one on one case management to crossover youth.	General Fund Restricted Class. Salaries $74,607 Benefits $31,214 General Fund Restricted Restricted $105,821	General Fund Restricted Class. Salaries $74,607 Benefits $31,124 General Fund Unrestricted Restricted $105,821
2.11. Student Nutrition Support Funds will be provided to offset the cost for reduced lunch fees. This will allow all students eligible for free and reduced lunch to be provided meals at no cost to families.	General Fund Unrestricted – S/C Services and other operating Exp $65,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $65,000	General Fund Unrestricted – S/C Services and other operating Exp $65,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $65,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.12 Student and Staff Engagement and Recognition 2.12.a. Student Clubs Support student engagement and learning through high interest clubs and organizations, through allocation of funds to sites for salaries, benefits, supplies, and services. 2.12.b. Midnight Basketball A basketball program will provide students of all ages with a safe late-night activity option during the summer. Funds allocated for staffing and supplies. 2.12.c. Student Recognition Funds are allocated to sites for student recognition, including recognition for attendance, positive behavior, and other site determined focus areas. 2.12.d Staff Recognition Funds are allocated to sites to recognize staff members for actions and services aligned to achieving LCAP goals.	General Fund Unrestricted – S/C Classified Salaries $9,217 Benefits $5,964 Books & Supplies $67,500 Services and Other Operating Exp. $37,500 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $120,181	General Fund Unrestricted – S/C Certificated Salaries $900 Classified Salaries $15,900 Benefits $3,896 Books & Supplies $65,000 Services and Other Operating Exp. $34,532 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $120,228
2.13 Student Safety, Support, and Engagement Professional Development 2.13.a. Professional Development Focus Areas When professional development required for all staff members is done in phases, schools identified for Comprehensive Support Intervention and those scoring in red and orange on the California School Dashboard in areas relevant to focus areas will be included in the first phase. All certificated and classified staff will participate in professional development focused on: • Social Emotional Learning through the lens of Culturally Responsive Practices 2.13.b. Professional Development Calendar Days 4 professional development days have been built into the annual calendar for certificated staff members. 3 have been built into the calendar for classified staff. 2.13.c. Site/Department Specific Professional Development	General Fund Unrestricted – S/C Certificated Salaries $259,814 Classified Salaries $93,985 Benefits $91,643 Books & Supplies $55,566 Services and Other Operating Exp. $15,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $516,008	General Fund Unrestricted – S/C Certificated Salaries $257,442 Classified Salaries $93,188 Benefits $95,521 Books & Supplies $56,000 Services and Other Operating Exp. $15,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $517,151

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Ongoing professional development within the duty day will be provided throughout the year focused on Culturally Responsive Practices as well optional professional development topics based on site needs. This professional development includes time built into the early release Wednesdays. 2.13.d. Optional Professional Development Optional professional development may be scheduled for interested classified and certificated staff within and beyond the duty day. Participants in professional development beyond the duty day will receive the contractual rate of pay. Optional professional development may include: • Positive Behavior Intervention Supports (PBIS) • Growth Mindset • Implicit Bias • Trauma Informed Care • Restorative Justice • Other Social Emotional Learning related focus areas 2.13.e. Professional Collaboration Each K-5 and K-8 site will be allocated up to five hours per teacher paid at the contractual rate or up to 2 days of release time, pending availability of substitute teachers for grade level collaboration. 2.13.f. Enhanced Professional Development Planning Process Staff members from the district, Solano County Office of Education, along with a consultant provided by the California Collaborative for Educational Excellence will work collaboratively to create and implement a three-year professional development plan.		
2.14. Attendance Awareness and Improvement Program Regular student attendance maximizes students' instructional time and is critical to student success. 2.14.a. Districtwide Community Awareness Parent and community awareness events and training will be implemented to provide information on the importance of student attendance and the impacts of chronic absenteeism. District Student Support Services staff will organize frequent districtwide events to provide education to stakeholders about the importance of student attendance and inspire students, staff and families to aspire to achieve high levels of attendance.	General Fund Unrestricted – S/C Services and Other Operating Exp. $150,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $150,000 General Fund Restricted Services and Other Operating Exp. $50,000	General Fund Unrestricted – S/C Services and Other Operating Exp. $150,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $150,000 General Fund Restricted Services and Other Operating Exp. $50,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.14.b. Staff Attendance Awareness Staff attendance will be emphasized as this is also critical for maximizing instructional time. Human Resources staff will track teacher absence and distribute data to relevant stakeholders. 2.14.c. Chronic Absence Intervention Chronically absent students will be closely tracked by the principal at each school site. Academic Support providers, bilingual liaisons, and parent liaisons will be leveraged for family outreach. Certificated staff at the middle and high school levels will establish ongoing personal contact with chronically absent students. The Student Support Team (SST) and Student Attendance Review Board (SARB) process will be used for all chronic absentees to identify barriers and develop a plan to address them. 2.14.d. Enhanced Attendance Tracking A contracted vendor will provide frequent tracking and reports on attendance to staff in order to provide interventions.	5000-5999: Services and Other Operating Expenditures Restricted $50,000	5000-5999: Services and Other Operating Expenditures Restricted $50,000
2.15. Enhanced Transportation Services Students required to attend schools outside of home school boundaries due to lack of space will be provided transportation to an overflow school. This service will prevent student absences and tardiness due to lack of transportation.	General Fund Unrestricted – S/C Services and Other Operating Exp. $465,094 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $465,094	General Fund Unrestricted – S/C Services and Other Operating Exp. $460,764 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $460,764
2.16. Loma Vista Farm The Loma Vista Farm, located on the campus of the Loma Vista Environmental Science Academy, provides a hands-on learning environment available to students in the Vallejo City Unified School District free of charge. A 1.0 FTE farm keeper and a 1.0 FTE farm assistant are employed to maintain the farm and provide students with educational experiences.	General Fund Unrestricted – S/C Classified Salaries $68,850 Benefits $31,264 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $100,114	General Fund Unrestricted – S/C Classified Salaries $70,169 Benefits $31,530 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $101,699

Goal Analysis

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

The funds budgeted for actions and services that were not implemented were used to support students, families, teachers, and staff in the following ways:
- additional technology devices including laptops and peripherals were purchased for both staff and students in order to provide student supports virtually. These supports included counseling as well as social emotional learning activities.
- devices were purchased to support low income students as well as staff members with WIFI access.

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

The overall successes in implementing the actions and services in Goal 2 were:
- continued improvements to site facilities including fencing, exterior painting, playground equipment, and security devices to improve the physical environment for students and staff supported through Action 2.5 Facilities Support Funds.
- the provision of mentors and extensive professional learning to new teachers supported through Action 2.7 Beginning Teacher Support.
- enhanced positive school climate for students supported by professional learning provided to staff, implementation of new programs and strategies, and dedicated staff supported through Actions 2.1 Positive School Culture and Climate, 2.3 Site Safety and Supervision, 2.12 Student and Staff Engagement, 2.13 Professional Development, and 2.16 Loma Vista Farm.
- specialized programs to support high needs students including those at risk for entering or returning from the juvenile justice system, pregnant and parenting teens, and those experiencing trauma or mental health challenges supported by Actions 2.8 Expecting and Parent Student Support Program, 2.9 Student Mental Health Support, and 2.10 Positive Youth Justice Initiative.
- enhanced teacher recruitment efforts were implemented to reduce teacher vacancies including contracting with vendors to help staff hard to fill positions supported through Action 2.6 Teacher Recruitment.

The overall challenges in implementing the actions and services to achieve Goal 2 were:
- a reduced need for student transportation services described in Action 2.15 Enhanced Transportation Services due to the impacts of COVID - 19 and the implementation of Distance Learning.
- an inability to provide the childcare described in 2.8 Expecting and Parenting Student Support Program due to the impacts of COVID - 19.
- an inability to provide some of the in-person student engagement activities described in Action 2.13 Professional Development due to the impacts of COVID - 19 and the restrictions on in-person activities.
- an overall lack of progress in improving student attendance through the use of the strategy described in Action 2.14 Attendance Awareness and Improvement Program.
- continued teacher vacancies, especially in Special Day Class classrooms, despite implementation of Action 2.6 Teacher Recruitment.

Overall Effectiveness
The overall effectiveness of the actions and services to achieve this goal are measured through student attendance, student chronic absenteeism, the California Healthy Kids Survey (CHKS), student dropout and graduation rates, implementation of basic services, and student discipline incidents. Although measurable outcome targets for student attendance were not met student attendance increased by 1 percentage point and chronic absenteeism decreased by 8 percentage points over two years and the target was missed by .4 percentage point. Student engagement targets were met as measured by the CHKS in the areas of School Connectedness, and High Student Expectations. Student engagement targets were met as measured by the CHKS in the area of Caring Student Relationships for all student groups including 5, 7, 9, and Non-Traditional Programs, with the exclusion of grade 11 where there was improvement of 30 percentage points. Student dropout rates for high school and middle school have decreased, with only one student dropout at the middle school level. The target for the measurable outcome for teacher retention was met and exceeded. Student discipline measurable outcome targets were met for for both suspensions and expulsions with a qualifier due to the incomplete school year for in-person learning. The high school graduation rate increased. The requirements were adjusted which likely

contributed to at least some of the increase. In summary five measurable outcomes were met, one was partially met, and significant progress was made for 5 more of the outcomes. The biggest challenge is in reducing and eliminating disproportionately negative outcomes for some student groups in comparison the general student population.

<u>Goal 3</u>

Vallejo City Unified will increase the number of students graduating college and/or career ready.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Student Access to Technology

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Site level plans will contain plans for Common Core State Standards implementation, for all students including English Learners, and professional development. **19-20 Target** 100% of plans **2016-2017 Baseline** 100% of plans	**Outcome Met** **Measure** 17-18 18-19 19-20 **Target** Site Level Plans 100% 100% 100% 100%
Metric/Indicator English Learners will access Common Core and ELD standards for purposes of gaining academic content and English Language proficiency as evidenced by 5 percentage point or more growth annually on all CAASPP assessments by students with ELPAC level 3 or higher. **19-20 Targets** ELA 38.2% Math 43.5% Science TBD	**Outcomes Not Met** **Measure** 17-18** 18-19** 19-20* **Target** EL % Proficient and above CAASPP ELA 9.3% 22.9% 22.9% 38.2% CAASPP Math 8.8% 37.5% 37.5% 43.5% Science NA*** 1% 1% 6% *Due to the COVID-19 pandemic 2018-2019 data is the most current. **Difficult to compare baseline data to the target data and the data beginning 2018-2019 due to the change from CELDT to ELPAC. ***Not reported in 17-18 school year.

Expected	Actual
2016-2017 Baseline CAASPP ELA 23.2% CAASPP Math 28.5% Science NA	

Metric/Indicator

Students proficient on CAASPP math will increase by 5 percentage or more points annually; students proficient on CAASPP ELA will increase by 5 percentage points or more annually; students required to take the California Standards Test in science will increase in proficiency by 5 percentage points or more annually as reported in DataQuest.

19-20 Targets

ELA 43%
Math 35%
Science 5 TBD
Science 8 TBD
Science 10 TBD

Baseline

CAASPP ELA 28%
CAASPP Math 20%
Science 5 NA
Science 8 NA
Science10 NA

Outcome Not Met

Measure	17-18	18-19	19-20*	Target
% Proficient and above				
CAASPP ELA	30.2%	29.8%	29.8%	38%**
CAASPP Math	19.8%	20.4%	20.4%	30%**
Science 5	NA****	14.71%	14.71%	***
Science 8	NA****	11.23%	11.23%	***
Science 10	NA*	7.16%	7.16%	***

*Due to the COVID-19 pandemic 2018-2019 data is the most current.
** Targets adjusted to reflect 2 years of progress.
*** Baseline data for CAASPP Science.
****CAASPP Science not administered in 2017-2018.

Metric/Indicator

5 percentage point increase or more annually in students meeting UC/CSU requirement as reported in EdData.

19-20 Target

40%

2016-2017 Baseline

30%

Outcomes Not Met

Measure	17-18	18-19	19-20	Target
UC/CSU Graduation Rate	35.5%	31.7%	30.7%	40%

Expected	Actual
Metric/Indicator The percentage of English Learners making progress of one level or more annually as measured by the ELPAC will increase by no less than 5 percentage points annually. **19-20 Target** 51% (CELDT) **2016-2017 Baseline** 36% (CELDT)	**Outcomes Not Measurable – Baseline Year** **Measure** **17-18** **18-19** **19-20*** **Target** ELPAC Annual Progress NA** 20.4% 20.4% NA*** *Due to the COVID-19 pandemic 2018-2019 data is the most current. * *2017-2018 CELDT was still being administered; no ELPAC data available. *** Baseline year for ELPAC
Metric/Indicator Increase English Learner reclassification rate by no less than 5 percentage points annually based on local reclassification criteria. **19-20 Target** 36% (CELDT) **2016-2017 Baseline** 21% (CELDT)	**Outcomes Not Met** **Measure** **17-18** **18-19** **19-20*** **Target** EL Reclassification 17.9% 18.7% 18.7% 36% *Due to the COVID-19 pandemic 2018-2019 data is the most current.
Metric/Indicator 5 percentage point or more increase annually of students (Grades 10-12) earning a 3 or higher on at least one Advanced Placement Exam. **19-20 Target** 39% **2016-2017 Baseline** 24%	**Outcome Not Met** **Measure** **17-18** **18-19** **19-20** **Target** Score 3 or Higher AP Exam 22% 28% 30.1% 39%
Metric/Indicator 5 percentage point or more increase annually of students (Grades 10-12) completing one or more Advanced Placement Exam. **19-20 Target** 36% **2016-2017 Baseline** 21%	**Outcomes Not Met** **Measure** **17-18** **18-19** **19-20** **Target** AP Exam Completion 12.9% 11.0% 11.3% 36%

Expected	Actual
Metric/Indicator Increase the total number of students participating in the Early Assessment Program to 95% or more and increase those scoring ready and conditional by 5 percentage points or more annually. **19-20 Targets** ELA Participation 95% Math Participatioin95% ELA Proficiency 56% Math Proficiency 30% **2016-2017 Baseline** Participation Rate ELA 87% Participation Rate Math 88% Conditional or Ready ELA 41% Conditional or Ready Math 15%	**Outcome Not Met** | Measure	17-18	18-19	19-20*	Target
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EAP Participation				
ELA	91%	88%	88%	95%
Math	91%	87%	87%	95%
EAP Proficiency				
ELA	32%	28.56%	28.56%	56%
Math	12%	11.05%	11.05%	30%	 *Due to the COVID-19 pandemic 2018-2019 data is the most current.
Metric/Indicator 100% of students are enrolled in a broad course of study including courses described under Sections 51210 and 51220(a)-(i) as evidenced by 4-year graduation plans **19-20 Target** 100% **2016-2017 Baseline** General Education Students 97%	**Outcomes Met** | Measure	17-18	18-19	19-20	Target
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% of Students with Plans	100%	100%	100%	100%	
Metric/Indicator 100% of general education unduplicated pupils will have access to and be enrolled in rigorous academy or Career Technical Education (CTE) classes at the comprehensive high schools and Common Core Standards aligned courses at all K-5, K-8, middle schools, and alternative schools. **19-20 Target** 100% **2016-2017 Baseline** General Education Students 100%	**Outcomes Met** | Measure	17-18	18-19	19-20	Target
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% Enrolled	100%	100%	100%	100%	

Expected	Actual

Metric/Indicator
95% of special education pupils will have access to and be enrolled in rigorous academy or Career Technical Education (CTE) classes at the comprehensive high schools and Common Core Standards aligned courses at all K-5, K-8, middle schools, and alternative schools.

19-20 Targets
High School 95%
K-8   95%

2016-2017 Baseline
% high school students 90%
% K-8 students 85%

Outcomes Met

Measure	17-18	18-19	19-20	Target
Students with IEPs % enrolled				
High School	95%	95%	95%	95%
K-8	90%	95%	95%	95%

Metric/Indicator
The gap between all students and lower performing student groups will decrease annually until it is eliminated as measured by CAASPP in ELA and Math.

19-20 Targets
Based on 2019-2020 CAASPP Data

2016-2017 Baseline
CAASPP Math
All 20%
American Indian 17%
Asian 40%
Pacific Islander 21%
Filipino 39%
Latinx 17%
African American 10%
White 27%
EL 6%
SWD 5%
Foster 0%
Free/Reduced Lunch Eligible 16%

CAASPP ELA

Outcomes Not Met

Measure	17-18	18-19	19-20*	Target
CAASPP Math				
All	20%	20.4%	20.4%	NA
American Indian	30%	20.8%	20.8%	20.4%**
Asian	50%	41.8%	41.8%	20.4%**
Pacific Islander	24%	17.6%	7.6%	20.4%
Filipino	40%	41.4%	41.4%	20.4%**
Latinx	16%	16.8%	16.8%	20.4%
African American	10%	11%	11%	20.4%
White	28%	30.7%	30.7%	20.4%**
English Learners	9%	6.1%	6.1%	20.4%
Students with IEPs	5%	6.1%	6.1%	20.4%
Free/Reduced Lunch	16%	16.7%	16.7%	20.4%
CAASPP ELA				
All	30%	29.8%	29.8%	NA
American Indian	40%	45.8%	45.8%	29.8%**
Asian	50%	48.6%	48.6%	29.8%**
Pacific Islander	39%	31.6%	31.6%	29.8%
Latinx	26%	25.8%	25.8%	29.8%
African American	9%	19.3%	19.3%	29.8%
White	26%	39.5%	39.5%	29.8%**

Expected	Actual
All 28% American Indian 42% Asian 41% Pacific Islander 29% Filipino 52% Latinx 24% African American 18% White 41% EL 5% SWD 6% Foster 23% Free/Reduced 23% Lunch Eligible	English Learners 9% 5.6% 5.6% 29.8% Students with IEPs 7% 6.8% 6.8% 29.8% Free/Reduced Lunch 27% 25.2% 25.3% 29.8% *Due to the COVID-19 pandemic 2018-2019 data is the most current. ** Outcomes met for these student groups.

Metric/Indicator

The gap between all students and student groups with lower graduation rates will decrease annually until it is eliminated as measured by the 4 Year Cohort Graduation Rate.

19-20 Target

Data based on 2019-2020 Graduation Rate.

2016-2017 Baseline

All 71.7%
Latinx 66.4%
African American 72.3%
White 51%
English Learners 48.1%
Students with IEPs 44%
Foster Youth 60%
Free/Reduced Lunch Eligible 68.8%

Outcomes Not Met

Measure	17-18	18-19	19-20*	Target
Graduation				
All	71.5%	70.1%	76%	NA
Latinx	66.8%	63.3%	74.3%	76%
African American	68.1%	65.2%	71.8%	76%
White	63.6%	63.3%	64.6%	76%
English Learners	49.1%	52.4%	61.3%	76%
Students with IEPs	51.8%	40.4%	54.8%	76%
Foster Youth	50%	N/A	47.1%	76%
Free/reduced lunch	69.3%	66.7%	73.7%	76%

*Graduation rates adjusted for 2019-2020 due to COVID-19.

Expected	Actual

Metric/Indicator
The gap between all students and student groups with lower UC/CSU graduation rates will decrease annually until it is eliminated as measured by the UC/CSU Graduation Rate.

19-20 Targets
Based on 2019-2020 UC/CSU Graduation Rate

2016-2017 Baseline
All 30%
Latinx 26.2%
African American 15.2%
White 12%
EL 15.4%
Students with IEPs 9.1%
Foster Youth 0%
Free/Reduced Lunch Eligible 26.6%

Outcomes Not Met

Measure	17-18	18-19	19-20	Target
Graduation				
All	35.5%	31.7%	30.7%	NA
Latinx	26.2%	26.5%	23.4%	30.7%
African American	23.2%	16.3%	19.3%	30.7%
White	31%	32.3%	25.8%	30.7%
English Learners	26.8%	19.7%	19.4%	30.7%
Students with IEPs	11.9%	2.4%	8.8%	30.7%
Free/reduced lunch	31.7%	27.8%	26.4%	30.7%

Metric/Indicator
The gap between all students and student groups with lower rates of conditional or ready college readiness status will decrease annually until it is eliminated as measured by EAP embedded within the 11th Grade CAASPP.

19-20 Targets
Based on 2019-2020 CAASSP EAP data.

Baseline
Conditional and Ready Math
All 15.3%, Latinx 7.3%, African American 6.1%, English Learners 0%, Students with IEPs 0%, Free/Reduced Lunch 11.1%
Conditional and Ready ELA
All 41%, Latinx 37.3%, African American 24.2%, English Learners 3.8%, Students with IEPs 4.5%, Free/Reduced 33%

Outcomes Not Met

Measure	17-18	18-19	19-20*	Target
College Readiness				
Math				
All	12%	11%	11%	NA
Latinx	6.81%	6.36%	6.36%	11%
English Learners	0%	3.66%	3.66%	11%
Students with IEPs	1.64%	0%	0%	11%
Free/reduced lunch	9.71%	9.18%	9.18%	11%
ELA				
All	32%	28.5%	28.5%	NA
Latinx	24.73%	21.96%	21.96%	28.5%
African American	17.56%	16.31%	16.31%	28.5%
English Learners	1.32%	2.35%	2.35%	28.8%
Students with IEPs	4.69%	1.67%	1.67%	28.5%
Free/reduced lunch	26.6%	22.63%	22.63%	28.5%

*Due to the COVID-19 pandemic 2018-2019 data is the most current.

Expected	Actual
Metric/Indicator Student access to computer devices will be at the rate of 1 device for every student in grades TK – 12. **19-20 Target** 1 device for every student **2016-2017 Baseline** 2 devices/4 students	**Outcome Met** **Measure** · 17-18 · 18-19 · 19-20 · **Target** Technology Devices: Student · 3:4 · 1:1 · 1:1 · 1:1

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Rigorous Implementation of Standards Based Curriculum, Instruction and Assessment 3.1.a TK – 12th grade California Standards aligned Science materials will be purchased for all students by July 2020. During the spring 2020 materials will be purchased to maintain core textbooks in all subject areas including replacing lost and damaged materials. Planning guides, assessments, and other support materials will be revised, as needed, to support implementation. Funds will be allocated for salaries and benefits for committee work to ensure stakeholder involvement. 1.b. Instructional Reform Coordinators and Teacher Leaders Instructional reform coordinators and Teacher Leaders will provide leadership in curriculum implementation, effective instructional strategies, program assessment, and the provision of professional development. Staffing will include K-5 ELA District instructional reform coordinator (1.0 FTE), K-5 Math District instructional reform coordinator (1.0 FTE), 6-12 District Math Teacher Leader (1.0 FTE), 6-12 District ELA Teacher Leader (1.0), Site based teacher leaders (2.0 FTE). 3.1.c. Site based Leadership Support Vice Principals will support instruction and social emotional learning. Staffing will include: high school vice principals (2.0 FTE), middle school vice principals (2.0 FTE), elementary vice principal (1.0 FTE). Design teams will be in place at each site to assist the principal with developing and monitoring the instructional and social emotional learning programs.	General Fund Unrestricted – S/C Certificated Salaries $706,389 Benefits $228,901 Books & Supplies $1,400,000 Services and other Operating Exp $79,802 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $2,415,092 Services and other Operating Exp $1,000,000 General Fund Unrestricted Unrestricted $1,000,000 Restricted Certificated Salaries $298,946 Classified Salaries $23,317 Benefits $111,390 Books & Supplies	General Fund Unrestricted – S/C Certificated Salaries $642,574 Benefits $205,950 Books & Supplies $1,400,000 Services and other Operating Exp $65,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $2,313,524 Services and other Operating Exp $1,000,000 General Fund Unrestricted Unrestricted $1,000,000 Restricted Certificated Salaries $295,399 Classified Salaries $23,639 Benefits $109,626 Books & Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1.d High School Career Pathways and Academies Each high school student will be enrolled in a high school career pathway or academy to provide them a rigorous standards-based program focused on college and career readiness. Funds will be used to purchase materials, contract services.	$400,000 Services and other Operating Exp $250,000 General Fund Restricted Restricted $1,083,653	$400,000 Services and other Operating Exp $250,000 General Fund Restricted Restricted $1,078,664
3.2 21st Century Technology Learning and Working Environments 3.2.a Hardware and Software Purchases Hardware and software will be purchased to ensure technology-based learning environments, and staff efficiency. Hardware will be purchased to support at least a ratio of 1 device for every student at each school site and to replace aging devices. 3.2.b. Library Media Technicians at all Schools Library Media Technicians (19 FTE) are provided either full time or half time at each elementary, K-8 middle and high school to facilitate student and staff access to technology hardware and software, and library media. 3.2.c. Media Center Enhancements eBooks and other materials will be purchased to enhance the resources for Library Media Centers. Materials and supplies will be purchased to enhance the Library Media Center environments at targeted schools. 3.2.d. Infrastructure Technology infrastructure will be maintained and improved. 3.2.e. Technology Support Staff Technology Support Specialists 6.0 FTE provide technical support to install and maintain hardware and software systems. A Technology Training Specialist will provide technology focused professional development sessions and coaching to staff. 3.2.f. Student Data Support Technician A Student Data Support Technician is in place to provide relevant, student data reports to staff in order to support progress towards district goals and student learning 3.2.g. Site Based Technology Support Teachers	General Fund Unrestricted – S/C Certificated Salaries $46,206 Class. Salaries $1,143,554 Benefits $555,392 Books & Supplies $1,354,197 Services and other Operating Exp $15,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $3,114,349	General Fund Unrestricted – S/C Certificated Salaries $37,012 Class. Salaries $1,106,342 Benefits $554,569 Books & Supplies $1,454,197 Services and other Operating Exp $15,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $3,167,120

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	General Fund Unrestricted – S/C Certificated Salaries $51,895 Classified Salaries $5,943 Benefits $13,861 Books & Supplies $380,113 Services and Other Operating Exp. $436,779 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $888,591	General Fund Unrestricted – S/C Certificated Salaries $15,142 Classified Salaries $40,136 Benefits $19,756 Books & Supplies $375,454 Services and Other Operating Exp. $438,437 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $888,925
	General Fund Unrestricted – S/C Cert. Salaries $1,133,573 Benefits $568,631 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $1,702,204	General Fund Unrestricted – S/C Cert. Salaries $1,135,521 Benefits $519,135 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $1,654,656
	General Fund Unrestricted – S/C Certificated Salaries $16,692 Benefits $3,781 Books & Supplies $4,764 Services and Other Operating Exp. $4,763	General Fund Unrestricted – S/C Certificated Salaries $0 Benefits $0 Books & Supplies $0 Services and Other Operating Exp. $30,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	General Fund Unrestricted - S/C LCFF Supplemental and Concentration $30,000	General Fund Unrestricted - S/C LCFF Supplemental and Concentration $30,000
3.6. Academic Achievement/College and Career Readiness Professional Development Plan for certificated and classified staff 3.6.a. Professional Development Focus Areas When professional development required for all staff is done in phases, schools identified for Comprehensive Support Intervention and those scoring in the red or orange levels on the California School Dashboard will be included in the first phase. All certificated teachers will participate in professional development focused on: - Use of the District assessment system to improve student outcomes - Culturally responsive teaching and learning - Effective planning for use of Common Core Standards Based English Language Arts and Mathematics instructional materials In addition to the focus areas identified above, all Special Education teachers will participate in professional development focused on: - writing effective IEP goals - relevant compliance issues All site and district leaders, including principals, vice principals, teacher leaders, directors, coordinators and Chief Academic Officer will participate in professional development focused on: - Identification and implementation of schoolwide instructional focus areas - Use of the District assessment system to improve schoolwide student outcomes, including implementation of monitoring student progress by name and need - Developing and implementing professional development aligned to instructional priorities - Providing effective feedback aligned to instructional priorities - Provision of leadership, coaching and modeling to foster the mindset to support the successful integration of culturally responsive teaching and learning practices in the existing learning environment	General Fund Unrestricted – S/C Cert. Salaries $586,393 Classified Salaries $187,970 Benefits $213,945 Books & Supplies $41,125 Services and Other Operating Exp. $40,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $1,069,433 Restricted Books & Supplies $479,985 Services and Other Operating Exp. $400,000 General Fund Restricted Restricted $879,985	General Fund Unrestricted – S/C Cert. Salaries $586,921 Classified Salaries $190,179 Benefits $213,110 Books & Supplies $40,000 Services and Other Operating Exp. $40,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $1,070,210 Restricted Books & Supplies $450,169 Services and Other Operating Exp. $390,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $840,169

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All classified staff will participate in professional development focused on: • Culturally responsive practices Professional development sessions may include: • Standards-based instructional materials including Next Generation Science Standards, History Social Studies and Physical Education/Health • Effective use of technology • English Learner Support • Universal Design for Learning 3.6.b. Professional Development Calendar Days • 4 professional development days have been built into the annual calendar for certificated staff members • 3 Professional development days have been built into the annual calendar for classified staff. 3.6.c. Site/Department Based Professional Development Ongoing professional development within the duty day will be provided throughout the year, including professional development for site level staff on designated early release Wednesdays 3.6.d. Optional Professional Development Professional development beyond the duty day will be held throughout the year for interested classified and certificated staff for the contracted rate of pay. 3.6.e. Professional Collaboration K-5, K-8 and alternative schools will be allocated up to five hours per teacher or up to 2 days of release time pending availability of substitute teachers for grade level, or departmental collaboration. 3.6.f Enhanced Planning Process for Professional Development Staff members allocated from the district, Solano County Office of Education, and the California Collaborative for Educational Excellence will work collaboratively to create and implement a 3 year professional development plan.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.7 Alternative Schools Support 3.7.a. Independent Study Academy This program will be funded with a principal (1 FTE) and a counselor (1 FTE) that is shared with Everest Academy. Funds provided for supplies and services to support students in grades 7-12 in a traditional independent study pathway and in grades 9-12 in a blended learning innovation pathway. Afterschool programming will be offered to students in both pathways pending student interest. Students will have access to on site tutoring and a technology rich Student Cyber Center. 3.7.b. Web based Education Students at Independent Study Academy, Everest Academy, John Finney High School, and Farragut Academy will have access to online courses in order to facilitate credit recovery and access to A-G courses and electives.	General Fund Unrestricted – S/C Certificated Salaries $176,892 Benefits $54,756 Books & Supplies $100,000 Services and Other Operating Exp. $100,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $431,648	General Fund Unrestricted – S/C Certificated Salaries $172,780 Benefits $41,153 Books & Supplies $100,000 Services and Other Operating Exp. $100,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $413,933
3.8 College and Career Readiness Supports in place to support transition from high school to college and career 3.8.a. Trades preparation Implement middle and high school trades preparation program through purchase of equipment and supplies. 3.8.b. Short term career training Contract services will provide high school students an after-school program leading to Certified Medical Assistant and Emergency Medical Training Certification. 3.8.c. Advanced Placement (AP) Testing Support In order to increase student access to AP courses additional training will be provided to teachers in order to increase availability of courses. Increased efforts will be made to increase student and parent awareness of AP courses and the benefits of student participation. Funds will be allocated to sites offering AP courses to pay for AP test fees, and student supports to pass test. 3.8.d. Career Readiness Events	General Fund Unrestricted – S/C Certificated Salaries $59,975 Benefits $23,288 Books & Supplies $20,000 Services and other Operating Expenses $185,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $288,263 Restricted Services and other Operating Expenses $137,000 5000-5999: Services And Other Operating Expenditures Restricted $137,000	General Fund Unrestricted – S/C Certificated Salaries $68,336 Benefits $39,072 Books & Supplies $19,768 Services and other Operating Expenses $161,600 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $288,776 Restricted Services and other Operating Expenses $137,000 5000-5999: Services And Other Operating Expenditures Restricted $137,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Participate with other Solano County Districts in career readiness events. Funds allocated for transportation and facilities rental. 3.8.e Enhanced Counseling Services Counseling services beyond the contractual staffing formula will be enhanced through .8 FTE and professional development for high school counselors.		
3.9 College Preparatory Program 3.9.a. Adkins Program College and Career Preparatory Program targeted to, but not limited to, African American students in grades 9-12. The program includes life skills instruction, rites of passage, tutoring, mentoring, PSAT and SAT prep, college visits, and college application support. Funds allocated for salaries, benefits, services and supplies. 3.9.b. Historically Black Colleges Fair This annual event will be held in the fall at a central location. Funds for set up, supplies, transportation. 3.9.c. Ser Latino Program College and Career Preparatory Program targeted to the needs of Latino high school students. The program provides support for high school success and access to college and career opportunities through tutoring, mentoring and parent education. Funds allocated for salaries, benefits, services and supplies.	General Fund Unrestricted – S/C Certificated Salaries $43,798 Classified Salaries $32,462 Benefits $19,221 Books & Supplies $40,000 Services and other Operating Expenses $93,700 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $229,181	General Fund Unrestricted – S/C Certificated Salaries $42,140 Classified Salaries $32,697 Benefits $22,181 Books & Supplies $37,500 Services and other Operating Expenses $95,316 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $229,834
3.10. Immigrant student support: Programs and services as determined to support academic, language and acculturation needs; teacher time and materials for student and parent support programs Ineligible for funding.	Restricted Cert. Salaries $0 Benefits $0 Books & Supplies $0 General Fund Restricted Restricted $0	Restricted Cert. Salaries $0 Benefits $0 Books & Supplies $0 General Fund Restricted Restricted $0
3.12 Summer Bridge Programs Supports students as they transition to middle and high school	General Fund Unrestricted – S/C Cert. Salaries	General Fund Unrestricted – S/C Cert. Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	$23,880 Class. Salaries $4,396 Benefits $6,726 Books & Supplies $10,000 Services and Other Operating Exp. $5,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $50,002	$23,468 Class. Salaries $3,869 Benefits $7,241 Books & Supplies $10,244 Services and Other Operating Exp. $5,200 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $50,022
	General Fund Unrestricted – S/C Classified Salaries $413,796 Benefits $248,058 Services and other Operating Expenses $338,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $999,854 Restricted Cert. Salaries $140,062 Benefits $43,044 Services and other Operating Expenses $110,000 General Fund Restricted Restricted $293,106	General Fund Unrestricted – S/C Classified Salaries $400,088 Benefits $259,957 Services and other Operating Expenses $338,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $999,045 Restricted Cert. Salaries $139,095 Benefits $44,817 Services and other Operating Expenses $110,000 General Fund Restricted Restricted $293,912
	General Fund Unrestricted – S/C Cert. Salaries $29,351	General Fund Unrestricted – S/C Classified Salaries $35,565

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
the classroom will be extended through the implementation of field trips. Mental health services support will be provided when needed.	Benefits $6,649 Books & Supplies $14,000 Services and Other Operating Exp. $50,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $100,000	Benefits $13,115 Books & Supplies $10,000 Services and Other Operating Exp. $41,450 General Fund Unrestricted - S/C LCFF Base $100,130
3.15 Academic Multi-Tiered System of Supports (MTSS) 3.15. a. MTSS Development Focused work on development of MTSS for grades PreK – 12 will result in increased support to sites for implementation of intervention within and beyond the school day in English Language Arts and mathematics. This work will include improved systems for implementing and monitoring student 504 Plans. Funds will be allocated for salaries, benefits, services and supplies. 3.15. b. Site based Math and English language arts interventions Site based content intervention funding will be used to differentiate instruction in English Language Arts and mathematics and support the continued growth of all students. Prioritize students not meeting standards for intervention within and/or beyond the school day. Funds allocated for salaries, benefits, services and supplies. 3.15. c. High School Credit Recovery Students in need of additional credit for graduation will be offered credit recovery opportunities within and beyond the regular school day, including 0 and 7th period and summer programs. Funds allocated for salaries, benefits, services including professional development, and supplies. 3.15.d. Math Intervention Math intervention software will be purchased for kindergarten - 12th grade students. Funds allocated for professional development and software. 3.15.e. Enhanced Academic Assessments	General Fund Unrestricted - S/C Cert. Salaries $282,225 Classified Salaries $13,620 Benefits $71,252 Books & Supplies $236,789 Services and Other Operating Exp. $724,750 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $1,328,636

Restricted Cert. Salaries $81,444 Benefits $20,153 Services and Other Operating Exp. $380,025 General Fund Restricted Restricted $481,622 | General Fund Unrestricted - S/C Cert. Salaries $284,768 Classified Salaries $42,788 Benefits $97,093 Books & Supplies $230,000 Services and Other Operating Exp. $679,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $1,333,649

Restricted Cert. Salaries $75,124 Benefits $18,962 Books & Materials $16,268 Services and Other Operating Exp. $370,000 General Fund Restricted Restricted $480,354 |

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The districtwide assessment system will be enhanced to include baseline, summative and formative assessments. These assessments will provide information to inform targeted academic interventions. Funds will be allocated for professional development and software.		
3.16 After School Education and Safety (ASES) Program: 3.16.a Extended Day and Year Enrichment After school education and enrichment programs; partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in grades 1-8. 3.16.b Supplemented Funds to Increase Participation for targeted student groups in Spring and Summer Camps. Additional enrollment in summer and spring camps provided with priority given to foster youth, special needs students, homeless youth, and English Learners. Funds allocated for staffing and supplies.	General Fund Unrestricted – S/C Services and Other Operating Exp. $40,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $40,000 Restricted Cert. Salaries $137,480 Classified Salaries $583,819 Benefits $249,597 Books & Supplies $121,546 Services and Other Operating Exp. $515,244 General Fund Restricted After School Education and Safety (ASES) $1,607,686	General Fund Unrestricted – S/C Services and Other Operating Exp. $30,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $30,000 Restricted Cert. Salaries $120,653 Classified Salaries $550,446 Benefits $297,088 Books & Supplies $165,016 Services and Other Operating Exp. $690,600 General Fund Restricted After School Education and Safety (ASES) $1,823,803
3.17. Native American Studies Support and activities for Native American students aligned to academic achievement and cultural heritage.	General Fund Unrestricted – S/C Books & Supplies $2,000 Services and Other Operating Exp. $2,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $4,000	General Fund Unrestricted – S/C Books & Supplies $2,000 Services and Other Operating Exp. $2,000 General Fund Unrestricted - S/C LCFF Supplemental and Concentration $4,000

Goal Analysis

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

Funds budgeted for actions and services that were not implemented were used to support students, families, teachers and staff in mitigating the impacts of COVID - 19 as described below:
- Vendor contracts providing virtual instructional services to students were increased in order to provide students with physical education, arts, and enrichment activities during Distance Learning.
- Computer devices were purchased for classroom based bilingual tutors so that they could provide instructional supports to English Learner students during Distance Learning.

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

The overall successes in implementing the actions and services to achieve Goal 3 included:
- expansion of the district level instructional teacher leader team to support secondary teachers to implement the VCUSD Instructional Priorities through Action 3.1 Standards-Based Curriculum, Instruction, and Assessment.
- procuring devices so that each student had a laptop to use at home and school through Action 3.2 21st Century Learning and Working Environments.
- every teacher mastered at least the basics of Google Classroom and many have gone beyond the basics through Action 3.2 21st Century Learning and Working Environments and 3.6 Professional Development.
- students were provided access to the arts, coding, STEAM, engineering, field trips and/or other curricular areas through Action 3.3 Student Access to a Broad Course of Study.
- additional classroom teachers were hired or existing teachers were provided extra hours to implement programs at the K-8 choice schools through Action 3.4 Classroom Teachers.
- the Early Childhood Program was enhanced through the purchase of technology for students and staff to implement web-based programs through actions 3.5 Early Childhood Education Enhancement and 3.2 21st Century Learning and Working Environments.
- Web-based programs were implemented for some courses within the alternative education programs to support credit recovery, and access to a broader range of courses through action 3.7 Alternative Schools Support.
- College and career readiness programs were implemented at the middle and high school level. These programs included an exploratory wheel course at the middle school, construction at one high school, Certified Medical Assisting at both high schools, and the Adkins Project through Action 3.8 College and Career Readiness and 3.9 College Preparatory Programs.
- English Learners were provided supports through web-based software targeted to students at the early levels of English proficiency, bilingual tutors, and district level teacher leaders providing professional development and site level support through Action 3.13 Targeted Services for English Learners.
- Foster youth were provided academic tutoring by a vendor specializing in services for this student population through Action 3.14 Foster Youth Supports.
- Math intervention software to provide students with targeted support in areas of need was implemented through Action 3.15 Academic Multi-Tiered System of Supports.

The overall challenges in implementing the actions and services to achieve Goal 3 included:
- temporary staffing vacancies that impacted Actions 3.1 Standards-Based Curriculum, Instruction, and Assessment and 3.2 21st Century Learning and Working Environments.
- In-person activities for students that normally occur in the spring and summer were not possible due to COVID-19 and impacted Actions 3.3 Targeted Services for English Language Learners, 3.9 College Preparatory Programs, 3.12 Summer Bridge Programs, and 3.16 After School Programs.

- professional learning opportunities during the spring shifted to support Distance Learning implementation during COVID - 19 resulting in some planned opportunities put on temporary hold through action 3.6 Professional Development.

Overall Effectiveness
The overall effectiveness of these actions and services on the goal of increasing college and career readiness is measured by results of state assessments, outcomes for English Learners, the UC/CSU graduation rate, and student access to core curriculum. The California Assessment for Student Performance and Progress (CAASPP) was not administered in the spring of 2020 nor were local assessments administered due to the pandemic. However, using the 2018-2019 CAASPP results and looking at longitudinal trends, supporting students to make anything other than incremental growth has been a challenge. Although the State testing system for English Learners has continued during the pandemic the shift from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC) have made progress difficult to measure. That being, said longitudinal data over the past 5 years has demonstrated some progress in this area, but also a need for further improvement. The UC/CSU graduation rate was in a steady pattern of increase prior to 2018-2019 when there was a downward trend and then a stall.

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).

<u>In-Person Instructional Offerings</u>

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Desk shields for students	$300,000	$300,000	No
Personal Protective Equipment for staff	$698,676	$698,676	No
Extra Service Agreements to support Learning Loss	$298,830	$298,830	Yes

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

There are no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Analysis of In-Person Instructional Offerings

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

Successes
The successes in implementing in-person instructional offerings included the procurement and installation of classroom equipment and personal protective equipment to ensure staff and student safety. This equipment included masks, face shields, desk shields, and other equipment. Learning Hubs were implemented at 6 school sites beginning in March 2021 to support students experiencing difficulty accessing Distance Learning. These Hubs provided students with access to charging stations, headphones, adults to assist with basic technology issues, assistance with some instructional supports during asynchronous learning, and nutritious snacks. A limited number of small stable cohorts were created to support students with Individualized Education Programs (IEPs) during March 2021. During this time teachers were able to administer needed assessments and provide students with differentiated instructional supports and services aligned to their IEPs. Implementation of Hybrid Learning for all TK - Grade 12 students began in April 2021. Students were provided at least two - four hours of in-person instruction 4 days per week depending on the grade level. This in-person instruction focused on high leverage curriculum including the VCUSD Instructional Priorities and Social Emotional Learning activities.
Challenges
The challenges in implementing in-person instructional offerings included VCUSD's location within a county that remained in the Purple Tier of COVID-19 infection rates until March 2021, along with the lack of widespread availability of the COVID-19 vaccine to

staff and the general community until early March 2021. Providing in-person learning prior to April 2021 on a large scale presented health and safety risks to students and their families.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Software for Distance Learning	$103,765	$212,421	No
Technology for students and staff including devices and hotspots	$1,494,009	$1,727,396	Yes
Imagine Learning Math and ELA licenses to support English Learners virtually	$641,943	$607,253	Yes
Science Curriculum to support remote science instruction	$1,785,797	$1,729,485	No
Teachers supporting Distance Learning classes	$451,899	$451,899	No
Technology Support Specialists in place to provide assistance	$279,463	$279,463	No
Site Based Technology Support at all sites	$28,463	$28,463	No
Software to support Attendance Tracking	$192,000	$192,000	No
Professional Development	$1,008,544	$1,008,544	No
Support for English Learners at every site	$252,203	$252,203	Yes
Software to support secondary students with A-G Requirements	$169,900	$169,000	Yes
Support for physical education	$145,000	$145,000	No
Intervention supports provided to students as needed	$589,895	$589,895	Yes
Parent Liaisons in place to support family outreach	$105,016	$105,016	Yes
Bilingual Parent Liaisons in place to support Spanish speaking families	$133,817	$133,817	Yes
Districtwide Communication Support	$44,865	$44,865	No
Instructional Reform Coordinators to support rigorous learning for all students	$119,620	$119,620	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Library Services in place to ensure students have received all textbooks and materials necessary	$426,459	$426,459	No
Nutrition Services provided	$1,565,000	$1,565,000	Yes
Teacher Materials to support distance learning instruction	$115,200	$135,724	No
Teacher Leaders at all K-5/K-8 sites to provide support to teachers and distance learning	$857,783	$857,783	Yes
Intervention Support for Foster Youth and students experiencing homelessness	$26,400	$26,400	Yes

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

Action: Software for Distance Learning
Due to the Covid-19 pandemic and school closures for in-person learning, the cost for software needed to ensure implementation for distance learning was $108,656 higher than estimated. These purchases were necessary to ensure a robust distance learning program was implemented for our students.

Action: Technology for students and staff including devices and hotspots
Due to the Covid-19 pandemic and school closures for in-person learning, a significant number of technology devices and hotpots were needed for students and staff. An additional $233,387 was expended over what was originally estimated.

Action: Imagine Learning Math and ELA licenses to support English Learners virtually
The estimated cost for Imagine Learning Math and ELA licenses was higher than the actual cost. The difference was $34,690.

Action: Science Curriculum to support remote science instruction
The estimated cost for the science curriculum was higher than the actual cost. The difference was $56,312.

Action: Teacher Materials to support distance learning instruction
The estimated costs for teacher materials needed was higher than the estimated expenditures. An additional $20,524 was expended.

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:
VCUSD was able to provide a seamless transition from In Person Instruction to Distance Learning because of the systems that were already in place prior to the school sites closing for In-Person learning in March 2020. To a large extent, students already had 1:1 technology at many of the school sites, and digital programs were already being used to support students with their learning, assessments, and interventions. For these reasons, many of the foundational structures needed were already in place so very little instructional time was lost for the purchase or distribution of technology and software. The challenges were around providing consistent technology access for students who struggled to attend and engage with school on a regular basis and ensuring that all staff were trained quickly on using platforms such as Google Classroom and Seesaw to provide high quality instruction for all students. Sites were able to offer daily synchronous instruction at all grade levels for students, and lessons continued to focus on standards aligned curriculum K-12. Formative assessments of student learning through an array of different technological tools were used to ensure that teachers were continuing to gather data on student learning and adjust their instruction accordingly. Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment, Edgenuity, Odysseyware, Imagine Learning, Galileo, and IXL Learning are programs that were in place prior to the start of Distance Learning in April 2020. These platforms continued to be used K-12. In addition, all of the VCUSD core curriculum platforms had online components that also supported Distance Learning. IEP's were facilitated remotely for students who required support after March 2020 and plans were put in place to ensure that student learning accommodations could be provided remotely. Social Emotional Learning focused lessons were built around the Collaborative for Academic, Social, and Emotional (CASEL) competencies. These have been embedded into instruction at each grade level and the focus on the CASEL core competencies has ensured that these lessons are targeted a consistent set of skills.

Access to Devices and Connectivity:
Throughout March and April, VCUSD site teams worked hard to ensure that students without a device or WIFI at home were able to come to the school sites to pick up what was needed. Hotspots were purchased for families without consistent access to WIFI, and Comcast partnered with VCUSD to provide a wired internet connection for some families through the "Internet Essentials" program. Information about all of these resources was shared with families through a variety of platforms and the technology department was able to monitor student usage in order to determine which students were not regularly accessing their classes. Sites employed an array of opportunities to ensure that families had devices. Teams delivered devices and hotspots to students' homes. District teams sent out surveys to assess the needs of each family and made sure that families who indicated that they needed support with either devices or connectivity were provided with the resources needed.

Pupil Participation and Progress:
Attendance
Student attendance was tracked in order to assess attendance through both synchronous and asynchronous measures. In general, the attendance rates increased during Distance Learning.
Progress
The overall VCUSD graduation rate in 19-20 increased from 70% to 76%. It is likely that as least a portion of the increase in graduation rate is due to policy changes that were implemented in order to ensure that students were not penalized due to the transition from in-person to Distance Learning. District assessment data was compared from Fall 2020 and Winter 2020 and showed small increases in student proficiency levels in both Math and English Language Arts (ELA). This indicates that students were continuing to improve their skills in the two core content areas during Distance Learning. At the high schools, there was a small increase (1.25%) in the numbers of students taking Advanced Placement (AP) exams which may be connected to the work done during the 18-19 and 19-20 school years to encourage participation. Steps were taken to pay for more students to take the AP exams in order to remove the financial hardship for test-takers. During the first quarter and semester of the 20-21 school year, there has been a considerable increase of the rate of D and F grades being assigned to students, especially at the high school level. Some of this is a result of students struggling to learn at home for a variety of reasons. A range of interventions and supports were put in place to increase the numbers of students that finished the school year successfully.

Distance Learning Professional Learning for Staff:
Since March 2020, the provision of professional learning opportunities was a significant area of focus across VCUSD. Teachers entered Distance Learning with a wide range of skills and needs. In response to this, differentiated professional learning was consistently provided to ensure that instruction was engaging and supportive for students. Staff was regularly surveyed to find out what their needs were, and to check that the professional learning being provided was meeting needs.

The Instructional Guardrails were developed in June 2020 and these formed the foundation of VCUSD's work around instructional strategies - focused on literacy, math and Social Emotional Learning. The Instructional Guardrails defined best practices in terms of instructional strategies in these three areas, and were used as a foundation for professional learning. These practices were visible in instructional practices, and raised the quality of the instruction provided in the Distance Learning setting. Teacher Leaders supported each school site, K-12, in this work and were instrumental in supporting Professional learning on early release Wednesdays, dedicated professional learning days in January, and during "drop-in" coaching sessions. The Google Suite tools that teachers used in the classroom were employed creatively by Teacher Leaders in order to make coaching and immediate support available for teachers virtually. Collaboration opportunities were enhanced through the use of interactive technology and resulted in teachers being more connected with each other and to the Teacher Leaders who supported them. Specific workshops were provided to staff to support English Language Learners and students with IEPs in order to ensure that the needs of all students were met.

Staff Roles and Responsibilities:
Distance Learning created a range of unique challenges for staff. One of the biggest challenges was providing high levels of service to staff, students and families with the majority of staff working from home. Staff stepped up and went above and beyond, in order to ensure that the needs were met and used creative ways to provide services. Virtually all staff had the nature of their work impacted in

one way or another - whether it was a change in the way work had to be done, or a change in the type of work that was required. It was incredible to see how hard staff worked to move to both a Distance Learning model for students, but also to develop safe and responsive ways of doing the "day-to-day" work. Site Safety Supervisors and the After-School Coordinators staffed Learning Hubs for students who struggled to consistently access WIFI or faced other challenges with their learning environment. Parent Liaisons, Bilingual Liaisons, and Academic Support Providers worked with families to determine and respond to specific needs. Programs and platforms were used for parent outreach that considerably increased the level of parent engagement with the schools and the district as a whole, and many of these strategies will be used even once sites return to "in person" learning in the Fall.

Support for Pupils with Unique Needs:
Distance Learning highlighted the need for increased levels of support and outreach for many different student populations. Structures and staff were put in place to ensure that those needs were met and that each student was able to consistently access classes and learn successfully. Support staff at each site, including Academic Support Providers, facilitated Student Care Teams. These teams provided outreach, support, and resources to students who were not attending school regularly or were continuing to struggle academically. The Teams coordinated student supports such as help groups, drop in "circles", access to virtual wellness rooms, and other forms of personal, social or emotional support. Data was analyzed at each reporting period to ensure that Teams were reaching out to students who were not engaging in learning or struggling with issues like WIFI, power, device management or a supportive learning environment. Communication from each site and the district office was ramped up significantly in order to ensure that families were aware of nutrition services, mental health support services, and academic support services being provided by the district office and the school sites. Technology and translation tools were used to help English Learners access content. Bilingual liaisons and Bilingual tutors worked closely with non-English speaking families to ensure that they had needed supports. Students with Individualized Education Programs (IEPs) were provided additional adaptive technology to support unique learning needs. Student Services provided focused outreach to Foster Youth and students experiencing homelessness to ensure that students were connected with the resources that they needed to be successful.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
ESGI Licenses to support early literacy	$2,222	$2,222	No
Academic Support Providers in place to support students and families	$935,048	$935,048	Yes
Psychologist in place to provide supports as needed	$238,758	$238,758	Yes
Mental Health Specialists in place to provide supports as needed	$390,181	$390,181	Yes
Positive Youth Justice Liaison in place to provide supports to High School Students in need	$60,031	$60,031	Yes
Enhanced Counseling Services Provided to students	$115,053	$115,053	No

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.

There are no substantive differences between the planned actions and/or budgeted expenditures for Pupil Learning Loss and what was implemented and/or expended on the actions.

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.

TK-5 Summative Academic Assessments
District wide assessments were used to track student progress relative to priority content standards outlined in the VCUSD Planning Guides. When compared to the baseline assessments for elementary grades TK-5, overall students showed limited to moderate growth in reading foundational standards in kindergarten, and comprehension of informational text in grades one through five. The most significant growth areas were in informational text at grades two, four and five. Average proficiency scores in reading informational text for English learners trailed English only peers in all grade levels by 5-15%. In mathematics, student scores on assessed standards could not be compared to beginning of the year data as the assessment items did not assess the same skills. There was an intentional decision to limit the length of assessments during Distance Learning. Average student scores indicate that students accessed content and were approaching standards. In mathematics, English learners scored on par with their English only peers, with the exception of "word problem" assessment items. This data highlighted the need to ensure that language skills were

supported across the content areas. Reliability of academic data could be affected by the method of remote delivery. Teachers attempted to mitigate this concern by assessing students 1-1 (TK-K) and in small groups (Grades 1-5) online.

6-12 Summative Academic Assessments
Assessments for 6-8th graders indicated a marginal to moderate increase in scores for student overall proficiency in English Language Arts and math when compared to beginning of year and middle of year assessments. Assessments for 9-12th graders indicated stagnant to limited growth in both English Language Arts and math proficiency when compared to beginning of year and middle of year. Students receiving D or F grades increased significantly in grades 6-12 in Semester 1 of 2020 compared to Semester 1 2019. In some instances, this increase was 20% or more. This increase is indicative of lower scores on curriculum embedded assessments and reflects that fewer assignments were completed overall to demonstrate mastery of the content in a subject area.

Stakeholder Feedback Data
When surveyed, 60% of parents of elementary students and 53% of parents of secondary students reported that supporting students academically in Distance Learning was not a significant concern. 40% of parents of elementary students and 47% of parents of secondary students reported that supporting students academically in Distance Learning was a significant concern. When surveyed, 92% of elementary aged students reported that there was someone at home who could help them with their school work at least part of the time, and 8% indicated that no one was available to help at home. Additionally, students indicated that while they completed most of their work, 35% said that sometimes it was too difficult. 81% felt they had enough help from their teachers through Distance Learning. Given this data, we know that families experienced difficulty supporting academics during Distance Learning. This challenge could be reflected in the academic assessment and grading data.

Challenges Encountered and Responses in Addressing Learning Loss
Attendance & Engagement
For some students, limited engagement and participation was a significant barrier to success in Distance Learning. Each school site monitored student engagement through the Student Care Team and Student Success Team (SST) processes. Site teams monitored participation throughout Distance Learning and provided direct outreach to families to facilitate reengagement. School team members of Student Care Teams and SST teams included: administrators, counselors, mental health support providers, academic support providers, parent liaisons, the positive youth justice liaison, psychologists, resource specialists, classroom teachers and other support providers where applicable. Where reengagement was not successful at the site level, the District Attendance Review Team (DART) meetings were facilitated by district staff. Subgroups with the most significant rates of chronic absenteeism were English Learners (TK-5), youth experiencing homelessness, and students with an Individualized Education Program (IEP). The effectiveness of planned strategies to prevent learning loss for higher need subgroups were challenged by rates of chronic absenteeism. However, significant efforts by teachers and support staff were made to engage higher needs students through small group differentiated sessions to meet their instructional needs. This included daily designated English Language Development (ELD) for all students identified as English learners. In addition, teachers maintained daily office hours to support families and provide additional targeted support. Students with an IEP received additional support and outreach from case managers and service providers.

English Learners

English learners were supported by bilingual tutors at all sites to offer direct content tutoring and provide 1-1 and small group support to students to better access grade level curriculum. At grades TK to six, English learners regularly accessed Imagine Language and Literacy as asynchronous support. Since this program adapted to the students' skill level, students received skills support in reading foundational skills, vocabulary development, and reading comprehension in English. In grades 6-12, students accessed Edgenuity as an asynchronous learning tool that is adaptive to their needs and skill level. At the secondary level, ELD teachers supported student access to strategies to support their language development. Bilingual parent liaisons supported engagement with families at all grade levels to support the delivery of services and supports.

Support for Struggling Learners
Students who consistently participated in Distance Learning experienced varying degrees of success with academic content. Every effort was made to provide effective direct instruction in alignment with the VCUSD Instructional Priorities that emphasized reading comprehension, student talk, evidence-based writing, and problem solving in math. Students were provided with differentiated instruction virtually, in both small groups and 1-1, as needed. Additionally, emphasis was placed on ensuring students participated in daily lessons to support social emotional learning. Regular school to home & home to school communication through the use of Parent Square by administrators, classroom teachers, and parents supported families to stay informed and connected. Regular virtual parent support hour meetings were held to ensure that parents remained informed and were connected with resources as needed. In response to needs identified at the secondary level for students to have more instructional time with each of their teachers, the schedule for students was revised to a block schedule. This included three 80-minute periods with targeted student support time daily instead of six 40-minute periods. This change was made at the comprehensive high schools for the 2nd semester. Credit recovery opportunities were provided at the comprehensive high schools during spring break. Middle school students were provided content intervention services during spring break on several campuses. Professional learning was conducted at secondary campuses to address the importance of implementing equitable grading practices across the content areas.

Access to Enrichment
Thirteen campuses offered an after school virtual Expanded Learning Programs that consistently worked to engage students through tutoring and assistance with asynchronous assignments as well as by providing enrichment opportunities and clubs beyond the instructional day. Clubs included coding, journalism, arts, ukulele, and other high interest programs. This approach supported students' overall engagement with the school community and provided needed opportunities to expand learning.

Learning Hubs & Small Cohorts
Learning hubs were opened at one elementary, one K-8, one middle school, and the two comprehensive high school campuses in March 2021. These hubs served students who consistently struggled to engage in distance learning from home due to connectivity issues, experiencing homelessness, or limited availability of support and supervision during the day at home. Small learning cohorts were implemented effective in March 2021 at three sites to support students with IEPs for whom distance learning has had limited success. Identified students received instruction from a classroom teacher on campus two days per week for two hours. Additionally, extended school year services were expanded to include students with non-severe disabilities.

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.

Summary of Successes and Challenges

The pandemic affected the lives of many staff, students, and community members. Many families experienced the loss of loved ones, unemployment, and other byproducts of the pandemic. Additionally, VCUSD lost several staff members during the pandemic. Not only did Distance Learning provide learning challenges to teachers, students, and families, mental wellness was also significantly impacted. In order to address the mental health challenges, the implementation of district-wide instructional focus areas and Social Emotional Learning Guardrails were implemented. The Guardrails specified the expectations for Social Emotional Learning (SEL) programs at all VCUSD sites. Each site created a SEL Team to support the implementation in all classrooms and maintain healthy and rewarding relationships between students and adults. Teacher schedules included 30 minutes of daily SEL lessons that were aligned with the Collaborative for Academic, Social, and Emotional Learning (CASEL) core competencies. In addition, each site principal created Student Care Teams to identify students at risk in the areas of attendance, behavior, or academics and coordinate support and response. All staff members on-site shared the responsibility for supporting these students. School sites utilized comprehensive programs including the PAX Good Behavior Game, Positive Behavior Intervention Supports (PBIS), and The Leader in Me to provide additional SEL support.

Psychologist Supports

In order to address the social and emotional needs of students, school psychologists participated in Student Care Team meetings to help create academic and/or behavioral learning plans for struggling students that had been referred by teachers or administrators. The psychologists allocated thirty minutes a week to provide general education support to each of their assigned school sites. During this time, they monitored behavior progress, counseled at-risk students, conducted student social-emotional check-ins, and assisted teachers in creating positive classroom behavior plans. Also, the psychologists identified students not accessing synchronous learning or teacher office hours and contacted families in order to provide assistance and resources to help improve student attendance. Foster students, students experiencing anxiety, and homeless students participated in counseling groups supervised by the psychologists. The groups learned social and emotional strategies in order to cope with the stressors of Distance Learning and COVID-19. In order to provide social-emotional support to their school communities, psychologists worked with a crisis support team by providing virtual meeting environments for both students and the school staff, 1:1 counseling, county resources, and follow-up support as needed. A challenge that psychologists faced during virtual counseling was students unengaged and their cameras off. Another challenge was privacy concerns in regards to the student counseling space in the home. Psychologists worked with students individually in addressing these challenges on a case-by-case basis in order to support their social-emotional needs.

Mental Health Support Providers (MHSP) Supports

Mental Health Support Providers facilitated community circles and friendship groups, collaborated with teachers in preparing social-emotional learning lessons, worked with students and families to help improve attendance, provided resources to families for accessing the district or county mental health services, delivered supplies and materials to students that were in need, and participated on crisis support teams in order to provide social-emotional support to at-risk students. The Mental Health Support

Providers taught calming techniques, emotional regulation strategies, and mental health awareness to individual students in crisis. Mental Health Support Providers attended professional learning sessions on crisis intervention, suicide prevention, and Kimochis (social-emotional learning program). In addition, they facilitated professional learning sessions to district staff to share best practices and strategies to support students' mental health.

Wellness Rooms
Due to closure of school sites for in-person services, the Mental Health Support Providers created virtual Wellness Rooms to mirror the campus Wellness Centers. Students were counseled by the Mental Health Support Providers in the virtual Wellness Rooms individually or in small groups. They learned coping strategies, social-emotional regulation, and also received tutoring. In addition to the virtual Wellness Rooms, interactive websites were created to provide access to social emotional activities such as, links to request direct mental health support, self-care strategies, and information on suicide prevention. Though the Wellness Centers faced the challenges of not being able to be physically used, the Mental Health Support Providers created virtual environments that were successful and will continue to be a positive addition to the physical Wellness Centers. The eleven Wellness Centers reopened when in-person learning resumed. Four additional school sites have been granted Wellness Centers that will open in August 2021, which will bring the total number of Wellness Centers to 17 district-wide.

Staff Support
During the pandemic, district staff faced challenges that affected their well-being and morale. To provide district-wide support, a positive email was sent each day to all staff members. The wellness email consisted of mindfulness activities, motivational quotes, wellness activities, inspirational videos, and comical videos. In the daily emails, a link was included to provide any staff member immediate communication with a Mental Health Support Provider for those in crisis. Staff members received additional calming and coping strategies, and resources for county mental health when needed. The district lost several staff members during the pandemic. The district provided counseling lines for those that were affected by the loss of a co-worker.

Students with Unique Needs:
VCUSD staff members were mindful that there were students that needed additional support during Distance Learning. To ensure that students with unique needs thrived, staff was designated to oversee the learning needs of specific groups of students. Student Care Teams monitored the progress of students with unique needs and identified students that needed additional support in the areas of attendance, academic progress, or mental health/social-emotional needs. The Academic Support Providers at each site provided outreach to ensure student and family access to resources including mental health supports, student nutrition services, food pantry distribution, health services, and technology. In addition, Student Success Teams were in place at each site and identified students needing additional support in order to establish goals and actions to support each student referred. Individual Education Program (IEP) meetings occurred for students with disabilities who were struggling with attendance, progress on goals, behavior, social-emotional needs, and access to Distance Learning. A Distance Learning plan or emergency plan was created to meet the unique needs of the student. In addition, students with disabilities had access to the same Care Teams and mental health supports that each site provided to all students.

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.

Vallejo City Unified School District was committed to engaging pupils and families in the 2020-2021 school year. Due to the Covid-19 pandemic, VCUSD school buildings were closed in March 2020 and students were placed in Distance Learning for the remainder of the 2019-2020 school year. Student and family engagement remained a priority for staff, in addition to ensuring students were able to connect and had the tools that they needed to be academically successful.

At the beginning of the pandemic, families were surveyed asking how many students were in the home, how many devices they had, if there was WIFI in the home, and what other needs or concerns they had. This survey showed that many of our families were in need of technology and connectivity in order to connect to and access the academic content and Google Classroom. As a result, technology devices and hot spots were secured and distribution occurred. The district distributed more than 350 hotspots to students and worked diligently to that every student had a device. Every school site scheduled technology and instructional materials pick up dates and hours for families and students. Technology devices were assigned to students and logged into an internal data base. The data base was reviewed multiple times a week by site and district staff to ensure that students that had not yet been assigned technology devices, were reached out to individually via a phone call, text message, email, or Parent Square App messages. If contact was made but a date and time could not be secured for pick up on the initial communication, a safe and contact free drop off was initiated by district staff. These device lists were continuously monitored and all efforts were made to ensure that all students had what they needed. Through the diligence of staff there are under 10 students across the entire District that were not been reached.

Sites also maintained and updated data that showed the students at their sites that were not connecting to their classes through Google Classroom on a regular basis. These students and families were placed on a contact priority list and district staff such as Academic Support Providers, counselors, Parent Liaisons, Bilingual Parent Liaisons, and Bilingual Tutors made it one of their priorities to provide outreach to these families to see what the barriers were to participation in Distance Learning and provided assistance. Staff members were able to assist with removing these barriers by delivering technology and instructional materials, providing live tutorials and videos on how to connect to the Distance Learning content, delivering food to families in need, providing clothing and supplies, and providing mental health supports. Letters noting available district supports, technology, and materials pick up dates and times, and contact information were also sent to families that were not connecting in hope that their physical address were correct and that they would receive the information. The district provided multiple levels of outreach to students and families in order to engage them.

Another support layer that staff implemented to strengthen student engagement was directed toward parents in need of guidance, information, and mental health support. District staff created a Parent Care Team that facilitated weekly Parent Support Hours, and maintained regularly scheduled Parent Hotline hours. VCUSD Parent Support hour was implemented in both English and Spanish every week where district updates were shared and parents could ask general questions and receive answers live with a team of district staff. In addition, once a month Solano County Office of Education joined our Parent Support Hour and provided Mental Health support for our families in attendance. This added mental health support was welcomed by our families and community. In addition to the Parent Support Hour, Parent Hotline Hours were put in place. When one on one support was needed, parents called any of the Parent and Bilingual Liaisons during the designated Parent Hotline hours with the assurance that they would be able to talk to

someone during the designated times. At the Parent Hotline hours, parents could ask individualized questions and request specific supports for their child/children. If Hotline staff could not assist, parents were directed to the appropriate departments and staff members so that their needs were addressed. The Parent Care Team saw huge successes and had up to 400 parent/community members for the Weekly Parent Support Hour call. The Parent Hotline hours were consistently utilized and provided supports to many families.

Analysis of School Nutrition

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

Student Nutrition Services continued and offered breakfast, lunch, snack and supper meals throughout the 2020-2021 school year. With that, there were successes and challenges. The successes included offering 4 meals per day free of charge to all children and youth up to 18 years of age including those not enrolled in VCUSD schools, Grab and Go bulk meal distribution for family convenience, and meal delivery to Special Education students normally provided home to school transportation. The challenges including frequent changes in regulations and guidance that necessitated shifts in the way the program was implemented, and diminished participation in the School Nutrition Program.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

There were no additional actions budgeted in this section.

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.

As the impacts of the pandemic unfolded over the past year, staff discovered a number of unanticipated positive outcomes that resulted in lessons learned along with strategies to carry forward as we move into the post-pandemic phase. These lessons learned, along with the way in which they have impacted the goals and actions of the 2021-24 LCAP, will be discussed in this section.

Lesson Learned #1: Parents and the community respond well to options for participating in district and site level committees and meetings.
When all meetings shifted to a virtual format in the spring 2020, this included the required meetings for parent councils as well as optional meetings to provide parents information and gather feedback. There was a learning curve as parents and staff mastered the skills of creating and signing onto virtual meetings. By the beginning of the 2020-21 school year, across the board staff noticed an increase in parent attendance at meetings with an increase of approximately 50%. Staff speculates that attendance through the virtual platform removed the barriers of transportation, child care, and juggling dinner and homework schedules. Moving forward actions have been added to the LCAP to ensure the provision of multiple options for participation including in-person and virtual, as well as resources for access to devices and translation for parents participating virtually.

Lesson Learned #2: Parents/guardians need multiple ways to access information.
As the pandemic set in, all school and district level staff were working remotely and buildings were closed. Knowing that providing parents information was vital and that parents were going to need to learn new ways to gain access, staff initiated several strategies. First, a comprehensive, "one stop shop" parent webpage was designed. The webpage contained information for staff contacts, technology access, student curriculum resources, mental health and health resources, special education services, and parent supports. Second, parent and bilingual liaisons initiated daily office hours to field parent questions and route them to the correct staff

member. Both strategies, were highly successful in providing parents information. It was discovered that much of the information parents needed had little to do with Distance Learning or even the buildings being closed and uncovered a need that had existed pre-pandemic. Moving forward an action was added to the LCAP that modifies an existing technology staff members job description to support the maintenance of District and site level websites. A second action has been added to support the ongoing implementation of parent liaisons to provide daily office hours for parent support. This is one part of the newly formed Parent Care Team.

Lesson Learned #3: Parents/guardians value informal interactions and support from other parents/guardians.
Initially the parent and bilingual liaisons set up weekly virtual parent forums to provide parents with current information. As these parent forums unfolded the liaisons discovered that parents were eager to ask questions of and provide information to each other. The liaisons were not the sole provider of information, but acted as facilitators to ensure that the communication norms were followed. Moving forward these parent forums have been added as an action and incorporated into the work of the Parent Care Team.

Lesson Learned #4: Teachers and other staff have the resilience and capacity to pivot quickly when the need is urgent.
There had been an effort for some time to get all teachers comfortable with using Google Classroom as a way to communicate with parents and students. Within the first six weeks of Distance Learning teachers had mastered Google Classroom and began asking for training on additional tools to increase student engagement. For some teachers the starting place for this growth curve was learning how to sign in. Moving forward the actions for professional learning are focused on intensive professional learning with the focus on the highest priority and clear communication about the sense of urgency for a rapid full-scale implementation.

Lesson Learned #5: There are many technology tools that were used in Distance Learning that will support student engagement during in-person learning.
Prior to the pandemic there were some early adopters that had integrated technology tools into their daily instructional practices. As it became clear that Distance Learning was much more than a temporary strategy to get to the end of the 2019-20 school year these early adopter strategies began to spread across the system. Moving forward the LCAP contains actions for a systemic rollout of key technology tools that will become standard in every classroom.

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

Assessment of Pupil Learning Loss
Pupil learning loss is being addressed in the 2021-2024 LCAP through the implementation of a comprehensive assessment, data reporting, and data analysis system.   During the 2020-2021 school year, a robust data collection and reporting system was purchased. The reporting system has a component focused on student data that will provide longitudinal as well real time student data. The system will provide data on chronic absence, grades, suspensions, local assessments, and information from Google Classroom. The system will be used by district and site administrators to funnel appropriate data to other users in order to track current status of pupil learning as well as measure growth. Local assessment data pushed to the system will include beginning of year summative assessments that can also be used as a diagnostic assessment, a mid- year summative assessment, and an end of year assessment for non-CAASPP (California Assessment of Student Performance and Progress) tested grade levels. Mid-term shorter

summative assessments will be administered an additional three times per year. The Common Core Standards aligned district summative assessments will measure student progress in the areas of literacy and mathematics. Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) assessments are in place in grades 6-12. The Desired Results Developmental Profile (DRDP) is used for pre-school students. The assessments used by TK-5 grade students is currently under consideration to include the Education Software for Guiding Instruction (ESGI) assessment for grades Transitional Kindergarten (TK) and Kindergarten, and NWEA MAP for grades 1-5. Teachers and administrative staff will provide training on the use of formative assessments and clear expectations will be developed for what will be required across the system, what will be determined at each site, and what will be determined by each teacher. In addition to the diagnostic assessment given at the beginning of the year, shorter, more targeted diagnostics tied to specific curriculum products will be used to identify learning needs.

Addressing Pupil Learning Loss
Pupil learning loss will be addressed in the 2021-2024 LCAP through the use of multi-tiered system of supports (MTSS) that will include quality first teaching, supplemental academic interventions, and intensive academic interventions. One facet of the MTSS will include the purchase of web-based programs tied to valid assessments that have the ability to create individualized student learning maps targeted to student learning needs. These programs target learning needs in the areas of literacy, mathematics, and language proficiency and include Odysseyware, Edgenuity, Imagine Learning Literacy, and Imagine Learning Mathematics. The LCAP also provides for purchase of district adopted curriculum that contains a range of materials to support differentiated instruction and intervention to address learning loss. The LCAP provides for intensive professional learning for training for all instructional staff in research-based strategies to support learning acceleration. This is in contrast to the more traditional learning remediation. Learning acceleration will require differentiated instruction, an emphasis on flexible group versus whole class teaching, "just in time teaching" which involves addressing learning gaps right before new content that builds on the gap is introduced, and the frequent use of formative assessment to drive instruction.

In addition to what is described above to support all students, the LCAP contains actions targeted to specific student groups. These actions include the use of bilingual tutors, District English Learner Teacher Leaders, and Imagine Learning Literacy which will support learning loss of English Learners. Foster youth will be supported through academic tutoring to expand learning time through a vendor that specializes in working with this student group.

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.

There were no substantive differences between the description of the actions for 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.

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.

A careful analysis of and reflection on student outcomes in the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance have informed the development of the 2021-24 LCAP in the areas of student assessment and learning loss, professional learning, mental health supports, parent supports, and student attendance. Various data sources, including staff and parent surveys, local academic assessments, student grades, and student attendance reports, led to the conclusion that over the past 15 months students are likely to have developed both new strengths and areas of need, and just as students have responded to Distance Learning in a variety of ways, they will respond to a full return to in-person learning in a variety of ways. We have therefore included actions in the LCAP to provide us with the tools to respond to what our students bring to us. These actions include the purchase of additional assessment and data reporting tools, the use of web-based programs to support accelerated learning, and the identification of key professional learning that will be required for instructional staff. The Plan contains significant mental health staffing and a variety of supports. These include Student Care Teams at each site to respond immediately to student mental health needs, a District Parent Care Team to provide weekly support to parents/guardians, daily reminders to staff about the importance of self-care and wellness, and daily staff access to immediate mental health counseling. Finally, we anticipate that we may continue to see impacts on student attendance due to spikes in the virus or other factors that are yet unknown to us. The LCAP contains actions that describe the re-organization of the Student Services Department to ensure that we have supports in place to ensure that all students have access to instruction.

Instructions: Introduction

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

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

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

Annual Update

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

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:

  - o Continuity of Instruction,

  - o Access to Devices and Connectivity,

  - o Pupil Participation and Progress,

  - o Distance Learning Professional Development,

  - o Staff Roles and Responsibilities, and

  - o 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.

California Department of Education
January 2021

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	1,607,686.00	1,823,803.00
	0.00	100,130.00
	21,757,309.00	22,202,435.00
	3,584,406.00	2,726,532.00
	44,000.00	44,000.00
	1,180,635.00	1,180,635.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		
	231,000.00	231,000.00
	5,005,092.00	4,257,514.00
	1,180,635.00	1,286,456.00
	21,757,309.00	22,302,565.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources		
		187,000.00	187,000.00
		44,000.00	44,000.00
		1,607,686.00	1,823,803.00
		3,397,406.00	2,433,711.00
		0.00	105,821.00
		1,180,635.00	1,180,635.00
		0.00	100,130.00
		21,757,309.00	22,202,435.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	3,707,331.00	3,486,620.00
Goal 2	6,292,400.00	6,363,189.00
Goal 3	18,174,305.00	18,227,726.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,297,506.00	$1,297,506.00
Distance Learning Program	$10,537,041.00	$10,807,706.00
Pupil Learning Loss	$1,741,293.00	$1,741,293.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$13,575,840.00	$13,846,505.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$998,676.00	$998,676.00
Distance Learning Program	$4,581,455.00	$4,654,323.00
Pupil Learning Loss	$117,275.00	$117,275.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$5,697,406.00	$5,770,274.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$298,830.00	$298,830.00
Distance Learning Program	$5,955,586.00	$6,153,383.00
Pupil Learning Loss	$1,624,018.00	$1,624,018.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$7,878,434.00	$8,076,231.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Vallejo City Unified School District	Cheri Summers Assistant Superintendent, Teaching and Learning	CSummers@vcusd.org 707.556.8921 Ext. 50004

Plan Summary [2021-22]

General Information

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

Recognized as one of the most diverse places to live in the country, the city of Vallejo has approximately 121,722 residents. Situated on the northeastern side of the San Francisco Bay Area, the city is surrounded by a wealth of natural, economic, and educational resources. Having the lowest median per capita income of Solano County cities, Vallejo is experiencing an increase in housing prices as Bay Area residents seek out affordable housing. This brings both promise and challenges as transiency rates among low-income families rise.

Vallejo City Unified School District (VCUSD) serves more than 11,500 students in preschool through adult educational programs. Representative of the city in which they live, students bring to school with them various backgrounds. The ethnic breakdown of the student population is 45% Latinx, 27% African American, 14% Filipino, and 14% other student groups including Asian, Native American, Pacific Islander and White. 23% of students are English Language Learners and approximately 67% of the students in the district are eligible to participate in the Free/Reduced Lunch Program, with rates as high as 88% in some areas of the community.

Approximately 650 classified staff and 600 teachers work with students to provide an outstanding education. Parents and students are provided with educational options. In addition to ten neighborhood elementary schools and a middle school, there are five Kindergarten

through 8th grade themed choice schools. These include Loma Vista Environmental Science Academy, Mare Island Health and Fitness Academy, Solano Widenmann Leadership Academy, and Cave Language Academy (a dual language immersion school). High school options include two comprehensive high schools, a continuation high school, a small alternative grade 6-12 program, and an independent study program with an online technology-based blended learning option.

The Vallejo parents and community are involved in the schools and take an active role in participating through volunteer opportunities, providing feedback, and participation in meetings, workshops and events. At every school, there are systems for parents/guardians to provide input and hold leadership roles through School Site Councils, English Learners Advisory Committees, the African American Parent Network, and Design Teams. VCUSD staff (certificated, classified, and management) are also active members of these groups.

Reflections: Successes

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

GOAL 1: INCREASE PARENT AND COMMUNITY ENGAGEMENT IN IMPROVING STUDENT OUTCOMES

The VCUSD California School Dashboard documents that in the area of Parent and Family Engagement the standard was met as measured by a rating tool developed by the California Department of Education. According to the Local Control Accountability Plan (LCAP) Parent Survey 86% of parents surveyed, an increase from 69% last year, felt that they are kept well informed about important issues and events by the district and their child's school. 88% of parents surveyed felt that the schools and the district offered parents opportunities to be engaged in school/district events and their child's education.

The ParentSquare App was implemented in the 2019-2020 school year and is reported to be user friendly for both parents and staff. The Superintendent has begun providing regular communications in the form of short videos. The district engaged the support of a public relations expert to support communication efforts. Parent and Bilingual Liaisons held weekly meetings and office hours implementing the newly formed District Parent Care Team. Parent usage of the Aeries Parent Portal from the 18-19 to the 19-20 school year increased from 14% of parents using the system to 24%. During the 20-21 parents were able to access information about their child's attendance, assignments and grades through Google Classroom in lieu of using the Portal. All of these strategies will be used to maintain and build on effective communications to parents and the community.

Parent attendance at District English Learner Advisory Council (DELAC) increased from 27% to 59% from the 18-19 to the 19-20 school year, and is on target to meet or exceed 19-20 attendance for the 20-21 school. Parent attendance at the Community Advisory Committee (CAC) for Special Education increased from 1% of all special education families attending CAC meetings to 4% from 18-19 to 19-20 and current data indicates that the 4% will be exceeded for the 20-21 school year. The option of virtual attendance resulted in more diversity among the parents/guardians who were able to participate by eliminating the barriers of transportation and child care. This may have impacted increased participation. Moving forward we will explore ways to continue to offer virtual participation in meetings, along with the option to attend in person, to ensure equitable access to leadership opportunities for parents/guardians representing all student groups.

Goal 2: SAFE, SUPPORTIVE, AND ENGAGING LEARNING ENVIRONMENTS FOR STUDENTS AND STAFF

The last update of the VCUSD California School Dashboard for student suspension rates was for the 2018-2019 school year and documents significant progress for a number of our schools. It should be noted that for this metric moving from a higher to a lower level indicates positive progress. The following schools made progress by one or more levels as measured by the Suspension indicator: Federal Terrace Elementary moved two levels from orange (second highest) to green (second lowest), Loma Vista Environmental Science K-8 Academy moved two levels from red (highest) to yellow (middle), Patterson Elementary moved two levels from orange (second highest) to green (second lowest), Pennycook Elementary moved two levels from red (highest level) to yellow (middle), Steffan Manor Elementary moved one level from yellow (middle) to green (second highest), Widenmann Elementary (now Solano Widenmann Leadership K-8 Academy moved two levels from red (highest) to yellow (middle), John Finney Continuation High School moved one level from yellow (middle) to green (second lowest), and Leadership Academy moved one level from red (highest) to orange (second highest).

VCUSD local data indicates progress being made in several areas. Although data for 2020-2021 is still incomplete and data for the 2019-2020 school year was impacted by the shift to Distance Learning for the last 8 weeks of school, there are some promising trends. At the end of third quarter of the 2019-2020 school year both the suspension rates and the expulsion rates were lower significantly lower than they had been at the same time the previous year. Although there continue be disproportionate outcomes between all students and some student groups the disproportionality has been decreased by some student groups including students with Individualized Educational Programs (IEPs), and African American student groups. The suspension rate for the 2019-2020 school year was 5.4% in contrast to 17% in 2018-2019. It is highly likely that if the school year had been completed that significant decreases would still have been achieved. While these results are encouraging numbers could have significantly increased if there were events requiring student discipline that occurred during the 4th quarter with students on campus.

Student attendance for the 2019-2020 school year had increased by almost 1 percentage point by the end of third quarter and it is likely we would be seen an end of year gain of at least .5 percentage point. The chronic absence rate was decreased by over 5 percentage points at the end third quarter in comparison to the previous year. While student attendance during the 2020-2021 school year was measured using an alternate method due to Distance and Hybrid Learning structures attendance for most grades levels and at most schools was improved as of spring of 2021.

The California Healthy Kids Survey (CHKS) indicates progress made in the all areas aligned to this goal. The CHKS reported on in this Plan was administered to students in grades 5, 7, 9, 11 and in alternative education settings in the late winter of 2020. Goal targets were met and exceeded at each grade level in the numbers of students reporting that they felt connected to their schools, and that they believed that the adults on campus had high expectations for students. Goal targets were met at all grade levels, except grade 11 where there was still a substantial increase, in the numbers of students that felt they had a caring relationship with at least one adult on the school campus. In the area of student perceptions of safety on campus there were significant increases in at grades 5, 7. and 9. For grades 11 and the alternate education programs the numbers were relatively consistent with no significant gains or losses.

The graduation rates from 2019 to 2020 increased by almost 6 percentage points and the dropout rate decreased by approximately the same amount. Two factors make comparisons difficult. All grades were based on the first three quarter's grades instead of the traditional four.

Second the graduation requirements for some of the alternative schools were reduced to the state minimum. These factors no doubt had a positive impact on these numbers and are responsible for at least some of the positive movement.

Goal 3: INCREASE NUMBERS OF STUDENTS GRADUATING COLLEGE AND/OR CAREER READY

Sites continued to administer local summative assessments throughout Distance Learning to track student progress and measure growth. Students in grades kindergarten through fifth grade were assessed on priority Common Core Standards aligned to VCUSD Planning Guides and curriculum using District created assessments. Students in grades six through twelve were assessed using the summative assessment developed by Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) which is also aligned to the Common Core Standards. Students in grades TK - 5 showed limited to moderate gains in literacy and mathematics. Students in grades 6-8 demonstrated limited gains and those in grades 9-12 on average remained stagnant. An analysis of student grades revealed similar trends.

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.

Goal 1: INCREASE PARENT AND COMMUNITY ENGAGEMENT IN IMPROVING STUDENT OUTCOMES

Although overall parent participation in virtual council meetings and virtual stakeholder engagement meetings to develop VCUSD plans significantly increased for the 20-21 school year, there is work to be done to ensure that parents/guardians from all student groups are equitably represented. Local data sources document needs to ensure that parents/guardians of foster youth, English Learners, and students with IEPs are well represented on all advisory and decision-making councils. In order to address this need, there will be intentional recruitment of parents/guardians from these student groups to participate on councils to support equitable outcomes for all students.

Although parent participation for virtual town hall meetings and weekly Parent care teams increased, participation in the LCAP development parent survey deceased from roughly 10% participation to 7%. This could be due to the need for multiple surveys being given during spring due to the need to survey parents for their preference for Spring in-person learning, or due to general fatigue due to the ongoing challenges presented by the pandemic. A parent communication and feedback calendar will be established at the beginning of the year to avoid "survey fatigue" and over communication.

Although more parents are accessing student data and information through the technology tools available to them, including the Aeries Parent Portal, websites and Google Classroom, there is room for improvement. A member of the District Technology Department has been identified to support the maintenance of District and site level websites. More communication and training will be provided to parents to support the use of technology tools to access District, school and student information.

Goal 2: CREATE SAFE, SUPPORTIVE, AND ENGAGING LEARNING ENVIRONMENTS FOR STUDENTS AND STAFF

The VCUSD California School Dashboard documents needs in the areas of student suspension, and chronic absenteeism. Despite continued improvements in student suspension rates, as of the 2018-2019 school year the overall performance for suspension was in the orange

(second highest) level. Three student groups were in the red (highest) level including free/reduced lunch eligible, American Indian, and Native Hawaiian/Pacific Islander and 6 student groups were in the orange (second highest) level including English Learners, African American, Asian, Latinx, White, and multi-racial. Eight schools were in the red (highest) level including Pennycook Elementary, Widenmann Elementary (currently Solano Widemann Leadership K-8 Academy), Leadership Academy Program, Franklin Middle (currently closed), Hogan Middle, Lincoln Elementary, Vallejo High, and Loma Vista Environmental Science K-8 Academy, and three schools were in the orange (second highest) level Federal Terrace Elementary, Patterson Elementary, and Cooper Elementary. As of the 2018-2019 Dashboard the overall performance for chronic absence was in the red (highest) level. As measured by the Chronic Absence indicator all thirteen student groups were in the red (highest) level or orange (second highest) level. Eleven of the thirteen student groups were in the red level. As measured by the Chronic Absence indicator fourteen schools were in the red (highest) level including Pennycook Elementary, Widenmann Elementary (currently Solano Widenmann Leadership K-8 Academy, Federal Terrace Elementary, Franklin Middle (currently closed), Glen Cove Elementary, Patterson Elementary, Highland Elementary , Hogan Middle, Cooper Elementary, Lincoln Elementary, Loma Vista Environmental Science K-8 Academy, Mare Island Health and Fitness K-8 Academy, Solano Middle, and Steffan Manor Elementary, and two schools were in the orange (second highest) level including Dan Mini Elementary and Wardlaw Elementary. Although the data from the VCUSD student information system showed a significant reduction in chronic absence for the 2019-2020 school year there were still student groups and schools with very high chronic absence rates.

In the Spring 2021 there was a reorganization at the VCUSD central office level to provide more support to students in this area. The Student Support Services Department is staffed with an assistant superintendent to oversee services to students and improve student outcomes. Student Support Services staff will facilitate the rebuilding of a multi-tiered system of support (MTSS) to address student needs in the areas of positive behavior, attendance, and mental health. The department will have the capacity to provide an enhanced level of support and leadership to mental health staff, academic support providers, and staff implementing the Californian Coordinated Early Intervention and Support (CCEIS) Plan to improve student outcomes.

Goal 3: INCREASE THE NUMBERS OF STUDENTS GRADUATING COLLEGE AND/OR CAREER READY

The VCUSD California School Dashboard documents needs in the areas of English Language Arts and mathematics. Five student groups remain in the two lowest levels including one in the red (lowest) level including the African American student group, and four in the orange (second lowest) level including foster youth, students experiencing homelessness, students with disabilities, and white student groups as measured by the English Language Arts indicator. As measured by the English Language Arts indicator two schools are in the red (lowest) level including Cooper Elementary, and Vallejo High, and three schools are in the orange (second lowest) level including Federal Terrace Elementary, Solano Middle (currently Solano Widenmann Leadership K-8 Academy, and Jesse Bethel High. The overall performance for all students remained at the orange (second lowest) level for the second year as measured by the Mathematics indicator. Ten student groups remain in the two lowest levels with five in the red (lowest) level including students experiencing homelessness, free/reduced lunch eligible, students with disabilities, African American, and Latinx student groups, and five in the orange (second lowest) level including English Learners, foster youth, Asian, Filipino, and white student groups as measured by the Mathematics indicator. As measured by the Mathematics indicator four schools are in the red (lowest) level including Franklin Middle (currently closed), Hogan Middle, Cooper Elementary, and Loma Vista Environmental Science K-8 Academy, and eight schools are in orange (second lowest) level including Pennycook Elementary, Cave Language K-8 Academy, Widenmann Elementary (currently Solano Widenmann Leadership K-8 Academy, Federal Terrace Elementary, Patterson Elementary, Wardlaw Elementary, Lincoln Elementary, and Solano Middle (currently Solano

Widenmann Leadership K-8 Academy). Strategies to address needs will include increased learning time for all students over the next two-three years, revision of curriculum planning guides to establish high leverage areas of the curriculum for implementation in all classrooms, revision of assessments to better monitor student progress, address needs, and provide immediate intervention, and collaborative professional development aligned to curriculum, instruction, and assessments. The VCUSD central office has under gone a reorganization that includes an assistant superintendent dedicated to teaching and learning in order to provide additional support to sites and improve outcomes for students.

Although the high school graduation rate increased from the 2018-2019 to the 2019-2020 school year, as of the 2018-2019 VCUSD California School Dashboard four student groups remain in the red (lowest) level including English Learners, students experiencing homelessness, students with disabilities, and white student groups as measured by the Graduation indicator. As measured by the High School Graduation indicator one high school of the three is in the red (lowest) level including John Finney Continuation High and one is in the orange (second lowest) level including Vallejo High. Local data collected during the 2020-2021 school year as of the end of the first semester indicated a sharp rise in the numbers of high school students receiving D and F grades. The most current UC/CSU graduation rate is 30.7% and has decreased by almost 5 percentage points over the past two years. Disproportionate outcomes for some student groups continue to be present for the graduation rate and the UC/CSU graduation rate. Strategies to address needs include the implementation of standardized systems at all high schools to provide early interventions and support to prevent credit deficits, and standardized systems at all high schools to track the progress of all students towards meeting graduation requirements, and immediately address credit deficiencies.

The current VCUSD California School Dashboard shows a decrease in the College and Career Indicator from yellow (middle) level to orange (second lowest) level. Three student groups are in the red (lowest) level including English Learners, students experiencing homelessness, and students with IEPs student groups. All other significant student groups are in the orange (second lowest) level. John Finney High School is in the red (lowest) level and the two comprehensive high schools, Vallejo High and Jesse Bethel, are in the orange (second lowest) level. An analysis of the data shows that students completing California Technical Education (CTE) pathways has declined. Strategies to address needs include a transition from 4-year graduation plans to College/Career plans to assist students in preparing for successful post-secondary education experiences, and implementation of Advancement via Individual Determination (AVID) at selected secondary schools to promote success for first generation college students.

LCAP Highlights

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

The Vallejo City Unified School District Governing Board and staff is committed to equitable outcomes for all students. This plan was developed to describe and guide the actions that staff will take to use the Local Control Funding Formula Supplemental and Concentration Grant funds to ensure that all students have the support needed to be successful. To that end, the 2021-24 LCAP is organized by and aligned to three broad goals to support this commitment. These goals address parent and community engagement, safe, supportive, and engaging learning environments, and college and career readiness. In support of these goals VCUSD staff will be focused on LCAP actions aligned to 5 major areas. The first focus area is building enhanced communication systems through engaging a communications expert, and designing effective communication tools. The second focus area is creating a more robust data, assessment, and reporting system. The third focus area is ensuring rigorous implementation of all academic programs with a focus on literacy, mathematics, and social emotional

learning. The fourth area focuses on a careful review and revision of the Multi-Tiered System of Supports. The final focus area is the creation of a multi-year professional development plan for certificated and classified staff. The implementation of the LCAP aligned to these focus areas will be critical in ensuring that we have the systems in place to respond to student needs, support all staff as we re-engage with a more robust in-person learning environment, and remain connected with our parents/guardians and the broader community providing opportunities for two-way communication.

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.

Title I schools are identified as Comprehensive Support and Improvement (CSI) schools if they do not meet the criteria set forth by the state. High schools, regardless of Title I status, are identified as CSI schools if they do not meet the criteria set forth by the state for graduation rate. The following Title I schools have been identified as CSI schools: Cooper Elementary, Lincoln Elementary, Solano Widenmann Leadership K-8 Academy, and John Finney 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.

Central office staff, led by the Assistant Superintendent for Teaching and Learning, will support the four CSI schools in developing their CSI plans through October 2021. Plans will be submitted to the Governing Board for approval. The CSI plans will be embedded within the School Plan for Student Achievement. The process will include:
- Stakeholder education sessions about the CSI identification process
- Comprehensive school-level needs assessment to conduct a root cause analysis of the factors that have led to the current levels of student progress. The root cause analysis will include a review of current state and local data sources, surveys of and interviews with diverse stakeholders, and a review of data gathered by site level staff through classroom observations.
- Identification of evidence-based interventions that will address the results of the root cause analysis.
- Identification of resources to support the implementation of the CSI plan and the development of the 2021-2022 School Plan for Student Achievement (SPSA).

Monitoring and Evaluating Effectiveness

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

A team of 2-4 VCUSD staff members or consultants will be assigned to work with site leadership at each school to monitor, support and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement. This will include:
- Monthly school visits that include observation of day to day operations of the school, bench-marking of implementation of the School Plan with the school Design Team, identification of any critical needs that may impede school progress, and identification of plans to address identified needs.

- Quarterly analysis of state and local data to identify areas for celebration, identify areas where insufficient progress has been made, and create a short-term action plan to address the areas of need.

Stakeholder Engagement

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

Vallejo City Unified held approximately 35 district and site-based meetings in consultation with all stakeholder groups including students, parents, community members, local bargaining units, certificated and classified staff, administrators, and the Governing Board focused on the development of the 2021-2024 Vallejo City Unified School District Local Control Accountability Plan (LCAP). District and site meetings with District English Learner Advisory Council (DELAC), California School Employee Association, Vallejo Education Association, Vallejo School Managers Association, school-based stakeholders, student focus groups, and staff, as well as staff and parent surveys are examples of the collaborative opportunities created to ensure that staff consulted with stakeholders in an effort to hear all voices.

Structure of Meetings
Each meeting began with a short presentation that included the purpose of the LCAP, the funding, current goals, VCUSD student progress towards goals (as measured by the California School Dashboard including areas of strength and need), and a summary of the actions. Since the meetings were virtual, slides were prepared that contained one of two questions that prompted discussion on prominent focus areas within the LCAP. To facilitate this conversation, staff members were present. Participants were asked to provide their feedback. In addition, participants were asked to add any actions or services that they felt were missing.

Structure of Parent and Staff Surveys
Parallel surveys aligned to the LCAP actions were developed to gather feedback from parents and staff. The surveys were designed to gather information on the effectiveness of the actions and services in the LCAP from the perspective of various stakeholders using a rating scale. Survey participants were also invited to identify programs that they or their children have participated in and staff that have supported them. There was also a section for open-ended comments.

Student Surveys
Students in grades 5-12 from the K-8 schools, middle schools, comprehensive high schools, and alternative school and programs, participated in the student survey. Students were invited to provide feedback based on questions posed to other stakeholder groups to prompted feedback on prominent focus areas within the LCAP. Students were asked how their schools could ensure students attend school every day and how schools support academic improvement.

Site Leadership
Principals and vice principals met monthly with district staff. During these meetings participants monitored progress towards LCAP goals using data available and provided feedback on the development of the 2021- 2024 LCAP.

District English Learner Advisory Committee (DELAC)
The Committee met virtually eight times during the 2020-2021 school year. During these meetings Committee members reviewed progress towards goals using data available, received updates on stakeholder engagement activities, received updates on the progress of LCAP development, and were provided an opportunity to review and comment on the LCAP prior to the development of the final draft. The agendas for all meetings were posted in compliance with the Green Act.

Vallejo Education Association, California School Employees Association, Vallejo School Managers Association
Representatives of bargaining units and the managers association met between March 10 - March 15, 2021 and provided feedback for LCAP 2021- 2024 development.

Community Engagement
Community Forums were held virtually on March 9, 2021, and March 15, 2021 to solicit feedback for the LCAP 2021-2024 development.

School Site Councils and English Learner Advisory Committees
Each site principal dedicated one joint meeting of the School Site Council and English Language Learner Committee to gather feedback on the development of the 2021-2024 LCAP. These meetings were held between February - March 2021. The broader school community was invited and encouraged to participate. The agendas for all meetings were posted in compliance with the Green Act.

Data Collection Process
Feedback from each meeting was transcribed digitally for each group and then compiled into one master document to facilitate the identification of patterns and trends. The data from the rating scale portion of the survey was transferred into one document that combined the data for the parent/community members and staff survey. This was used as a second data point to identify trends. Finally, the written comments were studied for trends as a third data point.

A summary of the feedback provided by specific stakeholder groups.

Feedback Trends
Deliberate attention was given to ensure voices of all stakeholder groups were heard. It was the intent of VCUSD staff to consult with parents, community members, students, school personnel, and local bargaining units. The impact of these meetings, surveys, and groups was the compilation of a robust set of feedback and data gathered from diverse groups of stakeholders. Stakeholders were invited to identify actions and services for consideration of inclusion in the LCAP. The feedback provided by stakeholder groups included valuable insights, recommendations, and questions. The following three strategies to support students were shared by each stake holder group: extended learning time, academic intervention supports, and mental health services. The following two strategies were shared by all but one of the stakeholder groups: enrichment activities to support the academic programming, and extracurricular activities. The following two strategies were shared by all but two stakeholder groups: provide additional adults (teachers or para professionals) to lower the teacher to student ratio and supports for parents, including parent education opportunities. Detailed information for the feedback that emerged from each stakeholder engagement is included below.

Feedback Summary for Each Stakeholder Group

Parent and Community Member Surveys
Feedback on accelerating student learning and recovering learning loss:
- The need for after school programs.
- The need for academic tutoring programs.

- The need for extracurricular activities to promote learning.
- The need for more support for English Learners.
- The need for additional academic materials for students to promote learning during the summer.
- The need for multiple extended learning programs.
- The need to continue programs such as Imagine Learning and Math.
- The need for smaller class sizes.

Feedback on addressing the social emotional needs of our students, families, and staff:
- The need for more Parent and Bilingual Liaisons.
- The need for Academic Support Providers.
- The need for more Mental Health Providers.
- The need for more counselors.
- The need for more psychologists.
- The need for mentors for students and staff.
- The need for more transparent communication.
- The need for parent workshops.
- The need to focus on social aspects in addition to academics when students return to in-person learning.

Student Surveys
Feedback on accelerating student learning and recovering learning loss:
- The need for more extracurricular activities.
- The need for more elective courses at the high schools.
- The need for tutoring.
- The need for Saturday School or Summer School.
- The need for more academic materials so that students can work on them at home during the summer to catch up.
- The need to adjust school start and end times.
- The need for additional help in every classroom.

Feedback on addressing the social emotional needs of students, families, and staff:
- The need for time for students to interact.
- The need for students and staff to have mental health checks.
- The need for counselors.
- The need for additional breaks during the school day.
- The need for more Social Emotional Learning activities.
- The need for more support for English Learners.
- The need for stress management strategies.
- The need to have mentors for students.
- The need for Student Support Hours with staff available to provide support to students by phone or in-person.

Staff Surveys
Feedback on accelerating student learning and recovering learning loss:

- The need for more Science, Technology, Engineering, Art, and Mathematics (STEAM) curriculum.
- The need for more before and after school support.
- The need for more relevant professional development for staff.
- The need for more extracurricular activities.
- The need for more counseling and academic services.
- The need for tutor programs at all grade levels.
- The need for Imagine Learning.
- The need for more Bilingual Tutors.
- The need for more academic support for students.
- The need for more college and career guidance.
- The need for Summer School.
- The need for more on site support staff for students.

Feedback on addressing the social emotional needs of our students, families, and staff:
- The need for more social and emotional support for students, families, and staff.
- The need for Kimochis.
- The need to ensure that students and staff feel safe at schools.
- The need for students and families to have more counseling services.
- The need of the Parent and Bilingual Liaisons and the Academic Support Providers.
- The need for parent workshops.
- The need for a psychologist at every school.
- The need for Wellness Rooms at every school.
- The need for Mental Health Support Providers at every school and at the district office.

Site Leadership
Feedback on accelerating student learning and recovering learning loss:
- The need for relevant professional development.
- The need for more tutoring programs.
- The need for extended day.
- The need for Summer School.
- The need for multiple Bilingual Tutors at every school.
- The need for smaller class sizes.
- The need for Parent Workshops.
- The need for Vice Principals at every school.

Feedback on addressing the social emotional needs of our students, families, and staff:
- The need for mental health services.
- The need for implementation of Social Emotional Learning by all teachers.
- The need to continue providing mental health supports to students and families.
- The need to provide psychologists at every school.
- The need for more Parent and Bilingual Liaisons.

- The need for campus security at every school.

District English Learner Advisory Committee (DELAC)
Feedback on accelerating student learning and recovering learning loss:
- The need for summer school.
- The need for more tutoring in all subjects.
- The need for after school programs targeting science and social studies.
- The need for more extracurricular activities.
- The need for more STEAM curriculum.

Feedback on addressing the social emotional needs of students, families, and staff:
- The need to address mental fatigue for students and staff.
- The need for more mental health services.
- The need for more counselors.
- The need for psychologists and mentors.

Vallejo Education Association (VEA)
Feedback on accelerating student learning and recovering learning loss:
- The need for small groups in ELA and Math.
- The need for additional classroom support.
- The need for robust and relevant professional development.
- The need for smaller class sizes.
- The need for tutoring support.
- The need for more extracurricular activities.

Feedback on addressing the social emotional needs of our students, families, and staff:
- The need for additional counseling services such as Mental Health Support Providers and psychologists.
- The need for planning time.
- The need for Kimochis.
- The need for more opportunities to connect socially.
- The need for clubs so that students can connect with others.

Californian School Employees Association (CSEA)
Feedback on accelerating student learning and recovering learning loss:
- The need for additional classroom support.
- The need for smaller class sizes.
- The need for summer or Saturday School.
- The need for extended day offerings that are academic and non-academic.
- The need to find ways to include families in what is happening at schools.

Feedback on addressing the social emotional needs of students, families, and staff:
- The need for mentors for students.

- The need for site safety supervisors at all sites.
- The need for site safety supervisors to be included in before and after school activities.
- The need for Wellness Centers at all sites.

Vallejo School Managers Association (VSMA)
Feedback on accelerating student learning and recovering learning loss:
- The need for student support groups.
- The need for an extended school year.
- The need for more structured time for teachers to prepare.
- The need for protected time for site staff to ensure relationship building.
- The need for tutoring.
Feedback on addressing the social emotional needs of students, families, and staff:
- The need for social-emotional groups/rooms for students, families, and staff.
- The need for small groups so that students' individual needs can be addressed.
- The need for more time for staff to address social-emotional learning.
- The need for more community building and celebrations for students, families, and staff

Community Engagement
Feedback on accelerating student learning and recovering learning loss:
- The need for Summer School.
- The need for more active feedback between home and school.
- The need for summer materials for students to work on.
- The need for tutoring.
- The need to continue teacher office hours to provide student support.
- The need for homework/classroom lesson support before or after the school day.
- The need for additional Academic Support Providers.
Feedback on addressing the social emotional needs of students, families, and staff:
- The need for additional staff on campus to support mental health.
- The need for additional opportunities for social interactions.
- The need for more site staff.
- The need for more Social-Emotional lessons.
- The need for Mental Health Providers, counselors, and psychologists at every school.
- The need for a better process with mental health referrals.
- The need for continued nutrition support.
- The need for more Parent and Bilingual Liaisons at every school.

Parents & School Site Council (SSC)/English Learner Advisory Committee (ELAC) Members
Feedback on accelerating student learning and recovering learning loss:
- The need for tutoring support.

- The need for Summer and Saturday School.
- The need for summer materials sent home with students.
- The need for after school programs.
- The need for additional staff in classrooms at the site.
- The need for parent workshops on how to support students at home.
- The need to have a strong STEAM programs.
- The need for more arts programs at every school.
- The need for sports/athletic programs for students K-12.
- The need for smaller class size.

Feedback on addressing the social emotional needs of students, families, and staff:
- The need for Summer School for socialization support.
- The need for mental health services at every school.
- The need for more Social Emotional Learning opportunities.
- The need for more Wellness Centers.
- The need for site safety supervisors at every school.
- The need for Kimochis Social Emotional Learning district wide.
- The need for more extracurricular activities.

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

This section contains a description of the aspects of the LCAP that were influenced by stakeholder input. The LCAP goals, metrics, actions and budget were all examined through the lens of stakeholders. The aspects of the LCAP that were influenced will be shared by goal in this section.

Goal 1: VCUSD will increase parent and community engagement in improving student outcomes.
Based on stakeholder input the Actions 1.1 Parent/Family Engagement and Education and 1.4 Parent Involvement for Quality Education Program are being revised and enhanced to provide for a broader range of parent involvement activities, including a more robust parent education program.

Goal 2: VCUSD will create safe, supportive, and engaging learning environments for students and staff.
Based on stakeholder input Actions 2.2 Multi-Tiered Systems of Support, Action 2.4 Social Emotional Learning, Action 2.9 Student Mental Health and Trauma Informed Care, and 2.10 Positive Youth Justice Initiative are being enhanced to better support social-emotional learning, and mental health services. Action 2.12 Student Engagement and Recognition has been revised to include more focus on extracurricular activities. The enhanced activities will include sports/athletics and other extracurricular activities based on student interest.

Goal 3: VCUSD will increase the numbers of students graduating college and/or career ready.
Based on stakeholder input Action 3.3 Site Based Curriculum Enrichment has been enhanced. This Action could include activities such as STEAM, robotics or the arts depending on student interest. Action 3.11 Academic Multi-Tiered Systems of Support (MTSS) has been

enhanced to include a broader range of academic supports for students including extended day (after school) programs, extended year (summer and Saturday school), and tutoring.

Goals and Actions

Goal

Goal #	Description
1	Vallejo City Unified will increase parent and community engagement in improving student outcomes. (Priority 3)

An explanation of why the LEA has developed this goal.

The Vallejo City Unified School District Governing Board and staff believe that parent voices, as well as those of the greater community, are central to our ability to achieve equitable outcomes for all students. Through this broad goal the Vallejo City Unified School District plans to offer parents/guardians multiple ways to engage with district staff to improve student outcomes, and to provide supports to ensure equitable access to all. Therefore, the actions support opportunities for parents/guardians and the broader community to serve in a leadership role on councils, volunteer on campuses, attend events, and learn more about quality education. To support broad participation, the actions include phone outreach to targeted groups, translation and interpretation services, personnel dedicated to parent support, professional learning sessions for staff aligned to this goal, and enhanced communication strategies. Expected outcomes are measured through parent participation and a comprehensive annual survey.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
By the end of school year 2023-2024, 80% all school sites will be represented by at least one parent/guardian of one or more unduplicated students at District English Language Advisory Council (DELAC), as measured by dividing the percentage of school sites represented at each meeting by the number of meetings.	59%				80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
By the end of school year 2023-2024, the parents/guardian participation rate in the LCAP development through responding to the LCAP Feedback Survey Instrument will be greater than or equal to 20%, as measured by the total number of parent/guardian responses divided by student enrollment as of CBEDS.	7%				20%
By the end of school year 2023-2024, 10% of parents/guardians of students with exceptional needs will attend at least one Community Advisory Committee (CAC) meeting as measured by total number of parents who attend one or more CAC meetings divided by the enrollment of students with Individualized	4%				10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Education Programs as of CBEDS.					
By the end of school year 2023-2024 50% of parents of foster youth will participate in the LCAP development process through an annual survey to determine supports needed for families and students as measured by the number of parents of foster youth that respond to phone survey divided by the numbers of foster youth as of CBEDS.	38%				50%
By the end of school year 2023-2024 90% or more of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education.	88.3%				90%
By the end of school year 2023-2024 90% or more of parents/guardians participating in the	88.2%				90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
annual LCAP survey agree or strongly agree that VCSUD has effective communication systems.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Parent/Family Engagement and Education	This action will provide for site-based and district-based parent involvement activities to improve student outcomes. 1.1 a. Site-Based Parent/Family Engagement Each site principal will direct these efforts at the site level. The services and structures used at each school will vary based on the needs of the families. Funding will be allocated to each site to coordinate and facilitate activities such as community partner engagement, parent engagement, and parent education events. 1.1.b. District Coordinated Parent Engagement Parent Partnership Liaisons (3.0 FTE) will be available to provide parent education, support with parent concerns, and outreach to parents around issues such as attendance at the site level. Parent Liaisons will facilitate the District level Parent Care Team. This team will host a weekly Parent Support Hour and maintain publicized Parent Hotline Office Hours to address parent questions and concerns. 1.1.c Provision of Options for Parent/Community Participation in Stakeholder Meetings Staff will provide options, when practical, for parents to participate in council meetings and stakeholder engagement meetings through in person and virtual platforms.	$362,055.00	No
2	1.2 Non-English-Speaking Parent/Guardian Support	This action will support Non-English-speaking parents with communication needs, engagement opportunities, and parent education. 1.2.a. Bilingual Parent Liaisons	$489,180.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Bilingual Parent Liaisons (5.0 FTE) will be available to all sites to assist with parent communication (both written and oral), parent education, parent concerns, and parent outreach. 1.2.b. Staff Stipends for Translation and Interpretation Stipends will be available to identified bilingual staff to provide support with interpretation and translation.		
3	1.3 Parent and Community Volunteer Support	This action will increase of opportunities for parent and community volunteerism. 1.3.a Parent Fingerprinting Free of Cost Funds are available for free parent fingerprinting in order to increase parent participation in school activities. 1.3.b. Mobile Site Based Fingerprinting Mobile fingerprinting equipment has been purchased to make this service more accessible to parents at school site events.	$30,000.00	No
4	1.4 Parent Involvement for Quality Education Program	The action will support the implementation of parent education targeted to parents of English Learners to promote a college and/or career ready culture. 1.4.a. Implement the Parent Institute for Quality Education (PIQE) program at targeted schools. This program educates, empowers, and inspires parents of TK-12 grade school age children to take an active role in encouraging and enabling their children to stay in school, improve their academic performance, develop healthy relationships, and focus on preparing themselves for a post-secondary education.	$20,000.00	Yes
5	1.5 African American Parent Network (AAPN)	The focus of this group is to address disproportionate outcomes for African American students through student mentoring and tutoring, as well as parent and community engagement. 1.5.a. Site Based Tutoring and Parent Engagement Implement site based mentoring and academic tutoring programs coupled with parent education and engagement activities at targeted schools. 1.5.b. Districtwide Showcase Implement districtwide events focused on showcasing and building awareness of African American culture and history. 1.5.c. Planning and Development Conduct monthly meetings of the AAPN to plan, implement and monitor actions and services.	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
6	1.6 Professional Learning: Parent /Community Engagement	This action will support the implementation of professional learning opportunities to staff for effective parent and community engagement. 1.6.a. School Site Council (SSC) and English Learner Advisory Committee (ELAC) Training Annual training will be provided to staff and parent members of the SSC and ELAC by District staff. 1.6.b. Professional Development Calendar Days 4 professional development days have been built into the annual calendar for certificated staff members and 3 days have been built into calendars for classified staff members. Topics may include: • Utilizing Parent and Bilingual Liaisons • Locating and Leveraging Community Resources • Working with Parents to Improve Attendance 1.6.c. Site/Department Professional Development Ongoing professional development within the duty day will be provided throughout the year, including professional development on designated early release Wednesdays. 1.6.d. Optional Professional Development Professional development beyond and within the duty day may be offered to interested staff. Training beyond the duty day will be paid at the contractual rate. Topics may include those listed in 1.6.b. 1.6.e. Professional Collaboration Each K-5, K-8, and alternative education site will be allocated up to five hours for collaboration per teacher beyond the duty day, paid at the contractual rate or up to two days of release time for collaboration (pending availability of substitute teachers) for grade level or department collaboration.	$571,050.00	No
7	1.7 Foster Youth Parent Outreach and Engagement	This action will support outreach to parents of foster youth in order to identify needs and connect families to available resources. 1.7a Foster Youth Parent Outreach and Engagement District staff will conduct a check in by phone with parents of foster youth within the first 45 days of school to identify any needs students may have and connect the student to supports. District staff will administer a phone survey to all parents of foster youth to identify needs of foster youth in order to plan for the coming school year.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	1.8 Parent and Community Communication Systems	This action will strengthen the Districtwide communications system by increasing the effectiveness of communications with parents/guardians and the broader community. 1.8.a. District and Site Communications Enhanced communication systems will be established to inform parents and the community of important events, district initiatives, and student progress. This includes the use of video messaging, up-to-date websites, press releases, the use of applications such as ParentSquare and Peach Jar, and updates from the superintendent. 1.8.b Public Relations Engage a public relations consultant or employee to support the development and enhancement of communication systems. 1.8.c. Parent Engagement and Communication Calendar Develop a Districtwide annual parent engagement and communication calendar in order to better organize parent/guardian engagement opportunities.	$247,669.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Vallejo City Unified will create safe, supportive, and engaging learning environments for all students and staff. (Priorities 1, 5, and 6)

An explanation of why the LEA has developed this goal.

The Vallejo City Unified School District Governing Board and staff believe that students and staff will be most successful if a variety of needs are supported. Through this broad goal the Vallejo City Unified School District plans to support the mental, social emotional, and physical health of students and staff through enhanced learning environments. Therefore, actions support enhanced school culture and climate, facilities improvements, physical safety, wellness, adequate and quality staffing, additional services for targeted student groups, extracurricular activities, and student attendance improvement. To support success a Multi-Tiered System of Supports (MTSS) that provides an organizational structure and professional learning for staff is in place to ensure quality implementation. Expected outcomes are measured through campus walkthroughs with Solano County staff, and student data collected through the District student information system, the California School Dashboard, and California Department of Education data collection systems.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annually 100% of teachers are appropriately credentialed for teaching assignments aligned to state credentialing requirements, as measured by Human Resources database.	98% This data is from School Year 2019-2020.				100%
Annually 100% of students have access to standards-aligned instructional materials as measured by procedures to ensure	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
sufficiency of textbooks conducted each fall.					
Annually 100% of facilities are in good repair as measured by walkthroughs conducted by Operations staff and Solano County Office of Education staff.	91% This data is from School Year 2019-2020.				100%
By school year 2023-2024, there will be a 10 percentage point or more gain at each grade level and for each category in school climate as measured by the percentage of students who agree or strongly agree that they experience school connectedness, have at least one relationship with a caring adult at school, think that adults at school have high expectations for students, and feel safe at school as measured by the California Healthy	School Connectedness Gr. 5 65% Gr. 7 50% Gr. 9 42% Gr. 11 36% NT* 49% Caring Adult Relationships Gr. 5 66% Gr. 7 53% Gr. 9 50% Gr. 11 53% NT* 61% High Student Expectations Gr. 5 82% Gr. 7 68% Gr. 9 65% Gr. 11 61% NT* 68% Perceived Safety Gr. 5 70% Gr. 7 51% Gr. 9 39%				School Connectedness Gr. 5 75% Gr. 7 60% Gr. 9 52% Gr. 11 46% NT* 59% Caring Adult Relationships Gr. 5 76% Gr. 7 63% Gr. 9 60% Gr. 11 63% NT* 71% High Student Expectations Gr. 5 92% Gr. 7 78% Gr. 9 75% Gr. 11 71% NT* 78% Perceived Safety Gr. 5 80% Gr. 7 61%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Kids Survey (CHKS) administered in January - February 2024.	Gr. 11 31% NT* 47% * Non-traditional alternative schools or programs This data was collected from the 2019-2020 administration of the CHKS.				Gr. 9 49% Gr. 11 41% NT* 57% * Non-traditional alternative schools or programs
By the end of school year 2023 - 2024 decrease middle school dropout rate to 0% as measured by data in the VCUSD student information system.	.04% This data was collected from the 2019-2020 school year.				0%
By the end of school year 2023- 2024 decrease high school dropout rate by 10 percentage points or more as measured by the 4 Year Cohort Report in DataQuest.	21% This data is from School Year 2019-2020.				11%
By the end of 2023-2024 increase high school graduation rate by 10 percentage points or more annually as measured the 4 Year Cohort report in DataQuest.	76% This data is from School Year 2019-2020.				86%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
By the end of the school year 2023-2024 decrease pupil suspension to 2.5% as measured by the percentage of students involved in one or more incidents that result in suspension.	5.4%				2.5%
By the end of school year 2023-2024 decrease pupil expulsion rate to that equal the State during 2019-2020 which is .1%	.15% This data is from School Year 2019-2020.				.1%
By the end of school year 2023-2024 eliminate disproportionality of suspensions as calculated by percentage of suspensions per 100 students in each group.	All　　　　　　5.4% EL　　　　　　5.3% Free/Reduced　　6.1% Lunch Eligible SWD　　　　13.3% American Indian　13% Asian　　　　0.9% African American　9.6% Filipino　　　　1.8% Latinx　　　　4.3% Pacific Islander　5.5% White　　　　4.6% Homeless　　32.6% Foster　　　16.2% This data is from School Year 2019-2020.				Each subgroup will be equal to or less than the overall suspension rate for the most recent data at the time of the development of the 2023-2024 LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
By the end of school year 2023-2024, eliminate disproportionality of expulsions as calculated by percentage of expulsions per 100 students in each targeted student group.	All .15% African American .26% SWD .32% This data is for School Year 2019-2020.				Each targeted subgroup will be equal to or less than the overall expulsion rate for the most recent data at the time of the development of the 2023-2024 LCAP.
By the end of school year 2023-2024 increase average daily attendance by 2 or more percentage points as measured by Average Daily Attendance procedures.	92.12% This data is for School Year 2019-2020.				94.12%
By the end of school year 2023-2024 decrease chronic absenteeism by 10 or more percentage points as measured by percentage of students absent 10% or more of days enrolled in school based on records in the Aeries student information system.	18.6% This data is from the last full year of student attendance accounting 2019-2020.				8.6%

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Positive School Culture and Climate	This action supports the implementation and enhancement of programs to promote positive school climate and culture, and reduce suspension, referral and expulsion rates. 2.1.a. Site Based Programs Each site will have well defined positive behavior intervention support strategies in place to support positive student behavior. This includes clear expectations for student behavior in classrooms and in common areas, a system for ongoing teaching of the student behaviors, and a system for recognizing positive student behavior. Examples of research-based programs that could be used include PBIS (Positive Behavior Intervention Supports) and PAX. 2.1.b. District Targeted Supports Student Support services staff will provide targeted support to schools in the two highest levels (red and orange) as measured by the California Dashboard suspension indicator. 2.1.c. Site Based Restorative Practices Continue to refine the implementation of restorative practices. This action is supported at the site by the Academic Support Providers that have received extensive training in restorative practices. 2.1.d. Youth Court Implement a student led Youth Court to provide students with alternatives to suspension. Youth Court is in place at Jesse Bethel High School and will be supported by Jesse Bethel staff.	Budgeted in Action 2.2	No
2	2.2 Development of Multi-Tiered Systems of Support Targeted for Unduplicated Students	This action supports the development and implementation of a Multi-Tiered System of Supports (MTSS) focused on student behavior supports, attendance, social emotional learning, and mental health targeted to unduplicated students. 2.2.a. Academic Support Providers Each site will be staffed with a full-time Academic Support Provider to support the MTSS through the coordination of services targeted for unduplicated students for a total of 22 FTE. 2.2.b. Chronic Absence Intervention Site administrators will ensure that chronically absent students are closely monitored at each school site. Academic Support providers, bilingual liaisons, and parent liaisons will be leveraged for family outreach. Certificated staff at the middle and high school levels will establish ongoing personal contact with chronically absent students. The Student Support Team (SST) and Student Attendance Review	$1,980,525.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Board (SARB) process will be used for all chronic absentees to identify barriers and develop a plan to address them. 2.2.c. Enhanced and Reorganized Student Support Services Staff in this division will facilitate the rebuilding of a multi-tiered system of supports to address student needs in the areas of positive behavior, attendance and mental health.		
3	2.3. Campus Safety	This action provides adequate staffing to ensure student safety on campus, and assist with building a positive school climate and culture. 2.3.a. Site Safety Supervisors Site Safety supervisors will be in place at all sites that serve high school and middle school students. These staff members will assist other staff with promoting positive student behavior and building positive relationships with students. Funds will be used to maintain 3.0 FTE staff, in addition to staff in place through other funding sources. 2.3.b. School Resource Officers School Resource Officers (2.0 FTE) contracted through the City of Vallejo will serve all school sites in order to ensure student safety and promote positive relationships between students and law enforcement staff. This action will not be funded during 2021-2022 due to a staffing shortage, but will remain in the plan for possible reinstatement in the future.	$171,040.00	No
4	2.4. Social Emotional Learning	This action supports the implementation of social emotional learning strategies consistently at each school site and in every classroom. 2.4.a. District Social Emotional Guardrails This document outlines what will be developed and implemented at each site and in every classroom for the 21-22 school year. This work with be directed by site administration, and supported by the Academic Support Providers.	Budgeted in Action 2.2	No
5	2.5. Facilities Improvements	This action will support facilities improvements in order to improve and enhance learning environments. 2.5.a . Funds will: • Provide safe, clean, and appropriate facilities and operational supports for instruction, learning, and engagement • Meet various educational, operational and safety needs as identified through ongoing facilities inspections, and in the VCUSD Facilities Master Plan (FMP)	$630,708.00	No

Action #	Title	Description	Total Funds	Contributing
		• Support the revision of the FMP to reflect the current and anticipated needs as a result of demographic and programmatic changes.		
6	2.6. Teacher Recruitment	This action will support the recruitment, and hiring of highly qualified and high performing staff. 2.6.a. Highly Qualified Staff Implement strong administrator and teacher recruitment and support programs to ensure high quality staff for optimal instructional delivery and learning. Funds will be used for recruitment travel, advertising, reproduction, exam fees, test preparation materials, tuition support in key content areas, and contracted services.	$134,467.00	No
7	2.7. Teacher Induction Program	This action supports the provision of ongoing support to all new teachers, including pre-interns, interns, and teachers with preliminary credentials. Funds will be used to hire mentors, purchase supplies, and contract with required agencies. 2.7.a. Teacher Induction Program Implement a two-year teacher induction program for preliminary credentialed teachers in a job-embedded formative assessment system of support and professional learning to fulfill the requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist credentials. This program includes one on one coaching and mentoring. 2.7.b. New Teacher Support Prior to Eligibility for Teacher Induction Interns and pre-interns will be provided professional learning in the following areas: standards-based curriculum and instruction, classroom management, English Learner support, use of technology, and supporting students with IEPs.	$455,400.00	No
8	2.8. Expecting and Parenting Student Support Program	This action supports the implementation of programs for our students expecting a child or with a child in order to ensure progress towards graduation and preparation for college and/or career. 2.8.a. Expecting and Parenting Student Support Program This is a comprehensive, integrated, community- linked, school-based support program for students and their children. Funds will be used to pay salaries and benefits for 3.0 FTE staff (including a Head Teacher, Child Development Teacher, and Child Development Associate) and to purchase needed supplies.	$208,152.00	No

Action #	Title	Description	Total Funds	Contributing
9	2.9. Student Mental Health and Trauma Informed Care	This action will support the development of mental health programs and supports for students, families, and staff. This will include addressing those experiencing trauma. 2.9.a. Up to .6 FTE Mental Health Coordinator will facilitate coordination of mental health services, supervise mental health staff including psychologists and mental health specialists, and provide professional learning for staff and parents in the area of mental health and trauma informed care. 2.9.b. Enhanced Psychologist Services Up to 5.4 FTE psychologists have been added to provide increased time for mental health counseling services to students. 2.9.c. Mental Health Specialists 9 FTE Mental Health Specialists are employed to provide mental health services to students.	$1,705,763.00	No
10	2.10. Positive Youth Justice Initiative	This action provides staff targeted to support unduplicated crossover youth involved in the child welfare and juvenile justice system. 2.10.a. Positive Youth Justice Initiative (PYJI) Liaison (1 FTE classified) provides one on one case management targeted to unduplicated crossover youth. This staff member will facilitate a program comprised of 4 elements: positive youth development, trauma informed care, wraparound services, and improved operational capacity. This program will be integrated into the Student Support Services Division and the multi-tiered system of supports (MTSS).	$107,313.00	Yes
11	Student Nutrition Supports	This action supports student access to meals through VCUSD Student Nutrition Services. 2.11 Student Nutrition Family Supports Funds will be provided to pay the cost of all meals that would normally be incurred by families for the meals of students qualifying for reduced cost meals. For the 2021-2022 school year the cost of all meals is being subsidized and not funds will be required for this action.	$0	Yes
12	2.12. Student Engagement and Recognition	This action supports student engagement through clubs, extracurricular activities, and student recognition. 2.12.a. Student Clubs Staff will support student engagement and learning through site based, high interest clubs and activities with allocation of funds to sites to pay teachers to support these activities after school hours, purchase supplies, and engage vendors to provide activities.	$165,509.00	No

Action #	Title	Description	Total Funds	Contributing
		2.12.b. Student Recognition Funds are allocated to sites for student recognition for attendance, positive behavior, academic achievement, and other site determined focus areas. 2.12.c. Student Athletics Programs 1.0 FTE District Athletics Teacher Leader will facilitate extracurricular athletics programs at all schools.		
13	2.13. Professional Learning: Effective Learning Environments	This action describes the professional learning that will be provided to staff to ensure that students are provided safe, supportive, and engaging learning environments. When professional learning sessions that are required for all staff members are done over time, staff at schools with higher needs based on data will be prioritized for earlier access. Professional learning will focus on supporting positive student behavior, Trauma Informed Care, social emotional learning, and restorative practices. 2.13.a. Professional Learning Calendar Days 4 professional learning days have been built into the annual calendar for certificated staff members. 3 have been built into the calendar for classified staff. A portion of this time will be dedicated to effective learning environments. 2.13.b. Site/Department Specific Professional Learning Ongoing professional learning within the duty day will be provided throughout the year focused on professional learning topics based on site needs. This professional development includes time built into the early release Wednesdays. 2.13.c. Optional Professional Learning Optional professional learning may be scheduled for interested classified and certificated staff within and beyond the duty day. Participants in professional learning beyond the duty day will receive the contractual rate of pay.	$599,568.00	No
14	2.14. Attendance Awareness and Improvement Program	This action promotes awareness that regular student attendance is critical to student success, as well as the negative impacts of chronic absenteeism. This action will be supported through funds in Action 2.2 and is a part of the multi-tiered system of supports (MTSS). 2.14.a. Districtwide Community Awareness Parent and community awareness events and training will be implemented to provide information on the importance of student	Budgeted in Action 2.2	No

Action #	Title	Description	Total Funds	Contributing
		attendance and the impacts of chronic absenteeism. District staff will organize events to provide education about the importance of student attendance and inspire students, staff and families to aspire to achieve high levels of attendance. 2.14.b Districtwide Attendance and Chronic Absence Supports District staff will develop districtwide systems to be implemented at each school for examining attendance and chronic absence data, and providing student and family interventions. District staff will monitor and support this implementation. Training and support will be provided to Academic Support Providers and site administrators.		
15	2.15 Enhanced Transportation Services	This action supports the provision of transportation services to students that must attend a school other than the home school. 2.15.a. Students required to attend schools outside of home school boundaries due to lack of space will be provided transportation to an overflow school. This service will prevent student absences due to lack of transportation.	$265,094.00	No
16	Risk Management	This action provides support to District staff in order to maintain appropriate levels of risk management. 2.16.a. Risk Manager A Risk Manager (1.0 FTE) will work closely with Business Services staff to manage risk within VCUSD.	$189,305.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Vallejo City Unified will increase the number of students graduating college and/or career ready. (Priorities 2,4,7 and 8)

An explanation of why the LEA has developed this goal.

The Vallejo City Unified School District Governing Board and staff believe that, beyond ensuring that students graduate, we are responsible for preparing students to be successful after graduation and that with the proper supports this is within the grasp of all students. Through this broad goal the Vallejo City Unified School District plans to support students leaving our system at grade twelve with the academic, social emotional, and life skills to be successful as they enter college and then a career or move straight to a career path. Therefore, actions support the implementation of a rigorous, engaging curriculum for all students, the purchase of technology to support teaching and learning, and targeted student supports informed by assessment and data. To support the success of these actions a Multi-Tiered System of Supports provides an organizational framework and professional learning to ensure quality implementation. Expected outcomes are measured through State assessments, the quality of site level plans, graduation data, and course access and participation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Site level plans will contain actions for Common Core State Standards implementation for all students, including English Learners, with aligned professional development annually, as measured by an annual review of plans by Teaching and Learning Division staff.	100% of Site Level Plans This data is based on the 2020-2021 School Year.				100% of Site Level Plans
By the Spring 2023 CAASPP administration,	CAASPP ELA 22.9% CAASPP Math 37.5% CAST Science 1.00%				CAASPP ELA 29.9% Math 44.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learners will access Common Core and ELD standards for purposes of gaining academic content and English Language proficiency as evidenced by 7 percentage points or more growth of students meeting or exceeding standard on all CAASPP assessments by students with ELPAC level 3 or higher as reported in the VCUSD student information system.	This data based on school year 2018-2019.				Science 8.0%
By the Spring 2023 CAASPP administration: • students meeting or exceeding standard on CAASPP ELA will increase by 8 percentage points or more • students meeting or exceeding standard on CAASPP mathematics will increase by 7	CAASPP ELA 29.8% Math 20.4% Science 12.4% This data is based on school year 2018-2019.				CAASPP ELA 37.8% Math 27.4% Science 18.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
percentage points or more • students meeting or exceeding standard on the CAASPP science will increase by 6 percentage points or more. All data will be sourced from DataQuest.					
By the end of the 2022-2023 school year the CTE Pathway completion rate for high school students will increase by 10 percentage points as measured by data collected in the VCUSD student information system.	35.1% This data is from school year 2019-2020.				45.1%
Based on the spring 2023 graduation data the percentage of high school graduates meeting UC or CSU entrance requirements will increase by 6 percentage points or more as reported in DataQuest.	30.7% This data is from school year 2019-2020.				36.7%
Based on ELPAC testing for the 2023-	36% (CELDT)				46%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2024 school year the percentage of English Learners making progress of one level or more as measured by the ELPAC will increase by 10 percentage points or more as reported in DataQuest.	This data is from school year 2018-2019 and is based on a different metric than will be used moving forward.				
By the end of the 2023-2024 school year the English Learner reclassification rate will increase by 10 percentage points or more based on local reclassification criteria.	18.7% (CELDT) This data is based on school year 2018-2019 using a different metric than will be used moving forward.				28.7%
By the end of school year 2023-2024 the percentage of students (Grades 10-12) earning a 3 or higher on at least one Advanced Placement Exam will increase by 10 or more percentage points.	52.6% This data is based on school year 2019-2020.				62.6%
By the end of school year 2023-2024 the percentage of students (Grades 10-12) completing at	12.3% This data is based on school year 2019-2020.				22.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
least one Advanced Placement Exam will increase by 10 percentage points.					
By school year 2022-2023: • increase the total number of students participating in the Early Assessment Program to 95% or more • increase total number of students scoring ready or conditional in English Language Arts by 8 percentage points or more • increase the total number of students scoring ready or conditional in math by 10 percentage points or more • as measured by the CAASPP and reported in DataQuest.	Participation Rate ELA 88% Participation Rate Math 87% Conditional or Ready ELA 28.6% Conditional or Ready Math 11.1% This data is based on school year 2018-2019.				Participation Rate ELA 95% Participation Rate Math 95% Conditional or Ready ELA 36.6% Conditional or Ready Math 21.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
By school year 2023-2024 100% of General Education students are enrolled in, and 95% of students with IEPs are enrolled in, a broad course of study including courses described under Sections 51210 and 51220(a)-(i) as evidenced by course schedules in Aeries.	General Education Students 97% Students with IEPs 95% This data is based on the school year 20-21.				General Education Students 100% Students with IEPs 95%
By the end of school year 2023-2024, 100% of general education unduplicated pupils will have access to and be enrolled in Common Core Standards aligned courses as measured by course placements in Aeries.	General Education Students 100% This data is based on school year 20-21.				100%
By the end of school year 2023-2024, 95% of students with exceptional needs, and will have access to and be enrolled in Common Core Standards aligned courses as measured	95% This data is based on school year 20-21.				95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by course placements in Aeries.					
By the end of school year 2022-2023, the gap between all students and lower performing student groups will decrease by 50% or more for each student group as measured by CAASPP in ELA and Math reported in DataQuest.	CAASPP ELA All 29.8% American Indian 45.8% Asian 48.6% Pacific Islander 31.6% Filipino 51.1% Latino 25.8% African American 19.3% White 39.5% EL 5.6% SWD 6.8% Foster Not reported Free/Reduced 25.3% Lunch Eligible CAASPP Math All 20.4% American Indian 20.8% Asian 41.8% Pacific Islander 17.6% Filipino 41.4% Latino 16.8% African American 11.0% White 30.7% EL 6.1% SWD 6.1% Foster Not reported Free/Reduced Lunch Eligible 16.7% This data is based on school year 2018-19.				CAASPP ELA All 37.8% American Indian 53.8% Asian 56.6% Pacific Islander 39.6% Filipino 59.1% Latino 37.8% African American 32.3% White 47.5% EL 25.7% SWD 26.3% Foster Not Reported Free/Reduced 37.8% Lunch Eligible CAASPP Math All 27.4% American Indian 27.8% Asian 38.8% Pacific Islander 27.4% Filipino 48.4% Latino 25.6% African American 22.7% White 37.7% EL 20.2% SWD 20.2% Foster Not Reported Free/Reduced Lunch Eligible 25.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
By the end of school year 2022-2023, the gap between all students and student groups with lower graduation rates will decrease by 50% or more for each student group as measured by the 4 Year Cohort graduation rate reported in DataQuest.	All 76.0% Latino 74.3% African American 71.8% White 64.6% English Learners 61.3% Students with IEPs 54.8% Foster Youth 47.1% Free/Reduced Lunch Eligible 73.7% This data is based on school year 2019-20.				All 86.0% Latino 85.2% African American 83.9% White 80.3% English Learners 78.7% Students with IEPs 75.4% Foster Youth 71.6% Free/Reduced Lunch Eligible 84.9%
By the end of school year 2022-2023 the gap between all students and student groups with lower UC/CSU graduation rates will decrease by 50% or more for each student group as measured by the UC/CSU graduation rate as reported in DataQuest.	All 30.7% Latino 23.4% African American 19.3% White 25.8% EL 19.4% Students with IEPs 8.8% Free/Reduced Lunch Eligible 26.4% This data is based on school year 2019-20.				All 36.7% Latino 33.1% African American 31.0% White 34.3% EL 31.1% Students with IEPs 25.8% Free/Reduced Lunch Eligible 34.6%
By the end of school year 2022-2023, the gap between all students and student groups with lower rates of conditional or ready college readiness status will decrease by 50% or	Conditional and Ready ELA All 28.5% Latino 22.0% African American 16.3% English Learners 2.4% Students with IEPs 1.7% Free/Reduced Lunch Eligible 22.6%				Conditional and Ready ELA All 36.5% Latino 33.3% African American 30.4% English Learners 23.5% Students with IEPs 23.1% Free/Reduced Lunch Eligible 33.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
more as measured by the EAP embedded within the 11th Grade CAASPP and reported in DataQuest.	Conditional and Ready Math All 11.0% Latino 6.4% African American 4.7% English Learners 3.7% Students with IEPs 0% Free/Reduced 9.2% Lunch Eligible This data is based on school year 2018-19.				Conditional and Ready Math All 18.0% Latino 15.7% African American 14.9% English Learners 14.4% Students with IEPs 12.5% Free/Reduced Lunch Eliglible 17.1%
Using the most current data available during the spring 2024 the percentage of high school students prepared for College and/or Career will increase by 10 percentage points as measured by the California School Dashboard College/Career indicator for students "prepared".	22.3%				32.3%

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Common Core Aligned Curriculum and Instruction	This action supports the rigorous Implementation of California Common Core Standards aligned curriculum, instruction and assessment	$3,959,766.00	No

Action #	Title	Description	Total Funds	Contributing
		3.1.a. Instructional Materials Each spring, materials will be purchased to maintain core textbooks in all subject areas including replacing lost and damaged materials. Planning guides, assessments, and other support materials will be revised, as needed, to support implementation. Funds will be allocated for salaries and benefits for committee work to ensure stakeholder involvement, and for the purchase of assessments. 3.1.b. Instructional Reform Coordinators and Teacher Leaders Instructional reform coordinators and teacher leaders will provide leadership in curriculum implementation, effective instructional strategies, program assessment, and the provision of professional development. Staffing will include a K-8 ELA District instructional reform coordinator (1.0 FTE), K-8 Math District instructional reform coordinator (1.0 FTE), 6-12 District Math Teacher Leader (1.0 FTE), and 6-12 District ELA Teacher Leader (1.0). 3.1.c. Site based Leadership Support Vice Principals will support instruction and social emotional learning. Staffing will include: high school vice principals (2.0 FTE), middle school vice principals (2.0 FTE), elementary vice principal (1.0 FTE). 3.1d. Site based Instructional Design Teams Design teams will be in place at each site to assist the principal with developing and monitoring the instructional and social emotional learning programs. Funds will be available for Extra Service Agreement to hold Design Team meetings beyond the student day. 3.1.e. High School Career Technical Education (CTE) and Academies Each comprehensive high school will offer courses aligned to CTE or Academy pathways or to provide students a rigorous standards-based program focused on college and career readiness. Funds will be used to purchase materials, and vendor services to support these programs.		
2	3.2 21st Century Technology Environments	This action will support the maintenance and enhancement of 21st Century learning and working environments for students and staff. 3.2.a. Hardware and Software Purchases Hardware and software will be purchased to ensure technology-based learning environments, and staff efficiency. Hardware will be purchased to maintain a ratio of 1 device for every student at each school site and to replace aging devices.	$2,773,441.00	No

Action #	Title	Description	Total Funds	Contributing
		3.2.b. Library Media Technicians at all Schools and Media Center Enhancements Library Media Technicians (19 FTE) are provided either full time or half time at each elementary, K-8, middle, and high school to facilitate student and staff access to technology hardware, software, and library media services. eBooks and other materials will be purchased to enhance Media Centers. 3.2.c. Infrastructure Technology infrastructure will be maintained and enhanced. Funding will provide for vendor services and equipment. 3.2.d. Technology Support Staff Technology Support Specialists (6.0 FTE) provide technical support to install and maintain hardware and install software systems. A Technology Training Specialist (1.0 FTE) will provide technology focused professional learning and coaching to staff. 3.2.e. Student Data Support Technician A Student Data Support Technician (1.0 FTE) is in place to provide relevant, student data reports to staff in order to support progress towards district goals and improved student outcomes. 3.2.f. Site Based Technology Support Teachers Technology Support teachers (18) at all K- 5, K-8, and middle schools provide technical support to install and maintain appropriate hardware and software systems and receive an annual stipend of $2500. 3.2.g. Technology Department Secretary The Technology Department Secretary (1.0 FTE) will process and track all technology purchases, facilitate the development of vendor contracts, provide customer service, and provide support to the Director.		
3	3.3. Curriculum Enrichment Programs	This action will support the implementation of site-specific student enrichment programs and activities tied to school level themes and student interests. 3.3.a. Site-based Curriculum Enrichment Funds will be allocated to sites to support enrichment activities aligned to the core curriculum; activities could include classroom-based services, assemblies, or other services tied to student interest. Expenditures could include salaries, benefits, materials and services. 3.3.b. Curriculum Enrichment Field Trips	$1,240,707.00	No

Action #	Title	Description	Total Funds	Contributing
		Funds will be allocated to sites for field trips to provide enrichment aligned to the core curriculum, career readiness, or college preparedness. 3.3.c. The Loma Vista Farm, located on the campus of the Loma Vista Environmental Science Academy, provides a hands-on learning environment available to students in the Vallejo City Unified School District free of charge. A 1.0 FTE farm keeper and a 1.0 FTE farm assistant are employed to maintain the farm and provide students with educational experiences.		
4	3.4 Staffing at Choice Schools	This action will support staffing structures at choice schools and alternative programs that require lower student to staff ratios in order to maintain program integrity. 3.4.a Choice School Classroom Teachers Classroom teachers (17.0 FTE) will be funded to offset the contribution from the General Fund to maintain choice schools and programs to meet the needs and interests of students and families.	$1,652,088.00	No
5	3.5 Early Childhood Education Enhancement	This action will support the enhancement of early childhood education programs for unduplicated students from low socio-economic status families through the implementation of professional learning, community outreach, parent education, and purchase of classroom learning materials. 3.5.a. Preschool Program Enhancements Funds will be allocated to vendor services, extra service agreements for teachers, and the purchase of materials and supplies.	$33,855.00	Yes
6	3.6. Professional Learning for Teaching and Learning	This action describes the types of professional learning opportunities for certificated and classified staff that will support the instructional program in order to increase the numbers of students graduating college and/or career ready. Funds will be allocated for supplies, vendor services, extra services agreements to pay staff beyond the duty day, and salaries and benefits for contractual professional learning days. 3.6.a Professional Learning Planning A three-year professional learning plan will be developed. Funds will be allocated for extra service agreements to pay staff beyond the duty	$1,099,127.00	No

Action #	Title	Description	Total Funds	Contributing
		day to provide feedback for and input into the plan development. 3.6.b. District Professional Learning Priorities for all Staff The professional learning opportunities described in this action are priorities for all certificated and targeted classified staff. It is anticipated that training in these areas will take place over multiple years in order to reach all staff and to ensure a deep understanding that becomes a part of the District culture. The priorities are: • Improvement Science in order to ensure continued improved outcomes for students • The use of the Forecast 5 Data Reporting System to inform decision making at the district, site, grade level, classroom and student levels • Diversity, Equity and Inclusion training through Epoch Education to build awareness, hone communication skills, and promote action that supports inclusion and equitable outcomes for all students • Focused training to support the implementation of the District Instructional Priorities for Literacy and Math and the Social Emotional Learning Guardrails • Accelerated Learning Strategies, including differentiation, "Just In Time" Teaching, and the use of formative assessments • Training in the use of instructional technology strategies and products 3.6.c. District Professional Learning Priorities for Specialized Staff The professional learning opportunities in this action are priorities for certain groups of staff members and will be fully described in the Multi-Year Professional Learning Plan. 3.6.d. Delivery Systems for Professional Learning • 4 professional development days have been built into the annual calendar for certificated staff members • 3 Professional development days have been built into the annual calendar for classified staff. • Ongoing professional development within the duty day will be provided throughout the year, including professional development for site level staff on designated early release Wednesdays		

Action #	Title	Description	Total Funds	Contributing
		• Professional development beyond the duty day will be held throughout the year for interested classified and certificated staff for the contracted rate of pay. • K-5, K-8, and alternative schools will be allocated up to five hours per teacher or up to 2 days of release time pending availability of substitute teachers for grade level, or departmental collaboration.		
7	3.7 Alternative Schools Support	This action supports District alternative schools and programs developed to targeted to address specific needs of unduplicated students. 3.7.a. Independent Study Academy This program will be provided funds for a principal (1.0 FTE), a counselor (1.0 FTE) shared with Everest Academy, supplies, and services to support students in grades 7-12 in a traditional independent study pathway and in grades 9-12 in a blended learning innovation pathway. 3.7.b. Web based Education Students at Independent Study Academy, Everest Academy, John Finney High School, and Leadership Academy will have access to online courses in order to facilitate credit recovery and access to A-G courses and electives. 3.7.c John Finney High School Counseling This program will be provided funds for a counselor (1.0 FTE) to support students with academic and social emotional services.	$564,345.00	Yes
8	3.8 College and Career Readiness	This action provides programs and services to support the transition from high school to college and /or career targeted for unduplicated students. 3.8.a. Trades Preparation Provide support for the development of middle and high school trades preparation programs through the purchase of materials and services. 3.8.b. Short-term Career Training Contract services provide high school students with an after-school program leading to Certified Medical Assistant certification. Funding will be used for vendor services to support the program and other program costs, including transportation fees. 3.8.c. Advanced Placement (AP) Testing Support	$292,408.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In order to increase student access of duplicated students to AP courses additional training will be provided to teachers in order to increase availability of courses. Increased efforts will be made to increase student and parent awareness of AP courses and the benefits of student participation. Funds will be allocated to sites offering AP courses to pay for AP test fees, professional development, and student supports to pass the test. 3.8.d. Career Readiness Events District staff and students will participate with other Solano County Districts in career readiness events. Funds will be allocated for transportation and facilities rental. 3.8.e. Enhanced Counseling Services High school counseling services beyond the contractual staffing formula will be enhanced through a .8 FTE. 3.8.f. Career Technical Education and Academy Pathways Develop career and academy pathways aligned to the fifteen industry sectors for high school students. Align these pathways to support programs for K-8 students, Vallejo Regional Education Center (VREC) students, dual enrollment opportunities with Community Colleges, careers in the trades, and post-secondary education.		
9	3.9 College Preparatory Program	This action supports programs that prepare unduplicated students for success in college and/or career. Although open to all students these programs are targeted to particular student groups. 3.9.a. Adkins Program College and Career Preparatory Program The Adkins Program is targeted to, but not limited to, unduplicated African American students in grades 9-12. The program includes life skills instruction, rites of passage, tutoring, mentoring, PSAT and SAT prep, college visits, and college application completion support. Funds will be allocated for salaries, benefits, services and supplies. 3.9.b. Historically Black Colleges Fair This annual event will be held in the annually at a central location. Funds will be allocated for set up, supplies, and transportation. 3.9.c. Ser Latino Program College and Career Preparatory Program This program is targeted to the needs of unduplicated Latinx high school students. The program provides support for high school success and access to college and career opportunities through tutoring, mentoring, and parent education. Funds will be allocated for salaries, benefits, services, and supplies.	$214,981.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	3.10. Native American Student Support	This action provides Native American students with support and activities aligned to academic achievement and cultural heritage. 3.10.a. Native American Student Support Funds are provided for materials and services.	$4,000.00	No
11	3.11 Academic Multi-Tiered Systems of Support (MTSS)	This action supports the maintenance and enhancement of the academic MTSS. 3.11. a. Academic MTSS Development Focused work on development of MTSS for grades PreK – 12 will result in increased support to sites for implementation of intervention within and beyond the school day in English Language Arts and mathematics. This work will include improved systems for implementing and monitoring student 504 Plans. Funds will be allocated for salaries, benefits, services and supplies. 3.11.b. Site based Math and English Language Arts Interventions Site based content intervention funding will be used to differentiate instruction in English Language Arts and mathematics and support the continued growth of all students, with a priority on students not yet meeting standards. Funds allocated for salaries, benefits, services and supplies. 3.11.c. High School Credit Recovery Students in need of additional credit for graduation will be offered credit recovery opportunities within and beyond the regular school day, including 0 and 7th period and summer programs. Funds will be allocated for salaries, benefits, services including professional development, and supplies. 3.11.d. Math Intervention Imagine Math intervention software will be purchased for kindergarten - 12th grade students. Funds will be allocated for professional development and software. 3.11.e. Enhanced Academic Assessments The districtwide assessment system will be enhanced to include baseline, summative and formative assessments. These assessments will provide information to inform targeted academic interventions. Funds will be allocated for professional development and software.	$1,387,188.00	No
12	3.12. Summer Bridge Programs	This action supports students as they transition to middle and high school. Funds will be allocated for salaries, benefits, supplies and services.	$51,196.00	No

Action #	Title	Description	Total Funds	Contributing
		3.12.a. Middle School Summer Bridge Program Funds will be provided to Hogan Middle School to enhance orientation programs for students and their parents to successfully transition to middle school. 3.12.b. High School 9th Grade Summer Orientation Funds will be provided to the comprehensive high schools to enhance orientation programs for students and their parents to successfully transition students to high school.		
13	3.13. Targeted Services for English Learners (EL)	This action provides services and support for English Learners. 3.13.a. English Language Development (ELD) Intervention Accelerate progress of EL students and prevent students from becoming long-term English Learners through the implementation of Imagine Learning Literacy, a technology-based intervention targeted to elementary students at ELD levels 1 and 2. Funds allocated for salaries, benefits, supplies, and services, including professional development. 3.13.b. Classroom based Bilingual Tutor Support Bilingual tutors (17.0 FTE classified) will provide support to English learners during the school day in order to support English Language Development and access to core subjects. 3.13.c. District English Learner Teacher Leaders An Elementary District EL teacher leader (1.0 FTE) and a Secondary District EL teacher leader (1.0 FTE) will provide support to sites to implement ELD and access to the core curriculum for EL students, as well as provide professional development.	$1,183,034.00	Yes
14	3.14. Foster Youth Supports	Foster youth will be provided additional supports to support academic and other needs. 3.14.a. Foster Youth Learning Acceleration Foster youth will be provided academic supports through extended day tutoring focused on English Language Arts and Math using a vendor that specializes in providing services to this student group. Funds will be provided for services. 3.14.b. Foster Youth Enhanced Curriculum Enrichment	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Foster youth will be provided curriculum enrichment through field trips targeted to student interests aligned to career goals. Funds will be provided for staff time beyond the duty day, materials, and services. 3.14.c. Foster Youth Mental Health Support A mental health support provider will be designated for all foster youth. This support provider will be provided with supports to meet the needs of this unique group of students. Funds include salaries, benefits, materials, and services.		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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
25.05%	$20,826,822

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.

Overview
The total supplemental and concentration grant funding is $20,826,822 for the 2021-2022 school year. Services for unduplicated students must be increased or improved by at least 25.05%. The needs of unduplicated students were considered first and foremost when developing the following actions:

Action 1.2 Non-English-Speaking Parent Support
After first assessing the needs, conditions, and circumstances of our English Learner students through the lens of engaging their parents/guardians in all aspects of the District and their child's school community, we learned that language presented a participation barrier to many of our Spanish speaking parents. To address this condition for our English Learner students we plan to provide translation and interpretation services to Spanish speaking parents. Goal 1 Action 2 provides 5 full-time Spanish/English bilingual liaisons and stipends for bilingual staff to provide Spanish interpretation and translation services for non-English speaking parents/guardians in order to support their engagement in LCAP stakeholder surveys, LCAP stakeholder meetings, District and site advisory council meetings, and Individualized Educational Plan meetings. This action is being provided on an LEA-wide basis and we expect that all students with Spanish-speaking parents will benefit. However, we expect to see increased participation rates of Spanish speaking parents in the District English Learner Advisory Council (DELAC) and the Spanish translated LCAP Annual Survey. This action is being carried over from the previous LCAP based on evidence that through the support provided by the liaisons, DELAC parent member participation has increased from rate of 27% to 59% as measured by parent attendance at meetings.

Action 1.4 Parent Institute for Quality Education (PIQE)
After first assessing the needs, conditions, and circumstances of our English Learners, Foster Youth and low-income pupils through the lens of engaging their parents/guardians we learned that parents felt their children would benefit from their participation in programs that connected them to other parents and provided them with skills for supporting their children's success in school. To address this condition of our English Learners, Foster Youth, and low-income pupils, we investigated high quality parent education programs. Goal 1 Action 4 provides for the implementation of the PIQE program at targeted schools. This action is being provided schoolwide and we expect that all students whose parents participate will benefit. However, given the PIQE program's emphasis on school attendance and given significant cross over between unduplicated students and chronic absence we expect the chronic absence rate for unduplicated students whose parents participate to decline. This action is being carried over from the previous LCAP but was not implemented due to competing priorities for parent education.

Action 1.7 Foster Youth Parent Outreach and Engagement
After assessing the needs, conditions, and circumstances of our Foster Youth, we learned that we needed more input from parents/guardians of our Foster Youth in order to provide targeted supports and found that these parents were unable to attend in person stakeholder meetings. To address this condition of our Foster Youth we will develop strategies to provide alternate ways for parents of Foster Youth to provide information. Goal 1 Action 7 provides resources for staff to do phone call outreach to the parents/guardians of Foster Youth to identify the kinds of supports that are most needed by this student group. This action provides for improved

services for foster youth by ensuring that planned actions better meet the need of this student group. We were able to gather data from the families of 38% of all Foster Youth. This action is being carried over from the previous LCAP as it has enabled us to increase engagement of Foster parents from 0% to 38%.

Action 2.2.a., 2.2.b. Multi-Tiered System Supports, Academic Support Providers, and Chronic Absence
After first assessing the needs, conditions, and circumstances of our Foster Youth and low-income students (including students experiencing homelessness), we learned that chronic absenteeism is higher for these student groups than other student groups. In order to address this condition of our low-come students and foster youth we developed strategies to address chronic absenteeism. Action 2.2a provides for a full time Academic Support Provider at each school site to support site-based student care teams in order to address this need. These actions are being provided on an LEA-wide basis and we expect that all students with chronic absenteeism will benefit. However, because of the significantly higher rate of chronic absence for these student groups we expect our low-income and foster youth to show greater declines. This is an action that we have carried from the previous LCAP and over the past three years chronic absence rates have dropped by 8 percentage points.

Action 2.10 Positive Youth Justice Initiative
After first assessing the needs, conditions, and circumstances of Foster Youth and low-income students (including students experiencing homelessness) we learned that those that were involved in the juvenile justice system needed additional support in transitioning back to the school district programs. In order to address the needs of our low-income and Foster Youth transitioning back to VCUSD from the Juvenile Justice System (also known as crossover youth) we will develop a program to support youth development, trauma informed care, wraparound services, and improved operational systems to track student needs and progress. Goal 2 Action 10 provides for a full-time Positive Youth Justice Liaison to coordinate this program and provide direct services to students. This action is being provided on an LEA-wide basis and we expect that all crossover youth being supported by the liaison will benefit. However, we know that crossover youth falling outside of the two targeted student groups often have additional resources and supports and do not require supports from the liaison. We expect that crossover youth in the targeted groups on the caseload of the liaison will show increased school attendance rates. This action is being carried over from the previous LCAP based on evidence that students in non-Traditional settings that support most crossover youth are reporting significantly improved levels of school connectedness and positive relationships with adults at school as measured by the California Healthy Kids Survey (CHKS) which supports school participation and engagement.

2.11 Student Nutrition Supports
After assessing the needs of our low-income students, we learned that students eligible for reduced cost student nutrition services were often those that fell behind on payments for services. In order to address this condition of low-income students we will develop and implement a plan to serve free meals to all students qualifying for reduced cost meals by offsetting the cost of these meals and therefore providing meals to these students at no cost to families as described in Goal 2 Action 11. This action provides for increased services to low-income students qualifying for reduced cost meals as opposed to services provided to all students. This goal is being carried over from the previous LCAP based on the ongoing need for food security and research that supports increased social emotional well-being and academic achievement in children receiving adequate nourishment. The most current communications received from staff providing oversight for this program at the Federal level indicate that all children, 18 years and under, will be provided meals free of charge within the city of Vallejo. If this remains in place, there will not be a need to fund this action for the 2021-2022 school year.

Action 3.5 Early Childhood Education Enhancement
After assessing the needs, conditions, and circumstances of low-income students we learned that our low-income preschool students needed additional supports to be ready for TK/K education and beyond. In order to address this need of our low-income students we will enhance our preschool programs in order to better align them to TK/K readiness. Goal 3 Action 5 provides for professional learning for Early Childhood Education staff and the purchase of aligned materials. This action provides for improved services to low-income students based on the professional learning opportunities provided for staff, and increased services based on the purchase of additional instructional materials beyond what is provided to all students. This action is being carried over from the previous LCAP based on evidence of student progress measured by the Desired Results Development Profile (DRDP).

3.7 Alternative Schools Support
After first assessing the needs, conditions, and circumstances of low-income students and Foster Youth we learned that the chronic absence rate for these student groups was higher than that of the general student population. In order to address this condition of our low-income and Foster Youth students we will implement an alternative program to address some of the major causes of absenteeism, including absences due to work schedules, social anxiety, and lack of reliable transportation. Goal 3 Action 7 provides for an Independent Study Program with enhanced counseling and social emotional learning supports. This action is provided on an LEA-wide basis and we expect that all students attending the Independent Study Program will benefit. However, because of the lower attendance rates of low-income and foster

youth students and because the action meets needs associated with chronic absence we expect that the chronic absence rates for low-income and foster youth will show more improvement than that of other students. This action is being carried over from the previous LCAP based on large decreases in chronic absenteeism and increases in attendance.

3.8 College and Career Readiness
After first assessing the needs, conditions, and circumstances of low-income students, Foster Youth, and English Learners we learned that college and career readiness is lower for these student groups than that of the general student population as measured by the California Dashboard. In order to address this condition of our low-income students, foster youth, and English Learners we will provide access to programs and services to support the transition from high school to college and/or career as described in Goal 3 Action 8. This action is provided LEA-wide to all students in grades 9-12 and we expect that all students will benefit. However, because of the lower rates of college and career readiness of low income, foster youth and English learners we expect these student groups will show more improvement than that of other students. This action is being carried over from the previous LCAP and has been revised to include additional supports including more emphasis on trades-based curriculum, and focused support from a cabinet level staff member with extensive expertise in career pathways.

3.9 College Preparatory Programs
After first assessing the needs, conditions, and circumstances of low-income students, Foster Youth, and English Learners we learned that there was a need for additional support for Latinx and African American students to navigate through high school, the college application process, meeting graduation requirements, and transitioning to college and/or career. In order to address this need we will implement programs targeted to, but not limited to, each of these two student groups in Goal 3 Action 9. This action is provided LEA - wide to all students in grades 9-12 and we expect that all students will benefit. Although there are many Latinx and African American students that do not fall within one of the unduplicated student groups, there is significant overlap. Given that, we believe that significant numbers of unduplicated students will benefit from these programs and expect to see increases in the percentage of unduplicated students meeting graduation requirements, A-G requirements, and the College and Career indicator on the California School Dashboard. This action is being carried over from the previous LCAP however significant portions of the program were not implemented due to the pandemic. Despite this, the graduation rate for low-income and English learner student groups has increased.

3.13 Targeted Services for English Learners
After assessing the needs, conditions, and circumstances of English Learners we learned of the following needs: students at the beginning levels of language proficiency needed supplemental resources to support language development, all English Learners were in need of one on one or small group supports to access the core curriculum, and school sites needed additional supports to provide professional learning to English Language Development teachers and to structure targeted services to English Learners within the school day. This action provides for access to Imagine Learning Software, bilingual tutors, and English Learner Teacher leaders to provide increased and improved services to English Learners that are beyond what is provided to all students. This action is being carried over from the previous LCAP based on evidence that English Learners have increased graduation rates, and at the K-5 level are performing within a few percentage points of their non-English Learner peers on mathematics local assessments given during 2020-2021.

3.14 Foster Youth Supports
After assessing the needs, conditions, and circumstances of Foster Youth we learned of the following needs: students were in need of mental health counseling, academic tutoring, and enrichment experiences. This action provides access to increased services through a Mental Health Support Provider with dedicated time to support Foster Youth, academic tutoring provided through a vendor that specializes in working with Foster Youth, and enrichment field trips. These services are beyond what is provided to all students. This action is being carried over from the previous LCAP based on feedback gathered from parents of foster youth that these services are what is most needed by this student group at this time.

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

In aggregate these twelve (12) actions more than meet the requirement for increasing or improving services for foster youth, English Learners, and low-income students by 25.05% creating a robust program for unduplicated students. These action include:

Action 1.2 Non-English-Speaking Parent Support
Action 1.4 Parent Institute for Quality Education (PIQE)
Action 1.7 Foster Youth Parent Outreach and Engagement

Action 2.2.a., 2.2.b. Multi-Tiered System Supports, Academic Support Providers, and Chronic Absence
Action 2.10 Positive Youth Justice Initiative
Action 2.11 Student Nutrition Supports
Action 3.5 Early Childhood Education Enhancement
Action 3.7 Alternative Schools Support
Action 3.8 College and Career Readiness
Action 3.9 College Preparatory Programs
Action 3.13 Targeted Services for English Learners
Action 3.14 Foster Youth Supports

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

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

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

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

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

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

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

Plan Summary

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

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

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

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

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

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

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

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

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

Stakeholder Engagement

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

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

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

advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school site and district-level goals and actions.

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the

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

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

Goals and Actions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

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

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

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

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

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

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

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

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

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

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

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

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

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$20,826,822.00	$0	$1,194,543.00	$902,569.00	$22,923,934.00

Totals:	Total Personnel	Total Non personnel
Totals:	$14,373,839.00	$8,550,095.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	1.1 Parent/Family Engagement and Education	$362,055.00				$362,055.00
1	2	English Learners Foster Youth Low Income	1.2 Non-English-Speaking Parent/Guardian Support	$489,180.00				$489,180.00
1	3	All	1.3 Parent and Community Volunteer Support	$30,000.00				$30,000.00
1	4	English Learners Foster Youth Low Income	1.4 Parent Involvement for Quality Education Program	$20,000.00				$20,000.00
1	5	African American Student Group	1.5 African American Parent Network (AAPN)	$30,000.00				$30,000.00
1	6	All	1.6 Professional Learning: Parent /Community Engagement	$571,050.00				$571,050.00
1	7	Foster Youth	1.7 Foster Youth Parent Outreach and Engagement				$5,000.00	$5,000.00
1	8	All	1.8 Parent and Community Communication Systems	$247,669.00				$247,669.00
2	1	All	2.1 Positive School Culture and Climate					$0
2	2	Foster Youth Low Income	2.2 Development of Multi-Tiered Systems of Support	$1,980,525.00				$1,980,525.00
2	3	All	2.3. Campus Safety	$171,040.00				$171,040.00
2	4	All	2.4. Social Emotional Learning					$0
2	5	All	2.5. Facilities Improvements	$630,708.00				$630,708.00
2	6	All	2.6. Teacher Recruitment	$90,467.00			$44,000.00	$134,467.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	7	All	2.7. Teacher Induction Program	$260,857.00		$194,543.00		$455,400.00
2	8	Pregnant and Parenting Students	2.8. Expecting and Parenting Student Support Program	$208,152.00				$208,152.00
2	9	All	2.9. Student Mental Health and Trauma Informed Care	$1,705,763.00				$1,705,763.00
2	10	Foster Youth Low Income	2.10. Positive Youth Justice Initiative	$107,313.00				$107,313.00
2	11	Low Income	Student Nutrition Supports					$0
2	12	All	2.12. Student Engagement and Recognition	$165,509.00				$165,509.00
2	13	All	2.13. Professional Learning: Effective Learning Environments	$599,568.00				$599,568.00
2	14	All	2.14. Attendance Awareness and Improvement Program					$0
2	15	All	2.15 Enhanced Transportation Services	$265,094.00				$265,094.00
2	16	All	Risk Management	$189,305.00				$189,305.00
3	1	All	3.1 Common Core Aligned Curriculum and Instruction	$2,509,303.00		$1,000,000.00	$450,463.00	$3,959,766.00
3	2	All	3.2 21st Century Technology Environments	$2,773,441.00				$2,773,441.00
3	3	All	3.3. Curriculum Enrichment Programs	$1,240,707.00				$1,240,707.00
3	4	All	3.4 Staffing at Choice Schools	$1,652,088.00				$1,652,088.00
3	5	Low Income	3.5 Early Childhood Education Enhancement	$33,855.00				$33,855.00
3	6	All	3.6. Professional Learning for Teaching and Learning	$1,099,127.00				$1,099,127.00
3	7	Foster Youth Low Income	3.7 Alternative Schools Support	$564,345.00				$564,345.00
3	8	English Learners Foster Youth Low Income	3.8 College and Career Readiness	$292,408.00				$292,408.00
3	9	English Learners Low Income	3.9 College Preparatory Program	$214,981.00				$214,981.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	10	Native American	3.10. Native American Student Support	$4,000.00				$4,000.00
3	11	All	3.11 Academic Multi-Tiered Systems of Support (MTSS)	$1,167,188.00			$220,000.00	$1,387,188.00
3	12	Rising 5th and 8th grade students	3.12. Summer Bridge Programs	$51,196.00				$51,196.00
3	13	English Learners	3.13. Targeted Services for English Learners (EL)	$999,928.00			$183,106.00	$1,183,034.00
3	14	Foster Youth	3.14. Foster Youth Supports	$100,000.00				$100,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$4,802,535.00	$4,990,641.00
LEA-wide Total:	$2,577,018.00	$2,577,018.00
Limited Total:	$1,133,783.00	$1,321,889.00
Schoolwide Total:	$1,091,734.00	$1,091,734.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	1.2 Non-English-Speaking Parent/Guardian Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$489,180.00	$489,180.00
1	4	1.4 Parent Involvement for Quality Education Program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: To be determined each year To be determined each year	$20,000.00	$20,000.00
1	7	1.7 Foster Youth Parent Outreach and Engagement	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$5,000.00
2	2	2.2 Development of Multi-Tiered Systems of Support	LEA-wide	Foster Youth Low Income	All Schools	$1,980,525.00	$1,980,525.00
2	10	2.10. Positive Youth Justice Initiative	LEA-wide	Foster Youth Low Income	6-12	$107,313.00	$107,313.00
2	11	Student Nutrition Supports	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$0	$0
3	5	3.5 Early Childhood Education Enhancement	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Add	$33,855.00	$33,855.00
3	7	3.7 Alternative Schools Support	Schoolwide	Foster Youth Low Income	Specific Schools: Everest Academy, Leadership Academy,	$564,345.00	$564,345.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					Independent Study Academy, and John Finney High School		
3	8	3.8 College and Career Readiness	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools	$292,408.00	$292,408.00
3	9	3.9 College Preparatory Program	Schoolwide	English Learners Low Income	Grades 9-12	$214,981.00	$214,981.00
3	13	3.13. Targeted Services for English Learners (EL)	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$999,928.00	$1,183,034.00
3	14	3.14. Foster Youth Supports	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$100,000.00	$100,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		