

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	San Pasqual Valley Unified School District
<b>CDS Code:</b>	13632140000000
<b>LEA Contact Information:</b>	Name: Katrina León Position: Superintendent Email: kleon@spvUSD.org Phone: (760) 572-0222 x2088
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

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

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$8,132,509
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$1,974,505
<b>All Other State Funds</b>	\$1,254,871
<b>All Local Funds</b>	\$324,318
<b>All federal funds</b>	\$5,172,531
<b>Total Projected Revenue</b>	\$14,884,229

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$18,080,183
<b>Total Budgeted Expenditures in the LCAP</b>	\$3,260,962
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$2,956,249
<b>Expenditures not in the LCAP</b>	\$14,819,221

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$1,507,000
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$1,672,743

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$981,744
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$165,743

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	For the 2021-22 school year, the District is projected to spend all of the Supplemental and Concentration funds allotted to them. The District uses the base LCFF funds to operate the schools employing approximately 120 staff including teachers, para professionals, administration, cafeteria workers, bus drivers, custodians, and grounds. The funds are also used to maintain facilities, grounds and transportation. In addition to the actions described in the LCAP, the District funds the following: a Preschool program with a certificated teacher and two paraprofessionals, a community day school with a certificated teacher and paraprofessional, a

	WASC accredited continuation school with 2.0 certificated teachers and a paraprofessional, a Adult Education program with a certificated teacher, an Agriculture program with a certificated teacher, low class sizes (<25) at every grade level, and educational field trips for every grade level.
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# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Pasqual Valley Unified School District

CDS Code: 13632140000000

School Year: 2021-22

LEA contact information:

Katrina León

Superintendent

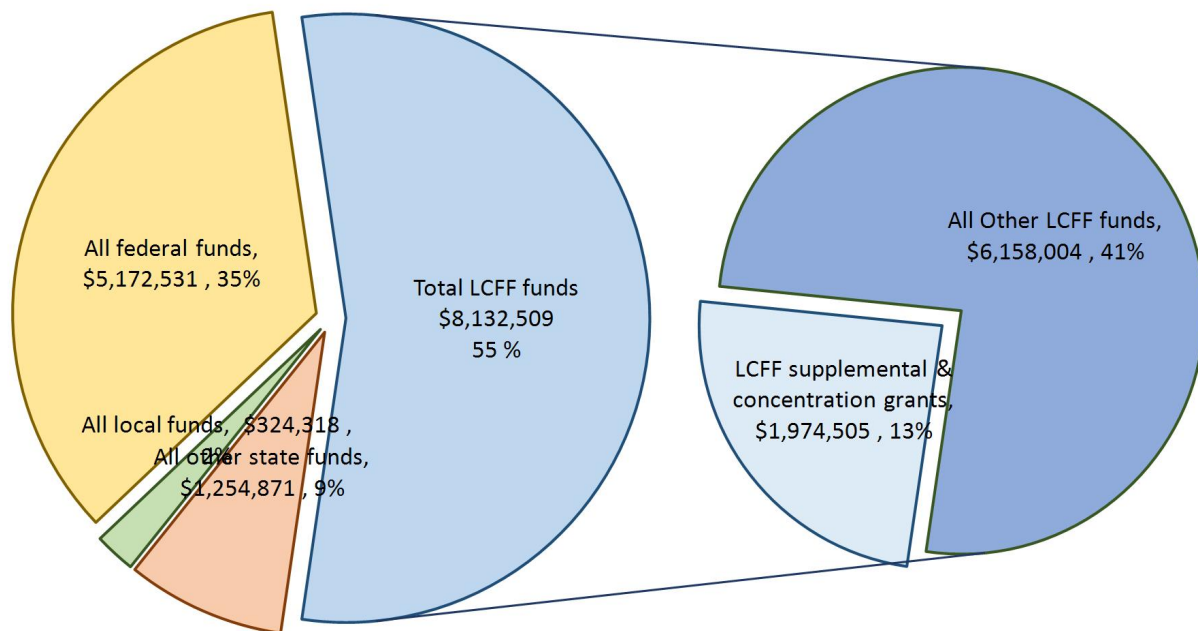
kleon@spvusd.org

(760) 572-0222 x2088

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



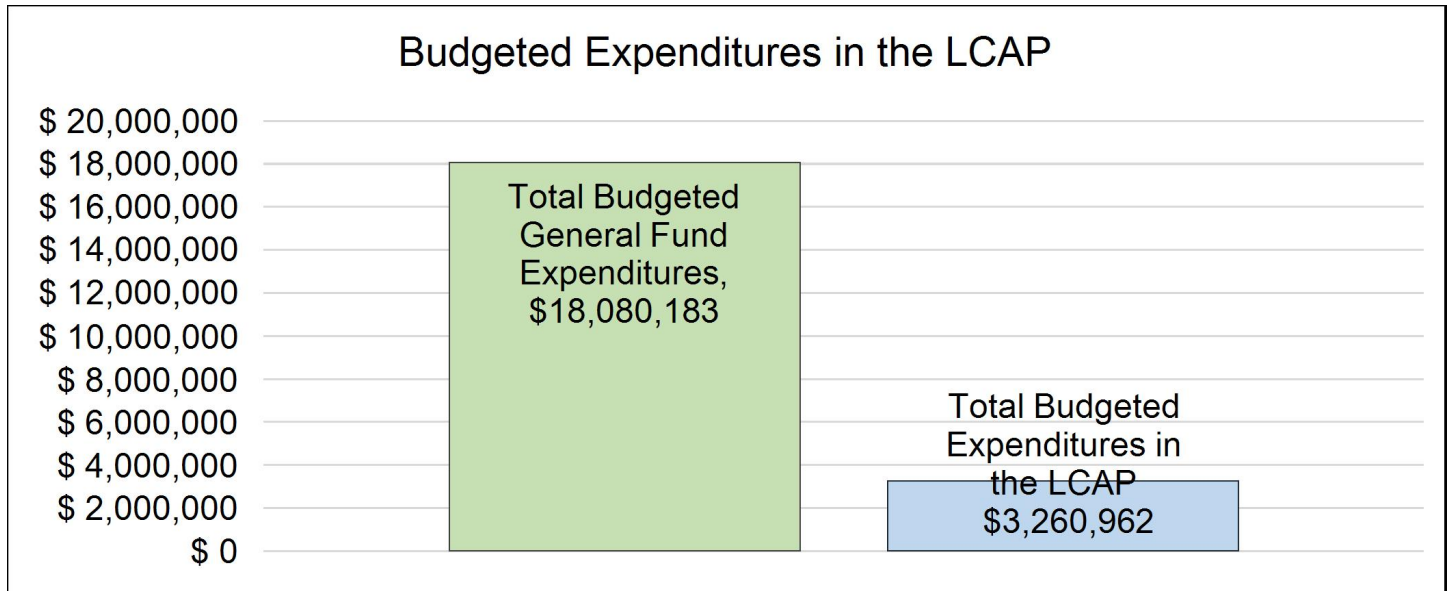
This chart shows the total general purpose revenue San Pasqual Valley Unified School District expects to receive in the coming year from all sources.

The total revenue projected for San Pasqual Valley Unified School District is \$14,884,229, of which \$8,132,509 is Local Control Funding Formula (LCFF), \$1,254,871 is other state funds, \$324,318 is local

funds, and \$5,172,531 is federal funds. Of the \$8,132,509 in LCFF Funds, \$1,974,505 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much San Pasqual Valley 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.

San Pasqual Valley Unified School District plans to spend \$18,080,183 for the 2021-22 school year. Of that amount, \$3,260,962 is tied to actions/services in the LCAP and \$14,819,221 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

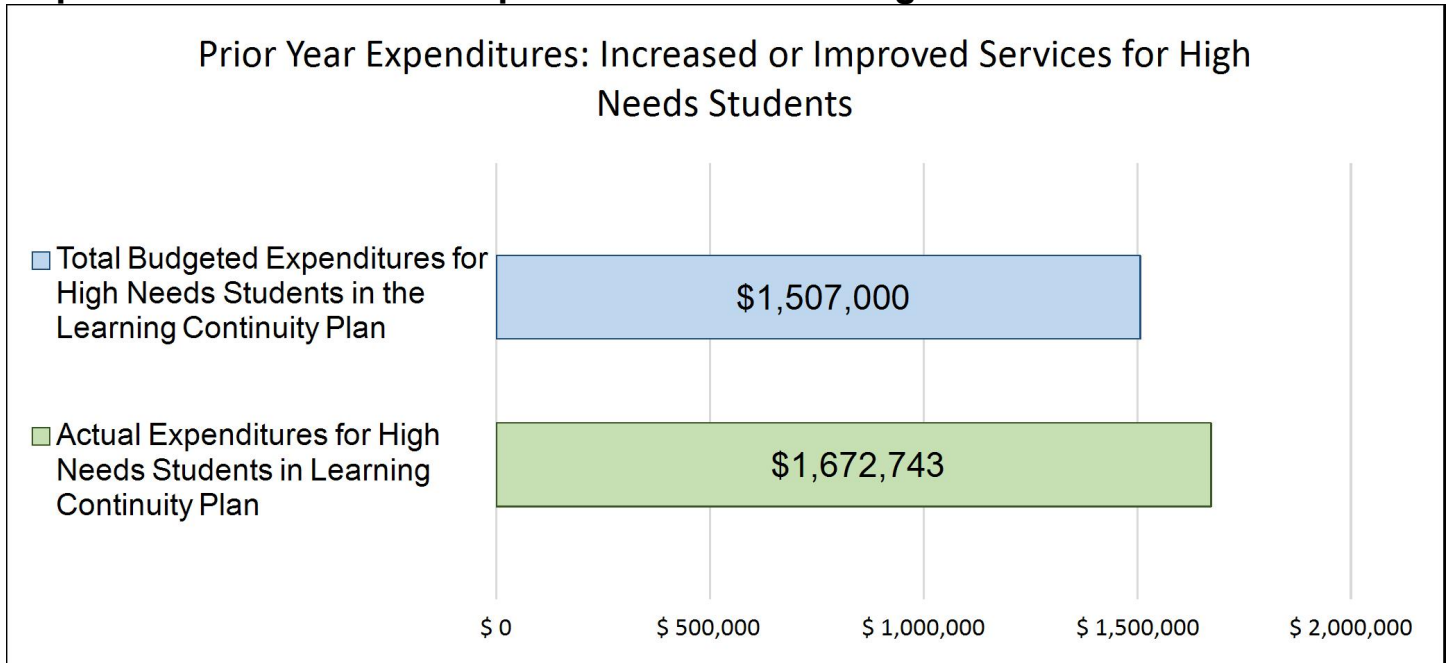
For the 2021-22 school year, the District is projected to spend all of the Supplemental and Concentration funds allotted to them. The District uses the base LCFF funds to operate the schools employing approximately 120 staff including teachers, para professionals, administration, cafeteria workers, bus drivers, custodians, and grounds. The funds are also used to maintain facilities, grounds and transportation. In addition to the actions described in the LCAP, the District funds the following: a Preschool program with a certificated teacher and two paraprofessionals, a community day school with a certificated teacher and paraprofessional, a WASC accredited continuation school with 2.0 certificated teachers and a paraprofessional, a Adult Education program with a certificated teacher, an Agriculture program with a certificated teacher, low class sizes (<25) at every grade level, and educational field trips for every grade level.

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

In 2021-22, San Pasqual Valley Unified School District is projecting it will receive \$1,974,505 based on the enrollment of foster youth, English learner, and low-income students. San Pasqual Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Pasqual Valley Unified School District plans to spend \$2,956,249 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what San Pasqual Valley 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 San Pasqual Valley 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, San Pasqual Valley Unified School District's Learning Continuity Plan budgeted \$1,507,000 for planned actions to increase or improve services for high needs students. San Pasqual Valley Unified School District actually spent \$1,672,743 for actions to increase or improve services for high needs students in 2020-21.



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

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

LEA Name	Contact Name and Title	Email and Phone
San Pasqual Valley Unified School District	Katrina León Superintendent	kleon@spvUSD.org (760) 572-0222 x2088

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

# Goal 1

By the year 2020, the percentage of students who are chronically absent, missing partial days, tardy more than 30 minutes, and students who miss before or after a weekend and/or holiday will be decreased by 15%. The average number of students absent per day will decrease by 30 and the total number of days missed by chronically absent students will decrease by 300 as measured by reports from Synergy and daily absence logs. The average ADA for the District will increase by 11% to 681.  
(State Priorities 3 – Parent Involvement and 5 Pupil Engagement)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> ATD 604 Report - Average ADA 604 ATD 401 Report - 137 students with 18 or more absences Student absences average 50 per day Daily absence logs from site attendance clerks SARB/SART Reports.	For 19-20, the ADA on P2 was 597 out of 735 for a percentage of 81.22%. This did not meet our goal of 604/708 or a percentage of 85.3%. We did not meet our goal by 4.1%. Our attendance is also declining and we have an active enrollment of 632 and last year our active enrollment was 681 for decline of 49 students.
<b>19-20</b> For 19-20, the ADA would be 630. The number of chronically absent students (cumulative enrollment) would decrease by 5% to 126. This would automatically decrease the average number of days absent and lost instructional days. The number of absences missed by Chronically absent students will decrease by 5% to 2961.	To calculate Chronic Absentee's with school closing on March 16, 2020, it is based on 129 days of school enrolled, meaning students with 13 or more absences would be considered chronically absent which could skew the numbers since some students may never have hit 18 absences. The 19-20 number of students with less than 90% attendance is 165 out of 735 or a percentage of 22.4% TK-12. This number surpasses the goal of 126 students. For 18-19 there were 137 students with 18 or more absences out of 794 cumulatively enrolled, for a percentage of 17.2%. This shows an increase of 5.2%.  Students with less than 90% attendance missed 4,108 days of school. This number already surpassed that goal of 2,961 set for 19-20.

Expected	Actual
<b>Baseline</b> Average number of student absences - 55 137 students with 18 or more absences. Chronically absent students total days missed - 3,676 Average ADA 604/708 students.	For 19-20 we averaged 51.3 students absent per day, with some days being significantly higher starting in January. This does meet our goal of an average of 55 students absent by 3.7 students.

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Award Attendance Incentive Mini-grants to sites at the rate of \$1500 per site. Sites will be required to submit a plan to improve attendance including activities for students and a budget that shows that they have reviewed the data from the previous year and adjusted their plan. Sites will also be required to address Monday absences. Sites will also hold a parent meeting to reveal their attendance plan to parents. Attendance Committees will meet District Wide on at least a quarterly basis.	<p>Student and family incentives for improving attendance 4000-4999: Books And Supplies Lottery \$4,500</p> <p>A school site committee will continue to meet to review attendance and modify the plan to include activities and rewards that focus on Monday/Friday attendance. Not Applicable Other \$0</p> <p>Snacks and supplies for parent meeting to review plan with parents 4000-4999: Books And Supplies Supplemental and Concentration \$450</p> <p>Child Care provider for parent meeting 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$300</p>	<p>Student and family incentives for improving attendance 4000-4999: Books And Supplies Lottery \$4,500</p> <p>A school site committee met to review attendance and modified the plan to include activities and rewards that focused on Monday/Friday attendance. Not Applicable Other \$0</p> <p>Snacks and supplies for parent meeting to review plan with parents 4000-4999: Books And Supplies Supplemental and Concentration \$450</p> <p>Child Care provider for parent meeting was not required as sites found alternate methods to disseminate information regarding their attendance plans. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>1.2 Administration will meet with staff monthly to review the attendance data for the site. This data will be gleaned from the weekly update distributed through email by the District as well as daily contact logs distributed through email by the attendance clerks. Sites will review their mini-grant and provide an update on the goals to the District office quarterly. Data will include Monday/Friday absences, overall attendance, and improvement by Chronic Absentees. This data will be shared with all site stakeholders not only the Attendance Committee.</p>	<p>There is no cost associated with this action. Not Applicable Other \$0</p>	<p>There is no cost associated with this action. Not Applicable Other \$0</p>
<p>1.3 A team of paraprofessionals and support staff will continue to be provided to assist sites with truancy and chronic absenteeism. This team will make phone calls, conduct home visits, meet with students, hold SST meetings, hold SART meetings and provide resources to both students and families. A portion of Outreach Consultant salaries were moved to CARES funding.</p>	<p>3 Full Time Outreach Consultants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$159,616</p> <p>1 FTE Community Liaison 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$16,082</p> <p>1 FTE School Resource Officer 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$150,000</p> <p>1 FTE Student Behavior/Alternative Discipline Specialist 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$51,972</p> <p>2 FTE Attendance Clerks 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$86,863</p> <p>1 FTE Grant Funded Grant Program Manager for the Native Youth Community Project Grant.(.5 year) 2000-2999:</p>	<p>3 Full Time Outreach Consultants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$84,948</p> <p>1 FTE Community Liaison 2000-2999: Classified Personnel Salaries Federal Funds \$16,082</p> <p>1 FTE School Resource Officer 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$97,745</p> <p>1 FTE Student Behavior/Alternative Discipline Specialist 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$32,007</p> <p>2 FTE Attendance Clerks 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$93,135</p> <p>1 FTE Grant Funded Grant Program Manager for the Native Youth Community Project Grant.(1 year) 2000-2999: Classified</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Classified Personnel Salaries Federal Funds \$41,118</p> <p>1 FTE School Psychologist 1000-1999: Certificated Personnel Salaries Special Education \$78,946</p> <p>1 District Nurse 5000-5999: Services And Other Operating Expenditures Base \$46,467</p> <p>1 FTE Student Health Care Specialist 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$35,498</p> <p>3 Full Time Outreach Consultants 2000-2999: Classified Personnel Salaries Title I \$11,985</p> <p>3 Full Time Outreach Consultants 3000-3999: Employee Benefits Supplemental and Concentration 74,535</p> <p>3 Full Time Outreach Consultants 3000-3999: Employee Benefits Title I \$5,597</p> <p>1 FTE Community Liaison 2000-2999: Classified Personnel Salaries Federal Funds \$16,082</p> <p>1 FTE Community Liaison 3000-3999: Employee Benefits Supplemental and Concentration \$10,182</p> <p>1 FTE Community Liaison 3000-3999: Employee Benefits Federal Funds \$10,182</p>	<p>Personnel Salaries Federal Funds \$89,381</p> <p>1 FTE School Psychologist 1000-1999: Certificated Personnel Salaries Special Education \$52,697</p> <p>1 District Nurse 5000-5999: Services And Other Operating Expenditures Base \$57,380</p> <p>1 FTE Student Health Care Specialist 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$24,563</p> <p>3 Full Time Outreach Consultants 2000-2999: Classified Personnel Salaries Title I \$15,183</p> <p>3 Full Time Outreach Consultants 3000-3999: Employee Benefits Supplemental and Concentration \$84,627</p> <p>3 Full Time Outreach Consultants 3000-3999: Employee Benefits Title I \$7,546</p> <p>1 FTE Community Liaison 2000-2999: Classified Personnel Salaries Federal Funds \$36,482</p> <p>1 FTE Community Liaison 3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>1 FTE Community Liaison 3000-3999: Employee Benefits Federal Funds \$20,614</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>1 FTE Student Behavior/Alternative Discipline Specialist 3000-3999: Employee Benefits Supplemental and Concentration \$26,434</p> <p>2 FTE Attendance Clerks 3000-3999: Employee Benefits Supplemental and Concentration \$47,480</p> <p>1 FTE Grant Funded Grant Program Manager for the Native Youth Community Project Grant.(.5 year) 3000-3999: Employee Benefits Federal Funds \$18,007</p> <p>1 FTE School Psychologist 3000-3999: Employee Benefits Special Education \$29,983</p> <p>1 FTE Student Health Care Specialist 3000-3999: Employee Benefits Supplemental and Concentration \$21,218</p>	<p>1 FTE Student Behavior/Alternative Discipline Specialist 3000-3999: Employee Benefits Supplemental and Concentration \$16,177</p> <p>2 FTE Attendance Clerks 3000-3999: Employee Benefits Supplemental and Concentration \$47,712</p> <p>1 FTE Grant Funded Grant Program Manager for the Native Youth Community Project Grant.(1 year) 3000-3999: Employee Benefits Federal Funds \$28,750</p> <p>1 FTE School Psychologist 3000-3999: Employee Benefits Special Education \$16,460</p> <p>1 FTE Student Health Care Specialist 3000-3999: Employee Benefits Supplemental and Concentration \$21,739</p>
<p>1.4 Quarterly parent trainings will be held to discuss the importance of attendance and the effects poor attendance has on success in school and beyond. Parents involved in the SARB process and parents of students who were chronically absent and/or truant will be the primary focus; however, all community members will be invited.</p>	<p>Materials and Supplies for parent meetings 4000-4999: Books And Supplies Supplemental and Concentration \$1,000</p> <p>Child care of parent meetings 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,000</p> <p>Parent Link to reach out to parents and improve notification of meeting times and place. 5000-5999: Services And Other Operating Expenditures</p>	<p>Materials and Supplies for parent meetings 4000-4999: Books And Supplies Supplemental and Concentration \$1,000</p> <p>Child care was not needed as sites found alternate ways to meet with parents. \$0</p> <p>Parent Link to reach out to parents and improve notification of meeting times and place. 5800: Professional/Consulting Services And Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Supplemental and Concentration \$1,000</p> <p>Materials for flyers and invitations for parents to attend the trainings. 4000-4999: Books And Supplies Supplemental and Concentration \$1,000</p> <p>Child care of parent meetings 3000-3999: Employee Benefits Supplemental and Concentration \$316</p>	<p>Supplemental and Concentration \$1,295</p> <p>Materials and flyers were not needed as sites found alternate ways to meet with parents. \$0</p> <p>Child care was not needed as sites found alternate ways to meet with parents. \$0</p>
<p>1.5 The high school will adopt graduation ceremony criteria that includes an attendance requirement This will begin with a 90% attendance requirement for the class of 2018, 2019, and 2020 for the their respective Senior years. Students who are Foster and Homeless youth will be handled on a case by case basis to ensure there are not penalties for attendance issues that were beyond their control.</p>	<p>\$0</p>	<p>\$0</p>
<p>1.6 Students who are tardy and or absent will make up seat time missed after school and during Saturday School. The focus will be students whose absences and tardies are unexcused and will assist students in meeting promotion and graduation criteria. All three sites will offer Saturday School.</p>	<p>Salary for 3 teacher for Saturday School 1000-1999: Certificated Personnel Salaries Base \$5,120</p> <p>3 Paraprofessional Salaries for Saturday School - one for the Middle School and One for the High School 2000-2999: Classified Personnel Salaries Base \$1,714</p> <p>Bus Driver Overtime Salary 2000-2999: Classified Personnel Salaries Base \$1,714</p> <p>STEM Kits and Supplies for Saturday School for the Middle School 4000-4999: Books And Supplies Base \$3,114</p>	<p>Salary for 3 teachers for Saturday School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,496</p> <p>3 Paraprofessional Salaries for Saturday School 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,939</p> <p>Bus Driver Overtime Salary 2000-2999: Classified Personnel Salaries Base \$1,500</p> <p>STEM Kits and Supplies for Saturday School for the Middle School were not used. 4000-4999: Books And Supplies Base \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>After School Make Up Seat Time run by In-School Restriction Paraprofessional 2000-2999: Classified Personnel Salaries Base \$32,078</p> <p>Cafeteria staff overtime to prepare meals for Saturday Academy 2000-2999: Classified Personnel Salaries Base \$1,714</p> <p>Cafeteria staff overtime to prepare meals for Saturday Academy 3000-3999: Employee Benefits Base \$1,119</p> <p>3 Paraprofessional Salaries for Saturday School - one for the Middle School and One for the High School 3000-3999: Employee Benefits Supplemental and Concentration \$542</p> <p>Bus Driver Overtime Salary 3000-3999: Employee Benefits Base \$542</p> <p>After School Make Up Seat Time run by In-School Restriction Paraprofessional 3000-3999: Employee Benefits Supplemental and Concentration \$10,156</p>	<p>After School Make Up Seat Time run by In-School Restriction Paraprofessional 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$36,079</p> <p>Cafeteria staff overtime to prepare meals for Saturday Academy 2000-2999: Classified Personnel Salaries Base \$1,714</p> <p>Cafeteria staff overtime to prepare meals for Saturday Academy 3000-3999: Employee Benefits Base \$1,119</p> <p>3 Paraprofessional Salaries for Saturday School - one for the Middle School and One for the High School 3000-3999: Employee Benefits Supplemental and Concentration \$594</p> <p>Bus Driver Overtime Salary 3000-3999: Employee Benefits Base \$460</p> <p>After School Make Up Seat Time run by In-School Restriction Paraprofessional 3000-3999: Employee Benefits Supplemental and Concentration \$21,050</p>
<p>1.7 Sites will communicate with parents regarding attendance and how to communicate with the school at every opportunity. The first opportunity will be the Ice Cream Social at the beginning of the year. Other opportunities include back-to-school night, parent conferences, SST meetings, parent events, etc. District/Site personnel will make positive home visits or meet students at bus stops to talk about</p>	<p>Salaries of personnel to implement and provide the parent training. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1500</p> <p>Salaries of personnel to implement and provide the parent</p>	<p>Parent trainings regarding attendance did not occur. Sites found alternate ways to meet with parents regarding attendance. \$0</p> <p>Parent trainings regarding attendance did not occur. Sites</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
attendance. The Support Team will plan and implement at least 4 parents meetings specifically for attendance.	<p>training. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3000</p> <p>Materials and supplies for parent training and home visits 4000-4999: Books And Supplies Supplemental and Concentration \$1500</p> <p>Transportation Costs for Parents 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$1500</p> <p>Salaries of personnel to implement and provide the parent training. 3000-3999: Employee Benefits Supplemental and Concentration \$950</p> <p>Salaries of personnel to implement and provide the parent training. 3000-3999: Employee Benefits Supplemental and Concentration \$328</p>	<p>found alternate ways to meet with parents regarding attendance. \$0</p> <p>Parent trainings regarding attendance did not occur. Sites found alternate ways to meet with parents regarding attendance. \$0</p> <p>Transportation Costs for Parents did not occur. Sites found alternate ways to meet with parents regarding attendance. \$0</p> <p>Parent trainings regarding attendance did not occur. Sites found alternate ways to meet with parents regarding attendance. \$0</p> <p>Parent trainings regarding attendance did not occur. Sites found alternate ways to meet with parents regarding attendance. \$0</p>
1.8 Sites will analyze a Student Ambassador program that allows cross-age mentors to meet students at the beginning of the day and remind them of the importance and necessity of on-time attendance.	Base \$0	\$0
1.9 Extra Curricular Activity Eligibility Requirements will include attendance. Students must be in attendance with a rate of 90% to participate in any and all extracurricular activities, including sports and field trips.	The Administration will submit the eligibility requirements to the Board for Approval. Once approved, sites will include it in handbooks and distribute it to all students and parents. Not Applicable Other \$0	The Administration submitted the eligibility requirements to the Board for Approval in June of 2019. Once approved, sites included it in handbooks, it was posted on social media, website, sent home with students and explained by coaches and teachers. \$0

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
1.10 To ensure that all students can regularly and safely attend school, transportation is provided to all students.	<p>Transportation Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$280,248</p> <p>Transportation Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$140,190</p> <p>Supplies and maintenance needs for transportation 4000-4999: Books And Supplies Supplemental and Concentration \$272,000</p>	<p>Transportation Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$247,736</p> <p>Transportation Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$120,211</p> <p>Supplies and maintenance needs for transportation 4000-4999: Books And Supplies Supplemental and Concentration \$165,850</p>

## Goal Analysis

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

Chronic Absenteeism was 21.3% in 2019 and 22.6% in 2018, so there was a slight improvement. For the most part the attendance plan was adhered to with some changes at the end of 2019-2020. Attendance during this plan continued to be a challenge. Incentives were helpful, but not necessarily motivational. COVID-19 related circumstances impacted the Actual Expenditures over the three years. Staff were not utilized to full capacity, transportation was underutilized toward the end of 2019-2020, and parent meetings did not occur or occurred in a different format. Moving to an asynchronous and synchronous engagement forms system during distance learning changed attendance plans for 2019-2020. COVID-19 completed revamped how school districts accounted for attendance from March 2020 - June 2021. Many of our efforts by staff were focused on making sure students were engaged and logging into distance learning during the days. Sometimes that meant sending Outreach Specialists to the homes to assist or encourage students to get online or be provided hard copy material. All employees were still funded and worked towards the goal of improving attendance by lowering absences. Fund were used for materials and incentives which were done by delivery in some cases. Childcare and snacks during meetings were not needed or paid for as meetings were online.

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

There have been successes even in the smallest ways. At the end of 2019-2020 there was a significant development between teachers and parents/families that they needed one another for the benefit of the child. This partnership can be nurtured to continue even in a non-COVID environment.



## Goal 2

By the year 2019-2020 San Pasqual Valley Unified School District will create a positive, safe, nurturing environment as evidenced by reduced number of referrals related to school violence, bullying, harassment, and drug use, distribution, and possession thereby decreasing suspension and expulsions and increasing student attendance and reporting of incidents. (State Priorities 6 – School Climate and 3 – Parent Involvement). SPVUSD will provide a narrative summary of progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs in regards to School Climate. This narrative will be based on a locally created survey. SPVUSD will also provide a narrative summary of the findings of the California Healthy Kids Survey.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                              Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> IDS 401 Discipline Report from Synergy California School Dashboard Stakeholder Input Review of discipline records Involuntary Transfers to Bil Manes/Adult Ed California Healthy Kids Survey Locally created parent survey Narrative Summary of Progress	As of the student dismissal date for COVID-19 prevention, March 16, 2020, there were 691 recorded discipline referrals (9 Bill Manes, 252 Elementary, 214 High School, 213 Middle School, and 3 at CDS). Of those, 65 (3 Bill Manes, 30 Elementary, 14 High School, 17 Middle School, and 1 CDS) were for the targeted Education Codes for a percentage of 9.4% of referrals. In 2018-2019, there were 117 referrals for the targeted Education Codes out of 825 referrals for a percentage of 14.2% which is a decline of 4.8% and decline of 52 referrals. This data is skewed because the 2018-2019 data is for an entire school year.
<b>19-20</b> Referrals for before mentioned Education Codes will decrease 100 District-wide. Our Fall Dashboard suspension rate of 6.9% will decrease by .5% to 6.4%. Our projected total expulsion count will decrease from 6 total to 3.	As of the student dismissal date for COVID-19 prevention, March 16, 2020, 31 suspendable incidents were reported for the targeted Education Codes. Bill Manes had 1 incident, Elementary had 12 incidents, Middle School had nine incidents, High School had eight incidents, and the Vocational Academy had one incident. Twenty-seven students accounted for all 31 incidents. There were 68 suspendable incidents reported in Synergy so the targeted Education Codes accounted for 46% of the suspension. In 2018-

Expected	Actual
<p><b>Baseline</b> Current referrals for 48900A1, 48900 J, 48900A2, 48900C, 48900.2, 48900D, 48900.3, and 48900.4 total 143 referrals (63 for the Elementary, 63 for the Middle School, and 17 for the High School). These referrals account for a great portion of the Suspensions and Expulsions.</p> <p>The California School Dashboard shows our Suspension Rate in the ORANGE category with a rate of 18.1% suspensions and a decline from previous years of 1.2%. The High School Suspension Rate is RED with a rate of 17.3% a significant increase of 8.5%. The Middle School Suspension Rate is 29.7% with a significant increase of 6.2%. The Elementary School Suspension Rate is 13.4% with a significant decline of 8.3%.</p> <p>We also had 10 Stipulated Suspended Expulsions related to drug use, possession, and distribution. Our expulsion rate was 0% for the 19/20 school year.</p>	<p>2019, the targeted Education Codes accounted for 59% of the suspensions. That is a decrease of 13%.</p> <p>***The suspension data for the 2018-2019 school year has been configured incorrectly. Based on an error in the District's student information system, in-school restriction in the Responsible Student Center has been coded incorrectly as an in-school suspension. Internal data shows 75 students suspended district-wide at least 1 time. This would indicate a suspension rate of 9.45% rather than the Dashboard rate of 25.8% suspended at least once. This will be corrected for 2020-2021. In 2018, the Suspension Rate on the California School Dashboard was 6.9%, which would have been an increase of 2.55%.</p> <p>There was one stipulated expulsion for harass/threat and intimidation and 2 continuation high school students were involuntarily transferred to Adult Education. Last year there were 6 expulsions. This is a decrease of 5 which met our goal of a decrease of 50%.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Elementary/MS Counselor to address the social emotional needs of the students, provide counseling, and work with students on College and Career Readiness.		Elementary/MS Counselor Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$69,191
2.2 PeaceBuilders will continue to be implemented at the elementary and high school. All three sites received grant funding to also	Materials and Supplies 4000-4999: Books And Supplies Lottery \$500	Counselors and Committees ensured that both Peace Builders and Safe School Ambassadors

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>implement "Safe School Ambassadors" to supplement PeaceBuilders and build a safe climate where bullying is not tolerated.</p>	<p>Each site will continue to use the PeaceBuilder Committee to enforce the concepts and foundations of the PeaceBuilder Program. \$0</p> <p>Incentives for students who are PeaceBuilders of the month, week, etc. 4000-4999: Books And Supplies Lottery \$2,000</p> <p>The high school will implement Safe School Ambassadors. \$0</p> <p>Parent nights/assemblies will be held to explain PeaceBuilders and Safe School Ambassadors to Parents. These events will take place at the beginning of and throughout the school year. 4000-4999: Books And Supplies Lottery \$500</p>	<p>was implemented fully at all three sites. Costs for material and supplies. 4000-4999: Books And Supplies Lottery \$500</p> <p>Each site utilized the PeaceBuilder/Safe Ambassador Committee to enforce the concepts and foundations of the PeaceBuilder Program/Safe Ambassadors programs. \$0</p> <p>Incentives for students who are PeaceBuilders of the month, week, etc. 4000-4999: Books And Supplies Lottery \$2,000</p> <p>The high school implemented Safe School Ambassadors, including student and staff training. \$0</p> <p>Parent Trainings did not take place; however, PeaceBuilder and Safe School Ambassadors were topics of discussion at originally planned parent meetings, Back-To-School Night, Donuts with Dear Ones, and other Advisory Council meetings. 4000-4999: Books And Supplies Lottery \$500</p>
<p>2.3 Training will take place in the Why Try? resilience curriculum to supplement the PeaceBuilders program and to address specific needs of adolescents and teens. Priority will be given to students who are Foster Youth, Homeless Youth, or students who are at risk of school failure.</p>	<p>Up to 6 people to attend Why Try? training. Number of attendees will be reduced if the training is not held locally. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,000</p> <p>Why Try Curriculum 4000-4999: Books And Supplies</p>	<p>No staff was trained in WhyTry? 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>Why Try Curriculum was not purchased 4000-4999: Books And</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Supplemental and Concentration \$1,000</p> <p>PeaceBuilders Committee, Behavior Intervention Specialist, Outreach Consultants and the Counselor will continue to meet to discuss the implementation of the Why Try? program, who would benefit from the program, and how the program will be administered.</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$1,020</p>	<p>Supplies Supplemental and Concentration \$0</p> <p>Why Try was used mostly in the Community Day School. The newly hired Student Behavior Alternative Discipline Specialist was trained in the use of Suite 360 and ISS 360 to address specific behaviors for students. All three counselors and the Student Behavior Alternative Discipline Specialist met on an ongoing basis to discuss student needs. 4000-4999: Books And Supplies Supplemental and Concentration \$500</p>
<p>2.4 The SST Online System will be utilized to document students who are at-risk of school behavior due to disciplinary reasons. Students who are Foster Youth or Homeless Youth will be given an SST upon entry into the sites and will not wait for a teacher referral.</p>	<p>SST Online 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,500</p> <p>SST Online Training for All Staff (Some on site and some off site) Cost of substitutes and travel 1000-1999: Certificated Personnel Salaries Base \$363</p> <p>SST Online Training for All Staff (Some on site and some off site) Cost of substitutes and travel 2000-2999: Classified Personnel Salaries Base \$750</p> <p>Each site will select 1-2 SST Online Coordinators. Not Applicable Other \$0</p> <p>SST Online Training for All Staff (Some on site and some off site) Cost of substitutes and travel</p>	<p>SST Online 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$689</p> <p>Staff was not trained in SST Online this year \$0</p> <p>Staff was not trained in SST Online this year \$0</p> <p>Since SST Online was not utilized, there was no selection of an SST Coordinator. \$0</p> <p>Staff was not trained in SST Online this year \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$250	
<p>2.5 District Leadership Team will investigate and analyze data regarding the use of In-School Restriction/In-School Suspension. Discussion will center around alternative solutions and support for Special Education Students. Discussion will also be held regarding Responsible Student Center and it's use for students needing time away from the classroom as a behavior support and intervention. Responsible Student Center will be coordinated by a certificated employee and supported by a paraprofessional.</p>	<p>Leadership Team Meetings Not Applicable Base \$0</p> <p>1 FTE Responsible Student Center Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$93,532</p> <p>1 FTE Responsible Student Center Paraprofessional 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$32,088</p> <p>1 FTE Responsible Student Center Teacher 3000-3999: Employee Benefits Supplemental and Concentration \$30,425</p> <p>1 FTE Responsible Student Center Paraprofessional 3000-3999: Employee Benefits Supplemental and Concentration \$20,139</p>	<p>Leadership Team Meetings Not Applicable \$0</p> <p>1 FTE Responsible Student Center Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$93,532</p> <p>1 FTE Responsible Student Center Paraprofessional 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$32,088</p> <p>1 FTE Responsible Student Center Teacher 3000-3999: Employee Benefits Supplemental and Concentration \$30,425</p> <p>1 FTE Responsible Student Center Paraprofessional 3000-3999: Employee Benefits Supplemental and Concentration \$20,139</p>
<p>2.6 Student and parent workshops will be conducted to help parents understand the School's Discipline Policy, Education Code regarding Suspensions and Expulsion, why students get suspended and expelled, and how to prevent it. A portion of these workshops will address teen suicide and the red flags associated with teen suicide. These meetings will be held at least at the beginning of each semester.</p>	<p>Materials and supplies needed for the workshops. Including information for parents and students. Copies, flyers, etc. 4000-4999: Books And Supplies Supplemental and Concentration \$500</p> <p>The School Resource Officer will co-present to parents with school staff.(Cost included in Goal 1) 5000-5999: Services And Other</p>	<p>These meetings did not take place. \$0</p> <p>The School Resource Officer spoke with individual students and parents and conducted some classroom presentations on these</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Operating Expenditures Supplemental and Concentration \$150,000</p> <p>Child Care for Workshops 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$500</p> <p>Child Care for Workshops 3000-3999: Employee Benefits Supplemental and Concentration \$158</p>	<p>topics. (Cost included in Goal 1) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>No child care was needed since there were no parent trainings. \$0</p> <p>No child care was needed since there were no parent trainings. \$0</p>
<p>2.7 A support team of Outreach Consultants, Counselors, Behavior Intervention Specialists, and the CHAT program will work with small groups of students and/or individuals to provide counseling and support, behavioral interventions and lessons. These members will also be part of a team that collaborates with COST, SST Teams, IEP Teams, CARE Teams, etc. Special attention will be paid to the needs of Foster Youth, giving them priority in services. The support team will provide professional development for sites on the long-term goals and strategies for improving social-emotional health. (Salaries and Benefits included in Goal 1 - Employees listed were not included in Goal 1)</p>	<p>1 FTE Psychologist (Cost included in Goal 1) 1000-1999: Certificated Personnel Salaries Special Education \$78,946</p> <p>1 FTE Student Behavior/Alternative Discipline (Cost included in Goal 1) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$51,972</p> <p>1 FTE Chat Therapist 5000-5999: Services And Other Operating Expenditures Special Education \$14,961</p> <p>1 FTE School Psychologist (Cost included in Goal 1) 3000-3999: Employee Benefits Special Education \$29,983</p> <p>1 FTE Student Behavior/Alternative Discipline (Cost included in Goal 1) 3000-3999: Employee Benefits</p>	<p>1 FTE Psychologist (Cost included in Goal 1) 1000-1999: Certificated Personnel Salaries Special Education \$0</p> <p>1 FTE Student Behavior/Alternative Discipline (Cost included in Goal 1) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0</p> <p>1 FTE Chat Therapist 5000-5999: Services And Other Operating Expenditures Special Education \$14,466</p> <p>1 FTE School Psychologist (Cost included in Goal 1) 3000-3999: Employee Benefits Special Education \$0</p> <p>1 FTE Student Behavior/Alternative Discipline (Cost included in Goal 1) 3000-3999: Employee Benefits</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration \$26,434	Supplemental and Concentration \$0
2.8 Campus Security will work with the School Resource Officer to supervise students, prevent problems from occurring, and intervene as early as possible.	2 FTE Campus Security 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$49,885  2 FTE Campus Security 3000-3999: Employee Benefits Supplemental and Concentration \$35,753	2 FTE Campus Security 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$47,894  2 FTE Campus Security 3000-3999: Employee Benefits Supplemental and Concentration \$34,741
2.9 Quarterly meetings will be scheduled with the School Resource Officer, Sheriff's Department, Quechan Police Department and campus security to discuss issues facing our students. We will also discuss the needs of the District.	\$0	\$0
2.10 Culturally sensitive activities will be planned that reflect the cultural traditions and customs of all students.	The District will support the Annual Pow-Wow with in-kind contributions. 2000-2999: Classified Personnel Salaries Lottery \$3,000  The District will support the Annual Pow-Wow with in-kind contributions. 4000-4999: Books And Supplies Lottery \$5,000  The District will support educational opportunities that enhance cultural education of all students. 5000-5999: Services And Other Operating Expenditures Federal Funds \$5,000	Although the COVID-19 and weather caused the cancellation of the Pow-Wow, there were some cost associated with planning. 2000-2999: Classified Personnel Salaries Base \$3,000  Although the COVID-19 and weather caused the cancellation of the Pow-Wow, there were some cost associated with planning. 4000-4999: Books And Supplies Lottery \$3,357  The District supported educational opportunities that enhanced cultural education of all students. 5000-5999: Services And Other Operating Expenditures Federal Funds \$1,180

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
2.11 Health Class will continue to be a part of the master schedule on both the middle and high school campuses. This class will teach skills related to HIV/AIDS awareness, comprehensive sexual education, and positive life choices.	<p>The middle school will implement the Choosing the Best Series for instruction during PE/Health periods. 4000-4999: Books And Supplies Lottery \$2,500</p> <p>The high school will utilize a researched based curriculum that meets the state requirements as part of a "wheel" of Freshman required courses. Not Applicable Base \$0</p> <p>Health will be written into the master schedule at both sites. Not Applicable Base \$0</p> <p>Staff will provided professional development in the area of a well-rounded health related/positive choice curriculum. Not Applicable Base \$0</p>	<p>The middle school implemented the Choosing the Best Series for instruction during PE/Health periods. No additional items needed. 4000-4999: Books And Supplies Lottery \$0</p> <p>The high school utilized a researched based curriculum that meets the state requirements as part of a "wheel" of Freshman required courses. Not Applicable \$0</p> <p>Health was written into the master schedule at both sites. Not Applicable \$0</p> <p>Staff was provided professional development in the area of a well-rounded health related/positive choice curriculum when available. Not Applicable \$0</p>
2.12 Sites will survey students for input on the discipline plan and possible ways to improve culture in on their campus.	No Cost Not Applicable \$0	California Healthy Kids Survey Not Applicable \$0

## Goal Analysis

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

From 2017 to 2020 there was a reduction in expulsions and suspensions. However, the information is skewed as SPVUSD did not have students on campus from mid-March 2020 through the end of the school year. The unused Actions/Services budgeted were largely due to COVID-19 at the end of the 2019-2020 school year. Some of the unused funds were budgeted for cultural traditions and customs of all students. These programs slowed down or stopped in March 2020. Funds mentioned above for staffing were spent on staff. The SRO was only paid through March 2020. Some of the personnell mentioned above have a \$0 as their cost was included in Goal 1. Childcare and snacks were not needed for meetings as all meeting took place online after March.

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

Implementation of Why Try? student curriculum was successful as students and staff were receptive to material/training. The other SEL related materials/trainings/philosophy were also a great success as staff has realized the amount of trauma many of our students come to school holding. There have been significant conversations regarding coping strategies, continued training, review of discipline matrix, and positive interactions with students consistently to reinforce good behavior. Challenges were related to family/student access due to on-going COVID-19 concerns. Multiple efforts were made to engage parents in the SEL training via online. There were some family interest and participation, but not the numbers SPVUSD would have liked. Many actions were not taken as students were at home, including no CAASPP testing during 2019-2020.

## Goal 3

By 2019-2020 the ALL STUDENT group of the San Pasqual Valley Unified School District will progress one color band per year on the California School Dashboard by increasing the average district scale score and decreasing the District distance from 3. This will be evidenced on the Dashboard for Academics – English Language Arts and Math, and English Learning Progress. Our number of English Learners making one year's progress will increase by 3% per year and our RFEP rate will increase at an equal rate. The Students with Disabilities subgroup will progress one color band per year. All students will be instructed by credentialed, highly qualified teachers utilizing standards aligned textbooks for all students including English Learners, Foster Youth, and students whose families are classified as low income. A narrative based on locally created tool to measure implementation of California State Standards will be conducted and analyzed. (State Priorities 4 – Pupil Achievement, 8 – Other Outcomes, 2 - Implementation of State Standards, 1 – Basic Conditions, and 7 – Course Access)

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> California School Dashboard State-wide Assessment for ELPAC/CELDT CAASPP Public Reporting Site Site Master Schedules i-Ready Diagnostics Rosetta Stone Diagnostics Williams Report on Teacher Assignments Title II Report - Assignments of Teachers Narrative based on locally created tool to measure implementation of California State State Standards.	<p>The 2019 Dashboard shows that in English Language Arts, the ALL Student group had a performance indicator of Orange and maintained at -2.1 points from Standard. The performance indicator did not progress one color, it actually declined from Yellow to Orange; however, we did meet the goal of not decreasing or significantly decreasing when the student group maintained at -2.1 points from Standard.</p> <p>The 2019 Dashboard shows that in Mathematics, the ALL Student group had a performance indicator of Red and maintained at -2.6 points from Standard. The performance indicator did not progress one color, it actually declined from Orange to Red; however, we did meet the goal of not decreasing or significantly decreasing when the student group maintained at -2.6 points from Standard.</p>

Expected	Actual
<p><b>19-20</b> The ALL student group will progress one color band according to the CA School Dashboard by decreasing the distance from three and showing a significant increase. In ELA the ALL student group will maintain at least YELLOW, and in mathematics from ORANGE to YELLOW. No sites will show a decrease of a significant decrease on the California School Dashboard.</p> <p><b>Baseline</b> According to the 2016 CAASPP Public Reporting Website we did not meet the expected outcomes. In the area of English Language Arts, 2% Exceeded Standard, 18% Met the Standard, 29% Nearly Met the Standard, and 51% Did not Meet the Standard. Also the California School Dashboard shows our ALL STUDENT Group is ORANGE with 67.4 points below 3 and a decline of 2.6 points. In the area of Mathematics, 2% Exceeded Standard, 6% Met the Standard, 25% Nearly Met the Standard, and 67% Did not Meet the Standard. Also, the California School Dashboard shows our ALL STUDENT Group is RED with 104.2 points below 3 and a significant decline of 13.4 points. According to the 2016 CAASPP Public Reporting Website we did not meet the expected outcomes. The California School Dashboard also shows our English Learner Progress as RED with only 47.3% of students making one year's progress on the CELDT and a significant decline of 10.8%. Our reclassification rate was 4.3% for the 15-16 school year.</p> <p>Master Schedules also show that EL students are not afforded an elective. In lieu of an elective, EL Students take English Language Development.</p>	<p>At the elementary, the All Student group declined by 4.7 points in ELA and 12.6 points in Mathematics. They had a performance indicator of Orange in both areas.</p> <p>At the middle school, the All Student group increased by 7.3 points in ELA and 9.4 points in Mathematics. They had a performance indicator of Yellow in ELA and Orange in Mathematics.</p> <p>At the high school, the All Student group increased by 31.1 points in English Language Arts and 13.4 points in Mathematics. They had a performance indicator of Yellow in ELA and Orange in Mathematics.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1 SPVUSD will refine the implementation of Houghton Mifflin Harcourt Journeys (K-5) and Collections (6-8.) These State Board of Education Program 2 Approved textbooks are standards aligned and address the needs of all students including English Learners and Special Education Students. The District will adopt Amplify as the District's NGSS Science Curriculum beginning in 2019-2020.</p>	<p>Collections 2017 English Language Arts (6-8) Replacement Costs 4000-4999: Books And Supplies Lottery \$1,500</p> <p>Journeys 2017 English Language Arts (K-5) Replacement Costs 4000-4999: Books And Supplies Lottery \$1,500</p> <p>Professional Development on August 7, 2019 for the implementation of Amplify. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,500</p> <p>August Professional Development Day - Cost of teacher rate for attendance 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$23,500</p> <p>August Professional Development Day - Cost of classified rate for attendance 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$8,270</p> <p>Purchase of Amplify for TK-5 as the District's adopted NGSS Science Curriculum 4000-4999: Books And Supplies Base \$75,000</p>	<p>Collections 2017 English Language Arts (6-8) Replacement Costs 4000-4999: Books And Supplies Lottery \$1,962</p> <p>Journeys 2017 English Language Arts (K-5) Replacement Costs( not needed) 4000-4999: Books And Supplies Locally Defined \$0</p> <p>Professional Development on August 7, 2019 for the implementation of Amplify. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,500</p> <p>August Professional Development Day - Cost of teacher rate for attendance 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$23,500</p> <p>August Professional Development Day - Cost of classified rate for attendance 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$8,270</p> <p>Purchase of Amplify for TK-5 as the District's adopted NGSS Science Curriculum 4000-4999: Books And Supplies Base \$66,094</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	<p>Purchase of Amplify for 6-8 as the District's adopted NGSS Science Curriculum 4000-4999: Books And Supplies Base \$76,215</p> <p>August Professional Development Day - Cost of teacher rate for attendance 3000-3999: Employee Benefits Supplemental and Concentration \$5,136</p> <p>August Professional Development Day - Cost of classified rate for attendance 3000-3999: Employee Benefits Supplemental and Concentration \$2,618</p>	<p>Purchase of Amplify for 6-8 as the District's adopted NGSS Science Curriculum 4000-4999: Books And Supplies Base \$80,567</p> <p>August Professional Development Day - Cost of teacher rate for attendance 3000-3999: Employee Benefits Supplemental and Concentration \$5,136</p> <p>August Professional Development Day - Cost of classified rate for attendance 3000-3999: Employee Benefits Supplemental and Concentration \$2,618</p> <p>Purchase of Amplify for TK-5 as the District's adopted NGSS Science Curriculum 4000-4999: Books And Supplies Lottery \$16,000</p>
<p>3.2 High School Math, ELA, and ELD Departments will receive coaching and lesson study through a contract with the Imperial County Office of Education. The focus will be on student voice and engagement.</p>	<p>ICOE ELA Coach 11 days 5800: Professional/Consulting Services And Operating Expenditures College Readiness Block Grant \$16,500</p> <p>Substitute Costs 2X\$120X10 days 1000-1999: Certificated Personnel Salaries Title II \$2,400</p> <p>ICOE Math Coach 11 days 5800: Professional/Consulting Services And Operating Expenditures College Readiness Block Grant \$19,500</p>	<p>ICOE ELA Coach 11 days (Did not happen due to COVID) 5800: Professional/Consulting Services And Operating Expenditures College Readiness Block Grant \$0</p> <p>Substitute Costs 2X\$120X10 days (Did not happen due to COVID) 1000-1999: Certificated Personnel Salaries Title II \$0</p> <p>ICOE Math Coach 11 days (Did not happen due to COVID) 5800: Professional/Consulting Services And Operating Expenditures College Readiness Block Grant \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Substitute Costs 2X\$120X5 days 1000-1999: Certificated Personnel Salaries Title II \$1,200	Substitute Costs 2X\$120X5 days (Did not happen due to COVID) 1000-1999: Certificated Personnel Salaries Title II \$0
3.3 The Middle School Staff and newly added teams from the Elementary and High School will implement Project Based Learning. Planning and collaboration time will be provided during the school year with support from experts.	Materials and Supplies for Project Based Learning Units 4000-4999: Books And Supplies Lottery \$5,000  20 Days of substitutes for release time to plan PBL Units. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,400	Materials and Supplies for Project Based Learning Units 4000-4999: Books And Supplies Lottery \$5,000  10 Days of substitutes for release time to plan PBL Units. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,200
3.4 i-Ready will be utilized to close the gaps in achievement and enrich those students who are performing at or above standard. Training will be provided to new staff and follow-up training will be provided for returning staff. Assessments and data will be utilized to plan intervention for students. i-Ready will be utilized during the instructional day and after school.	i-Ready Diagnostic and Instruction Math and Reading Site License 200 or fewer students 1 Year - Middle School 5000-5999: Services And Other Operating Expenditures Title I \$12,258  i-Ready Diagnostic and Instruction Math and Reading Site License 201-350 1 Year - Elementary School 5000-5999: Services And Other Operating Expenditures Title I \$12,258  i-Ready Prof Dev Onsite Best Practices I One Session (up to 3 Hrs) - Returning Employees 5800: Professional/Consulting Services And Operating Expenditures Title II \$1,400  i-Ready Prof Dev Onsite Get Started One Session (up to 3 Hrs) - New Employees 5800: Professional/Consulting Services	i-Ready Diagnostic and Instruction Math and Reading Site License 175 or fewer students 1 Year - Middle School 5000-5999: Services And Other Operating Expenditures Title I \$1,925  i-Ready Diagnostic and Instruction Math and Reading Site License 201-350 1 Year - Elementary School 5000-5999: Services And Other Operating Expenditures Title I \$12,115  i-Ready Prof Dev Onsite Best Practices I One Session (up to 3 Hrs) - Returning Employees 5800: Professional/Consulting Services And Operating Expenditures Title I \$1,400  i-Ready Prof Dev Onsite Get Started One Session (up to 3 Hrs) - New Employees 5800: Professional/Consulting Services

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	And Operating Expenditures Title II \$1,400	And Operating Expenditures Title I \$1,400
<p>3.5 All staff will be provided 2 days of professional development and planning on the use of the CAASPP Interim Assessments as a teaching and learning tool. The training will be provided by ICOE on August 8 and 9th.</p>	<p>Two (2) Curriculum Coordinators will each provide 2 full days of professional development to teachers in CAASPP during the 2019-2020 school year 5800: Professional/Consulting Services And Operating Expenditures Title II \$6,000</p> <p>Daily rate for professional development on August 8, 2019 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$16,916</p> <p>Hourly rate for professional development on August 8, 2019 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$5,000</p> <p>Hourly rate for professional development on August 8, 2019 3000-3999: Employee Benefits Supplemental and Concentration \$1,092</p> <p>Hourly rate for professional development on August 8, 2019 3000-3999: Employee Benefits Supplemental and Concentration \$1,582</p>	<p>Two (2) Curriculum Coordinators will each provide 2 full days of professional development to teachers in CAASPP during the 2019-2020 school year 5800: Professional/Consulting Services And Operating Expenditures Title II \$6,000</p> <p>Daily rate for professional development on August 8, 2019 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$16,916</p> <p>Hourly rate for professional development on August 8, 2019 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$5,000</p> <p>Hourly rate for professional development on August 8, 2019 3000-3999: Employee Benefits Supplemental and Concentration \$1,092</p> <p>Hourly rate for professional development on August 8, 2019 3000-3999: Employee Benefits Supplemental and Concentration \$1,582</p>
<p>3.6 Administration will conduct Principal Calibration Walkthroughs to identify needs of the District in regards to materials and staff development. We will also look for consistency in implementation of curriculum and instruction.</p>	<p>Training in conducting collaborative walkthroughs and developing a common language. 5800: Professional/Consulting</p>	<p>Training in conducting collaborative walkthroughs and developing a common language.(Did not happen due to COVID) 5800:</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	<p>Services And Operating Expenditures Title II \$1,400</p> <p>Site Administrators will receive training to improve their site leadership and assist them in working with teachers to create a productive learning environment. 5800: Professional/Consulting Services And Operating Expenditures Title II \$1,500</p>	<p>Professional/Consulting Services And Operating Expenditures Title II \$0</p> <p>Site Administrators will receive training to improve their site leadership and assist them in working with teachers to create a productive learning environment.(Did not happen due to COVID) 5800: Professional/Consulting Services And Operating Expenditures Title II \$0</p>
<p>3.7 All staff will receive training on the winter Professional Development Day in a topic chosen based on teacher feedback.</p>	<p>ICOE will provide training on Student Voice 5800: Professional/Consulting Services And Operating Expenditures Title II \$3,000</p>	<p>ICOE will provide training on Student Voice 5800: Professional/Consulting Services And Operating Expenditures Title II \$3,100</p>
<p>3.8 Staff will receive training and support in the new CA ELD Standards. Observations will be conducted during the designated ELD time by both administration and the TOSA for ELL/Migrant.</p>	<p>Staff will receive training from Imperial County Office of Education on the ELD Roadmap 5800: Professional/Consulting Services And Operating Expenditures Title II \$1,400</p> <p>TOSA will meet with Administration to discuss the implementation of ELD across the District. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>TOSA will conduct an analysis of all EL data with each staff during a staff meeting. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p>	<p>Staff will receive training from Imperial County Office of Education on the ELD Roadmap 5800: Professional/Consulting Services And Operating Expenditures Title III \$1,400</p> <p>TOSA will meet with Administration to discuss the implementation of ELD across the District. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>TOSA will conduct an analysis of all EL data with each staff during a staff meeting. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.9 An Educational Technology Committee will be formed to review the technology plan. The Director of IT will be the lead on the committee, each site will have two representatives, and two classified employees will serve as representatives. This committee will meet at least once per quarter to discuss District needs and to review and revise the District IT Plan.</p>	<p>Extra duty wages for planning and implementing staff, parent, and student training. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,000</p> <p>Extra duty wages for planning and implementing staff, parent, and student training. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,000</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$1,000</p> <p>Substitute pay at 4 days times 6 teachers. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,000</p> <p>Extra duty wages for planning and implementing staff, parent, and student training. 3000-3999: Employee Benefits Supplemental and Concentration \$633</p> <p>Extra duty wages for planning and implementing staff, parent, and student training. 3000-3999: Employee Benefits Supplemental and Concentration \$656</p>	<p>Extra duty wages for planning and implementing staff, parent, and student training. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,000</p> <p>Extra duty wages for planning and implementing staff, parent, and student training. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,000</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$500</p> <p>Substitute pay at 4 days times 6 teachers. (Did not happen) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Extra duty wages for planning and implementing staff, parent, and student training. 3000-3999: Employee Benefits Supplemental and Concentration \$633</p> <p>Extra duty wages for planning and implementing staff, parent, and student training. 3000-3999: Employee Benefits Supplemental and Concentration \$656</p>
<p>3.10 The middle school master schedule will be revised to ensure that students who require designated English Language Development and Students with Disabilities also receive an opportunity to take an elective course.</p>	<p>No Cost Associated Not Applicable Other \$0</p>	<p>No Cost Associated Not Applicable \$0</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
3.11 Master Schedules will reflect scheduled intervention blocks/periods for students who are at risk of not meeting standards. Data will be reviewed and instruction will be modified based on data.	No Cost Associated Not Applicable Other \$0	No Cost Associated Not Applicable \$0
3.12 STEM projects will occur within and apart from the Project Based Learning approach. These STEM projects will occur in STEM classes, ASES, and in math/science classes at the High School Level.	<p>Classes will lease STEM kits from El Centro Elementary that meet the need of the STEM class. 4000-4999: Books And Supplies Supplemental and Concentration \$3,000</p> <p>Professional Development in the area of STEM will be provided to all staff including NGSS Academies, CA STEM Symposium, CUE conference, etc. 5000-5999: Services And Other Operating Expenditures Title II \$10,000</p>	<p>Classes will lease STEM kits from El Centro Elementary that meet the need of the STEM class. (Did not happen due to COVID) 4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>Professional Development in the area of STEM will be provided to all staff including NGSS Academies, CA STEM Symposium, CUE conference, etc. (Did not happen due to COVID) 5000-5999: Services And Other Operating Expenditures Title II \$0</p>
3.13 A locally created tool to measure implementation of California State State Standards will be conducted and analyzed and a narrative will be written outlining the findings.	Survey Monkey will be used to create the survey. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$500	Survey Monkey will be used to create the survey. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,018
3.14 All Master Schedules will reflect Designated English Language Development time organized by grade level using newly adopted curriculum that meets the requirements of the California ELA/ELD Framework.	Purchase of replacement English Language Development component for Pearson English Language Arts 9-12. 4000-4999: Books And Supplies Lottery \$3,000	Purchase of replacement English Language Development component for Pearson English Language Arts 9-12. 4000-4999: Books And Supplies Title III \$2,485.16
3.15 After school tutoring will be offered to students who are identified as English Language Learners and students enrolled in ASES. Additional after-school tutoring will be offered based on the needs of the students at each site.	Extra duty pay for tutoring services after school 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) \$89,074	Extra duty pay for tutoring services after school 0001-0999: Unrestricted: Locally Defined After School Education and Safety (ASES) \$65,584

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Extra duty pay for tutoring services after school 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$94,058</p> <p>American Indian Tutor 2000-2999: Classified Personnel Salaries Federal Funds \$20,067</p> <p>Supplies for the American Indian Tutoring Center 4000-4999: Books And Supplies Federal Funds \$2,500</p> <p>Tutoring Extra Duty for Migrant Tutoring 1000-1999: Certificated Personnel Salaries Migrant Education \$16,694</p> <p>Title I After School Tutoring Services 1000-1999: Certificated Personnel Salaries Federal Funds \$5,000</p> <p>American Indian After School Tutoring K-5 1000-1999: Certificated Personnel Salaries Federal Funds \$18,937</p> <p>Extra duty pay for tutoring services after school 3000-3999: Employee Benefits After School Education and Safety (ASES) \$49,248</p>	<p>Extra duty pay for tutoring services after school 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$68,013</p> <p>American Indian Tutor (Position was not hired in 2019-20) 2000-2999: Classified Personnel Salaries Federal Funds \$0</p> <p>Supplies for the American Indian Tutoring Center (Nothing purchased due to COVID) 4000-4999: Books And Supplies Federal Funds \$0</p> <p>Tutoring Extra Duty for Migrant Tutoring 1000-1999: Certificated Personnel Salaries Migrant Education \$11,174</p> <p>Title I After School Tutoring Services (Did not happen with ASES &amp; COVID) 1000-1999: Certificated Personnel Salaries Title I \$0</p> <p>American Indian After School Tutoring K-5 (Position not hired in 2019-20) 1000-1999: Certificated Personnel Salaries Federal Funds \$0</p> <p>Extra duty pay for tutoring services after school 3000-3999: Employee Benefits After School Education and Safety (ASES) \$22,230</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	<p>American Indian Tutor 3000-3999: Employee Benefits Federal Funds \$16,333</p> <p>Tutoring Extra Duty for Migrant Tutoring 3000-3999: Employee Benefits Migrant Education \$10,736</p> <p>Title I After School Tutoring Services 3000-3999: Employee Benefits Title I \$1,093</p>	<p>American Indian Tutor (Position not hired in 2019-20) 3000-3999: Employee Benefits Federal Funds \$0</p> <p>Tutoring Extra Duty for Migrant Tutoring 3000-3999: Employee Benefits Migrant Education \$2,623</p> <p>Title I After School Tutoring Services 3000-3999: Employee Benefits Title I \$0</p>
3.16 ELL/Migrant TOSA will work with staff to identify students at risk of not meeting standards and will document interventions to meet that need (SST)	No cost associated Not Applicable Other \$0	No cost associated Not Applicable \$0
3.17 Rosetta Stone will be utilized for students who are in the beginning stages of English Development and/or newcomers to improve oral language proficiency.	Cost of Rosetta Stone Licenses 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,428	Cost of Rosetta Stone Licenses (Did not purchase license carried over from 2018/19_ 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0
3.18 The ELL/Migrant TOSA will lead a team of teachers and classified staff who meet quarterly to develop an English Learner Plan that includes a District Wide Monitoring System.	<p>Substitute Costs for 3 teachers to meet quarterly 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,400</p> <p>The ELL/TOSA will present the plan and the monitoring system to the Board and to each individual site. She, along with the committee, will develop the expectations for monitoring. Not Applicable Other \$0</p>	<p>Substitute Costs for 3 teachers to meet quarterly 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,400</p> <p>The ELL/TOSA will present the plan and the monitoring system to the Board and to each individual site. She, along with the committee, will develop the expectations for monitoring. Not Applicable \$0</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	The committee will develop the District Reclassification Requirements. Not Applicable Other \$0	The committee will develop the District Reclassification Requirements. Not Applicable \$0
3.19 Summer school will be offered for students at risk of retention, EL/Migrant students, Special Education students, and students requiring credit recovery. Priority will be given to Foster and Homeless youth.	<p>Extra duty pay for teachers in Summer School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$24,000</p> <p>Extra Duty Pay for Summer School 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$8,000</p> <p>Extra duty pay for teachers in Summer School 3000-3999: Employee Benefits Supplemental and Concentration \$5,246</p> <p>Extra Duty Pay for Summer School 3000-3999: Employee Benefits Supplemental and Concentration \$2,533</p>	<p>Extra duty pay for teachers in Summer School (No Summer School Due to COVID) 1000-1999: Certificated Personnel Salaries Title I \$0</p> <p>Extra Duty Pay for Summer School(No Summer School Due to COVID) 2000-2999: Classified Personnel Salaries Title I \$0</p> <p>Extra duty pay for teachers in Summer School(No Summer School Due to COVID) 3000-3999: Employee Benefits Title I \$0</p> <p>Extra Duty Pay for Summer School(No Summer School Due to COVID) 3000-3999: Employee Benefits Title I \$0</p>
3.20 The Middle School will implement an after school Coding Club.	<p>Coding Teacher 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) \$8,000</p> <p>Materials and supplies for the Coding Club 4000-4999: Books And Supplies After School Education and Safety (ASES) \$1,500</p> <p>Coding Teacher 3000-3999: Employee Benefits After School Education and Safety (ASES) \$1,748</p>	<p>Coding Teacher 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) \$2,739</p> <p>Materials and supplies for the Coding Club 4000-4999: Books And Supplies After School Education and Safety (ASES) \$148</p> <p>Coding Teacher 3000-3999: Employee Benefits After School Education and Safety (ASES) \$599</p>

## Goal Analysis

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

More than half of the funding budgeted for Tutoring and Summer School 2020 and staff salaries were unused due to COVID-19. There was also 40K set aside for High School Math, ELA, and ELD Departments to receive coaching and lesson study through a contract with the Imperial County Office of Education. The focus was going to be on student voice and engagement. However, at that stage of COVID-19 SPVUSD was struggling to meet the demands of technology for all students, distance learning, getting teachers and paraprofessionals up-to-speed on software, web-based instruction, the focus was significantly changed. Some funding for the trainings was shifted towards purchasing more devices for staff and some was not spent. Administration planned to conduct Principal Calibration Walkthroughs to identify needs of the District in regards to materials and staff development, however this did not happen with fidelity.

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

Implementation of Houghton Mifflin Harcourt Journeys (K-5) and Collections (6-8) was successful and are State Board of Education Program 2 Approved textbooks, standards aligned and address the needs of all students including English Learners and Special Education Students. The Middle School Staff and newly added teams from the Elementary and High School will implement Project Based Learning, however the training did not occur with the fidelity expected. STEM projects will occur within and apart from the Project Based Learning approach and still require the training to fully implement and be successful with PBL. i-Ready will be utilized to close the gaps in achievement and enrich those students who are performing at or above standard, unfortunately SPVUSD has moved to IXL and is no longer using iReady for this purpose. After school tutoring was offered to students who are identified as English Language Learners and students enrolled in ASES. Additional after-school tutoring was offered based on the needs of the students at each site.

## Goal 4

San Pasqual Valley Unified School District will graduate students who are college and career ready, meet the A-G requirements, and meet at least 1 other College and Career Readiness Indicator. San Pasqual Valley Unified School District will maintain promoting 8th grade students by preparing students for what to expect in high school and providing a challenging and rigorous curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> CALPADS Drop Out Report California School Dashboard Parent Exit Surveys CAASPP Public Reporting Website High School Transcripts Cohort Graduation Data Class Lists of Students enrolled in AP and/or College Prep Courses CA Data Quest	<p>The Actual Outcomes for 2019-2020 were much different than SPVUSD expected. COVID-19 eliminated the opportunity for a true CTE immersive experience by the nature of being in distance learning. Please see the following results:</p> <ul style="list-style-type: none"><li>• Of our graduating seniors 29.7% met the A-G requirements as well as one other indicator for College and Career Readiness</li><li>• The CAASPP Test was not offered so we were unable to see results.</li><li>• The graduation cohort rate on the CA School Dashboard was 80.4% so we will continue to work on this.</li><li>• The high school had no drop outs in 19-20 school year.</li><li>• Largely due to COVID we had a decrease of 20% in the number of students taking the AP exam.</li></ul> <p>Also of note, the animal husbandry part of the CTE agriculture program was limited and the Fair, where students show their animals, occurred but on a reduced scale.</p>

Expected	Actual
<p><b>19-20</b></p> <p>20% of all graduating Seniors will meet the A-G requirements as well as one other indicator for College and Career Readiness. 35% of Juniors will test "Ready for College" by scoring in the Level 3 or Level 4 on the CAASPP ELA and 10% in Math. The graduation cohort rate on the CA School Dashboard will grow to at least 85% and show an increase of 5%. The Middle School dropout rate will hold at 0% and we will maintain 85% of the 8th graders at San Pasqual Valley High School. The high school drop out rate will decrease by 1% each year.</p> <p>There will be an increase in students taking AP Courses of 5%. 25% of students enrolled in AP courses will take the AP exam</p>	

Expected	Actual
<p><b>Baseline</b></p> <p>According to the CAASPP 2016 results, 19% of students were "Ready for College", testing in Level 3 Standards Met or Level 4 Standards Exceeded of the CAASPP., in English Language Arts and 6% were "Ready for College", testing in Level 3 Standards Met or Level 4, Standards Exceeded in Mathematics. This did not meet the goal of 23% in ELA and 10% in Mathematics. The California School Dashboard indicates that 3.7% of students were "Approaching Prepared" on the College and Career Readiness Indicator. Out of 29 graduating Seniors only 3 (10%) met the A-G requirements. Students do not apply for scholarships as evidenced by reports from Tribal Higher Ed, Arizona Western College, and other Scholarship Donors.</p> <p>The California School Dashboard shows our High School graduation rate at 80% with a 3.7% decline. This places the High School in the Orange status.</p> <p>Our Middle School drop out rate is 0%; however, out of a promoting 8th grade class of over 60 students, only 29 are graduating from High School 4 years later.</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.1 Guidance counselor will work with Freshman, Sophomores and Juniors at risk of failure due to grades or other circumstances, Foster Youth, and Homeless Youth. She will meet with them at least once per quarter to assess their progress and their need for intervention and resources. All other students will meet with the guidance counselor at least once per semester.</p>	<p>MS/HS Counselor Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$81,413</p> <p>Guidance Counselor will meet with staff regarding students at risk of failure and look for support and guidance. SSTs will be held</p>	<p>MS/HS Counselor Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$40,393</p> <p>Guidance Counselor will meet with staff regarding students at risk of failure and look for support and guidance. SSTs will be held</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	<p>on those students with specific needs. \$0</p> <p>Secretary to the Counselor Salary and Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$35,332</p> <p>MS/HS Counselor Salary 3000-3999: Employee Benefits Supplemental and Concentration \$27,776</p> <p>Secretary to the Counselor Salary and Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$21,166</p>	<p>on those students with specific needs. Not Applicable \$0</p> <p>Secretary to the Counselor Salary and Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$37,829</p> <p>MS/HS Counselor Salary 3000-3999: Employee Benefits Supplemental and Concentration \$11,640</p> <p>Secretary to the Counselor Salary and Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$21,655</p>
4.2 Exit surveys will be conducted on parents who are withdrawing their students in the 8th grade to attend school in Yuma or elsewhere. The same survey will be conducted for parents withdrawing their students between 9th and 10th grade. The purpose will be to identify reasons why students are not staying at San Pasqual to graduate.	Survey Monkey will be used to complete survey 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$500	Survey Monkey will be used to complete survey (Included in previous Goal) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0
4.3 Intervention will be provided after school by certificated teachers not only for credit recovery, but for support with standards mastery.	3 teachers x 144 days x 1.5 hours x \$35.78 1000-1999: Certificated Personnel Salaries Title II \$23,185	3 teachers x 144 days x 1.5 hours x \$35.78 (Did not start due to COVID) 1000-1999: Certificated Personnel Salaries Title II \$0
4.4 Accurate records of students transferring to Bill Manes Continuation High School will be kept in order to assist students in transition back to the high school prior to graduation. A quarterly meeting will be held between the Bill Manes Staff, Guidance Counselor, and Administration to determine the progress of students at Bill Manes and create a plan of re entry.	Substitute costs for Bill Manes Teacher 1000-1999: Certificated Personnel Salaries Base \$484	Substitute costs for Bill Manes Teacher 1000-1999: Certificated Personnel Salaries Base \$484
4.5 Beginning in Grade 6, students will create a 7 year plan for high school graduation and College and Career Readiness. This plan will be guided by the MS/HS Counselors and will be revisited yearly at the beginning of each semester. Parent training will be held to inform	Extra Duty Pay for Counselors/Teachers to conduct parent training 1000-1999:	Extra Duty Pay for Counselors/Teachers to conduct parent training 1000-1999:

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>parents of high school graduation requirements as early as 6th grade. Focus will be on the impact of MS on HS graduation.</p>	<p>Certificated Personnel Salaries Supplemental and Concentration \$500</p> <p>Materials and Supplies for Parent Training 4000-4999: Books And Supplies Supplemental and Concentration \$500</p> <p>Imperial County Office of Education to present College Readiness information to Middle School Students and parents 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,400</p> <p>Imperial County Office of Education to work with Middle School teachers on how to create a college going culture and build knowledge in students. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,400</p> <p>Extra Duty Pay for Counselors/Teachers to conduct parent training 3000-3999: Employee Benefits Supplemental and Concentration \$109</p>	<p>Certificated Personnel Salaries Supplemental and Concentration \$500</p> <p>Materials and Supplies for Parent Training (Done virtually no supplies) 4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>Imperial County Office of Education to present College Readiness information to Middle School Students and parents (Included in previous Goal) 5000-5999: Services And Other Operating Expenditures Title II \$0</p> <p>Imperial County Office of Education to work with Middle School teachers on how to create a college going culture and build knowledge in students.(Did not happen due to COVID) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0</p> <p>Extra Duty Pay for Counselors/Teachers to conduct parent training 3000-3999: Employee Benefits Supplemental and Concentration \$109</p>
<p>4.6 The Master Schedule will reflect classes needed for meeting the College and Career Readiness Indicators. It will reflect courses that meet the A-G requirements. AP classes will be offered in the area of US History and Art. A new AP Class will be added in the area of</p>	<p>Professional Development will be offered to those teachers teaching an AP course to keep them current on testing requirements and skills necessary to be</p>	<p>Professional Development will be offered to those teachers teaching an AP course to keep them current on testing requirements and skills necessary to be</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Science. A Career Technical Education Agriculture pathway will be offered.</p>	<p>successful. 5800: Professional/Consulting Services And Operating Expenditures Title II \$3,000</p> <p>IVROP will continue to offer support in the area of CTE pathways. We will meet with them to discuss refining the implementation of our current Ag pathway. \$0</p> <p>Students will be offered AP Test prep and a fee waiver to ensure that there are no barriers to taking the AP Exam upon completion of the course. Teachers will offer test prep after or before school. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$500</p> <p>Transportation will be provided for FFA/AG students to participate in CDE and other events to further their knowledge of public speaking, the AG industry, and other STEM related fields. 5000-5999: Services And Other Operating Expenditures Agricultural Career Technical Education Incentive Grant \$500</p> <p>Concurrent Enrollment in Arizona Western College or another accredited online program will be</p>	<p>successful. (No training offered in 2019.20) 5800: Professional/Consulting Services And Operating Expenditures Title II \$0</p> <p>IVROP will continue to offer support in the area of CTE pathways. We will meet with them to discuss refining the implementation of our current Ag pathway. (Charges waived for 2019.20) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>Students will be offered AP Test prep and a fee waiver to ensure that there are no barriers to taking the AP Exam upon completion of the course. Teachers will offer test prep after or before school. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$500</p> <p>Transportation will be provided for FFA/AG students to participate in CDE and other events to further their knowledge of public speaking, the AG industry, and other STEM related fields. 5000-5999: Services And Other Operating Expenditures Agricultural Career Technical Education Incentive Grant \$1,545</p> <p>Concurrent Enrollment in Arizona Western College or another accredited online program will be</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	offered to students who need advanced and/or CTE courses not offered at San Pasqual Valley High School. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,500	offered to students who need advanced and/or CTE courses not offered at San Pasqual Valley High School. (Did not happen, still pursuing) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0
4.7 Students will be offered the opportunity to take the PSAT10, PSAT11, and the SAT. Prep classes, fee waivers, and transportation will be offered to remove any barriers students may encounter.	<p>Fee Waivers for the PSAT10, PSAT11, or SAT/ACT 4000-4999: Books And Supplies Supplemental and Concentration \$800</p> <p>PSAT10, PSAT11, SAT/ACT prep classes will be offered after school. Extra duty pay for teachers. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$500</p> <p>Transportation of students to take the assessment 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$250</p> <p>PSAT10, PSAT11, SAT/ACT prep classes will be offered after school. Extra duty pay for teachers. 3000-3999: Employee Benefits Supplemental and Concentration \$109</p>	<p>Fee Waivers for the PSAT10, PSAT11, or SAT/ACT 4000-4999: Books And Supplies Supplemental and Concentration \$1,760</p> <p>PSAT10, PSAT11, SAT/ACT prep classes will be offered after school. Extra duty pay for teachers. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$500</p> <p>Transportation of students to take the assessment (Done Online no transportation needed) 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$0</p> <p>PSAT10, PSAT11, SAT/ACT prep classes will be offered after school. Extra duty pay for teachers. 3000-3999: Employee Benefits Supplemental and Concentration \$109</p>
4.8 College and Career Activities will be held throughout the school year. The ES/MS Counselor and MS/HS Guidance Counselor in partnership with the Grant Program Manager will create a list of events	Materials and Supplies needed for the College and Career Activities 4000-4999: Books And Supplies	Materials and Supplies needed for the College and Career Activities 4000-4999: Books And Supplies Lottery \$3,000

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
that will occur District Wide. These events will include career days, Higher Ed Week, College Week, etc. These activities will span TK-12.	<p>Supplemental and Concentration \$3,000</p> <p>Each site will create a College and Career Committee that will meet and calendar activities for the year. This committee will meet at least quarterly. \$0</p> <p>Field Trips to support College and Career Activities will be scheduled for students at varying grade levels. (e.g. Fire Department, Police Department, Date Farms, Colleges, etc. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,000</p> <p>Using the Distance Learning Lab, PORTS, and Virtual Tours/Field Trips, students will explore different colleges and careers based on interest inventories. \$0</p>	<p>Each site will create a College and Career Committee that will meet and calendar activities for the year. This committee will meet at least quarterly. \$0</p> <p>Field Trips to support College and Career Activities will be scheduled for students at varying grade levels. (Did not happen due to COVID) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>Using the Distance Learning Lab, PORTS, and Virtual Tours/Field Trips, students will explore different colleges and careers based on interest inventories. \$0</p>
4.9 Ongoing support and reinforcement will be provided for students who are on-track for graduation and meeting A-G requirements. Students will be provided information regarding colleges and careers, provided interest inventories to determine future college/career plans, and will meet with the guidance counselor at least once per semester.	\$0	\$0
4.10 The High School will implement the "Get Focused, Stay Focused" curriculum as part of a requirement for Freshman. Also, Seniors will be required to complete EverFi, a 9 module program regarding financial literacy.	<p>Get Focused, Stay Focused curriculum 4000-4999: Books And Supplies Supplemental and Concentration \$500</p> <p>Professional Development for teacher implementing "Get Focused, Stay Focused" 5000-5999: Services And Other Operating Expenditures</p>	<p>Get Focused, Stay Focused curriculum 4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>Professional Development for teacher implementing "Get Focused, Stay Focused" 5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration \$500  The High School staff will determine the courses that will be required of all Freshman and how that will fit into the overall Master Schedule. Not Applicable Base \$0	Supplemental and Concentration \$3,155  The High School staff will determine the courses that will be required of all Freshman and how that will fit into the overall Master Schedule. Not Applicable Base \$0
4.11 Provide Staff Training on the A-G requirements to create a common language for discussion among staff and with parents and students.	ES/MS and MS/HS Guidance Counselor to provide staff training on Friday in regards to A-G requirements and it's impact on our site Master Schedules. Not Applicable Other \$0	ES/MS and MS/HS Counselor to provide staff training on Friday in regards to A-G requirements and it's impact on our site Master Schedules. Not Applicable \$0
4.12 The Middle School will implement the "Get Focused, Stay Focused" Curriculum in grades 7-8.	Get Focused, Stay Focused Curriculum 4000-4999: Books And Supplies Supplemental and Concentration \$500  Substitutes for the Get Focused, Stay Focused Training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$605  "Get Focused, Stay Focused Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,000	Get Focused, Stay Focused Curriculum (Did not implement at Middle School) 4000-4999: Books And Supplies Supplemental and Concentration \$0  Get Focused, Stay Focused Curriculum (Did not implement at Middle School) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0  "Get Focused, Stay Focused Training (Did not implement at Middle School) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0
4.13 Additional Support will be provided to students through support after school and during the school day in both content area and CTE Classes.	American Indian Tutor 2000-2999: Classified Personnel Salaries Federal Funds \$20,067	American Indian Tutor ( Employee not hired in 2019-20) 2000-2999: Classified Personnel Salaries Federal Funds \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	American Indian Tutoring Center 4000-4999: Books And Supplies Federal Funds \$2,500	American Indian Tutoring Center (Cost in previous goal) 4000- 4999: Books And Supplies Federal Funds \$0
	Livestock Care Attendant 2000- 2999: Classified Personnel Salaries Agricultural Career Technical Education Incentive Grant \$11,061	Livestock Care Attendant 2000- 2999: Classified Personnel Salaries Agricultural Career Technical Education Incentive Grant \$8,666
	American Indian Tutor 3000-3999: Employee Benefits Federal Funds \$8,060	American Indian Tutor ( Employee not hired in 2019-20) 3000-3999: Employee Benefits Federal Funds \$0
	Livestock Care Attendant 3000- 3999: Employee Benefits Agricultural Career Technical Education Incentive Grant \$3,508	Livestock Care Attendant 3000- 3999: Employee Benefits Agricultural Career Technical Education Incentive Grant \$2,602

## Goal Analysis

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

Based on the Budgeted Expenditures the following was to occur: Guidance counselor will work with Freshman, Sophomores and Juniors at risk of failure due to grades or other circumstances, Foster Youth, and Homeless Youth. She will meet with them at least once per quarter to assess their progress and their need for intervention and resources. However, the Actual Expenditures indicate this did not happen, which is false. A counselor, by the nature of the job responsibilities does this work, unfortunately it does not show that to be true as the Expenditures are less than planned.

Intervention was not provided after school by certificated teachers for credit recovery or support with standards mastery according to the Actual Expenditures. There were several tutorial options/programs for students throughout the school year and the Actual Expenditures show students did not take advantage of this option. The counselors actual expenditures dropped as a portion of the expenditures was moved to one time COVID funds. Many of the trainings were offered online and at no cost. The monies budgeted for the items that were not done were not spent.

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

The Master Schedule now reflects classes needed for meeting some of the College and Career Readiness Indicators. It will reflect courses that meet the A-G requirements. The Career Technical Education Agricultural Science pathway is presently developed and students have been taking classes that meet the CTE requirements and science A-G requirements. This has been a successful development. Students enjoyed the knowledge gained working with plants and animals during the school year. The High School implemented the "Get Focused, Stay Focused" curriculum as part of a requirement for Freshman. Also, Seniors were required to complete EverFi, a 9 module program regarding financial literacy. Unfortunately, there were tutoring opportunities for students and there was limited usage of services. This was due to the pandemic and it seems a lack of clear guidance on how to be involved and/or request/be assigned services.

## Goal 5

San Pasqual Valley Unified School District will increase parent involvement where parent input is needed in the decision making process as measured by a locally created parent survey. In order to achieve maximum responses to the survey, they will be distributed at parent conferences, IEPs, DELAC/MPAC (District English Language Advisory Committee/Migrant Parent Advisory Committee), DIPAC (District Indian Parent Advisory Committee) and in all registration packets.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>Locally created parent surveys Narrative based on parent surveys Stakeholder Meetings Focus groups Observation data</p> <p><b>19-20</b></p> <p>Survey results will show that at least 30% of parents surveyed have attended at least one opportunity to provide input in the decision making process. We will also increase the number or responses to 100.</p> <p><b>Baseline</b></p> <p>Approximately 1.4% of Native American parents attend DIPAC on a regular basis. Approximately 2.86% of Hispanic Parents attend ELAC/MPAC meetings. Parenting classes average 5 families and other meetings average 2-3 parents in attendance.</p>	<p>The district held several parent meetings including DIPAC and ELAC/MPAC Parents, community members and staff were invited to these meetings; attendance average 11. The District Impact Aid Committee was approved by DIPAC on 11/18/2019 and consisted of two certificated staff members, three classified staff members, a board member and the superintendent. The Joint Impact Aid Report, LCAP goals, District Safety Plan and Dashboard were reviewed with stakeholders and made available online for public viewing. The Suicide Prevention Health and Wellness Fair on 9/16/19 hosted by County of Imperial BHS and The Quechan Nation was discussed. Class of 2019 post graduation data was shared with parents and discussion of retention of students. Discipline incidents were also shared with parents. A Parent Engagement Survey was sent out to collect data for the LCAP; 103 parents responded.</p> <p>In May of 2020 the district distributed the SPVUSD Covid-19 Instruction Program Delivery Survey. Approximately 22 parents and 87 staff members completed the survey. Because of the survey results and guidance from CDC and ICHD, SPVUSD was in remote learning for the school year 20-21. A technology survey was completed and it was determined that most of the parents did not have reliable WIFI access. The District purchased 300 mifis to</p>

Expected	Actual
	<p>distribute to families who stated they needed WIFI. The District also received and purchased computers for those students who stated they did not have a computer at home. A survey was sent to all parents and staff regarding the need for an SRO; 33 staff members responded and 123 parents responded the result of the survey was that 60.66% of parents and staff felt the need for an SRO and wanted to remain the same with 1 SRO and 2 campus security staff members. A webinar on Suicide Prevention 101 was offered to all stakeholders on 6/18/20 in English and Spanish. A back to school Immunization Clinic was offered to parents in July and August of 2019. An ICSO Crime Prevention Safety Presentation was completed in September and October of 2019. Board meetings were held in 19/20 with zoom meetings being held in April, May and June due to Covid-19 restrictions.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>5.1 A pre and post survey will be administered to parents. The survey will contain questions regarding opportunities to participate in the decision making process. A narrative will be written based on the survey.</p>	<p>Survey Monkey will be used to do the survey. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$500</p> <p>Provide incentives for parents who return the survey (e.g. tickets to fall festival, reserved seating at events, etc.) 4000-4999: Books And Supplies Lottery \$500</p>	<p>Survey Monkey will be used to do the survey. (Cost in previous goal) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>Provide incentives for parents who return the survey (e.g. tickets to fall festival, reserved seating at events, etc.) 4000-4999: Books And Supplies Lottery \$500</p>
<p>5.2 Implement the Parent Portal included with Synergy to communicate grades, attendance, and notices to parents. The portal will be available to parents of students in grades 6-12.</p>	<p>EduPoint Student Information System 5000-5999: Services And Other Operating Expenditures</p>	<p>EduPoint Student Information System 5000-5999: Services And</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Supplemental and Concentration \$10,000</p> <p>Training will be provided to parents on the use and access of the Parent Portal. Training will include the use of the phone app. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$500</p> <p>Professional Development will be provided to staff in the use of the Parent Portal. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0</p>	<p>Other Operating Expenditures Supplemental \$10,000</p> <p>Training will be provided to parents on the use and access of the Parent Portal. Training will include the use of the phone app. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$500</p> <p>Professional Development will be provided to staff in the use of the Parent Portal. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0</p>
<p>5.3 An orientation packet for all parents will be created that includes important information for new parents to the site and/or District. A meeting will be held prior to the Ice Cream social for any parent that wants to attend, but focus will be on parents of students who are new. Parents will be offered tours of the campus.</p>	<p>Materials to create packet 4000-4999: Books And Supplies Supplemental and Concentration \$250</p>	<p>Materials to create packet 4000-4999: Books And Supplies Supplemental and Concentration \$250</p>
<p>5.4 At the beginning of the year, Parent Advisory groups will be given the annual schedule of meetings. Parents will be provided an opportunity at the first meeting of each group to change or modify the times of the meetings.</p>	<p>Child Care will be provided for children of parents attending. 2000-2999: Classified Personnel Salaries Federal Funds \$500</p> <p>Snacks and supplies for all meetings 4000-4999: Books And Supplies Lottery \$1,000</p> <p>Transportation to and from meetings for parents. 5000-5999: Services And Other Operating Expenditures Federal Funds \$500</p>	<p>Child Care will be provided for children of parents attending. 2000-2999: Classified Personnel Salaries Federal Funds \$500</p> <p>Snacks and supplies for all meetings 5700-5799: Transfers Of Direct Costs Lottery \$250</p> <p>Transportation to and from meetings for parents. (Did not happen) 5000-5999: Services And Other Operating Expenditures Federal Funds \$0</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Parents who attend all meetings will be recognized at the end of the year. 4000-4999: Books And Supplies Lottery \$500	Parents who attend all meetings will be recognized at the end of the year. 4000-4999: Books And Supplies Lottery \$100
5.5 A District-wide calendar of events/meetings will be created and distributed monthly to parents. This calendar will include all events and meetings for the site and the District. It will be color coordinated by site. This calendar will be posted on social media and the District's website.	<p>District Website Fees 5000-5999: Services And Other Operating Expenditures Base \$600</p> <p>Extra duty pay for an employee to compile all calendars into one main calendar. 2000-2999: Classified Personnel Salaries Base \$250</p> <p>By the 3rd Friday of each month, sites will submit a monthly calendar of events and meetings for the upcoming month to the District Office. Not Applicable \$0</p>	<p>District Website Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$480</p> <p>Extra duty pay for an employee to compile all calendars into one main calendar. 2000-2999: Classified Personnel Salaries Base \$250</p> <p>By the 3rd Friday of each month, sites will submit a monthly calendar of events and meetings for the upcoming month to the District Office. Not Applicable \$0</p>
5.6 Parents surveys will be distributed at many events such as football games, Peace Builder picnic, fall festival, etc. We will look at offering parent rewards for returning the survey	Materials for surveys and rewards 4000-4999: Books And Supplies \$0	Materials for surveys and rewards 4000-4999: Books And Supplies Lottery \$250

## 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 plan suggested parent surveys would be distributed at many events such as football games, Peace Builder picnic, fall festival, etc. This did not occur as consistently as planned resulting in missed opportunities for feedback from the community. Most of all the funds mentioned above were spent as planned. Snacks and transportation for meetings that moved to online were not spent.

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

SPVUSD implemented the Parent Portal included with Synergy to communicate grades, attendance, and notices to parents. The portal is available to parents of students in grades 6-12. Parents were invited to attend the training sessions and although there were not as many attendees as hoped, some showed up nonetheless. This is a frequent challenge in our rural area. An orientation packet for all parents was created that included important information for new parents to the site and/or District. A meeting was held prior to the Ice Cream social for any parent that wanted to attend, but focus was on parents of students who are new. Once again, there wasn't a large influx of parent/families, but the effort was positive.

At the beginning of the year, Parent Advisory groups were given the annual schedule of meetings. Parents will be provided an opportunity at the first meeting of each group to change or modify the times of the meetings.

A District-wide calendar of events/meetings was created and distributed monthly to parents, until COVID then meeting design changed. This calendar was posted on social media and the District's website.

## Goal 6

Maintain a safe and secure learning environment for students, staff and the community.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Williams Fit Report Follow-up Williams Fit Report Observations and walkthroughs of campus and the gym  <b>19-20</b> Elementary Rating - Good Middle School Rating - Good High School Rating - Good Bill Manes Rating - Good CDS Rating - Good  <b>Baseline</b> Elementary Rating - Good Middle School Rating - Fair (39 deficiencies)	Williams Act/Williams Fit Report team did not make a physical visit during 2020-2021. Any deficiencies indicated in the 2019-2020 Report were corrected. The old gym is going to be upgraded and presently SPVUSD is building a new gym.

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
6.1 Maintain 1 FTE grounds/custodian to service the District Office, Family Resource Center, Bill Manes/Adult Ed, CDS, the front of the sites, and maintain supplies and inventory.	<p>Additional Grounds/Custodian to allow more time for site custodians to keep the campuses clean 2000-2999: Classified Personnel Salaries Base \$36,365</p> <p>Additional Grounds/Custodian to allow more time for site custodians to keep the campuses clean 3000-3999: Employee Benefits Base \$21,493</p>	<p>Additional Grounds/Custodian to allow more time for site custodians to keep the campuses clean 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$37,272</p> <p>Additional Grounds/Custodian to allow more time for site custodians to keep the campuses clean 3000-3999: Employee Benefits Supplemental and Concentration \$21,416</p>
6.2 Modify custodian schedules and assignments to ensure that classrooms and restrooms are cleaned on a regular basis and that issues related to the fit are taken care of in a time manner (if needed).	\$0	\$0
6.3 Maintain campus interior, exterior, cleanliness, electrical, restroom/fountains, safety, and structure's. The focus will be on items found as deficiencies on the FIT.	Materials and supplies needed to correct deficiencies. 5000-5999: Services And Other Operating Expenditures Base \$25,000	Materials and supplies needed to correct deficiencies. 5000-5999: Services And Other Operating Expenditures Base \$25,000
6.4 Update all the fencing around and between sites to ensure that students are safe and that the fences are in good repair. Also upgrade the gates to electronic gates to ensure safety where appropriate.	<p>Updated fencing through the District. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$25,000</p> <p>Electronic Gates at the Middle School, Elementary School, and FFA Gate 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000</p>	<p>Updated fencing through the District. 6000-6999: Capital Outlay Supplemental and Concentration \$35,260</p> <p>Electronic Gates at the Middle School, Elementary School, and FFA Gate The project was completed in 2018-19. 6000-6999: Capital Outlay Supplemental and Concentration \$0</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Replace gates between campuses to automatic locking gates. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,000	Replace gates between campuses to automatic locking gates. 6000-6999: Capital Outlay Supplemental and Concentration \$10,000
6.5 Implement ALICE as a district wide plan for Intruders and other safety issues. Schedule regular drills and training for ALICE. Schedule some drills and hold some unannounced.	<p>Extra duty for planning and providing ALICE Training for ALICE Instructors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,000</p> <p>Extra duty for planning and providing ALICE Training for ALICE Instructors 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,500</p> <p>Materials and safety equipment needed to operate the ALICE Protocol, including Radios 4000-4999: Books And Supplies Supplemental and Concentration \$1,000</p> <p>Extra duty for planning and providing ALICE Training for ALICE Instructors 3000-3999: Employee Benefits Supplemental and Concentration \$656</p> <p>Extra duty for planning and providing ALICE Training for ALICE Instructors 3000-3999: Employee Benefits Supplemental and Concentration \$475</p>	<p>Extra duty for planning and providing ALICE Training for ALICE Instructors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,000</p> <p>Extra duty for planning and providing ALICE Training for ALICE Instructors 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,500</p> <p>Subscription for ALICE 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,173</p> <p>Extra duty for planning and providing ALICE Training for ALICE Instructors 3000-3999: Employee Benefits Supplemental and Concentration \$656</p> <p>Extra duty for planning and providing ALICE Training for ALICE Instructors 3000-3999: Employee Benefits Supplemental and Concentration \$475</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
6.6 Implement the CATAPULT system for emergency notification in case of an intruder or other emergency situation. Provide professional development for all staff on the use of the Catapult System.	<p>Catapult Emergency Management System. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,200</p> <p>Extra Duty for planning and training staff. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,500</p> <p>Extra Duty for planning and training staff. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,000</p> <p>Extra Duty for planning and training staff. 3000-3999: Employee Benefits Supplemental and Concentration \$656</p> <p>Extra Duty for planning and training staff. 3000-3999: Employee Benefits Supplemental and Concentration \$475</p>	<p>Catapult Emergency Management System. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,196</p> <p>Extra Duty for planning and training staff. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,500</p> <p>Extra Duty for planning and training staff. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,000</p> <p>Extra Duty for planning and training staff. 3000-3999: Employee Benefits Supplemental and Concentration \$656</p> <p>Extra Duty for planning and training staff. 3000-3999: Employee Benefits Supplemental and Concentration \$475</p>
6.7 Conduct one safety drill per year that includes evacuation and reunification off site.	\$0	\$0

## Goal Analysis

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

Although not an additional cost, modifying custodian schedules and assignments to ensure that classrooms and restrooms were cleaned on a regular basis was most certainly a safety concern for students/stakeholders. All expenditures were spent as planned. The electronic gates at the Middle School, Elementary School, and FFA were completed early in 2018-19 fiscal year.

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

Maintain one (1) FTE grounds/custodian to service the District Office, Family Resource Center, Bill Manes/Adult Ed, CDS, the front of the sites, and maintain supplies and inventory was essential to the upkeep of the buildings and property, such as maintaining campus interior, exterior, cleanliness, electrical, restroom/fountains, safety, and structure's.

Implemented ALICE as a district wide plan for Intruders and other safety issues and SVPUSD scheduled regular drills and training for ALICE. As required, scheduled drills were held as well as some unannounced.

Implemented the CATAPULT system for emergency notification in case of an intruder or other emergency situation. Provide professional development for all staff on the use of the Catapult System. Realized there were some internal systems that needed to be built in order to support changes in staffing reflecting in CATAPULT.

Also, not costly, but required was to conduct one safety drill per year that included evacuation and reunification off site.

## Goal 7

English Learners will progress both in the area of Language Acquisition and Academics at a rate equivalent to the "all student" group. The focus will be on English Learners in the area of mathematics.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 7: Course Access (Conditions of Learning)  
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            California School Dashboard            Dataquest            Review of internal data            Differentiated Assistance Support from ICOE</p> <p><b>19-20</b>            The student group of English Learners will close the distance to standard by 8 points indicating a distance of three of no more than 105.7 District-wide, 130 at the Middle School, and 50.8 at the Elementary School.</p> <p>The Dashboard will indicate that 53% of English Learners are moderately or well developed in their use of English.</p> <p>The District RFEP Rate will increase to 6.8%, an increase of 3%.</p>	<ul style="list-style-type: none"> <li>On the 2019 CA Dashboard, SPVUSD maintained the orange level for all students in ELA and red level for all students in Math.</li> <li>During the 2019-2020 school year, the summative ELPAC was cancelled due to COVID-19. 2018-19 Summative ELPAC data:            26.7% - Well Developed            36.6% - Moderately Developed            26.7% - Somewhat Developed            10% -Minimally Developed</li> <li>During the 2019-2020 school year, CAASPP was cancelled due to COVID-19, therefore the CA Dashboard hasn't changed. SPVUSD maintained the orange level for all students in ELA and red level for all students in Math.</li> <li>During the 2019-2020 school year, 3.7% of EL's were Reclassified.</li> </ul>

Expected	Actual
<p><b>Baseline</b></p> <p>According to the California School Dashboard the student group of English Learners have a performance level of RED in Mathematics. EL Students District wide were 113.7 points below standard in mathematics, with a decline of 18.4 points. At the Middle School English Learners were 138.1 points below standard with a decline of 8 points giving them a performance level of RED. At the Elementary School, English Learners were 58.8 points below standard with a decline of 8 points giving them a performance level of Orange. At the High School, Bill Manes, and CDS, the English Learner student group was not large enough to warrant their own performance color.</p> <p>English Learner Progress (Fall 2018 Dashboard and Dataquest) - The indicators have changed on the Fall 2018 Dashboard. CELDT Scores are no longer utilized. The Dashboard indicates that 47.4% of English Learners are moderately or well developed in their use of English. 52.6% of English Learners are somewhat developed or in the beginning stages.</p> <p>According to DataQuest the District's Reclassification rate is 3.8% of ELs. 2017-2018 RFEP rate was 2.5% so that is an increase of 1.3%.</p> <p>With the change from CELDT to ELPAC the RFEP rate calculation has changed making the original goal invalid.</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
7.1 The EL/Migrant Support Teacher and Administration will provide support to teachers in differentiating between Designated and Integrated ELD utilizing the new ELA and Mathematics Curriculum. The	Training by ICOE if needed in the areas of Designated and Integrated ELD for all sites. 5800:	Training by ICOE if needed in the areas of Designated and Integrated ELD for all sites. 5800:

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
EL/Migrant Support Teacher will provide training during the first two months of school and site administrators will observe during ELD to ensure that teachers are being successful and not in need of additional support. Training will include training in August on the ELD Roadmap.	Professional/Consulting Services And Operating Expenditures Title III \$2,400  Release time for teachers to meet with EL/Migrant Support Teacher to plan for Designated and Integrated ELD 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,500  Administration will meet to discuss expectations for Designated and Integrated ELD after receiving training from the EL/Migrant Support Teacher. \$0  Release time for teachers to meet with EL/Migrant Support Teacher to plan for Designated and Integrated ELD 3000-3999: Employee Benefits Supplemental and Concentration \$327	Professional/Consulting Services And Operating Expenditures Title III \$660  Release time for teachers to meet with EL/Migrant Support Teacher to plan for Designated and Integrated ELD 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,500  Administration will meet to discuss expectations for Designated and Integrated ELD after receiving training from the EL/Migrant Support Teacher. \$0  Release time for teachers to meet with EL/Migrant Support Teacher to plan for Designated and Integrated ELD 3000-3999: Employee Benefits Supplemental and Concentration \$327
7.2 The middle school master schedule will be revised to ensure that students who require designated English Language Development also receive an opportunity to take an elective course. ELD courses will also focus on vocabulary for mathematics.	\$0	\$0
7.3 All Master Schedules will reflect Designated English Language Development time organized by grade level using newly adopted curriculum that meets the requirements of the California ELA/ELD Framework.	Materials and supplies including replacement books for ELD. 4000-4999: Books And Supplies Supplemental and Concentration \$5,000	Materials and supplies including replacement books for ELD. (Costs in previous goal) 4000-4999: Books And Supplies Title III \$0
7.4 After school tutoring will be offered to students who are identified as English Language Learners with an additional focus on vocabulary for mathematics.	After School Tutoring Extra Duty Pay 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) \$89,074	After School Tutoring Extra Duty Pay (Costs in previous goal) 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) \$0

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	<p>Materials and Supplies for teaching mathematics vocabulary 4000-4999: Books And Supplies Lottery \$3,000</p> <p>After School Tutoring Extra Duty Pay 3000-3999: Employee Benefits After School Education and Safety (ASES) \$29,450</p>	<p>Materials and Supplies for teaching mathematics vocabulary 4000-4999: Books And Supplies Lottery \$3,000</p> <p>After School Tutoring Extra Duty Pay (Costs in previous goal) 3000-3999: Employee Benefits After School Education and Safety (ASES) \$0</p>
<p>7.5 The District will provide training through ICOE utilizing the Project Voice techniques and Strategies in January and Ongoing using Friday PD time.</p>	<p>Project Voice Training through Imperial County Office of Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,600</p>	<p>Project Voice Training through Imperial County Office of Education (Cost in previous goal) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0</p>
<p>7.6 The Paraprofessional assigned to EL will push into the Math classes in 8th grade and Algebra I to provide the needed language and academic support.</p>	<p>\$0</p>	<p>\$0</p>
<p>7.7 The EL/Migrant Support Teacher (TOSA) will provide professional development to each site once per quarter during the District's professional development day (Friday). The topics will be determined based on the needs of the District and/or each individual sites. A schedule will be created and provided to all staff.</p>	<p>Materials and Supplies needed to conduct the training 4000-4999: Books And Supplies Supplemental and Concentration \$3,000</p> <p>Planning Time to conduct the professional development. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,500</p> <p>TOSA and Admin will meet to develop the ELD Professional Development Calendar. Not Applicable Other \$0</p>	<p>Materials and Supplies needed to conduct the training 4000-4999: Books And Supplies Supplemental and Concentration \$1,000</p> <p>Planning Time to conduct the professional development.(Happened during regular work day) 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>TOSA and Admin will meet to develop the ELD Professional Development Calendar. Not Applicable \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Planning Time to conduct the professional development. 3000-3999: Employee Benefits Supplemental and Concentration \$328	Planning Time to conduct the professional development. (Happened during regular work day) 3000-3999: Employee Benefits Base \$0

## Goal Analysis

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

After school tutoring was offered to students who were identified as English Language Learners, yet there was low attendance and actual expenditures were much less than anticipated. Part of this had to do with COVID.  
The \$5,000 allocated for materials and supplies including replacement books for ELD went unused as new materials were not required and funds were not spent.  
The \$89,000 planned expenditure for After school tutoring to students identified as English Language Learners with an additional focus on vocabulary for mathematics was not carried out by staff/administration and funds were not spent. The cost of the ASES after school tutoring was listed in a previous goal.

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

All Master Schedules reflected Designated English Language Development time using newly adopted curriculum that meets the requirements of the California ELA/ELD Framework, but additional training and focus is needed to fully support our student needs.

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Counselors, Outreach Consultants, Health Aid, and Student Behavioral Specialist	\$500,000	\$657,604	Yes
Additional Chromebooks, hot spots, possible tower, and headphones purchased to allow for educational access to all students	\$256,500	\$253,299	Yes
Virtual platforms purchased to support Distance Learning of ALL students	\$31,000	\$12,451	Yes
Professional Development and curriculum for Staff related to Distance Learning	\$200,000	\$86,201	Yes
Additional laptops and equipment for teachers to provide instruction during Distance Learning	\$62,500	\$148,809	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.

Having determined the social emotional health of SPVUSD students was paramount, we contracted with Capturing Kids Hearts to provide Professional Development for staff to be able to work with students in coping strategies, resiliency, leadership, etc. Students were presented with I Think BIG lessons to support social emotional health. The Winterhaven community and Quechan Tribe had significant loss and as a district that has over 50% Native youth, this reality was a constant factor in returning to in-person instruction. To provide distance learning it was necessary to have Chromebooks/laptops available for student check-out, but to also have a supply for those damaged. SPVUSD exceeded that budget by double, and with a focus on counseling, behavior, and outreach exceeded our budgeted amount by 157K. The professional development training wasn't as extensive as planned due to COVID as there is training that is more effective in-person.

## Analysis of In-Person Instructional Offerings

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

Depending on the County and COVID-19 positivity rate determined how quickly districts could move back to in-person instruction. It was also necessary to recognize our local families' hesitancy in their children returning to in-person learning. The final factor was the union bargaining process to return employees to onsite instruction and support. Initially, there were about 50% of the students who wanted to return and at that point we were trying to appease multiple stakeholders and it was determined we would bring back up to 35% of the student population with the rest being provided distance learning. As more stakeholders were vaccinated and their stressors lessened, SPVUSD added more students to in-person learning. The most difficult aspect of implementing in-person instruction was the skillset required to provide both in-person and distance learning as our district didn't have 100% of our students in one format. Teachers were tasked with providing both. In addition, students needing more social emotional support were not necessarily available in-person. COVID-19 safety precautions took precedence over all other needs.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
CHAT Therapist to provide support to students who are struggling due to social/emotional and mental health needs.	\$15,000	\$15,600	Yes
Student Behavior Alternative Discipline Specials to provide support with study skills, goal setting, time management, and any other issue interfering with student learning.	\$68,000	\$82,738	Yes
Additional chromebooks, hot spots, headphones purchased to allow for educational access to all students. *See In Person Instruction for amount	-	-	Yes
Virtual platforms purchased to support Distance Learning and learning of all students. *See In Person Instruction for amount	-	-	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.

Distance learning was implemented across the district with most students able to utilize and be engaged via a Chromebook/laptop. Unfortunately, due to wifi/mifi issues there were some students who were unable to access distance learning and SPVUSD supported their learning through an independent study model for students impacted by technology in a rural area. The CHAT therapist was utilized to the extent we expected. Lack of internet connectivity was a huge challenge for some families. Counseling teams and outreach consultants, along with certificated staff in general, worked exceedingly hard to provide students with study skill strategies, goal setting, and time management. We exceeded our original budget in this area.

## 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: There was continuity of instruction throughout the school year. Whether students were receiving instruction via distance learning or the modified version of independent study, students had access to learning/instruction. Teachers and instructional aides were diligent about resource and material access for students. In some cases SPVUSD provided materials for students to pick up and take home and for other students they were able to access resources online. Access to Devices and Connectivity: Being in a rural area with limited wifi/mifi connectivity was extremely difficult for some students. SPVUSD has some students who regardless of efforts to get connected to the internet were unsuccessful. These particular students were able to participate in an independent study model. Pupil Participation and Progress: Students and families with internet access were provided schedules for synchronous learning times for teachers to provide instruction in district approved curriculum. Families and students were also encouraged to set up 1:1 appointments for additional support. When students did not reach out, the staff initiated the conversations. Asynchronous learning was also expected for all SPVUSD when synchronous participation was not required. Distance Learning Professional Development: Much of SPVUSD professional development supported teacher/staff needs in Google Meet, Catapult, Synergy (for attendance purposes), social emotional needs and lessons. As much as there was a constant need to adjust course, there was also the basic desire to do some things well and that was making sure during synchronous instruction all students could participate and learn, if online. Staff Roles and Responsibilities: Staff roles and expectations changed significantly during distance learning. Paraprofessionals, food services, clerical, transportation, outreach, custodians, etc. all worked together to provide food distribution, materials, provide technology, check in/out supplies and books, and much more. The normal duties assigned specific job titles became blurred and crossed over in support of the students we serve. The atmosphere was definitely all for one, one for all, but with the COVID safety precautions constantly present and the weight of sickness and death throughout the community. The responsibility to move forward was felt by all employees regardless of bargaining unit or position. Support for Pupils with Unique Needs: Whether students needed mental health counseling, coping skills support due to the COVID pandemic and the loss of family, the SPVUSD counseling team provided support, guidance, and an interactive counseling site to support students. The unique needs of students were supported through additional instruction in English Language Development, Special Education providing services remotely, or through data review to identify students who needed additional academic support was ongoing throughout 2020-2021.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
IXL	\$10,000	\$13,761	Yes
STAR Reading and Math for High School	\$2,500	\$29,305	Yes
Professional Development of Staff *See In Person Instruction for amount	-	-	Yes
Classified Staff supporting students with exceptional needs, English Learners, Foster Youth, Homeless and socio-economically disadvantaged students. *See In Person Instruction for amount	-	-	Yes
Special Education Director and District Psychologist monitoring IEP's and working with students to meet their goals.	\$235,000	257,975	Yes
Speech Pathologist to meet the needs of students on an IEP for speech.	\$126,500	\$65,000	Yes

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

SPVUSD purchased the entire Renaissance program for the high school and Accelerated Reader. We were unable to hire a full time Speech pathologist so we are still contracting and the costs were not as significant in 2020-2021 due to Zoom access versus in-person, on-site services. IXL is used in place of iReady for an assessment tool. Then we purchased STAR for the high school as we wanted to establish a base point for moving forward. SPVUSD determined it was in the best interest of our students to expand our extended year (summer school) by three additional days and longer days. This way we can not only meet student academic needs, but SEL as well. The last hour of each day will be spent on social emotional health and well-being.

## 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.

Student progress was evaluated during synchronous instruction and through grading of asynchronous assignments/activities. The students who were unable to connect synchronously maintained contact with teachers and paraprofessionals to check for understanding and support was provided. Teachers kept synchronous and asynchronous attendance and made contact with families when participation was lacking. To address some of the learning losses of SPVUSD students, we have extended summer school for three days and developed a full-day program, rather than half day. Formal assessments have been a challenge as students feel less prepared, teachers are providing additional instruction and learning opportunities since some students have returned to the school site. Formal assessments have been more difficult to facilitate and student performance has been inconsistent based on informal teacher tests/checks for understanding throughout the school year.

## 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.

Our counseling team is phenomenal. They developed an interactive website, <https://sites.google.com/view/spvschoolcounseling/home?authuser=0> to assist students in self-assessing their mental health and social emotional well-being that has a Virtual Calming Space, in addition to a plethora of other supports. Staff were trained by Capturing Kids Hearts to be able to identify and support students who needed social emotional support. The psychologist, counselors, outreach personnel, teachers, and other staff assisted one another in making sure students had the opportunity to share concerns and feelings. District staff had regular communication with families/stakeholders via Parent Link, email, Google Meet, Facebook, and the district website. Due to the high number of COVID-19 deaths in the community some students were required to move in with other family members. As much as possible, we provided intervention support to assist in the transitions. Long-term it is unknown how COVID-19 restrictions will impact our students. There were students who had zero internet accessibility (due to rural nature, not lack of effort) so they literally were doing an independent study model of schooling for 14 months. These students were the first ones we brought back to in-person instruction.

## 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.

The constant communication between families and district staff allowed our students to benefit from the partnership. Teachers have stated that the one thing they hope doesn't go away is the ease at which families and teachers, primarily, communicate. Parents are not as inhibited to reach out like they were pre-COVID. The greatest challenge during COVID was related to the students who did not have access to internet connectivity. Due to our rural geography, even when families were given mifi's they did not operate in some remote areas. As a result, family engagement and outreach was compromised during the high levels of COVID transmission. However, these students are the very ones we brought back for in-person learning first. We knew we had to re-engage students and families. The SPVUSD community is hurting due to the number of COVID-19 deaths. Many of our students are now residing with other family members as a result of a family death. Our counselors have developed a SEL Camp during July 2021 to increase engagement with students/families and increase coping skills and resiliency and extended the summer school day in order to support SEL, family engagement, and outreach.

The DIPAC, ELPAC, MPAC (and others) meetings were all still held during the COVID-19 lockdown period, but via Zoom. Parents learned how to navigate the system and when they had difficulty they were either walked through it over the phone or an outreach consultant assisted. Families were hesitant to come onto campus for materials so tables were arranged outside to make the drop off/pick up of materials more accessible and less intimidating. Principals shared weekly messages with families and students via social media. The district website kept parents up-to-date on any new changes. Parent Link was also particularly helpful for informing families of changes in food distribution, return to in-person school, and COVID testing/vaccination information. Each time the County

changed Tiers or the State changed COVID protocols/rules we shared that information with our families and students. According to teachers their relationships with the families improved during this time as they felt like partners in the education of the children.

## **Analysis of School Nutrition**

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

The cafeteria crew is beyond incredible. Whether we were serving grab-n-go every single day, twice a week, once a week or our monthly food distribution from our Family Resource Center SPVUSD has gone above and beyond to provide sustenance for our students. As you are aware, COVID transmission rates determined the ebb and flow of food distribution. The most challenging was keeping students and families up to speed on the schedule changes. Social media and Parent Link were used extensively during transitions. For families who could not drive to pick up meals SPVUSD outreach consultants and other classified personnel delivered food to homes. As we have moved back to some in-person instruction we continue to prepare grab-n-go meals and will do the same during summer school. When we start back in August, we will proceed with hot meal cafeteria service.

The greatest challenge was the schedule and contact being dictated by what was happening with COVID-19 in the County. In generally, families quickly adapted to all of the changes. When there was a transportation concern SPVUSD made sure students were provided their meals.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	In early May 2021, the district decided to implement extending summer school by three additional days and three hours each day with increased staffing. Counselors will also be available to students during summer school. This was added to the plan in May also.	-	50,000	Yes

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

The greatest substantive difference in the way SPVUSD operates had to do with mental health and social emotional well-being. COVID-19 impacted everything about how districts operate. We have said for years that we have to address the whole child, yet it seemed to be happening at a superficial level. COVID-19 forced us to recognize mental health and social emotional well-being as an equivalent factor in academic learning. We expanded our summer school days and hours. SPVUSD has also added a SEL Camp for students who we have identified as most in need of support.

## 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.

The greatest lesson learned is students need flexibility. Some students thrived during distance learning because of social emotional/mental health reasons. Whereas other students struggled with distance learning for exactly the same reason. Some of our goals moving forward are to expand our current mental health and social emotional well-being lessons/support for all students. SPVUSD also realized that as much as we prefer in-person learning, there are some students who are more successful in a virtual environment. We need to be able to provide distance learning/independent study/virtual school options for our students and will continue to be developed.

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 was and is critical to determine student needs. As stated, we purchased IXL, STAR in order to have complete data on our students to inform instruction and set new goals. For instance, one challenge was/is students moving into eighth grade without a

calibrated high school assessment. In order to facilitate high school course placement and areas of need, we had the eighth grade students take an assessment that high school can use more readily. SPVUSD also recognizes that moving into the 2021-2022 school year after a majority spent online, we will provide instructional strategies professional development to teachers and paraprofessionals in order to increase engagement and differentiation in instruction. Social emotional learning and mental health impact student learning and we will continue to ramp up services to support students with a whole child philosophy.

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.

COVID-19 completely changed our dynamics. SPVUSD provided distance learning instruction, but the focus became mental health and social emotional learning. Our counseling team really picked up and ran with the responsibility placed on them. We will continue to have training in Capturing Kids Hearts for our staff and I Think BIG for our students. A community in need, one that we always knew was impoverished, became a community devastated by COVID, but supported by SPVUSD through consistency, outreach, SEL, and academics.

During the 2020-2021 school year, SPVUSD met its Minimum Proportionality Percentage (MPP) and its increased and improved services requirement a variety of ways. In addition to the contributing actions listed in the 20-21 Learning Continuity Plan (LCP), SPVUSD continued many of its actions/services from the 2019-2020 board approved LCAP. Some of those actions include: 1) Online Counseling web page with links, resources, and guides created for students and families; 2) increased and improved contact between staff and families; 3) STAR testing program implemented district wide for more consistent diagnostics. It is the sum of the 20-21 LCP and continued 19-20 actions which ensured that we met our increased and improved services requirement for the 2020-2021 school year.

# 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.

Essentially the goal from 2021-2022 through 2023-2024 (and beyond) is to improve staff practices which will improve student achievement. SPVUSD has contracted with the County to provide instructional strategies training to teachers and paraprofessionals, data analysis while answering the question what next, behavior management, review of formative data collection tools and communication protocols, and introducing essential mindsets and skills. Students can't improve until the adults in the system have a skillset that supports student success. The COVID impact was brilliant in the sense that it allowed SPVUSD to zero in on our greatest challenges. Student outcomes were less than adequate. Our elementary school is in CSI and our high school graduation rate needs to improve. Moving forward there will be specific goal setting, achievable short term outcomes with long-term goals and expectations. For instance, SPVUSD needs to rework the alternative education program so that it works in conjunction with our high school, not in opposition. We will continue to request and plan for necessary training with the County to enhance our instruction, practices, and ultimately, student outcomes.

## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

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

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

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

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



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

## Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	3,633,154.00	2,556,595.16
	0.00	0.00
After School Education and Safety (ASES)	362,152.00	159,313.00
Agricultural Career Technical Education Incentive Grant	15,069.00	12,813.00
Base	330,102.00	237,568.00
College Readiness Block Grant	36,000.00	0.00
Federal Funds	184,853.00	192,989.00
Locally Defined	0.00	0.00
Lottery	34,000.00	40,919.00
Migrant Education	27,430.00	13,797.00
Other	0.00	0.00
Special Education	232,819.00	83,623.00
Supplemental	0.00	10,000.00
Supplemental and Concentration	2,309,253.00	1,752,359.00
Title I	43,191.00	39,569.00
Title II	55,885.00	9,100.00
Title III	2,400.00	4,545.16

\* 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	3,633,154.00	2,556,595.16
	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	65,584.00
1000-1999: Certificated Personnel Salaries	680,689.00	330,722.00
2000-2999: Classified Personnel Salaries	1,121,649.00	934,531.00
3000-3999: Employee Benefits	753,895.00	569,653.00
4000-4999: Books And Supplies	488,849.00	361,273.16
5000-5999: Services And Other Operating Expenditures	479,372.00	225,200.00
5700-5799: Transfers Of Direct Costs	2,000.00	250.00
5800: Professional/Consulting Services And Operating Expenditures	106,700.00	24,122.00
6000-6999: Capital Outlay	0.00	45,260.00
Not Applicable	0.00	0.00

\* 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	3,633,154.00	2,556,595.16
		0.00	0.00
	Base	0.00	0.00
0001-0999: Unrestricted: Locally Defined	After School Education and Safety (ASES)	0.00	65,584.00
1000-1999: Certificated Personnel Salaries	After School Education and Safety (ASES)	186,148.00	2,739.00
1000-1999: Certificated Personnel Salaries	Base	5,967.00	484.00
1000-1999: Certificated Personnel Salaries	Federal Funds	23,937.00	0.00
1000-1999: Certificated Personnel Salaries	Migrant Education	16,694.00	11,174.00
1000-1999: Certificated Personnel Salaries	Special Education	157,892.00	52,697.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	263,266.00	263,628.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title II	26,785.00	0.00
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	94,058.00	68,013.00
2000-2999: Classified Personnel Salaries	Agricultural Career Technical Education Incentive Grant	11,061.00	8,666.00
2000-2999: Classified Personnel Salaries	Base	74,585.00	6,464.00
2000-2999: Classified Personnel Salaries	Federal Funds	97,834.00	142,445.00
2000-2999: Classified Personnel Salaries	Lottery	3,000.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	829,126.00	693,760.00
2000-2999: Classified Personnel Salaries	Title I	11,985.00	15,183.00
3000-3999: Employee Benefits	After School Education and Safety (ASES)	80,446.00	22,829.00
3000-3999: Employee Benefits	Agricultural Career Technical Education Incentive Grant	3,508.00	2,602.00
3000-3999: Employee Benefits	Base	23,154.00	1,579.00
3000-3999: Employee Benefits	Federal Funds	52,582.00	49,364.00
3000-3999: Employee Benefits	Migrant Education	10,736.00	2,623.00
3000-3999: Employee Benefits	Special Education	59,966.00	16,460.00
3000-3999: Employee Benefits	Supplemental and Concentration	516,813.00	466,650.00
3000-3999: Employee Benefits	Title I	6,690.00	7,546.00
4000-4999: Books And Supplies		0.00	0.00
4000-4999: Books And Supplies	After School Education and Safety (ASES)	1,500.00	148.00
4000-4999: Books And Supplies	Base	154,329.00	146,661.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
4000-4999: Books And Supplies	Federal Funds	5,000.00	0.00
4000-4999: Books And Supplies	Locally Defined	0.00	0.00
4000-4999: Books And Supplies	Lottery	31,000.00	40,669.00
4000-4999: Books And Supplies	Supplemental and Concentration	297,020.00	171,310.00
4000-4999: Books And Supplies	Title III	0.00	2,485.16
5000-5999: Services And Other Operating Expenditures	Agricultural Career Technical Education Incentive Grant	500.00	1,545.00
5000-5999: Services And Other Operating Expenditures	Base	72,067.00	82,380.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	5,500.00	1,180.00
5000-5999: Services And Other Operating Expenditures	Special Education	14,961.00	14,466.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	10,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	351,828.00	101,589.00
5000-5999: Services And Other Operating Expenditures	Title I	24,516.00	14,040.00
5000-5999: Services And Other Operating Expenditures	Title II	10,000.00	0.00
5700-5799: Transfers Of Direct Costs	Lottery	0.00	250.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	2,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	College Readiness Block Grant	36,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	49,200.00	10,162.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	2,800.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	19,100.00	9,100.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	2,400.00	2,060.00
6000-6999: Capital Outlay	Supplemental and Concentration	0.00	45,260.00

\* 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	1,706,842.00	1,454,221.00
Goal 2	641,659.00	354,202.00
Goal 3	715,829.00	449,579.16
Goal 4	256,225.00	134,447.00
Goal 5	15,100.00	13,080.00
Goal 6	156,320.00	144,579.00
Goal 7	141,179.00	6,487.00

\* 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	\$1,050,000.00	\$1,158,364.00
Distance Learning Program	\$83,000.00	\$98,338.00
Pupil Learning Loss	\$374,000.00	\$366,041.00
Additional Actions and Plan Requirements		\$50,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,507,000.00	\$1,672,743.00

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,050,000.00	\$1,158,364.00
Distance Learning Program	\$83,000.00	\$98,338.00
Pupil Learning Loss	\$374,000.00	\$366,041.00
Additional Actions and Plan Requirements		\$50,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,507,000.00	\$1,672,743.00



# 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
San Pasqual Valley Unified School District	Katrina León Superintendent	kleon@spvUSD.org (760) 572-0222 x2088

## Plan Summary [2021-22]

### General Information

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

The San Pasqual Valley Unified School District is located in the town of Winterhaven, CA. It is in the southeast corner of CA and borders both Arizona and Mexico. Winterhaven is located across the Colorado River from Yuma, AZ. The District encompasses an area of approximately 60 square miles featuring a primarily rural agricultural area in the Imperial Valley. The District serves two primary student groups: Native American and Latino Hispanic. The main tribe serviced is the Quechan Tribe. The school is surrounded by the Fort Yuma Indian Reservation. The District operates an elementary school, middle school, high school, community day school, continuation high school, adult education program, and a preschool for over 600 students. The Districts' remote location presents many issues regarding services. The District provides wrap-around services such as eye glasses, food, clothing, transportation, and more.

Our community is an impoverished area. The unduplicated count for San Pasqual Valley Unified School District is 89%. Many of our students live in trailers or homes that are owned by the Tribe. Our homeless student numbers have increased since the closing of one of the major Trailer Parks in the areas in 2016, and with the lack of housing available in the community. We often transport homeless students either across state lines, or up to one hour away from the District for healthcare or educational supports. Many of our students ride the bus for an hour or more daily. One hundred percent of our students are offered transportation by District from home to school.

San Pasqual Valley Unified School District is unique in what it offers to our students and our community. We employ a wide support system for both students and families. We employ three outreach consultants, a full-time school psychologist, two elementary/middle school counselors, a middle school/high school counselor, a Student Behavior Alternative Discipline Specialist, two campus security officers and one school resource officer who is contracted through the Imperial County Sheriff's Office. We have behavioral health services through the CHAT program for students and behavioral health services for both parents and student through Imperial County Behavioral Health.

SPVUSD also offers a monthly food distribution and clothing closet for our community. Students in our District are often at least an hour from the doctor and have no transportation. We offer transportation to and from doctor's appointments. Our team conducts home visits to chronically absent students to assist in whatever way necessary to bring students to school. Our CARE and Student Study Teams meet regularly to discuss ways to support the community and our students.

We are in partnership with the Quechan Tribe and work with them to support attendance and academic achievement among our Native American population. We have a DIPAC (District Indian Parent Advisory Committee) that meets monthly to discuss the needs of Native American students. SPVUSD also works closely with our English Learner Population through our DELAC (District English Learner Advisory Committee) and MPAC (Migrant Parent Advisory Committee) who also meet monthly. Currently, 23% of our students are English Learners.

Academics are important at San Pasqual since our students score among the lowest in the County on the state-wide assessments; however, our students experience many forms of trauma and social emotional wellness is also a focus. Administrators and staff work together to create a learning environment that focuses on the needs of the individual students. Intervention is a regular part of the school day and also is implemented in the after-school program. We are using the most current standards aligned textbooks, and are in the second year of Project Based Learning on all three campuses. Our Board also is involved in the Project Based Learning as our students present their projects to the School Board at regularly scheduled meetings. We have also focused professional development on the areas of math and science, trauma informed practices, and school safety.

The high school will be moving to a block schedule in order to allow for increased course offerings at the school site and through Arizona Western College two days per week. The goal is to not only expose students to college courses and opportunities, but also to allow for job shadowing, internships, and work experience credits. Moving to a block schedule best supports SPVUSD's college and career goals.

## Reflections: Successes

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. We could not find reliable data on the Dashboard since 2018-2019.

Looking at that data, 27% of SPVUSD students were proficient in ELA and 13% were proficient in math. SPVUSD met the goal of not decreasing or significantly decreasing when the student group maintained at -2.1 points from Standard for ELA. In mathematics, SPVUSD met the goal of not decreasing or significantly decreasing when the student group maintained at -2.6 points from Standard. In 2019 the high school graduation rate increased by 16.3% to 86.3% which is a incredible jump, but with a small graduating class even a few students can greatly impact percentages.

SPVUSD has revamped some of its programs to better support our student population. SPVUSD's ELD program is moving forward and we are looking to increase the number of students for redesignation. Our foster youth, although small numbers, are given the additional support needed to enhance educational opportunities and social emotional support.

Our students, on a whole, will benefit from improved, focused math and language arts instruction through increased staff and paraprofessional training.

## 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.

As COVID-19 impacted Dashboard Data from 2020, we are relying on 2019 data.

From the 2019 Fall Dashboard Report, San Pasqual Valley Unified School District can identify five (5) state indicators in which overall performance of the District was in the "Red" or "Orange" performance category, or where data indicated a need for improvement.

Moving into the 2021-2022 school year, the elementary site will receive significant support through Comprehensive Support and Improvement through Imperial County Office of Education. SPVUSD has hired a TOSA -Comprehensive Support and Improvement (CSI) to best support the site through schedule expectations, intervention design, data analysis and planning, and professional development coordination with ICOE. SPVUSD is also planning to provide professional development for all paraprofessionals in instructional strategies and behavior management.

SPV High School is moving to a 4x4 block schedule allowing students to take four classes per semester which equate to a year long class. In one year students have the opportunity to earn 80 credits. This increases their access to intervention, concurrent/articulated/dual enrollment courses, as well as Career Technical Education. Students will be able to focus on just four classes, rather than our typical seven, and in a year in which their were great learning losses we see this as an opportunity to better support student needs. An additional math teacher is being hired to support student needs at the high school level.

### 1. LCFF Evaluation Rubric Mathematics Academic Indicator (RED) –

SPVUSD is planning to the following steps to address this need: ALL STUDENT groups of the San Pasqual Valley Unified School District will progress one color band per year on the California School Dashboard by increasing the average district scale score and decreasing the District distance. This will be evidenced on the Dashboard for Academics – Math. The Students with Disabilities subgroup will progress one color band per year. All students will be instructed by credentialed, highly qualified teachers utilizing standards aligned textbooks for all students including English Learners, Foster Youth, and students whose families are classified as low income. A narrative based on locally created tool to measure implementation of California State State Standards will be conducted and analyzed. An additional math teacher is being hired to support student needs at the high school level. Also, the 4x4 course structure at the high school will allow for Algebra I and Algebra II to operate simultaneously with a support math class throughout the entirety of the school year. (State Priorities 4 – Pupil Achievement, 8 – Other Outcomes, 2 - Implementation of State Standards, 1 – Basic Conditions, and 7 – Course Access)

### 2. LCFF Evaluation Rubric ELA Academic Indicator (Orange)

SPVUSD is planning to the following steps to address this need: ALL STUDENT groups of the San Pasqual Valley Unified School District will progress one color band per year on the California School Dashboard by increasing the average district scale score and decreasing the District distance. This will be evidenced on the Dashboard for Academics – English Language Arts and English Learning Progress. Our number of English Learners making one year's progress will increase by 3-10% per year and our RFEP rate will increase at an equal rate. The Students with Disabilities subgroup will progress one color band per year. All students will be instructed by credentialed, highly qualified teachers utilizing standards aligned textbooks for all students including English Learners, Foster Youth, and students whose families are classified as low income. A narrative based on locally created tool to measure implementation of California State Standards will be conducted and analyzed.. (State Priorities 4 – Pupil Achievement, 8 – Other Outcomes, 2 - Implementation of State Standards, 1 – Basic Conditions, and 7 – Course Access)

### 3. LCFF State Indicator Suspension Rate (RED)

SPVUSD is planning to the following steps to address this need: Priority focus is on keeping students engaged and present in school. SPVUSD has instituted SEL camps/workshops during summer, Saturdays/afterschool, and through classroom lessons for students to help with self-care, conflict resolution, healthy relationships, and coping skills. SPVUSD employs a Behavior Specialist to work specifically with children to strategize on making better decisions in the future and participate in SEL-type lessons. She will also set up a direct flow of interventions for students who have been given referrals/suspension. In addition, frequent professional development will occur with staff regarding de-escalation training, mental health awareness, trauma trainings, managing challenging behaviors, and functions of behaviors.

### 4. LCFF State Indicator Chronic Absenteeism (Orange)

SPVUSD is planning to the following steps to address this need: The percentage of students who are chronically absent, missing partial days, tardy more than 30 minutes, and students who miss before or after a weekend and/or holiday will be decreased by 15% from 2018-2019. The average number of students absent per day will decrease by 30 and the total number of days missed by chronically absent students will decrease by 300 as measured by reports from Synergy and daily absence logs. The average ADA for the District will increase by 11%. The one way COVID-19 has been beneficial is the increased communication between the home and school. Texting between parents and teachers is the norm now and positive attendance goals can be shared in this way.

### 5. LCFF State Indicator College and Career (7.8% - Red)

SPVUSD is planning to the following steps to address this need: The high school has finalized an Agricultural Science pathway and will be focusing on growing, harvesting, pest management, and animal husbandry. In addition, moving to a 4x4 block schedule allows SPVHS to partner with Arizona Western College (AWC) to transport students to the campus in order for students to take courses in welding leading to certification, in addition to other areas of interest. The 2021-2022 focus will be on welding and we will continue to expand offerings with AWC's support.

# LCAP Highlights

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

Due to the learning challenges SPVUSD students are already faced with, COVID-19 added another layer with students receiving instruction via Distance Learning for 12 months. Moving into 2021-2022 SPVUSD will have a focus on, English, Math, English Language Learners in the area of mathematics, and Special Populations. In order to accomplish this goal, we will focus on the whole child. To this end, we have included actions that cover academics, additional staff (music teacher, math teacher, TOSA-CSI for elementary, paraprofessional for elementary), social/emotional assistance, attendance, safety, and college and career readiness.

Professional Development: Generally paraprofessionals, the very people hired to work with students in small groups, are not included in instructional strategies training, behavior management, setting up inclusive environments, and setting up partnerships with the lead teacher. SPVUSD has contracted with ICOE to provide training to our paraprofessionals four times over the next school year. In addition, teachers will have training in instructional practices, using data to inform instruction, and communication protocols. These efforts are being made to calibrate district expectations and better support paraprofessionals/teachers in the classroom. Ultimately, this training should move our students forward as staff will have the skillset to help students achieve at higher levels.

SEL (Social emotional learning) Camp, July 2021: In part, due to COVID-19, students across the United States have experienced greater mental health challenges. SPVUSD students live in an impoverished area, some without internet access, so for more than a year they were fairly isolated. As a result of student need, SPVUSD counselors and mental health professionals have developed a SEL Camp. This camp is focused on the Tier 3 students first, and then down the MTSS pyramid. Coping skills toolbox, dimensions of wellness, healthy relationships, teambuilding and movement therapy, in addition to motivational music and social skills activities. There will one day follow-up sessions throughout the year with another camp planned for summer 2022.

The continued implementation of standards aligned textbooks in English Language Arts, science, and Math, with instructional techniques and strategies to allow all students, including low income, students in foster care, students who are homeless, and students with exceptional needs, to access the California Standards. Students with exceptional needs and second language learners will be afforded the opportunity to engage in intervention and support and enrichment classes during the day and after school through ASES. Bill Manes Alternative High School will fully implement curriculum adopted by the high school with differentiation an expected norm.

Community Hubs: Due to stakeholder input on surveys and the idea of expanded learning, we have identified two locations, one in the old subdivision and one in the new subdivision, to create a learning hub for students with wifi access, books, and an environment that encourages students to engage in intervention activities via their chromebooks, reading available books, or just conversing with student to practice verbal skills. We have yet to identify a location in Winterhaven, specifically, to support students in that area of town.

Stakeholders agree that attendance at school is a key factor in low academics and mastery of standards. In order to increase our attendance rate for all students, we continue to employ an Elementary Counselor for grades TK-3 whose focus is attendance. We will also continue our partnership with the Quechan Tribe to assist in working with Native families to improve the attendance of their children. We've included actions and services to include a strong college and career exploration/readiness pathway for all students grade TK-8. The 4-8 Guidance Counselor will not only provide academic support, but will also provide social emotional and college and career exploration support. The high

school will proceed with the implementation of block schedule to encourage positive attendance. In addition, block scheduling will allow for juniors and seniors to attend classes at Arizona Western College, job shadow, intern, and receive work experience opportunities/credit. We are anticipating an uptick in positive attendance due to the revised schedule and college and/or career focus.

## 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.

San Pasqual Valley Elementary 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.

The LEA will support SPVES with the Comprehensive Support and Improvement (CSI) Plan by funding a full-time certificated TOSA-CSI position officially starting July 1, 2021. SPVUSD is also in the process of hiring another paraprofessional to assist in student intervention and support. This position will allow the site to collect and analyze data from existing sources such as IXL Learning, iReady, CAASPP Interim Assessments, survey data, etc. The TOSA-CSI will analyze the data, spearhead training, goal setting, and review with site team and report out to all stakeholders. By dedicating a full-time person to data collection, analysis, goal setting, and review allows for continuous improvement in instructional and site practice. From this data, the LEA will support the implementation of interventions such as IXL Learning, curriculum embedded interventions, small group interventions with paraprofessionals, after-school tutoring interventions, etc. In order to be successful with this endeavor, the District has provided devices for all staff at the elementary site including paraprofessionals. Currently, the CSI Plan for the Elementary School is their School Plan for Student Achievement (SPSA). The SPSA plan is developed specifically by the school site and stakeholders to benefit the students of the school site. The goal of stakeholder participation is to highlight needs and develop educational goals for student achievement.

The following is a summary of the resource inequities identified in the Needs Assessment conducted with the Comprehensive Support and Improvement (CSI) Team made up of representatives from both classified and certificated staff:

- \* Not all staff can participate in Friday professional development due to scheduling conflicts with IEP and SST meetings.
- \* Planning is difficult at time due to need for hard copy additional materials that have yet to arrive
- \* There is no consistent assessment and data system utilized school-wide to drive consistent interventions for ELA and Math.
- \* There is an inconsistent implementation of Social Emotional Learning teaching and practice across grade levels by classroom teachers.
- \* There is a need for all staff and administration to come together to implement a consistent discipline plan school wide.

The site and district administration will work together to address these identified inequities by meeting together to identify those that can be remedied. For example, the site administrator will meet with those that schedule the IEP/SST Meetings to provide them the dates of the

professional development and encourage them to schedule IEPs and SSTs on days that don't conflict with professional development. Also, the site administrator will record professional development for those staff that are unable to attend. The CSI Team will prioritize the remaining inequities and narrow the focus by prioritize the needs. Currently staff and administration are meeting weekly with staff to address the assessment and data inequity which will drive classroom instruction. In order to assist the site in developing their Comprehensive Support and Improvement Plan, the District has entered into a contract with the Imperial County Office of Education (ICOE) to provide support and guidance during the process and to provide professional development in the area of science, the CAASPPP Assessment System, and instructional strategies and techniques. The site has also been provided training through Capturing Kids Hearts in order to build a strong team that can direct the planning process and bring about change. This training will continue moving forward. The CSI Team is going through the CSI planning process based on the PDSA Cycle (Plan Do Study Act) and is being guided by facilitators from ICOE that are walking them through the needs assessment. Staff is involved in training and then brings the information to, and requests information from staff based on the needs identified during the CSI Meetings.

San Pasqual Valley Elementary and San Pasqual Valley Unified School District strive to involve parents and staff in decision making. The District implements the use of surveys through Survey Monkey, Google Forms and Empathy Surveys to collect and analyze data from all stakeholders. These surveys are sent via social media and the District's web page ([www.spvUSD.org](http://www.spvUSD.org)). Due to the fact that many of our families do not have reliable internet, we also distribute the survey through the mail and engage staff in calling and personally collecting the data. The site principal will continue holding meetings like Donuts with Dear Ones monthly to elicit feedback from stakeholders (parents/guardians) and feedback is also received through attendance at the DELAC/MPAC (District English Language Advisory Council/Migrant Parent Advisory Council) meetings as well as the DIPAC (District Indian Parent Advisory) meetings and School Site Council meetings. The data received from these stakeholder groups is analyzed and shared with the CSI Team as part of the local needs assessment. This assessment is what is driving the planning process. Data from surveys has included data regarding the use of assessments, parents feedback regarding learning, parent/family needs for internet, general services, profession development needs, needs for social emotional support, and other needs expressed by the stakeholders. This data will be used during the planning process to drive the decisions based on local needs and to ensure the plan is meeting the needs of all stakeholders.

As there was a need for current and timely data that could be used to drive instruction in the classroom, the site researched and changed from using iReady as an intervention to utilizing IXL Learning. The team felt that the data provided was more useful in determining the needs of the students, and the program was one that aligned to both the site goals and the District goals. IXL Learning provides a real-time diagnostic assessment of each individual student in the key strands of Language Arts and Math, with Science and Social Studies incorporated in many of the lessons. IXL allows the teachers to monitor progress and provide timely intervention based on the student's personalized action plan. Teachers can easily differentiate instruction for each student utilizing this plan. The staff has also chosen to collect data through the use of the Interim Assessment Blocks (IABs) in grades 3-5. This data will provide timely data that identifies students who are meeting standards, and those that need more support in meeting standards.

The Needs Assessment and May 2021 LCAP surveys indicated a need for a consistent SEL program, and the team identified Capturing Kids Hearts as an evidence based intervention to help support the SEL needs of the site.

## Monitoring and Evaluating Effectiveness

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

The LEA will monitor and evaluate the implementation and effectiveness of the plan by partnering with the Imperial County Office of Education to provide support and guidance to the site. The Superintendent will meet with the Principal and CSI Site Team to discuss the plan and the level at which it is being implemented, including specific markers indicating growth (10%) improvement. Plans for continued growth, identified student need, and/or needs for professional development will be discussed. The team will also meet on an ongoing basis, at least monthly, to discuss the implementation of the plan, review, and revise as needs arise. The Data and Support staff will provide ongoing data reports to the Superintendent in order to allow the LEA to make informed, collaborative decisions regarding progress and future plans. The LEA will collect data regarding attendance, engagement, academic progress, discipline and chronic absenteeism. The District will review the results from the most current California Healthy Kids survey. All survey data gathered by the site will be presented to the District for further analysis and support. The LEA will also participate in stakeholder meetings to hear first hand the concerns of the site, staff, and students. By attending these meetings, the District is forming a partnership with stakeholders and establishing a two-way communication system that allows the District to be in the know regarding progress and areas of growth. The LEA will monitor the implementation of supports provided to staff such as Capturing Kids Hearts, IXL training, Next Generation Science training, and all other trainings offered to the site via Imperial County Office of Education related learning, instructional practice, Special Education, Social Emotional Learning, and English Language Learners, to determine the impact these professional development opportunities have had on staff and student achievement.

# Stakeholder Engagement

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

There were three LCAP and Extended Learning Opportunity Grant surveys developed in order to receive stakeholder feedback before finalizing the LCAP. Students, Staff, and Parent/Community surveys (in Spanish and English) were sent out via email, Parent Link, social media (Facebook primarily), and the district website.

The following surveys were completed by the following groups:

Students: 200 students completed the survey from all five schools in the district, most were from the high school and middle school.

Staff: 67; 17 were classified, 45 were certificated, one management, and one confidential.

Parents:

Four (4) completed the Spanish version; three were elementary parents, one (1) middle school parent

23 completed English version; 16 were elementary parents, four (4) were middle school parents, and six (6) were high school parents.

Parent and community input was also received during zoom School Site Council meetings at each site, DELAC and DIPAC meetings, meeting with the Quechan Tribe and monthly School Board meetings. The District shared data monthly at the School Board meetings and met with teachers and unions to share data and get input on the plans.

A summary of the feedback provided by specific stakeholder groups.

Survey results regarding:

Stakeholders pleased with attendance improvement efforts:

Students: 91%

Staff: 81%

Parents/Community:

English survey results: 90%

Spanish survey results: 50%

"all the kids who don't miss a day should have a party or be able to win a gift basket"

"Free time on Friday or the coupons so Friday's they can purchase a small prize"

"The families have appreciated coupons, trips etc. It might be nice to offer, ipads, educational magazine subscriptions or apps, books, fine art or sports lessons, etc."

Stakeholders who feel safe on campus:

Students: 92%

Staff: 95%

Parents/Community:

English survey results: 95%

Spanish survey results: 100%

"i don't think you can make it any more safe there is always a cop there and security"

Stakeholders believe there are enough activities/engagement opportunities on campus:

Students: 63%

Staff: 18%

Parents/Community:

English survey results: 36%

Spanish survey results: 33%

"Add more classes that we will need in order to be prepared for life and not just college, like chemistry or welding or mechanics like the ones that will prepare the students who do not decide to go to college and instead look for a job."

"More fun projects or things that will interest us in the things we're doing. Maybe more clubs and to let students know what type of options they have"

"We need to help kids realize that education is important to be successful. Maybe we could have alumni come back and talk to the students"

"better communication choose something to fix and stick with that don't keep adding new things until the original plan or idea is fully implemented."

"I would want someone who can just give me a talk on what to expect when finally going off into the world after high school. Or activities on where you can find out what career would be a goof fit for you and you can plane out where you want to go and what you want to do with your life."

Professional Development, Survey Comments:

"Hands on learning not only sitting and watching a screen."

"the classrooms are fine its just the teachers, not trying to throw shade or anything but maybe they could work on helping us in some ways"

"Personally, I learn by examples so I would prefer if a teacher would show us how to solve a problem without having us solve it first."

"I think more technology for teachers or more training for how to use their technology."

"I think you should make the classes more interesting like...instead of just talking about boring school work ( no offense) but you should make it interesting like give examples, or do more projects involving multiple students, this would make the work fun...which would motivate them to do the work in school and get good grades."

Tutors Available to Students:

"maybe you should teach the kid alone one by one so they can learn because if there's a bunch of people they distract can you."

"Help me on my homework"

SEL/Capturing Kids Hearts/I Think Big:

"Maybe when we get to school we take deep breaths and also when we get back from recess we take deep breaths."

"Emotional support, as I suffered from a lot of personal problems back then."

"How to recognize if a student is going through something but being quite about it. I feel like a lot of students are silently struggling and not saying anything because they might be afraid to speak about it. I think if a teacher can recognize it and try to help them find help then that would be a good thing."

"i don't think any adults at school should have any training unless a teacher has said something that is rude then yes, I do think all teachers should be educated/trained so they know what to say and what not to say. They should know all the pros and cons, they should know what they got to do, and they should be trained for whatever they need to be trained for or they shouldn't be a teacher."

"Regain trust and build rapport with the community. Especially parents. It has been a long year without being a presence within the community. The community has gone through tremendous loss. All staff need to recognize the implications."

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

Two hundred and sixty five stakeholders completed the parent, staff, and student surveys to determine focus and importance. The following quotes were taken from the various completed surveys. The surveys influenced our movement toward master schedule design at the high school, the chronic absenteeism challenge, additional personnel including a music teacher, additional tutoring, SEL support and training for teachers and parents, and technology access. As an educational agency it is our responsibility to support the whole child and put in systems in which students can be most successful. Many of the survey comments had more to do with mental health, engagement opportunities, and professional development for staff members.

Stakeholders pleased with attendance improvement efforts:

Although some stakeholders seem to be pleased with attendance improvement efforts, the reality is that SPVUSD students struggle to keep positive attendance regardless of incentives. In 2021-2022, there will be parent workshops on best practices for student success. Parents/relevant adults will be offered examples of how positive attendance impacts student achievement. Our Outreach Consultants (three total) also assist with student attendance motivation and support. We will use Parent Link (Catapult moving forward) to continue with the automatic calls, but the personal touch will be utilized.

Stakeholders who feel safe on campus:

We are continuing with our contract for a Student Resource Officer. SPVUSD is also maintaining the two campus security assistants.

"i don't think you can make it any more safe there is always a cop there and security"

Stakeholders believe there are enough activities/engagement opportunities on campus:

This is an area in which only students believed SPVUSD was providing enough activities/engagement opportunities for students. There were two decisions made directly related to this area. First, our efforts at informing stakeholders of various activity based events/programs must be better advertised and communicated. Second, we are in the process of switching our website and Parent Link to one provider so their is consistent messaging. In addition, we are in the first steps of installing a PA system on all campuses so that messaging will be clear and all site personnel/students will receive the same information. The belief there was little opportunity for activities also reinforced the idea of a SEL summer camp, expanded summer school to include more informal, but directed engagement opportunities for students. A music teacher was approved for the 2021-2022 school year on June 8, 2021 by the governing Board as SPVUSD has been without a music teacher for two years. SPV High School is also moving to a 4x4 block which allows for SPVUSD to partner with Arizona Western College and Imperial Valley College to increase course offerings while providing Dual Enrollment/Concurrent Enrollment/Articulation opportunities for classes we do not typically have the personnel to teach.

**Professional Development:**

Based on survey results it was determined SPVUSD teachers needed refresher training in instructional strategies and practices. As paraprofessionals generally do not receive this type of training we decided it was in the best interest of our students for them to receive instructional strategies and practices training since they often run small groups within the classroom.

**Staffing:** We are hiring an additional paraprofessional for the elementary and a music teacher who will provide instruction to the elementary, middle, and high school.

**Tutoring:** ASES (After School Education and Safety) all populations, Migrant tutoring, Native American tutors. We are developing a peer-to-peer tutoring program for students to start 2021-2022.

"Help me on my homework"

"Help from kids just like adults help the kids"

**SEL/Capturing Kids Hearts/I Think Big:**

Due to stakeholder input SPVUSD will continue with training for staff in Capturing Kids Hearts. We will also continue to work with students using I Think Big. Mental health and social emotional support/guidance/strategies have been identified as a need.

# Goals and Actions

## Goal

Goal #	Description
1	By the Spring 2022, the percentage of students who are chronically absent, missing partial days, tardy more than 30 minutes, and students who miss before or after a weekend and/or holiday will be decreased by 10%. The average number of students absent per day will decrease by 30 and the total number of days missed by chronically absent students will decrease by 30 as measured by reports from Synergy and daily absence logs. (State Priorities 3 – Parent Involvement and 5 Pupil Engagement)

An explanation of why the LEA has developed this goal.

Data suggests SPVUSD has a challenge with chronically absent students (21.3% in 2018-2019). This directly impacts their classroom success, student achievement. As we want our students to perform better and reach their potential, SPVUSD has to get them on-site for instruction.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Dashboard CALPADS Attendance Rates, Chronic Absenteeism	Priority 5. Using 2018-2019 attendance data is more accurate as it was the last full year of in-person instruction. According to the Dashboard, 21.3% of our students are considered chronically absent. Based on CALPADS, 2019-2020 data, 67.89% of our students are absent				For 2023-2024, the desired outcome is fewer than 8% of our students, district-wide, will be absent or chronically absent.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	between 5% to 10% of the time district-wide. Chronic Absenteeism-Orange				
California Dashboard DataQuest Graduation/Drop Out Rates	Priority 5. Using 2018-2019 graduation data is more accurate. According to the Dashboard, 86.3% of our seniors graduated district-wide in 2018-2019. DataQuest details the 2019-2020 Four-Year Adjusted Cohort Graduation Rate as 74.6% with only 61.3% of our Native youth graduating and 88.5% of our Hispanic/Latino. Graduation Rate - Green				For 2023-2024, the desired outcome is 95% of our seniors, district-wide, will graduate. The Four Year Adjusted Cohort Graduation Rate will be at least 85% for Native youth and 95% for Hispanic/Latino.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Site Attendance Mini-grants	1.1 Award Attendance Incentive Mini-grants to sites at the rate of \$1500 per site. Sites will be required to submit a plan to improve attendance including activities for students and a budget that shows that they have reviewed the data from the previous year and adjusted their plan. Sites will also be required to address Monday absences. Sites will also hold a parent meetings to reveal their attendance plan	\$4,500.00	No

Action #	Title	Description	Total Funds	Contributing
		to parents. Attendance Committees will meet District Wide on at least a quarterly basis.		
<b>2</b>	Date Review, Attendance Committee	1.2 Administration will meet with staff monthly to review the attendance data for the site. This data will be gleaned from the weekly update distributed through email by the District as well as dally contact logs distributed through email by the attendance clerks. Sites will review their mini-grant and provide an update on the goals to the District office quarterly. Data will include Monday/Friday absences, overall attendance, and improvement by Chronic Absentees. This data will be shared with all site stakeholders not only the Attendance Committee.	\$0.00	No
<b>3</b>	Chronic Absenteeism Reversal Support	1.3 A team of paraprofessionals and support staff will continue to be provided to assist sites with truancy and chronic absenteeism.	\$144,374.00	Yes
<b>4</b>	Parent Attendance and Student Achievement Training	1.4 Quarterly parent trainings will be held to discuss the importance of attendance and the effects poor attendance has on success in school and beyond.	\$2,250.00	Yes
<b>5</b>	Graduation Attendance Expectation	1.5 The high school will adopt graduation ceremony criteria that includes an attendance expectation. Students who are Foster and Homeless youth will be supported on a case by case basis to ensure there are not penalties for attendance issues that were beyond their control.	\$0.00	No
<b>6</b>	Saturday School (Weekend Warrior, Weekend Wildcat)	1.6 Students who are tardy and or absent will make up seat time missed after school and during Saturday School (Weekend Warrior, Weekend Wildcat).	\$18,132.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>7</b>	Stakeholder Communication	1.7 Cost of support team and the associated costs for activities provided: Sites will communicate with parents regarding attendance and how to communicate with the school at every opportunity. The first opportunity will be the Parent Dinner or Ice Cream Social at the beginning of the year. Other opportunities include back-to-school night, parent conferences, parent events, etc. District/Site personnel will make positive home visits or meet students at bus stops to talk about attendance. The Support Team will plan and implement at least four (4) parents meetings specifically for attendance.	\$240,963.00	Yes
<b>8</b>	Student Ambassador Program	1.8 Sites will analyze a Student Ambassador program that allows cross-age mentors to meeting students at the beginning of the day and remind them how important on-time attendance is.	\$1,500.00	No
<b>9</b>	Extra Curricular Activity	1.9 Extra Curricular Activity Eligibility Requirements will include attendance. Students must be in attendance with a rate of 90% to participate in any and all extracurricular activities, including sports and field trips.	\$584,974.00	Yes
<b>10</b>	Transportation Ensures Attendance	1.10 To ensure that all students can regularly and safely attend school, transportation is provided to all students. The District contributes an additional \$149,292 from Supplemental and Concentration to cover costs for after school activities and additional "white" fleet runs for students.	\$684,615.00	Yes
<b>11</b>	Art and music are critical to the development of students.	1.11 For the 2021-2022 school year, SPVUSD has hired a music teacher and is expanding our art offerings to better support our students development.	\$238,592.00	Yes

# Goal Analysis [2021-22]

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

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

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

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

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

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

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	By the Spring 2022, San Pasqual Valley Unified School District will create a positive, safe, nurturing environment as evidenced by reduced number of referrals related to school violence, bullying, harassment, and drug use, distribution, and possession thereby decreasing suspension and expulsions and increasing student attendance and reporting of incidents. (State Priorities 6 – School Climate and 3 – Parent Involvement).

An explanation of why the LEA has developed this goal.

As a result of student need, SPVUSD counselors and mental health professionals have lessons, strategies, and workshops to support our SPVUSD students. We are focused on the Tier 3 students first, and then down the MTSS pyramid. Coping skills toolbox, dimensions of wellness, healthy relationships, teambuilding and movement therapy, in addition to motivational music and social skills activities will be addressed throughout the year as we must focus on the whole child.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DataQuest Dashboard	Priority 6. School Climate. DataQuest, 2019-2020 data, suggests district-wide Suspension Rate is 6.3%. However, the Percent of Students Suspended with Multiple Suspensions was 22.2%. Total NUMBER of Suspensions per Ethnicity are: American Indian 39 Hispanic/Latino 19 White 2				The desired outcome for 2023-24 is a district-wide Suspension Rate of under 3% to be in alignment with County and State numbers. That will require the Total Number of Suspensions per Ethnicity to be half of the 2019-2020 DataQuest numbers, which would be a reduction to: American Indian: 19 Hispanic/Latino: 9

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					White: 1
DIPAC, DELAC, SSC Participants LCAP/ELOG Surveys Response Numbers Cafecito Chats CA Healthy Kids Surveys	<p>Priority 3. Parental Involvement and Family Engagement. SPVUSD has three committees that has parent/families as members. The District Indian Parent Advisory Committee (DIPAC), the District English Learner Advisory Committee (DELAC), and the School Site Council (SSC).</p> <p>DIPAC: 8-10 parents consistently DELAC: 4-6 parents consistently SSC: only members attend, generally no extra parent/community input</p> <p>We received the following responses: Parents and Community: 24 Parents and Community (Spanish): 4 Students, K-5: 34 Students, 6-8: 72 Students, 9-12: 91</p>				<p>The desired outcome for 2023-2024: Double the number of parent/family/community participants in each of the three committees DIPAC: 15 parents consistently DELAC: 10 parents consistently SSC: members attend with community input</p> <p>SPVUSD also sent out surveys to all stakeholders related to LCAP and ELOG. SPVUSD will increase the participant responses by : 25%</p> <p>On the CA Healthy Kids Survey, 2023-2024: 95% of 5th graders Feel safe at school</p> <p>Middle School, CA Healthy Kids Survey, 2020-21: 95% of students Perceive school as very safe or safe.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>On the CA Healthy Kids Survey, 2020-2021: 73% of 5th graders Feel safe at school</p> <p>Middle School, CA Healthy Kids Survey, 2020-21: 85% of students Perceive school as very safe or safe.</p> <p>At the high school level, 65%- 73% of students Perceive school as very safe or safe.</p>				At the high school level: 95% of students Perceive school as very safe or safe.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	TK-8 Counselors addressing SEL/College and Career	2.1 Elementary/MS Counselor to address the social emotional needs of the students, provide counseling, and work with students on College and Career Readiness.	\$272,464.00	Yes
2	Safe School Ambassadors	2.2 PeaceBuilders will continue to be implemented at the elementary and high school. All three sites received grant funding to also implement "Safe School Ambassadors" to supplement PeaceBuilders and build a safe climate where bullying is not tolerated.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Why Try?	2.3 Training will take place in the Why Try? resilience curriculum to supplement the PeaceBuilders program and to address specific needs of adolescents and teens. Priority will be given to students who are Foster Youth, Homeless Youth, or MTSS Tier 2 and 3 students who are at risk.	\$500.00	Yes
4	SST Online System	2.4 The SST Online System will be utilized to document students who are at-risk of school behavior due to disciplinary reasons. Students who are Foster Youth or Homeless Youth will be assessed by the CARE team upon entry into the sites.	\$500.00	Yes
5	In-School Restriction and Intervention	2.5 District Leadership Teams will investigate and analyze data regarding the use of In-School Restriction/In-School Suspension. As a result of student need, SPVUSD counselors and mental health professionals have developed SEL support throughout the district. This SEL support is focused on the Tier 2/3 students first, and then down the MTSS pyramid and set up a direct flow of interventions for students that have been out of school suspended. Staff will have put together behavior plans and interventions. Accountability when best practices are not being implemented for high risk students. This will require heavy counselor, mental and behavioral health, and general site support.	\$60,419.00	Yes
6	SEL Student and Parent Workshops to Avoid Disciplinary Action	2.6 SEL staff support. Student and parent workshops will be conducted to help parents understand how SPVUSD's counseling and support personnel can provide intervention in social emotional learning/mental health, School's Discipline Policy, Education Code regarding Suspensions and Expulsion, why students get suspended and expelled, and how to prevent it. A portion of the these workshops will address teen suicide and the red flags associated with teen suicide. These meetings will be held at least at the beginning of each semester.	\$102,429.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Support Teams	2.7 A support team of Outreach Consultants, Counselors, Behavior Intervention Specialists, and the CHAT program will work with small groups of students and/or individuals to provide counseling and support, behavioral interventions and lessons. These members will also be part of a team that collaborates with COST, SST Teams, IEP Teams, CARE Teams, etc. Special attention will be paid to the needs of Foster Youth, giving them priority in services. The support team will provide professional development for sites on the long-term goals and strategies for improving social-emotional health. (Salaries and Benefits included previously)	\$3,000.00	Yes
8	Safety and Security for Students and School Sites	2.8 Campus Security will work with the School Resource Officer to support student needs, prevent problems from occurring, and intervene as early as possible when students are outside of the classroom.	\$236,060.00	Yes
9	Community Law Enforcement Quarterly meetings	2.9 Quarterly meetings will be scheduled with the School Resource Officer, Sheriff's Department, Quechan Police Department and campus security to discuss issues facing our students. We will also discuss the needs of the District.	\$0.00	No
10	Cultural diversity and empowerment	2.10 Culturally sensitive activities will be planned that reflect the cultural traditions and customs of all students.	\$15,691.00	No
11	Health and Safety	2.11 Health Class will continue to be a part of the master schedule on both the middle and high school campus. This class will teach skills related to HIV/AIDS awareness, comprehensive sexual education, and positive life choices.	\$2,008.00	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	In the 2021-2022 ALL STUDENT groups of San Pasqual Valley Unified School District will progress one color band per year on the California School Dashboard by increasing the average district scale score and decreasing the District distance from 3. d. (State Priorities 4 – Pupil Achievement, 8 – Other Outcomes, 2 - Implementation of State Standards, 1 – Basic Conditions, and 7 – Course Access)

An explanation of why the LEA has developed this goal.

Due to the learning challenges SPVUSD students are already faced with, COVID-19 added another layer with students receiving instruction via Distance Learning for 12 months. Moving into 2021-2022 SPVUSD will have a focus on, English, Math, English Language Learners in the area of mathematics, and Special Populations. To this end, we have included actions that cover academics, additional staff (music teacher, math teacher, TOSA-CSI for elementary, paraprofessional for elementary), social/emotional assistance, attendance, safety, curriculum, and college and career readiness.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard CAST DataQuest CALPADS RFEP	<p>Priority 4 – Pupil Achievement Implementing STAR testing across district as a baseline during the 2021-2022 school year.</p> <p>During the 2020-2021 school year no students were redesignated (RFEP).</p> <p>Dashboard: ELA - Red, 54.6 points below standard</p>				<p>STAR testing will allow SPVUSD to self-monitor and strengthen instruction throughout district based on student data.</p> <p>RFEP: 15% of students receiving ELD support will be redesignated each year, through 2023-2024</p> <p>Dashboard:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Math - Red 98.4 points below standard</p> <p>English Learner Progress - 41.7% making progress toward English Language proficiency</p> <p>DataQuest, CAASPP, 2018-2019: District ELA: 51.50% Met or Exceeded Standard</p> <p>District Math: 39.73% Met or Exceeded Standard</p> <p>Whereas, Students with disability: District ELA: 16.35% Met or Exceeded Standard District Math: 12.61% Met or Exceeded Standard</p> <p>Homeless: District ELA: 32.86% Met or Exceeded Standard District Math: 22.69% Met or Exceeded Standard</p>				<p>By 2023-2024, our ELA and Math will indicate YELLOW and 65% English Learner Progress</p> <p>DataQuest: District ELA: 65% Met or Exceeded Standard</p> <p>District Math: 58% Met or Exceeded Standard</p> <p>Whereas, Students with disability: District ELA: 50% Met or Exceeded Standard District Math: 45% Met or Exceeded Standard</p> <p>Homeless: District ELA: 60% Met or Exceeded Standard District Math: 50% Met or Exceeded Standard</p> <p>Migrant: District ELA: 60% Met or Exceeded Standard District Math: 50% Met or Exceeded Standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Migrant: District ELA: 30.01% Met or Exceeded Standard District Math: 21.58% Met or Exceeded Standard</p> <p>RFEP: District ELA: 60.07% Met or Exceeded Standard District Math: 43.10% Met or Exceeded Standard</p> <p>Foster: Currently, one student. Additional support and intervention provided. Outreach immediate upon enrollment to connect with services.</p>				<p>RFEP: District ELA: 70% Met or Exceeded Standard District Math: 60% Met or Exceeded Standard</p> <p>Foster: Monitor number of students and needs based on circumstance, provide intervention/support.</p>
CALPADS - CTE Completers Dual Enrollment student # Dashboard, College/Career	<p>Priority 8 – Other Outcomes CALPADS, 2020-2021 : CTE Completers, 7 in Agriscience, 1 non-completer Work-Based Learning - 0 students</p>				<p>CALPADS, 2023: CTE Completers, 25 in Agriscience Work-Based Learning - 25 students</p> <p>Dual Enrollment, completed in 2023: Increase by double the 2021-2022 enrollment numbers.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Dual Enrollment, completed in 2020-2021: 9 students in Eng 101 7 students in Eng 102</p> <p>Dashboard: 2019, 7.8% of SPVUSD graduates are Prepared on the College/Career Indicator and all are Socioeconomically disadvantaged.</p> <p>Metrics: % of students who met A-G Criteria 2018 22.9% 2019 18.6% 2020 23.4% % of students who were CTE completers and met A-G Criteria 0%</p> <p>Graduation Rate: 2018 63.6% 2019 81.10% 2020 74.6%</p> <p>Dropout Rates – Middle School and High School...6.3% Dropout Rates – 6.5% SED</p>				<p>Dashboard: 2023, 40% of SPVUSD graduates are Prepared on the College/Career Indicator.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Dropout Rates – Bill Manes Continuation. 16%				
<p>Implementation of state board adopted academic content and performance standards for all students.</p> <p>Programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.</p>	<p>Priority 2 - Implementation of State Standards All school sites are teaching Board approved standards based curriculum. Access is provided to all students. ELD is provided to students as needed and required in all grade levels to support and encourage English language proficiency. RFEP numbers should rise due to fidelity of instruction and programming.</p> <p>Adoption of standards based curriculum will continue in the 2021-2022 school year at the elementary level.</p>				<p>Board approved, Standards based curriculum being taught in all schools.</p> <p>RFEP: 15% of students receiving ELD support will be redesignated each year, through 2023-2024</p> <p>Biliteracy Seal student qualifications.</p> <p>Elementary School - English Learner Plan that includes a District Wide Monitoring System.</p>
Dashboard, Conditions and Climate	<p>Priority 1 – Basic Conditions Dashboard - 2018-19 MIs-Assignments = 0</p>				Dashboard, 2023 MIs-Assignments = 0 Percent of students without access to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basics: Teachers, Instructional Materials, Facilities	Percent of students without access to instructional materials = 0 Instances where facilities did not meet the "good repair" = 1, since fixed.				instructional materials = 0 Instances where facilities did not meet the "good repair" = 0
High School - Curriculum, Master Schedule redesign, 4x4 block, leading to 320 credits in four years, with dual enrollment option. Middle School - Electives added to schedule, advisory period build into schedule Elementary School - Redesign. Bill Manes - complete overhaul of expectations and direction.	Priority 7 – Course Access 2021-2022: Dual Enrollment with Arizona Western College Art History English 101, 102 Welding, four courses over 4 terms will = Welding Certification for entry level work 2019-2020, 2020-2021 Middle School has adopted Social Science curriculum. Journalism, Marketing, Photography, and Yearbook. High School has adopted Science and Math curriculum. 2021-2022				Dual Enrollment, completed in 2023: Increase by double the 2021-2022 enrollment numbers.  Middle School will have partnerships with Arizona Western College and/or Imperial Valley College for student college and career. PBL fully implemented with rubrics for standards based assessments.  Elementary will use College/Career exploratory curriculum to engage students in critical thinking regarding future opportunities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Elementary will begin process for Social Science curriculum. 2021-2022</p> <p>Bill Manes Alternative High School - complete revamp, use of approved standards based curriculum. Full support for reintroduction to High School campus for graduation.</p> <p>CDS - use of approved standards based curriculum.</p> <p>Adult School - Presently offer diploma</p>				<p>Bill Manes Alternative High School - will have partnerships with Arizona Western College and/or Imperial Valley College for student college and career.</p> <p>CDS - use of approved standards based curriculum.</p> <p>Adult School - will have partnerships with Arizona Western College and/or Imperial Valley College for student college and career.</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1</b>	Instructional Strategies Training by ICOE	3.1 Coming back to in-person instruction requires teachers and paraprofessionals to have refresher supplemental training in instructional strategies and behavior management to provide engaging, relevant, best practices instruction for student achievement.	\$15,000.00	No
<b>2</b>	High School Course Audit Review	3.2 Contract for high school course audit review and master schedule 4x4 design which allows students to enroll in A-G approved courses throughout their high school career. High School Math, ELA, and ELD Departments will receive coaching and lesson study through a	\$3,500.00	No

Action #	Title	Description	Total Funds	Contributing
		contract with the Imperial County Office of Education for all new certificated staff.		
<b>3</b>	Project Based Learning including STEM	3.3 The Middle School Staff and newly added teams from the Elementary and High School will continue to implement Project Based Learning. Planning and collaboration time, in addition to rubric development, clear expectations and connection to standards based learning. 3.12 STEM projects will occur within and apart from the Project Based Learning approach. These STEM projects will occur in STEM classes, ASES, and in math/science classes at the High School Level.	\$17,000.00	No
<b>4</b>	Assessment and Data Tool for Students	3.4 IXL will be utilized to close the gaps in achievement and enrich those students who are performing at or above standard. Training will be provided to new staff and follow-up training will be provided for returning staff. Assessments and data will be utilized to plan intervention for students. IXL will be utilized during the instructional day and after school.	\$5,000.00	No
<b>5</b>	Principal Calibration Walkthroughs	3.5 Administration will conduct Principal Calibration Walkthroughs to identify needs of the District in regards to materials and staff development. SPVUSD will also look for consistency in implementation of curriculum and instruction.	\$3,000.00	No
<b>6</b>	Winter PD Day	3.6 All staff will receive training on the winter Professional Development Day in a topic chosen based on teacher feedback and determined need once Calibration Walks begin.	\$25,000.00	No
<b>7</b>	Standards and Outcomes	3.7 California Standards, power standards identification, lesson design, and expected outcomes training.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
<b>8</b>	Educational Technology Committee	3.8 An Educational Technology Committee will be formed to review the technology plan. The Director of IT will be the lead on the committee, each site will have 2 representatives, and 2 classified employees will serve as representatives. This committee will meet at least once per quarter to discuss District needs and to review and revise the District IT Plan.	\$1,500.00	No
<b>9</b>	Credit Recovery	3.9 Summer school will be offered for students at risk of retention, EL/Migrant students, and students requiring credit recovery. Priority will be given to Foster and Homeless youth.	\$96,125.00	Yes
<b>10</b>	Master Schedule Design, intervention. Additional Math Teacher added to implement and planning monies	3.10 Master Schedules will reflect scheduled intervention blocks/periods for students who are at risk of not meeting standards. Data will be reviewed and instruction will be modified based on data.	\$107,978.00	Yes
<b>11</b>	English Learner Plan to include ELD in Master Schedule and interventions for ELL/Migrant students (EL Services)	3.11 The ELL/Migrant TOSA, portion of salary, will lead a team of teachers and classified staff who meet quarterly to develop an English Learner Plan that includes a District Wide Monitoring System. The ELL/Migrant TOSA will provide additional support for staff to identify students at risk of not meeting standards and will document and implement interventions to meet that need (SST). Provide professional development for English Learners to refine their language acquisition program.	\$87,484.00	Yes
<b>12</b>	ASES/ After school tutoring	3.12 After school tutoring will be offered to students who are identified as English Language Learners and students enrolled in ASES. Additional after-school tutoring will be offered based on the needs of the students at each site.	\$166,671.00	No

Action #	Title	Description	Total Funds	Contributing
13	Web-based support for English Language Learners	3.13 USA Learns will be utilized for students who are in the beginning stages of English Development and/or newcomers to improve oral language proficiency.	\$0.00	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
4	San Pasqual Valley Unified School District will graduate students who are college and career ready, meet the A-G requirements, and meet at least one (1) other College and Career Readiness Indicator. San Pasqual Valley Unified School District promote 8th grade students by preparing students for high school by providing a challenging and rigorous curriculum. SPVMS will provide college and career related curriculum through Get Focused, Stay Focused.

An explanation of why the LEA has developed this goal.

SPVUSD strives to have all students reach their greatest potential and be well-equipped to move forward upon high school graduation in either college, career, or both. By establishing a CTE pathway, Agricultural Science, and teaming with AWC for welding classes and certification SPVUSD is providing the opportunity for students to think outside of high school and plan for their adult futures. IVC will also provide concurrent/articulated/dual enrollment opportunities for students interested in pursuing college and career after high school.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard - College and Career/DataQuest CALPADS Course completion for college entrance CTE completion A-G/CTE completion for college entrance English learner proficiency, ELPAC RFEP College preparedness based on EAP	Priority 4 – Pupil Achievement  STAR testing district-wide will begin 2021-2022 to develop a baseline of student proficiency, but also to highlight areas of need for teacher guidance/redirection/P D.  CALPADS, 2020-2021 :				CALPADS, 2023: CTE Completers, 25 in Agriscience Work-Based Learning - 25 students  Dual Enrollment, completed in 2023: Increase by double the 2021-2022 enrollment numbers.  Dashboard: 2023, 40% of SPVUSD graduates are Prepared on the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>CTE Completers, 7 in Agriscience, 1 non-completer Work-Based Learning - 0 students</p> <p>Dual Enrollment, completed in 2020-2021: 9 students in Eng 101 7 students in Eng 102</p> <p>Dashboard: 2019, 7.8% of SPVUSD graduates are Prepared on the College/Career Indicator and all are Socioeconomically disadvantaged.</p> <p>DataQuest: 2020, 20% of students met ERW on SAT.</p> <p>During the 2020-2021 school year no students were redesignated (RFEP).</p> <p>Dashboard: 2019, English Learner Progress All Students State</p>				<p>College/Career Indicator.</p> <p>DataQuest: 2020, 50% of students meet ERW on SAT.</p> <p>RFEP: 15% of students receiving ELD support will be redesignated each year, through 2023-2024.</p> <p>Dashboard: 2023, English Learner Progress 65% making progress towards English language proficiency, at least a YELLOW designation.</p> <p>Bill Manes Alternative High School return students to SPVHS after one semester of credit recovery/support. A quarterly meeting will be held between the Bill Manes Staff, Guidance Counselor, and Administration to determine the progress of students</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	41.7% making progress towards English language proficiency Number of EL Students: 139				at Bill Manes and create a plan of re-entry.

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1</b>	Guidance Counselor Quarterly 1:1 Student Meetings	4.1 Guidance counselor will work with Freshman, Sophomores and Juniors at risk of failure due to grades or other circumstances, Foster Youth, and Homeless Youth. She will meet with them at least once per quarter to assess their progress and their need for intervention and resources.	\$71,890.00	Yes
<b>2</b>	Exit Surveys - Survey Monkey	4.2 Exit surveys will be conducted on parents who are withdrawing their students in the 8th grade to attend school in Yuma or elsewhere. The same survey will be conducted for parents withdrawing their students between 9th and 10th grade. The purpose will be to identify reasons why students are not staying at San Pasqual to graduate.	\$1,800.00	No
<b>3</b>	Intervention Support	4.3 Intervention will be provided after school by certificated teachers not only for credit recovery, but for support with standards mastery.	\$6,043.00	No
<b>4</b>	Bill Manes Alternative High School Restructure	4.4 Bill Manes Alternative High School will have a restructure with the goal of returning students to SPVHS after one semester of credit recovery/support. Accurate records of students transferring to Bill Manes Continuation High School will be kept in order to assist students in transition back to the high school prior to graduation. A quarterly meeting will be held between the Bill Manes Staff, Guidance	\$0.00	

Action #	Title	Description	Total Funds	Contributing
		Counselor, and Administration to determine the progress of students at Bill Manes and create a plan of re entry.		
<b>5</b>	Grade 6 College and Career graduation plan	4.5 Beginning in Grade 6, students will create a 7 year plan for high school graduation and College and Career Readiness. This plan will be guided by the MS/HS Counselors and will be revisited yearly at the beginning of each semester. Parent training will be held to inform parents of high school graduation requirements as early as 6th grade. Focus will be on the impact of MS on HS graduation.	\$1,500.00	Yes
<b>6</b>	College and Career Goals and Activities	4.6 The Master Schedule will reflect classes needed for meeting the College and Career Readiness Indicators. It will reflect courses that meet the A-G requirements. Courses will be articulated/dual enrolled/concurrent with Arizona Western College (AWC) and Imperial Valley College (IVC) to support student goals for career certification or college credit attainment. A Career Technical Education Agriculture pathway will be offered. College and Career Activities will be held throughout the school year. The ES/MS Counselor and MS/HS Guidance Counselor will create a list of events that will occur District Wide. These events will include career days, Higher Ed Week, College Week, etc. These activities will span TK-12.	\$6,500.00	No
<b>7</b>	PSAT	4.7 Students will be offered the opportunity to take the PSAT10, PSAT11, and the SAT. Prep classes, fee waivers, and transportation will be offered to remove any barriers students may encounter.	\$500.00	Yes
<b>8</b>	A-G Counselor Support	4.8 Ongoing support and reinforcement will be provided for students who are on-track for graduation and meeting A-G requirements. Students will be provided information regarding colleges and careers, provided interest inventories to determine future college/career plans, and will meet with the guidance counselor at least once per semester.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
9	Curriculum, Get Focused, Stay Focused	4.9 The High School and Middle School will implement the "Get Focused, Stay Focused" curriculum. Also, HS Seniors will be required to complete EverFi, a 9 module program regarding financial literacy.	\$1,500.00	Yes
10	Staff PD for HS Graduation Requirement, College Entrance	4.10 Provide Staff Training on the A-G requirements to create a common language for discussion among staff and with parents and students.	\$0.00	No
11	CTE Classes at the High School or AWC/IVC	4.11 Additional Support will be provided to students through support after school and during the school day in both content area and CTE Classes. Tutoring cost included previously.	\$7,500.00	No
12				

## 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.

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**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
5	San Pasqual Valley Unified School District will increase parent involvement where parent input is needed in the decision making process as measured by a locally created parent survey. In order to achieve maximum responses to the survey, they will be distributed at parent conferences, IEPs, DELAC/MPAC (District English Language Advisory Committee/Migrant Parent Advisory Committee), DIPAC (District Indian Parent Advisory Committee) and in all registration packets.

An explanation of why the LEA has developed this goal.

SPVUSD learned during the COVID-19 pandemic that parent partnership and collaboration is necessary for the education of our youth.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DIPAC, DELAC, SSC Participants LCAP/ELOG Surveys Response Numbers Cafecito Chats	Priority 3. Parental Involvement and Family Engagement. SPVUSD has three committees that has parent/families as members. The District Indian Parent Advisory Committee (DIPAC), the District English Learner Advisory Committee (DELAC), and the School Site Council (SSC). DIPAC: 8-10 parents consistently DELAC: 4-6 parents consistently				The desired outcome for 2023-2024: Double the number of parent/family/community participants in each of the three committees DIPAC: Double participant rate. DELAC: Double participant rate. SSC: members attend with community input  SPVUSD also sent out surveys to all stakeholders related to LCAP and ELOG. SPVUSD will increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>SSC: only members attend, generally no extra parent/community input</p> <p>Meeting are held monthly and concerns or ideas are shared with principals, superintendent, and other district personnel. Every year parents are encouraged to join the groups and/or participate in meetings. The Special Education Department reaches out to parents/families to encourage participation in events and activities. Foster (1) and Homeless (16).</p> <p>SPVUSD also sent out surveys to all stakeholders related to LCAP and ELOG. We received the following responses: Parents and Community: 24 Parents and Community (Spanish): 4</p>				<p>the participant responses to : Parents and Community: Double participant rate. Students: Increase participation to 75% of student enrollment.</p> <p>Our desired outcome for the Cafecito Chats is increasing parent interaction by 10% as calculated by the number of parents attending the Chats.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students, K-5: 34 Students, 6-8: 72 Students, 9-12: 91</p> <p>SPVUSD counselors also hold Cafecito Chats with parents/family about mental health awareness/resiliency/ coping skills each month. Starting in 2021-2022, counselors will track how many parents participate in the virtual and in-person Cafecito Chats all designed around mental health and healthy living.</p>				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Pre/Post Parent Surveys	5.1 A pre and post survey will be administered to parents. The survey will contain questions regarding opportunities to participate in the decision making process. A narrative will be written based on the survey and provide guidance for decision-making moving forward.	\$0.00	No
2	Synergy Parent Portal	5.2 Implement the Parent Portal included with Synergy to communicate grades, attendance, and notices to parents. The portal will be available to parents of students in grades 6-12.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3	Pre-Meeting and Orientation Packet for New Families	5.3 An orientation packet for all parents will be created that includes important information for new parents to the site and/or District. A meeting will be held prior to the Ice Cream social for any parent that wants to attend, but focus will be on parents of students who are new. Parents will be offered tours of the campus.	\$1,500.00	No
4	Annual Scheduling of Meetings	5.4 At the beginning of the year, Parent Advisory groups will be given the annual schedule of meetings. Parents will be provided an opportunity at the first meeting of each group to change or modify the times of the meetings.	\$0.00	No
5	District-wide Calendar and new website through Catapult	5.5 A District-wide calendar of events/meetings will be created and distributed monthly to parents. This calendar will include all events and meetings for the site and the District. It will be color coordinated by site. This calendar will be posted on social media and the District's website.	\$15,000.00	No
6	Parent Surveys at Student Events	5.6 Parents surveys will be distributed at many events such as football games, Peace Builder picnic, fall festival, etc. We will look at offering parent rewards for returning the survey	\$1,000.00	No

## Goal Analysis [2021-22]

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## 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
34.87%	1,974,505

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.

Goal 1.  
Actions 1, 6, 8, and 11.

SPVUSD has five schools from PK - Adult. Of the students who attend SPVUSD 89% are eligible for free/reduced lunch, which means all receive free lunch. We have one (1) foster student, 14 homeless, 40 migrant, 471 qualify for free lunch, and 140 are EL funding eligible. SPVUSD is a high needs district. After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 8% lower than the attendance rate for English Learners and 11% lower than Migrant students. In order to address this condition, we are developing and implementing a new attendance program that is designed to address some of the major causes of absenteeism, including site Mini-grants, Student Ambassador program, with a Visual and Performing Arts (VAPA) component previously missing in our District, as well as creating a school climate that emphasizes the importance of attendance.

Goal 1 - Actions 1, 6, 8, and 11 have been developed to improve attendance across the district. Mini-grants were established for each site in order to provide incentives for improved attendance. Sites will review their mini-grant and provide an update on the goals to the District office quarterly. Weekend Warriors, Wildcats, and Braves (Saturday School) will be held to improve attendance and recover learning losses. SPVUSD has hired a music teacher to work in our schools as years of research show that art and music are critical to academic achievement, and in some cases is the only class that students come to school to attend.

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 be encouraged to attend school and understand the correlation to increases in student achievement. 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 hope to improve the 4.19% of students who are absent 20% or more of the school year.

#### Goal 1.

Actions 2, 3, 4, 5, 7 and 10.

SPVUSD has assessed the needs, conditions, and circumstances of our low-income students (89%) and the nature of our rural geography. SPVUSD understands it is imperative to offer transportation to all students in an effort to improve accessibility to the school site and improve attendance. In addition, it is necessary to communicate with our parents and strategize with stakeholders as to the need to reverse the District's attendance rates. The most recent data suggests of our low socio-economic students, 8.23% of them do not attend 10% - 20% of the time.

In order to address this condition of our low-income students, we will implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation, as well as create a school climate that emphasizes the importance of attendance. Goal 1, Action 10 provides additional transportation as well as a districtwide educational campaign on the benefits of high attendance rates. Actions 2, 3, 4, 5, and 7 respond to the need for data review, parent training and communication, and attendance expectations. Administration will meet with staff monthly to review the attendance data for the site. This data will be gleaned from the weekly update distributed through email by the District as well as daily contact logs distributed through email by the attendance clerks. Data will include Monday/Friday absences, overall attendance, and improvement by Chronic Absentees. This data will be shared with all site stakeholders not only the Attendance Committee. Parent Attendance and Student Achievement Training will be provided to inspire parents to be more diligent in school attendance as we will explain the effect on student achievement and long-term results of poor attendance. Students will understand that achievement and graduation is directly impacted by attendance.

These actions are being provided on an LEA-wide basis and we expect 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 as the parent involvement and support through COVID-19 has enhanced parent/school relationships.

#### Goal 2.

Action 4

While assessing the needs, conditions, and circumstances of our low-income students, we came to the conclusion SPVUSD needs to improve the process in which SSTs are facilitated. The first step for students is review by the CARE team and then movement toward a SST. An online system allows staff to follow the process and urge completion that a paper version does not allow in order to offer needed services in a more timely manner.

In order to address this condition for our low-income students, we are embracing a comprehensive system, SST Online, to facilitate the support our students require as intervention and support directly impacts learning and achievement. Goal 2, Action 4 provides the tool to

ensure students are provided a timely, efficient, student-centered review of data for the purpose of student support and intervention programs and/or strategies.

These actions will be provided on an LEA-wide basis and we expect students will benefit from SST Online to secure more timely intervention and support services.

Goal 2.  
Actions 2, 4, and 11

After assessing the needs, conditions, and circumstances of our low-income students of diverse backgrounds, we realize that self-image, appreciation for self and others, and motivation are essential to whole child development/achievement. SPVUSD will create a positive, safe, nurturing environment.

In order to address image, appreciation of diversity, and motivation of our low-income students, we are instituting a comprehensive Social Emotional Learning program that is designed to address some of the daily pressures and circumstances our students experience. In order to address this condition of our culturally diverse low-income students, we are utilizing Safe School Ambassadors, Why Try? curriculum, and cultural diversity and empowerment courses to address school climate to emphasize the importance of individual and community. Goal 2, Actions 2, 4, and 11 provide supportive resources as well as an educational campaign toward recognizing individual worth, comfort on campus (ambassadors), motivation from Why Try?, and that all students are equitable partners in their school environment and community.

These actions are being provided on an LEA-wide basis and we expect/hope that all struggling students will benefit. However, because of impact of home life (chronic stresses) on school achievement rate of low-income students, we expect that changing self-perception and motivation for improvement for our low-income students will increase, but it will be in very small increments initially.

Goal 2.  
Actions 5, 6, 7, 9, and 10

After assessing the needs, conditions, and circumstances of our low-income students and the recognized perception of need by stakeholders who completed the surveys, we learned that safety and alternatives to punitive discipline need to be addressed. SPVUSD will create a positive, safe, nurturing environment as evidenced by reduced number of referrals related to school violence, bullying, harassment, and drug use, distribution, and possession thereby decreasing suspension and expulsions and increasing student attendance and reporting of incidents.

In order to address this condition of our low-income students, we will develop and implement a redesigned In-School Restriction program focusing on SEL with Health and Safety to address some of the major causes of low achievement and/or participation. Goal 2, Actions 5, 6, 7, 9, and 10 provide In-School Restriction, SEL Student and Parent Workshops to Avoid Disciplinary Action (retraining how to respond to behavior), supporting our Campus Security and School Resource Officer in their intervention efforts, focusing on Health and Safety, and then the quarterly Community Law Enforcement meetings for best steps to support our students and community. These efforts should begin

changing behavioral outbursts or challenges on the school sites, while training the adults on best methods to respond. In turn, students will feel more supported and able to focus on personal achievement in and out of the classroom.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with disciplinary behaviors will benefit. However, because of the higher discipline numbers, 76 students suspended in 2018-19 and 47 for 2019-20 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 discipline numbers for our low-income students will decrease.

Goal 3.

Actions 1, 5, 6, and 8.

After assessing the needs, conditions, and circumstances of our low-income students, we know SPVUSD students are not performing at the levels needed to be considered proficient. In most cases our students are significantly below standard in all areas. This indicates a need for professional development and assessment of services currently being provided SPVUSD staff as we need to improve and support the skillsets of the adult individuals directly impacting student learning.

In order to address student performance of our low-income students, we are implementing additional training for the adults in our system to improve student learning and performance. SPVUSD has contracted with the Imperial County Office of Education, EQed, Moua Scholars, and will address standards and expected outcomes in an effort to better serve students. Goal 3, Actions 1, 5, 6, 8, and 9 provide additional training for teachers, paraprofessionals, and administrators in instructional strategies, behavior management, setting up inclusive environments, data collection, and introducing essential mindsets and skills. These efforts, along with an Educational Technology Committee to support classroom needs will prepare teachers and paraprofessionals for the diverse students we have and their learning needs by focusing on the essential standards, behavior redirection and focus, accelerated student learning and the data cycle.

These actions are being provided on an LEA-wide basis and we expect/hope that all students performing below standard will reach proficiency. However, because of the significantly lower attendance rate of low-income students, we expect that the proficiency rates for our low-income students will increase through the support and professional development provided for the adults in the classroom.

Goal 3.

Actions 3, 4, 9, 12, and 13.

After assessing the needs, conditions, and circumstances of our low-income students, it was obvious SPVUSD needed to implement additional, engaging curriculum to support our low-income students as they are not on par with State or even County comparisons.

In order to address this condition of our low-income students, we will implement STEM, Project Based Learning, then utilize USA Learns, and IXL for student intervention and assessment designed to address our learning losses over the past 14 months. Goal 3, Actions 3, 4, 9, 12, and 13 provide students the opportunity to STEM, Project Based Learning education as it has something to offer every student as the approach to teaching and learning, one that centers around individual students' learning styles and interests has something to offer every

student. Project Based Learning allows students to learn by actively engaging in real-world and personally meaningful projects or various projects based on personal choice to highlight knowledge gained from instruction and research. IXL allows students personalized learning in Math, Language Arts, Science, and Social Science. This is hugely beneficial as our students are at all levels and need the differentiation allowed through IXL. USA Learns is a free tool for students to learn English and is web-based so students can also practice English at home on the computer. ASES also provides extensive opportunities for tutoring afterschool for students in all areas of need.

These actions are being provided on an LEA-wide basis and we expect/hope that all students who have been assessed as not having reached proficiency in all areas will reach the set goal of proficiency. However, because students are significantly below standard, and because the actions support learning for students with the chronic stresses and experiences of socio-economically disadvantaged status, we expect that the proficiency levels will rise, but may not rise as quickly as all students.

Goal 3.

Action 11.

After assessing the needs, conditions, and circumstances of our low-income students, we know all of our students are performing below standards and English Learners need additional intervention and support across all grade levels and schools.

In order to address this condition of our low-income students English Learners, we are revamping our ELD in the master schedules, developing specific English Learner Plans, and implementing interventions to assist in language development and proficiency in all areas. Goal 3, Action 11 provides additional resources as well as a districtwide educational focus to provide the support students need to be successful and meet standards regardless of grade level or school site. Through the focused master schedule design student learning becomes a priority, not an afterthought. In addition, making sure that all students have an educational learning plan, but English Learners have an additional component will enhance the opportunity for conversation and encouragement to meet all objectives. Interventions will occur during the course of the day and students have the opportunity to participate in afterschool tutoring.

Collectively, these actions are being provided on an LEA-wide basis and we expect/hope that all English Learners will accelerate their learning in all areas which will lead to a greater number of students reaching proficiency in English and math. However, because the English Learner combined action meets needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the proficiency levels for our low-income students will increase as a population and will be on par with the increases across all grade levels and school sites.

Goal 3.

Actions 2, 10.

After assessing the needs, conditions, and circumstances of our low-income students, we recognized SPVHS must redesign the way they are educating our youth, starting with master schedule design, a course offerings audit, and adding a high school math teacher in order to move students toward college and career in a more equitable manner.

In order to address the low numbers of students meeting high school graduation requirements, attainment of A-G requirements for college entrance, and the non-existent work experience/internship opportunities for high school students, we are developing and implementing a new scheduling design. Goal 3, Actions 2 and 10 provide additional opportunities for credit recover, Career Technical Education, dual enrollment/articulation with Arizona Western College (AWC) and Imperial Valley College (IVC). The expectation is that we will also increase A-G course offerings by auditing what we currently have and tweaking what is necessary to make non-A-G into A-G compliant courses. This will give students a greater chance of being accepted into four-year universities. SPVHS will also increase CTE pathway completion through engaging and relevant activities related to the Agricultural Sciences pathway. Adding another CTE pathway is currently in consideration. Students will be able to take courses leading to a certificate at AWC during the school day as juniors and seniors as a result of the master schedule design moving from traditional to 4x4 block.

These actions are being provided on an LEA-wide basis and we expect/hope that all students will benefit and be college and career ready upon leaving SPVHS. However, the actions will not immediately result in positive data as we expect there will be a transition for our students and increases will be seen in graduation, CTE completion, dual enrollment/articulation significantly over the next three years.

#### Goal 4.

Actions 1, 3, 7, 11, and 12

After assessing the less than adequate graduation rate and low college attendance, career/trades motivation of our students, we learned that SPVHS must improve College and Career access for our students. Of the students who attend SPVUSD 89% are eligible for free/reduced lunch, which means all receive free lunch. We have one (1) foster student, 14 homeless, 40 migrant, 471 qualify for free lunch, and 140 are EL funding eligible. SPVUSD is a high needs district and our students must understand they have College and Career opportunities as high school students and graduates.

In order to address College and Career opportunities of our low-income students, we are instituting counselor quarterly check-ins with students, intervention support for all students, PSAT, CTE classes, articulated and dual enrollment courses at AWC and IVC, and specific A-G/high school graduation requirement training for staff. Goal 4, Actions 1, 3, 7, 11, and 12 provide Sophomores and Juniors at risk of failure due to grades or other circumstances, Foster Youth, and Homeless Youth a meeting with the counselor, at least once per quarter, to assess their progress and their need for intervention and resources. Intervention will be provided after school by certificated teachers not only for credit recovery, but for support with standards mastery. Students will be offered the opportunity to take the PSAT10, PSAT11, and the SAT. Prep classes, fee waivers, and transportation will be offered to remove any barriers students may encounter. Ongoing support and reinforcement will be provided for students who are on-track for graduation and meeting A-G requirements. Students will be provided information regarding colleges and careers, provided interest inventories to determine future college/career plans, and will meet with the guidance counselor at least once per semester.

These actions are being provided on an LEA-wide basis and we expect/hope that all students will feel supported, engaged, and motivated to exit high school College and Career ready as young adults. However, because of the significantly lower college attendance rate of low-income students, we expect the College and Career environment being developed at SPVHS will take at least two years to fully implement.

Goal 4.  
Action 2.

After assessing the data of students leaving the District, SPVUSD needs to understand why families select to move their children to other districts so we can address either misconceptions or gaps in services.

In order to address this condition of our low-income students, exit surveys, through Survey Monkey, will be conducted on parents who are withdrawing their students in the 8th grade to attend school in Yuma or elsewhere. The same survey will be conducted for parents withdrawing their students between 9th and 10th grade. The purpose will be to identify reasons why students are not staying at San Pasqual to graduate. Goal 4, Actions 2 will provide the necessary information to adjust learning opportunities, perceived educational disparities, or increase services needed to retain students.

These actions are being provided on an LEA-wide basis and we expect/hope to understand the family decision to move to other districts. However, because of the transient nature of some students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that SPVUSD will not always receive the survey data desired as we prefer in order to increase/adjust educational opportunities and services to meet the needs of the population we serve.

Goal 4.  
Action 4.

After assessing the needs of our Bill Manes Alternative High School (BMAHS) students, and recognizing there needs to be an educational redirection and restructure, SPVUSD is increasing the rigor and expectations while supporting our students in the alternative education environment.

In order to address the disparity of services for our students as compared to SPVHS, we will develop and implement a new entrance and exit policy in addition to improving access to courses offered by BMAHS to more closely align with those at SPVHS. Goal 4, Action 4 provides the expectation that the entire BMAHS program will be reviewed to meet the needs of our students and preparing them to be College and Career ready through standards based instruction. Bill Manes Alternative High School will have a restructure with the goal of returning students to SPVHS after one semester of credit recovery/support. Accurate records of students transferring to Bill Manes Continuation High School will be kept in order to assist students in transition back to the high school prior to graduation. A quarterly meeting will be held between the Bill Manes Staff, Guidance Counselor, and Administration to determine the progress of students at Bill Manes and create a plan of re entry.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with will benefit from additional intervention, a site dedicated English teacher, standards based instruction, and enhanced rigor for all courses. However, because of the challenges our students face, and because increasing rigor and expectations we expect that students will initially be resistant to the changes. The long-term effect will be better prepared high school graduates who are ready to enter College and Career avenues.

Goal 4.  
Actions 5, 6, 8, 9, and 10.

After assessing the needs, conditions, and circumstances of our low-income students, San Pasqual Valley Unified School District will graduate students who are college and career ready, meet the A-G requirements, and meet at least one (1) other College and Career Readiness Indicator.

In order to address this condition of our low-income students, we will develop and implement a new expectations and programs that are designed to support students, as well as create a school climate that emphasizes the importance of College and Career readiness. Goal 4, Actions 5, 6, 8, 9, and 10 San Pasqual Valley Unified School District promote 8th grade students by preparing students for high school by providing a challenging and rigorous curriculum. SPVMS will provide college and career related curriculum through Get Focused, Stay Focused. Beginning in Grade 6, students will create a 7 year plan for high school graduation and College and Career Readiness. This plan will be guided by the MS/HS Counselors and will be revisited yearly at the beginning of each semester. Parent training will be held to inform parents of high school graduation requirements as early as 6th grade. Focus will be on the impact of MS on HS graduation. The Master Schedule will reflect classes needed for meeting the College and Career Readiness Indicators. It will reflect courses that meet the A-G requirements. Courses will be articulated/dual enrolled/concurrent with Arizona Western College (AWC) and Imperial Valley College (IVC) to support student goals for career certification or college credit attainment. A Career Technical Education Agriculture pathway will be offered. College and Career Activities will be held throughout the school year. The ES/MS Counselor and MS/HS Guidance Counselor will create a list of events that will occur District Wide. These events will include career days, Higher Ed Week, College Week, etc. These activities will span TK-12. The High School and Middle School will implement the "Get Focused, Stay Focused" curriculum. Also, HS Seniors will be required to complete EverFi, a 9 module program regarding financial literacy.

These actions are being provided on an LEA-wide basis and we expect/hope that all students will benefit with a school-based focus on College and Career readiness. We expect students to start making course selection decisions (and with guidance) to think in terms of which courses will get students accepted to colleges and which courses allow for CTE pathway completion, enrollment at AWC/IVC, and have a solid plan for post-secondary (college or career).

Goal 5.  
Actions 1, 2, 3, 4, 5, and 6.

SPVUSD knew family/staff communication is key for student success, however it was reinforced during the COVID-19 pandemic that parent partnership and collaboration is necessary for the education of our youth and that requires constant communication.

In order to address the need for ongoing communication between families and District/school sites, we are implementing several new communication/surveys/information sharing platforms. Goal 5, Actions 1, 2, 3, 4, 5, and 6 provide multiple opportunities for families/District/community to interact and share pertinent information. As we need more family/community input we have developed several opportunities for feedback through the Pre/Post Parent Surveys and the Parent Surveys Student Events. In addition, there will be scheduled orientation meetings for families in order to get all of their questions asked and to have a conversation regarding services/programs available at SPVUSD. All parent events will pre-scheduled and adhered through throughout the year in order for families to plan for activities

and events at the school site/District. SPVUSD has partnered with Catapult to develop a new family/student friendly website and it will hold the district-wide calendar for parent/family/community planning. Finally, we are requiring all sites to move to Synergy for grading so that the Synergy Parent Portal in a one-stop shop for all student grades/attendance information.

These actions are being provided on an LEA-wide basis and we expect/hope all families/students/community will benefit. SPVUSD is expecting increased attendance at all events/activities as stakeholders will know where to find information pertinent to their families and plan ahead. Then SPVUSD will be able to garner information through surveys as a result of their presence at events. This will allow SPVUSD to constantly evaluate and assess programming and services available throughout the District.

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

Once SPVUSD went into distance learning in March 2020, 2019-2020 school year, and then continued into 2020-2021. The District did not resume in-person instruction until April 2021 and that was at reduced capacity due to community fear, mainly. Moving into the 2021-2022 school year, the district is preparing to address the learning gaps and social-emotional needs that has likely resulted due to pandemic learning and instruction. Counseling, social emotional well-being, mental health services are being increased with the addition of SEL Camps at the end of July 2021 and then continuing as one day workshops throughout the school year to support low-income, English Learners, Foster Youth and Homeless students. In addition SPVUSD is reworking the way staff interacts with students to focus more on the behavior that needs to be redirected versus immediate disciplinary measures.

Weekend Warriors (Braves) (Wildcats) is SPVUSD's version of Saturday support for students who need extra. All English Learners will have access to extra language support through web-based applications, USA Learns, and tutoring. With a concern for low-income and English Learners in grades K-3 who are learning to read being impacted by distance learning, students will receive increased instruction and monitoring in reading foundations including training for teachers and support staff, reading foundations software, like IXL. During distance learning, teachers received weekly training in how to utilize and integrate educational technology applications into their instruction to keep students engaged, monitor progress, and provide feedback. Teachers and paraprofessionals will receive professional development in instructional strategies, behavior management, and creating inclusive environments in August 2021 in time for the start of the school year. Recognizing the need to support our low income students, English Learners, and Foster Youth with effective technology, our district has invested in one-to-one Chromebooks for students including support of home internet services (mifi) as needed and technology support and the network to support these technologies even as SPVUSD is challenged by maintaining connectivity at the school site on some days. Students will also be supported by ASES, our largest tutoring program, and revised scheduling that supports students and strategies to be successful in college and careers and increased academic success based on increased academic opportunities. To increase the educational opportunities for low income, English Learners, and Foster Youth, the district is providing a robust summer school for all students. June 2021 has been the highest attendance in all schools for many years. Our families recognize the need for additional support. Specific actions in the LCAP address support for English Learners, including web-based language acquisition opportunities, and Foster Youth, including dedicated counselor time.

At the start of the 2021-22 school year, each site will be sending out updated lists to Counselors, Teachers, and ASES staff listing the foster youth, homeless, English Learners and low income students. These students will be targeted and receive priority entrance for counseling services, ASES program, after-school tutoring, Summer school, SEL camps and services, and transportation. The Counselors will track these students with the goal being to increase the amount of afterschool services and SEL activities by 35% over the amount that they received in 2020/21.

In addition to the actions listed above that are being provided on a district-wide basis, SPVUSD will also be purchasing materials, hardware and software for EL intervention program in conjunction with activating the English 3D online licenses, specifically targeting our English Learners. SPVUSD is allotting \$2,956,249 toward increasing and improving services for its unduplicated pupils and is meeting its MPP 34.87% in a quantitative manner. Through the sum of these actions, SPVUSD is meeting its minimum proportionality percentage and its increased and improved services requirement for the 2020-2021 school year.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,198,043.00	\$744,511.00	\$5,000.00	\$313,408.00	\$3,260,962.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,500,678.00	\$760,284.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Site Attendance Mini-grants		\$4,500.00			\$4,500.00
1	2	All	Date Review, Attendance Committee					\$0.00
1	3	English Learners Foster Youth Low Income	Chronic Absenteeism Reversal Support	\$144,374.00				\$144,374.00
1	4	English Learners Foster Youth Low Income	Parent Attendance and Student Achievement Training	\$2,250.00				\$2,250.00
1	5	All	Graduation Attendance Expectation					\$0.00
1	6	English Learners Foster Youth Low Income	Saturday School (Weekend Warrior, Weekend Wildcat)	\$18,132.00				\$18,132.00
1	7	English Learners Foster Youth Low Income	Stakeholder Communication	\$217,586.00			\$23,377.00	\$240,963.00
1	8	All	Student Ambassador Program	\$1,500.00				\$1,500.00
1	9	English Learners Foster Youth Low Income	Extra Curricular Activity	\$584,974.00				\$584,974.00
1	10	English Learners Foster Youth Low Income	Transportation Ensures Attendance	\$149,292.00	\$535,323.00			\$684,615.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	11	English Learners Foster Youth Low Income	Art and music are critical to the development of students.	\$238,592.00				\$238,592.00
2	1	English Learners Foster Youth Low Income	TK-8 Counselors addressing SEL/College and Career	\$151,383.00			\$121,081.00	\$272,464.00
2	2	All	Safe School Ambassadors			\$5,000.00		\$5,000.00
2	3	English Learners Foster Youth Low Income	Why Try?	\$500.00				\$500.00
2	4	English Learners Foster Youth Low Income	SST Online System	\$500.00				\$500.00
2	5	English Learners Foster Youth Low Income	In-School Restriction and Intervention	\$60,419.00				\$60,419.00
2	6	English Learners Foster Youth Low Income	SEL Student and Parent Workshops to Avoid Disciplinary Action	\$87,912.00	\$14,517.00			\$102,429.00
2	7	English Learners Foster Youth Low Income	Support Teams	\$3,000.00				\$3,000.00
2	8	English Learners Foster Youth Low Income	Safety and Security for Students and School Sites	\$236,060.00				\$236,060.00
2	9	All	Community Law Enforcement Quarterly meetings					\$0.00
2	10	All	Cultural diversity and empowerment		\$5,000.00		\$10,691.00	\$15,691.00
2	11	All	Health and Safety	\$2,008.00				\$2,008.00
3	1	All	Instructional Strategies Training by ICOE				\$15,000.00	\$15,000.00
3	2	All	High School Course Audit Review				\$3,500.00	\$3,500.00
3	3	All	Project Based Learning including STEM		\$17,000.00			\$17,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	All	Assessment and Data Tool for Students				\$5,000.00	\$5,000.00
3	5	All	Principal Calibration Walkthroughs				\$3,000.00	\$3,000.00
3	6	All	Winter PD Day	\$25,000.00				\$25,000.00
3	7	All	Standards and Outcomes					\$0.00
3	8	All	Educational Technology Committee	\$1,500.00				\$1,500.00
3	9	English Learners Foster Youth Low Income	Credit Recovery	\$14,307.00			\$81,818.00	\$96,125.00
3	10	English Learners Foster Youth Low Income	Master Schedule Design, intervention. Additional Math Teacher added to implement and planning monies	\$107,978.00				\$107,978.00
3	11	English Learners	English Learner Plan to include ELD in Master Schedule and interventions for ELL/Migrant students (EL Services)	\$79,531.00			\$7,953.00	\$87,484.00
3	12	All	ASES/ After school tutoring		\$166,671.00			\$166,671.00
3	13	English Learners	Web-based support for English Language Learners					\$0.00
4	1	English Learners Foster Youth Low Income	Guidance Counselor Quarterly 1:1 Student Meetings	\$35,945.00			\$35,945.00	\$71,890.00
4	2	All	Exit Surveys - Survey Monkey	\$1,800.00				\$1,800.00
4	3	All	Intervention Support				\$6,043.00	\$6,043.00
4	4		Bill Manes Alternative High School Restructure					\$0.00
4	5		Grade 6 College and Career graduation plan	\$1,500.00				\$1,500.00
4	6	All	College and Career Goals and Activities	\$6,500.00				\$6,500.00
4	7	English Learners Foster Youth Low Income	PSAT	\$500.00				\$500.00
4	8	All	A-G Counselor Support					\$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	9		Curriculum, Get Focused, Stay Focused	\$1,500.00				\$1,500.00
4	10	All	Staff PD for HS Graduation Requirement, College Entrance					\$0.00
4	11	All SPV High School	CTE Classes at the High School or AWC/IVC	\$7,500.00				\$7,500.00
5	1	All	Pre/Post Parent Surveys					\$0.00
5	2	All	Synergy Parent Portal					\$0.00
5	3	All	Pre-Meeting and Orientation Packet for New Families		\$1,500.00			\$1,500.00
5	4	All	Annual Scheduling of Meetings					\$0.00
5	5	All	District-wide Calendar and new website through Catapult	\$15,000.00				\$15,000.00
5	6	All	Parent Surveys at Student Events	\$1,000.00				\$1,000.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$2,136,235.00	\$2,956,249.00
<b>LEA-wide Total:</b>	\$1,158,617.00	\$1,731,834.00
<b>Limited Total:</b>	\$79,531.00	\$87,484.00
<b>Schoolwide Total:</b>	\$898,087.00	\$1,136,931.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Chronic Absenteeism Reversal Support	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	\$144,374.00	\$144,374.00
1	4	Parent Attendance and Student Achievement Training	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	\$2,250.00	\$2,250.00
1	6	Saturday School (Weekend Warrior, Weekend Wildcat)	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	\$18,132.00	\$18,132.00
1	7	Stakeholder Communication	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$217,586.00	\$240,963.00
1	9	Extra Curricular Activity	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle School, High School Bill Manes 6-12	\$584,974.00	\$584,974.00
1	10	Transportation Ensures Attendance	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	\$149,292.00	\$684,615.00
1	11	Art and music are critical to the development of students.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$238,592.00	\$238,592.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	TK-8 Counselors addressing SEL/College and Career	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary and Middle School TK-8	\$151,383.00	\$272,464.00
2	3	Why Try?	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	\$500.00
2	4	SST Online System	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	\$500.00
2	5	In-School Restriction and Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,419.00	\$60,419.00
2	6	SEL Student and Parent Workshops to Avoid Disciplinary Action	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$87,912.00	\$102,429.00
2	7	Support Teams	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00
2	8	Safety and Security for Students and School Sites	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$236,060.00	\$236,060.00
3	9	Credit Recovery	Schoolwide	English Learners Foster Youth Low Income		\$14,307.00	\$96,125.00
3	10	Master Schedule Design, intervention. Additional Math Teacher added to implement and planning monies	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPV High School	\$107,978.00	\$107,978.00
3	11	English Learner Plan to include ELD in Master Schedule and interventions for	Limited to Unduplicated Student Group(s)	English Learners		\$79,531.00	\$87,484.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		ELL/Migrant students (EL Services)					
4	1	Guidance Counselor Quarterly 1:1 Student Meetings	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPV High School	\$35,945.00	\$71,890.00
4	5	Grade 6 College and Career graduation plan	Schoolwide			\$1,500.00	\$1,500.00
4	7	PSAT	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPV High School	\$500.00	\$500.00
4	9	Curriculum, Get Focused, Stay Focused	Schoolwide		All Schools Specific Schools: SPV Middle & High School	\$1,500.00	\$1,500.00

Annual Update Table Year 1 [2021-22]

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

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

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

***Broad Goal***

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

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

***Maintenance of Progress Goal***

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

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

***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

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

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.