

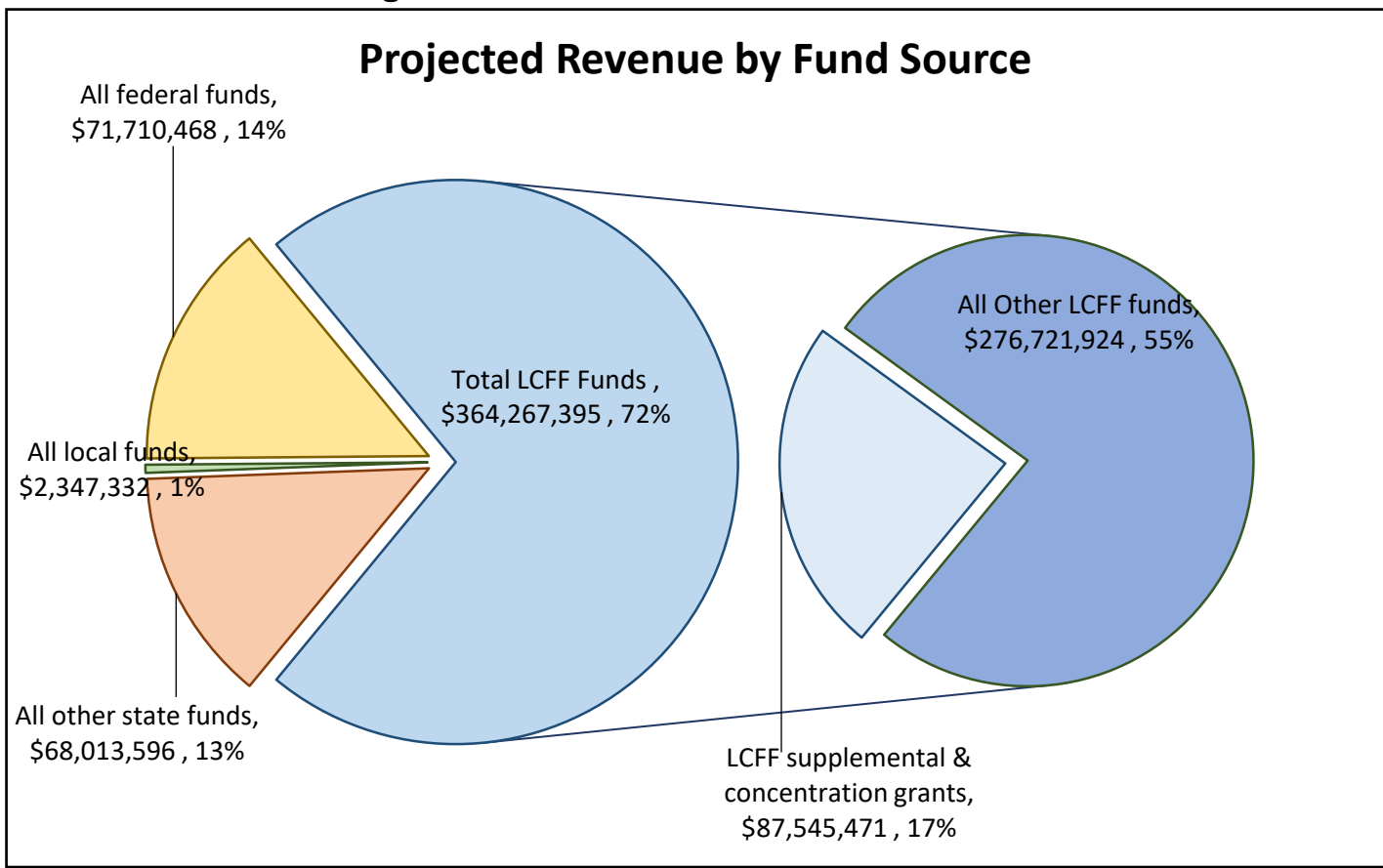
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Moreno Valley Unified School District
 CDS Code: 33671240000000
 School Year: 2021 – 22
 LEA contact information: Susana Lopez, CBO, susana.lopez@mvusd.net 951-571-7500 ext. 17241

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

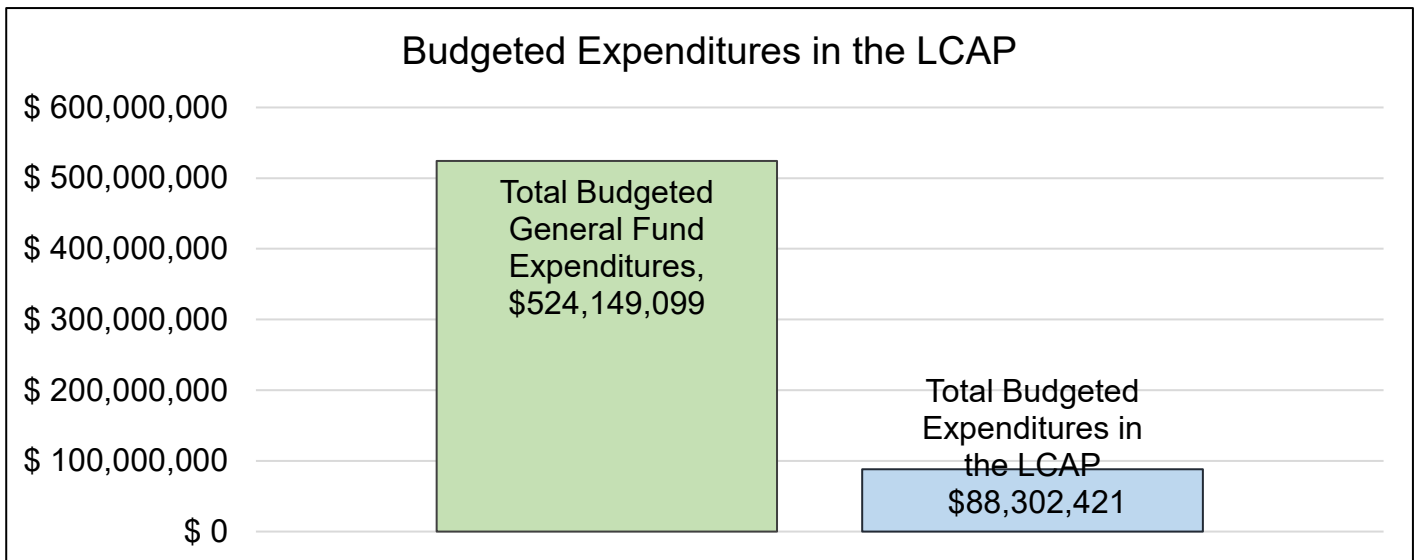


This chart shows the total general purpose revenue Moreno Valley Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Moreno Valley Unified School District is \$506,338,791.00, of which \$364,267,395.00 is Local Control Funding Formula (LCFF), \$68,013,596.00 is other state funds, \$2,347,332.00 is local funds, and \$71,710,468.00 is federal funds. Of the \$364,267,395.00 in LCFF Funds, \$87,545,471.00 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 Moreno 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.

Moreno Valley Unified School District plans to spend \$524,149,099.00 for the 2021 – 22 school year. Of that amount, \$88,302,421.00 is tied to actions/services in the LCAP and \$435,846,678.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

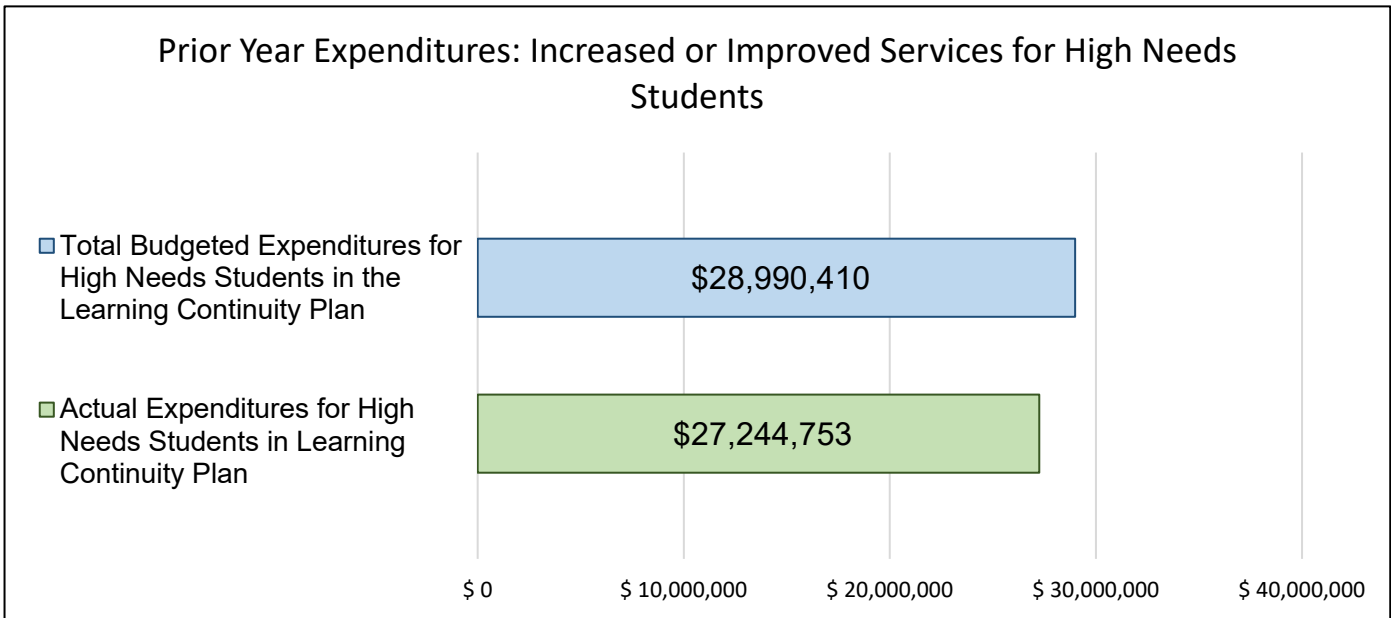
General Fund expenditures that are not included in the LCAP include salary and benefit costs for employees including teachers, administrators, secretaries, custodians, and other site support staff. The budget also includes operating expenditures such as utilities, capital project expenditures, and materials and supply expenditures to operate the school district.

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

In 2021 – 22, Moreno Valley Unified School District is projecting it will receive \$87,545,471.00 based on the enrollment of foster youth, English learner, and low-income students. Moreno Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Moreno Valley Unified School District plans to spend \$88,043,276.00 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 Moreno 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 Moreno 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, Moreno Valley Unified School District's Learning Continuity Plan budgeted \$28,990,410.00 for planned actions to increase or improve services for high needs students. Moreno Valley Unified School District actually spent \$27,244,753.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$1,745,657.00 had the following impact on Moreno Valley Unified School District's ability to increase or improve services for high needs students:

The total expenditures for actions and services to increase or improve services is less than the budgeted expenditures for those planned actions and services by \$1,745,657. Due to distance learning constraints the district was unable to implement the 6 flex days to provide instructional support for staff, in addition the summer school program was also impacted, less instructional materials were ordered and our Project Moving Forward academic vocabulary program was not completed due to the grant constraints.



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
Moreno Valley Unified School District (MVUSD)	Lisa C. Broomfield Director of Equity and Access	lbroomfield@mvusd.net 951-571-7525

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

Goal 1

All students are proficient in literacy, numeracy, critical thinking and technology skills.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Metrics/Indicators SBAC ELA % Standard Met/Exceeded SBAC Math% Standard Met/Exceeded English Learner Reclassification Rate % of EL Students making progress towards attaining English Proficiency % of teachers trained and implementing CALIFORNIA STATE STANDARDS. Evident in district classroom/principal walkthrough logs Student access to standards aligned instructional materials/Williams Report School facilities will be maintained in good or exemplary repair Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching as evidenced by credential audit Percentage of students who feel connected to school as measured by CHKS 2015 Percentage of staff who feel school is a safe place as measured by CHKS 2015</p> <p>19-20 Metrics/Indicators SBAC ELA % Standard Met/Exceeded</p> <ul style="list-style-type: none"> • District 45.8% • LI 45.3% 	<p>Metrics/Indicators SBAC ELA % Standard Met/Exceeded</p> <ul style="list-style-type: none"> • District - No data available due to COVID • LI - No data available due to COVID • EL - No data available due to COVID <p>SBAC Math% Standard Met/Exceeded</p> <ul style="list-style-type: none"> • District - No data available due to COVID • LI - No data available due to COVID • EL - No data available due to COVID <p>English Learner Reclassification Rate</p> <ul style="list-style-type: none"> • 3.1% (from DataQuest for the 20-21 school year) Not Met <p>% of EL Students making progress towards attaining English Proficiency</p>

Expected	Actual
<ul style="list-style-type: none"> • EL 19.2% <p>SBAC Math% Standard Met/Exceeded</p> <ul style="list-style-type: none"> • District 33% • LI 30.1% • EL 18.8% <p>English Learner Reclassification Rate</p> <ul style="list-style-type: none"> • 18.8% <p>% of EL Students making progress towards attaining English Proficiency</p> <ul style="list-style-type: none"> • 57.8% <p>% of teachers trained and implementing CALIFORNIA STATE STANDARDS. Evident in district classroom/principal walkthrough logs</p> <ul style="list-style-type: none"> • 100% <p>Student access to standards aligned instructional materials/Williams Report</p> <ul style="list-style-type: none"> • 100% <p>School facilities will be maintained in good or exemplary repair</p> <ul style="list-style-type: none"> • 100% Good or Exemplary Rating <p>Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching as evidenced by credential audit</p>	<ul style="list-style-type: none"> • - No data available due to COVID <p>% of teachers trained and implementing CALIFORNIA STATE STANDARDS. Evident in district classroom/principal walkthrough logs</p> <ul style="list-style-type: none"> • 100% Met <p>Student access to standards aligned instructional materials/Williams Report</p> <ul style="list-style-type: none"> • 100% Met <p>School facilities will be maintained in good or exemplary repair</p> <ul style="list-style-type: none"> • 100% Good or Exemplary Rating Met <p>Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching as evidenced by credential audit</p> <ul style="list-style-type: none"> • 100% <p>Percentage of students who feel connected to school as measured by CHKS 2019</p> <ul style="list-style-type: none"> • Elementary Students 75% Actual 72% Not Met • Middle School 60% Actual 47% Not Met • High School 45% Actual 42% Not Met <p>Percentage of staff who feel school is a safe place as measured by CHKS 2019</p> <ul style="list-style-type: none"> • Elementary 70%

Expected	Actual
<ul style="list-style-type: none"> • 100% <p>Percentage of students who feel connected to school as measured by CHKS 2019</p> <ul style="list-style-type: none"> • Elementary Students 75% • Middle School 60% • High School 45% <p>Percentage of staff who feel school is a safe place as measured by CHKS 2019</p> <ul style="list-style-type: none"> • Elementary 70% • Middle School 38% • High School 30% <p>Baseline SBAC ELA % Standard Met/Exceeded</p> <ul style="list-style-type: none"> • District 30.8% • LI 30.3% • EL 4.2% <p>SBAC Math% Standard Met/Exceeded</p> <ul style="list-style-type: none"> • District 18% • LI 15.1% • EL 3.8% <p>English Learner Reclassification Rate</p> <ul style="list-style-type: none"> • 15.8% <p>% of EL Students making progress towards attaining English Proficiency</p> <ul style="list-style-type: none"> • 54.8% 	<p>Actual 48% Not met</p> <ul style="list-style-type: none"> • Middle School 38% <p>Actual 31% Not Met</p> <ul style="list-style-type: none"> • High School 30% <p>Actual 8% Not Met</p>

Expected	Actual
<p>% of teachers trained and implementing CALIFORNIA STATE STANDARDS. Evident in district classroom/principal walkthrough logs</p> <ul style="list-style-type: none"> • 75% <p>Student access to standards aligned instructional materials/Williams Report</p> <ul style="list-style-type: none"> • 100% <p>School facilities will be maintained in good or exemplary repair</p> <ul style="list-style-type: none"> • 100% Good or Exemplary Rating <p>Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching as evidenced by credential audit</p> <ul style="list-style-type: none"> • 100% <p>Percentage of students who feel connected to school as measured by CHKS 2015</p> <ul style="list-style-type: none"> * Elementary Students 42% * Middle School Students 33% * High School 10% <p>Percentage of staff who feel school is a safe place as measured by HKS 2015</p> <ul style="list-style-type: none"> * Elementary 55% * Middle School Students 23% * High School 15% 	

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Professional Development</p> <p>Professional development for effective implementation of California State Standards. Provide PD and access to technology for usage in the classroom. Continue to incorporate the use of instructional technology into professional development</p>	<p>1. Salaries & Benefits 1XXX & 3XXX, 2. Supplies 4XXX, 3. Conferences/Trainings 5XXX LCFF Supplemental/Concentration, Resource 0871 \$2,718,607</p>	<p>1. Salary 1XXX / 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 5XXX LCFF Supplemental/Concentration, Resource 0871 \$2,930,347</p>
<p>1.2 Technology</p> <p>Implement District technology plan</p>	<p>1. Equipment Lease 5XXX LCFF Supplemental/Concentration, Resource 0878 \$3,700,000</p>	<p>1. Equipment Lease 5XXX LCFF Supplemental/Concentration, Resource 0878 \$4,440,618</p>
<p>1.3 Supplemental materials to support student achievement</p>	<p>Books/Supplies 4XXX, Software 5850 LCFF Supplemental Concentration, Resource 0854 \$1,185,422</p>	<p>Books/Supplies 4XXX, Software 5850 LCFF Supplemental Concentration, Resource 0854 \$714,608</p>
<p>1.4 Support for Early Literacy Provide support for Head start and Preschool</p>	<p>1. Salaries & Benefits 1XXX, 2XXX & 3XXX,, 2. Supplies 4XXX, 3. Training 52XX LCFF Supplemental/Concentration, Resource 0884/0885 \$190,325</p>	<p>1. Salary 1XXX, 2. Salary 2XXX, 3. Benefits 3XXX LCFF Supplemental/Concentration, Resource 0884/0885 \$190,325</p>
<p>1.5 Provide Instructional and Support Staff to increase student achievement</p> <p>Class size reduction to support learning</p>	<p>1. Salaries & Benefits 1XXX, 2XXX & 3XXX LCFF Supplemental/Concentration, Resource 0000 \$21,000,524</p>	<p>1. Salary 1XXX, 2. Salary 2XXX, 3. Benefits 3XXX LCFF Supplemental/Concentration, Resource 0000 \$21,000,524</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Maintain central registration staff to support students and families Out of ratio Staff to support student achievement</p> <p>Maintain Library Media Assistants to support literacy</p> <p>Maintain Guidance Technicians to support student scheduling</p> <p>Maintain Language Assessment and Registration Center to support students and families</p>		
<p>1.6 PAR Program</p> <p>Provide a teacher Peer Assistance and Review system and the coordination of employment policies and procedures with activities for professional development</p>	<p>1. Extra Duty/Substitutes 1XXX, 2. Benefits 3XXX, 3. Equipment 4XXX, 4. Training 5XXX LCFF Supplemental/Concentration, Resource 0820 \$65,000</p>	<p>1. Extra Duty/Substitutes 1XXX, 2. Benefits 3XXX, 3. Equipment 4XXX, 4. Training 5XXX LCFF Supplemental/Concentration, Resource 0820 \$73,220</p>
<p>1.7 Implement EL Master Plan</p> <p>Provide a comprehensive English Language Development (ELD) program TK-12 addressing language and academic needs for ELs</p> <p>Simultaneous implementation of CCSS/ELD standards</p> <p>Curriculum and unit development aligned to CCSS and ELD standards</p> <p>Provide PD for full implementation of designated ELD instructional materials</p> <p>All schools will provide daily integrated and designated ELD instruction aligned to the CCSS/ELD</p>	<p>1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Materials & Supplies 4300, 4. Conferences 5XXX, 5. Software 5850, 6. Postage 5910 LCFF Supplemental/Concentration, Resource 0701 \$1,563,217</p>	<p>1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX, 5. Membership 5300, 6. Postage 5610, 6. Transportation 5711, 7. Consultant 5815 LCFF Supplemental/Concentration, Resource 0701 \$1,708,288</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.8 Autism Program Specialist Provide services to autistic students	N/A	N/A
1.9 Dual Immersion Program Maintain and expand Dual Language Immersion (DLI) Program	1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Books & Inst. Materials 4XXX, 4. Conferences 5XXX, 5. Software 5850 LCFF Supplemental/Concentration, Resource 0883 \$3,583,796	1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Books & Inst. Materials 4XXX, 4. Conferences 5XXX, 5. Software 5850 LCFF Supplemental/Concentration, Resource 0883 \$5,534,210
1.10 Project Moving Forward Provide academic vocabulary support program	1. Salary 1XXX, 2. Benefits 3XXX, 3. Books & Supplies 4XXX, 4. Conferences 5XXX LCFF Supplemental/Concentration, Resource 0863 \$493,808	1. Salary 1XXX, 2. Benefits 3XXX, 3. Books & Supplies 4XXX, 4. Conferences 5XXX LCFF Supplemental/Concentration, Resource 0863 \$410,783
1.11 Measures of Academic Progress (MAP) Provide data analysis to support targeted intervention and progress monitoring	1. Software 5850 LCFF Supplemental/Concentration, Resource 0879 \$1,017,599	1. Software 5850 LCFF Supplemental/Concentration, Resource 0879 \$817,883
1.12 Two Selpa Coordinators Increase behavior support program	N/A	N/A
1.13 Textbook Secretary	N/A	N/A
1.14 Special Education Program Specialist Expand behavior intervention program	N/A	N/A
1.15 Two CWA Behavioral Support Specialist Expand behavior intervention program	1. Salary 1XXX, 2. Benefits 3XXX LCFF Supplemental/Concentration, Resource 0100 \$301,103	1. Salary 1XXX/2XXX, 2. Benefits 3XXX LCFF Supplemental/Concentration, Resource 0100 \$301,103
1.16 Middle and High School PBIS Support Program	1. Salary 1XXX / 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX,	1. Salary 1XXX / 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX,

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4. Conferences 5XXX Supplemental and Concentration, Resource 0874 \$307,979	4. Conferences 5XXX Supplemental and Concentration, Resource 0874 \$647,974
1.17 Full Day Kindergarten Districtwide Implement full day kindergarten to support early literacy	1. Salary 1XXX / 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Printing 5845 Supplemental and Concentration, Resource 0877 \$6,103,748	1. Salary 1XXX / 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Printing 5845 Supplemental and Concentration, Resource 0877 \$6,492,318
1.18 Two Program General Specialist Expand behavior intervention program for students in general education programs.	N/A	N/A
1.19 Elementary, Middle School and High School Summer Learning Programs Provide extended learning time. Learning opportunities outside of the school day allow students to enrich their learning, catch up if academically behind, gain important life skills, and receive support and encouragement in a safe and structured environment.	1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Rentals 5610, 5. Transportation 5771, 6. Consultant 5815, 7. Printing 5845 LCFF Supplemental/Concentration, Resource 0886 \$1,500,000	1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 520x, 5. Transportation 5771, 6. Consultant 5815, 7. Printing 5845 LCFF Supplemental/Concentration, Resource 0886 \$1,596,199
1.20 Site Specific Interventions	1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 520x, 5. Transportation 5771, 6. Consultant 5815, 7. Printing 5845 LCFF Supplemental/Concentration, Resource 0701 \$7,230,259	1. Salaries 1xxx, 2xxx,3xxx, 2. Supplies 4XXX, 3. Conferences 52xx, 3. Consultant Fees 5815, 4. Printing 5845 LCFF Supplemental/Concentration, Resource 0701 \$6,346,078
1.21 Provide six (6) 2 hour district wide flex days for professional learning communities. Flex days are to: Analyze student achievement data collaborate on best first instruction strategies and plan differentiated support to meet the needs of unduplicated students,	1. Salary 1XXX/2XXX, 2. Benefits 3XXX LCFF Supplemental/Concentration, Resource 0000 \$954,360	1. Salary 1XXX/2XXX, 2. Benefits 3XXX LCFF Supplemental/Concentration, Resource 0000 \$954,360

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

* For Goal 1 the amount of funds budgeted was \$51,915,747 and expenditures totaled \$53,857,735. All planned funds were utilized

* Funds budgeted for Goals 1 to 4 totalled \$83,507,710 and funds utilized totalled \$83,049,387. The total amount of funds unspent totalled only \$458,323 and were carried over into the 20-21 school year to increase or improve services to support students, families, teachers and staff.

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

Successes:

* All of our Actions and Services were implemented successfully; however due to the unexpected school closures due to COVID-19 we were unable to determine growth for the following metrics: SBAC Math and ELA, and Percent of students making progress towards attaining English Proficiency.

* The district successfully met the following metrics: Percent of teachers trained and implementing California State Standards, Student access to standards aligned instructional materials, School facilities maintained in good or exemplary repair and teachers appropriately assigned and fully credentialed in the subject area(s) and for the pupils they are teaching

* In goal 1 the planned expenditures were \$51,915,747 and actual expenditures were \$53,857,735

Challenges:

* We did not meet our goal for the percentage of students feeling connected to school as measured by the California Healthy Kids Survey. Since the school closures and implementation of distance learning the district has implemented many strategies to engage students and families in learning. Counselors have increased contacts with students and our Superintendent communicates with families twice weekly with updates. Our parent advisory groups have also continued to meet via zoom and host activities via drive through to maintain connections with our families.

- * Action 1.3 Supplemental books and supplies due to COVID-19 the number of books and other supplemental materials normally ordered. The planned expenditures totalled \$1,185,422 and our actual expenditures were \$714,608
- * Action 1.11 Map Assessments are benchmark assessments to measure progress for our students as well and due to COVID-19 we were unable to complete the number of assessments planned. The planned expenditures totaled \$1,017,599 and total expenditures were \$817,883.
- * Action 1.20 Site specific interventions was particularly challenging. Many interventions take place between March when schools were closed and the end of the year. Our planned expenditures were \$7,230, 259 and actual expenditures were \$6,346,078.

Goal 2

All students graduate high school prepared to successfully enter into higher education and/or pursue a viable career path

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 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
<p>Metric/Indicator Metrics/Indicators HS Graduation Rate A-G Course Completion Rate AP Passage Rate College Readiness EAP Math College Readiness EAP ELA CTE Course Enrollment inclusive of exceptional students.</p> <p>19-20 HS Graduation Rate</p> <ul style="list-style-type: none"> • District 90.6% • EL 75.5% • AA 86.2% • SWD 70.5% 	<p>HS Graduation Rate</p> <ul style="list-style-type: none"> • District 90.6% <p>Actual District 90.9% Met</p> <ul style="list-style-type: none"> • EL 75.5% <p>Actual EL 77.9% Met</p> <ul style="list-style-type: none"> • AA 86.2% <p>Actual AA 91.4% Met</p> <ul style="list-style-type: none"> • SWD 70.5% <p>Actual SWD 77.9% Met</p> <p>A-G Course Completion Rate</p> <ul style="list-style-type: none"> • District 45.4% <p>Actual District 42.9% Not Met</p> <ul style="list-style-type: none"> • EL 18.3% <p>Actual EL 29.8% Met</p> <ul style="list-style-type: none"> • AA 38% <p>Actual AA 37.3% Not Met</p> <ul style="list-style-type: none"> • SWD 22.7%

Expected	Actual
<p>A-G Course Completion Rate</p> <ul style="list-style-type: none"> District 45.4% EL 18.3% AA 38% SWD 22.7% Hispanic 45.4% <p>Baseline</p> <p>HS Graduation Rate</p> <ul style="list-style-type: none"> District 87.6% EL 73.5% AA 84.2% SWD 68.5% <p>A-G Course Completion Rate</p> <ul style="list-style-type: none"> District 30.4% EL 3.3% AA 23% SWD 7.7% Hispanic 30.4% 	<p>Actual SWD 13.7% Not Met</p> <ul style="list-style-type: none"> Hispanic 30.4% <p>Actual Hispanic 42.4% Met</p>
<p>Metric/Indicator</p> <p>CTE completion of course sequence inclusive of exceptional students.</p> <p>HS Dropout Rate</p> <p>MS Dropout Rate</p> <p>EL student access to CCSS as measured by principal walkthrough log</p> <p>EL student access to ELD standards</p> <p>Achievement status growth report</p>	<p>AP Passage Rate</p> <ul style="list-style-type: none"> 45% <p>Actual 46.4% Met</p> <p>College Readiness EAP Math</p> <ul style="list-style-type: none"> District 24% <p>Actual District - No data available due to COVID</p>

Expected	Actual
<p>19-20 AP Passage Rate</p> <ul style="list-style-type: none"> 45% <p>College Readiness EAP Math</p> <ul style="list-style-type: none"> District 13% <p>College Readiness EAP ELA</p> <ul style="list-style-type: none"> District 24% <p>CTE Course Enrollment inclusive of exceptional students.</p> <ul style="list-style-type: none"> District 20.4% AA 19.1% EL 17.6% SWD 14 % <p>CTE completion of course sequence inclusive of exceptional students.</p> <ul style="list-style-type: none"> District 13.8% AA 12.4% EL 13.7% SWD 3% <p>Baseline AP Passage Rate</p> <ul style="list-style-type: none"> 31.1% <p>College Readiness EAP Math</p> <ul style="list-style-type: none"> District 4% 	<p>College Readiness EAP ELA</p> <ul style="list-style-type: none"> District 24% <p>Actual District - No data available due to COVID</p> <p>CTE Course Enrollment inclusive of exceptional students.</p> <ul style="list-style-type: none"> District 20.4% <p>Actual 12% Not Met</p> <ul style="list-style-type: none"> AA 19.1% <p>Actual - 10% Not Met</p> <ul style="list-style-type: none"> EL 17.6% <p>Actual - 7% Not Met</p> <ul style="list-style-type: none"> SWD 14 % <p>Actual - 9% Not Met</p> <p>CTE completion of course sequence inclusive of exceptional students.</p> <ul style="list-style-type: none"> District 13.8% <p>Actual - 18% Met</p> <ul style="list-style-type: none"> AA 12.4% <p>Actual - 13% Met</p> <ul style="list-style-type: none"> EL 13.7% <p>Actual - 8% Not Met</p> <ul style="list-style-type: none"> SWD 3% <p>Actual - 14% Met</p>

Expected	Actual
<p>College Readiness EAP ELA</p> <ul style="list-style-type: none"> District 15% <p>CTE Course Enrollment inclusive of exceptional students.</p> <ul style="list-style-type: none"> District 14.4% AA 13.1 EL 11.6 SWD 12.7% <p>CTE completion of course sequence inclusive of exceptional students.</p> <ul style="list-style-type: none"> District 7.8% AA 6.4% EL 7.7% SWD 2.1% 	
<p>19-20</p> <p>HS Dropout Rate</p> <ul style="list-style-type: none"> District 1.2% <p>MS Dropout Rate</p> <ul style="list-style-type: none"> District .04% <p>EL student access to CCSS as measured by principal walkthrough log</p> <ul style="list-style-type: none"> 100% <p>EL student access to ELD standards</p> <ul style="list-style-type: none"> 100% <p>Achievement Status Growth Report in the areas</p>	<p>HS Dropout Rate</p> <ul style="list-style-type: none"> District 1.2% <p>Actual District 5.4% (From Dataquest) Not met</p> <p>MS Dropout Rate</p> <ul style="list-style-type: none"> District 0.04% <p>Actual District 0.12%</p> <p>EL student access to CCSS as measured by principal walkthrough log</p> <ul style="list-style-type: none"> 100% <p>Actual 100% Met</p> <p>EL student access to ELD standards</p> <ul style="list-style-type: none"> 100% <p>Actual 100% Met</p>

Expected	Actual
<p>of reading and math</p> <p>Baseline</p> <p>HS Dropout Rate</p> <ul style="list-style-type: none"> District 7.20% <p>MS Dropout Rate</p> <ul style="list-style-type: none"> District .04% <p>EL student access to CCSS as measured by principal walkthrough log</p> <ul style="list-style-type: none"> Baseline will be established in 17--18 <p>EL student access to ELD standards</p> <ul style="list-style-type: none"> Baseline will be established in 17--18 	<p>Achievement Status Growth Report in the areas of reading and math</p> <p>Actual Data not available due to COVID</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 Visual and Performing Arts (VAPA)</p> <p>Provide a VAPA program throughout the district to enhance and engage student learning in order to decrease barriers and increase opportunities for students.</p>	<p>1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 5XXX, 5. Inst. Repairs 5630, 6. Transportation 5711, 7. Consultant 5815 LCFF Supplemental/Concentration, Resource 0856 \$2,227,808</p>	<p>1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 5XXX, 5. Inst. Repairs 5630, 6. Transportation 5711, 7. Consultant 5815 LCFF Supplemental/Concentration, Resource 0856 \$2,272,914</p>
<p>2.2 Mentoring</p> <p>Provide mentoring services to at risk students</p>	<p>1. Supplies 4300, 2. Consultant 5815 LCFF Supplemental/Concentration, Resource 0866 \$50,000</p>	<p>1. Supplies 4300, 2. Consultant 5815 LCFF Supplemental/Concentration, Resource 0866 \$439,036</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.3 Provide students with alternative options to meet individual needs and graduate from high school college and career ready. Moreno Valley Online Academy (MVOA) to accommodate students with a variety of learning styles and needs</p> <p>Bayside Community Day School (CDS) offers an alternative educational setting for high school students identified at risk due to attendance, lack of academic achievement and credit deficiencies.</p> <p>March Valley is a voluntary alternative opportunity school and functions as an intervention program for students and includes the CAL Safe program for parenting teens and daycare facility that enables students to continue school after giving birth in a supportive environment</p> <p>March Mountain Continuation School provides an alternative educational setting for students for students who have experienced difficult events in their lives an lack skills to cope with social challenges resulting in behavior or attendance problems which have led to poor performance resulting in credit deficiency.</p>	<p>1. Salary 1XXX & 2XXX 2. Benefits 3XXX, 3. Supplies 4300 LCFF Supplemental/Concentration, Resource 0850 \$6,657,623</p>	<p>1. Salary 1XXX & 2XXX 2. Benefits 3XXX, 3. Supplies 4300 LCFF Supplemental/Concentration, Resource 0850 \$6,417,809</p>
<p>2.4 College and Career Readiness</p> <p>Providing support and materials to support increased college and career readiness programs for students</p>	<p>1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX, 5. Membership 5300, 6. Postage 5610, 6. Transportation 5711, 7. Consultant 5815 Supplemental and Concentration, Resource 0864 \$619,625</p>	<p>1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX, 5. Membership 5300, 6. Postage 5610, 6. Transportation 5711, 7. Consultant 5815 Supplemental and Concentration, Resource 0864 \$311,265</p>
<p>2.5 SAT Preparation Classes</p> <p>Support to better prepare students for college and career readiness.</p>	<p>1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4300, 4. Test Prep Consultant Object code 5815, 5. SAT Test Object code 4360 LCFF Supplemental/Concentration, Resource 0869 \$154,000</p>	<p>1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4300, 4. Test Prep Consultant Object code 5815, 5. SAT Test Object code 4360 LCFF Supplemental/Concentration, Resource 0869 \$140,116</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.6 9th Grade Academy</p> <p>Provide at risk 9th grade students with poor attendance and grades support to engaging and connecting to high school to transform into highly engaged successful high school students.</p>	<p>1. Books Supplies /Equipment 4200 LCFF Supplemental/Concentration, Resource 0870 \$20,000</p>	<p>1. Books Supplies /Equipment 4200 LCFF Supplemental/Concentration, Resource 0870 \$0.00</p>
<p>2.7 Implement JROTC program</p> <p>Hire instructor and resources to support JROTC Program</p>	<p>1. Salary 1XXX & 2XXX 2. Benefits 3XXX, 3. Supplies 4300 LCFF Supplemental/Concentration, Resource 0890 \$227,557</p>	<p>1. Salary 1XXX & 2XXX 2. Benefits 3XXX, 3. Supplies 4300 LCFF Supplemental/Concentration, Resource 0890 \$251,840</p>
<p>2.8 Provide Course Access</p> <p>Implement International Baccalaureate (IB) program at Canyon Springs HS and Vista Heights MS</p>	<p>1. Salary 1XXX, 2. Benefits 3XXX, 3. Books/Supplies 4XXX, 4. Conferences 52XX, 5. Printing 5845, 6. Software 5850 LCFF Supplemental/Concentration, Resource 0855 \$1,476,392</p>	<p>1. Salary 1XXX, 2. Benefits 3XXX, 3. Books/Supplies 4XXX, 4. Conferences 52XX, 5. Printing 5845, 6. Software 5850 LCFF Supplemental/Concentration, Resource 0855 \$1,345,655</p>
<p>2.9 AVID</p> <p>Continue current AVID program and increase AVID access to support unduplicated students</p>	<p>1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 5200, 5. Membership 5300, 6. Transportation 5711, 7. Consultant 5815 LCFF Supplemental/Concentration, Resource 0858 \$810,208</p>	<p>1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 5200, 5. Membership 5300, 6. Transportation 5711, 7. Consultant 5815 LCFF Supplemental/Concentration, Resource 0858 \$834,477</p>
<p>2.10 ASTERISK Students</p> <p>Student Interns will be hired during the summer to assist them in preparing to be college and career ready.</p>	<p>1. Salary 1XXX/2XXX, 2. Benefits 3XXX LCFF Supplemental/Concentration, Resource 0858 \$199,163</p>	<p>1. Salary 1XXX, 2. Benefits 3XXX LCFF Supplemental/Concentration, Resource 0858 \$273,228</p>
<p>2.11 Advanced Placement Testing</p> <p>Provide financial support to allow students to take the AP exam</p>	<p>1. Tests 4360 LCFF Supplemental/Concentration, Resource 0887 \$100,000</p>	<p>1. Tests 4360 LCFF Supplemental/Concentration, Resource 0887 \$161,500</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.12 Implement STEAM Pathway</p> <p>Implement focus on STEAM at NorthRidge Elementary, Palm Middle School and Valley View High School</p>	<p>1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX, 5. Transportation 5711, 6. Software 5850 LCFF Supplemental/Concentration, Resource 0857 \$398,650</p>	<p>1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX, 5. Transportation 5711, 6. Software 5850 LCFF Supplemental/Concentration, Resource 0857 \$804,394</p>
<p>Building Assets and Reducing Risks (BARR) Program for 9th grade student success</p>	<p>1. Salary 1xxx LCFF Supplemental/Concentration, Resource 0100 \$300,000</p>	<p>1. Salary 1xxx LCFF Supplemental/Concentration, Resource 0100 \$300,000</p>
<p>2.14 Maintain contract with Riverside County Office of Education (RCOE) for Career Technical Education (CTE) program</p>	<p>1. Salaries & Benefits 1xxx, 2xxx, 3xxx, 2. Supplies 4xxx, 3. Conference/Trainings 5xxx, 4. Printing costs 5845, 5. Consultant fees 5815 LCFF Supplemental/Concentration, Resource 0821 \$1,343,218</p>	<p>1. Salaries & Benefits 1xxx, 2xxx, 3xxx, 2. Supplies 4xxx, 3. Conference/Trainings 5xxx, 4. Printing costs 5845, 5. Consultant fees 5815 LCFF Supplemental/Concentration, Resource 0821 \$1,058,848</p>
<p>2.15 Provide middle college program to allow students to earn AA degree and high school diploma simultaneously</p>	<p>1. Salary 1xxxx, 2. Benefits 3xxx, 3. Materials 4xxx LCFF Supplemental/Concentration, Resource 0000 \$508,119</p>	<p>1. Salary 1xxxx, 2. Benefits 3xxx, 3. Materials 4xxx LCFF Supplemental/Concentration, Resource 0000 \$313,253</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.

* For Goal 2 the amount of funds budgeted was \$15,092,363 and expenditures totaled \$14,924,335. \$168,028 were not implemented. \$145,071 of these funds were utilized in Goal 1 for Action 1.7 to support the implementation of the EL Master Plan. The remaining \$22,957 funds were utilized to support Action 1.9 Dual Immersion Program

* Funds budgeted for Goals 1 to 4 totaled \$83,507,710 and funds utilized totaled \$83,049,387. The total amount of funds unspent totaled only \$458,323 and were carried over into the 20-21 school year to increase or improve services to support students, families, teachers and staff.

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

Successes

All graduation metrics were met which is very positive. Our African American graduation rate has increased to 91.4% as a result of a very focused effort to increase AA parent and student engagement. It is now higher than the county and state.

AP Passage rate metric was met and increased to 46.4%

A to G completion rate was met for EL students and increased by more than 10% from 18.3% to 29.8%

A to G completion rate was met for Hispanic students and increased by more than 10% from 30.4% to 42.4%

Action 2.1 Visual and Performing Arts

The program was successfully implemented as the majority of events and competitions had already taken place prior to the school closures

Action 2.2 Mentoring

To meet the increased needs of at risk students during school closures our mentoring program was increased and provided mentoring services via zoom. Mentors were able to support students and support their social emotional needs during the school closures. Mentoring costs increased from the \$50,000 allocated to \$439,036

Action 2.8 Provide Course Access

IB programs at Canyon Springs HS and Vista Heights MS were fully implemented prior to school closures.

Action 2.10 ASTERISK Students

Intern positions were successfully implemented prior to school closures. The number of interns exceeded our expectations. The allocated budget was \$199,163; however, we actually spent \$273,228 and were able to hire additional interns.

Action 2.11 Advanced Placement Testing

More students participated in AP Testing resulting in an increase of \$61, 500 over the allocated funding of \$100,000

2.12 Implement STEAM Pathway

Steam pathways were successfully implemented. The budgeted amount was \$398,650 and the actual expenditures were \$804,394. Additional STEAM activities were implemented and incurred additional costs.

Action 2.13 Building Assets Reducing Risks (BARR) Program

BARR was successfully implemented and 9th grade students were provided with support to ensure success which continued throughout the school closures.

2.14 Maintain contract with Riverside County

We were successfully able to maintain our contract throughout the school year.

Challenges:

A to G completion rates for District, African American and Students with Disabilities was not met

Action 2.4 College and Career Readiness

The Director of College and Career Readiness retired unexpectedly during the 2019-2020 school year and the vacancy was not filled until the middle of the 2020-2021 school year. This resulted in decreased salary costs and a decrease in spending and activities supporting College and Career Readiness

Action 2.5 SAT preparation classes

We were unable to host classes this year due to the school closures. Students did have the option of using some of our online test preparation activities.

Action 2.6 9th Grade Academy was not implemented this year at Canyon Springs HS. For the 2021-2022 school year CSHS will implement the Building Assets and Reducing Risks (BARR) program which supports the 9th grade students transition to high school. All other high schools have implemented the BARR program.

Goal 3

Learning environments support all students to thrive academically at the rigor of each grade level

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Metrics/Indicators Suspension Rate Attendance Rate Expulsion Rate Chronic Absenteeism Rate</p> <p>19-20 Suspension Rate</p> <ul style="list-style-type: none"> • District 2.7% • FY 12.65% • AA 9.5% <p>Attendance Rate</p> <ul style="list-style-type: none"> • 95% <p>Expulsion Rate</p> <ul style="list-style-type: none"> • District .039 • AA .033 • FY .20 • SWD .033 <p>Chronic Absenteeism Rate</p>	<p>Suspension Rate</p> <ul style="list-style-type: none"> • 2.7% <p>Actual District 3.9% Not met</p> <ul style="list-style-type: none"> • FY 12.65 <p>Actual FY 10.9% Met</p> <ul style="list-style-type: none"> • AA 7.6% <p>Actual AA 15.3% Not Met</p> <p>Attendance Rate</p> <ul style="list-style-type: none"> • 95% <p>Actual 86.2% Not Met</p> <p>Expulsion Rate</p> <ul style="list-style-type: none"> • District .039 <p>Actual District 0.01% Met</p> <ul style="list-style-type: none"> • AA .033 <p>Actual AA 0.02% Met</p> <ul style="list-style-type: none"> • FY .20 <p>Actual FY 0.00% Met</p> <ul style="list-style-type: none"> • SWD .033 <p>Actual SWD 0.02% Met</p> <p>Chronic Absenteeism Rate</p> <ul style="list-style-type: none"> • 13.6

Expected	Actual
<ul style="list-style-type: none"> • 13.6% <p>Baseline</p> <p>Suspension Rate</p> <ul style="list-style-type: none"> • District 5.7% • FY 15.65% • AA 12.5% <p>Attendance Rate</p> <ul style="list-style-type: none"> • 94.98% <p>Expulsion Rate</p> <ul style="list-style-type: none"> • District .039% • AA .033 • FY .573% • SWD .153 <p>Chronic Absenteeism Rate</p> <ul style="list-style-type: none"> • 16.6% 	<p>Actual - No data due to COVID</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1 Gifted and Talented Education Program</p> <p>Provide support for identifying and supporting GATE students with a challenging curriculum and support services</p>	<p>1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX, 5. Membership 5300, 6. Postage 5610, 6. Transportation 5711, 7. Consultant 5815 LCFF Supplemental/Concentration, Resource 0816 \$100,000</p>	<p>1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX, 5. Membership 5300, 6. Postage 5610, 6. Transportation 5711, 7. Consultant 5815 LCFF Supplemental/Concentration, Resource 0816 \$80,266</p>
<p>3.2 Increased school site support</p>	<p>1. Salary 1XXX/2XXX, 2. Benefits 3XXX LCFF Supplemental/Concentration, Resource 0100 \$4,563,516</p>	<p>1. Salary 1XXX, 2. Salary 2XXX, 3. Benefits 3XXX LCFF Supplemental/Concentration, Resource 0100 \$4,563,516</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Assistant principals will provide support to academic programs, school safety, and smooth operations at school sites.		
3.3 Social Worker Support the social and emotional needs of students *Emphasis on Support for Foster Youth	1. Salary 1XXX, 2. Benefits 3XXX LCFF Supplemental/Concentration, Resource 0100 \$88,277	1. Salary 1XXX, 2. Benefits 3XXX LCFF Supplemental/Concentration, Resource 0100 \$88,277
3.4 Nurse Provided expanded health care services	1. Salary 1XXX, 2. Benefits 3XXX LCFF Supplemental/Concentration, Resource 0100 \$120,000	1. Salary 1XXX, 2. Benefits 3XXX LCFF Supplemental/Concentration, Resource 0100 \$120,000
3.5 Foster Youth <ul style="list-style-type: none"> • Effectively provide information and assistance to school sites regarding the educational needs of foster youth • Provide direct educational services for foster youth as outlined in legislation such as mental health support, educational planning, case management, transition • Establish ongoing collaboration to ensure the expeditious transfer of health and education records and any other relevant educational information • Collaborate with Department of Public Social services to advocate for Foster Youth • Evaluate transcripts of foster youth. Utilize AB216 for graduation eligibility • Provide alternatives to suspension 	1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 5XXX, 5. Inst. Repairs 5630, 6. Transportation 5711, 7. Consultant 5815 LCFF Supplemental/Concentration, Resource 0875 \$50,000	1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 5XXX, 5. Inst. Repairs 5630, 6. Transportation 5711, 7. Consultant 5815 LCFF Supplemental/Concentration, Resource 0875 \$36,657

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Provide interventions for Foster Youth • Provide 9th grade orientation for Foster Youth 		
<p>3.6 Homeless Students</p> <ul style="list-style-type: none"> • Ensure students enroll in school and have full and equal opportunity to succeed in district schools • Establish procedures to ensure homeless children and youth receive full and partial credit for work <p>completed</p> <ul style="list-style-type: none"> • Arrange transportation • Identify strategies for improving academic achievement • Ensure families receive referrals to health, dental, mental health, housing and other appropriate services • Provide professional development and support for school staff • Provide resources such as clothing and shoes 	<p>1. Books/Supplies 4xxx, 2. Conferences 52xx, 3. Printing 5845, 4. Consultants 5815 LCFF Supplemental/Concentration, Resource 0889 \$50,000</p>	<p>1. Books/Supplies 4xxx, 2. Conferences 52xx, 3. Printing 5845, 4. Consultants 5815 LCFF Supplemental/Concentration, Resource 0889 \$26,055</p>
<p>3.7 Additional counseling staff Counselors will provide increased access and additional emotional and academic support to students</p>	<p>1. Salary 1XXX, 2. Benefits 3XXX LCFF Supplemental/Concentration, Resource 0862 \$1,212,531</p>	<p>1. Salary 1XXX, 2. Benefits 3XXX LCFF Supplemental/Concentration, Resource 0862 \$1,224,859</p>
<p>3.8 Athletics</p>	<p>1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 43XX,</p>	<p>1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 43XX,</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain and expand athletic programs to provide students with opportunities to be fully engaged leading to increased student achievement and increased graduation rate.	4. Conferences 52XX, 5. Transportation 5711, 6. CIF/ Fees 5890 LCFF Supplemental/Concentration, Resource 0873 \$660,000	4. Conferences 52XX, 5. Transportation 5711, 6. CIF/ Fees 5890 LCFF Supplemental/Concentration, Resource 0873 \$562,970
3.9 Restructure administrative positions Certificated management personnel will provide support to academic programs, school safety, and smooth operations at the school sites.	1. Salary 1XXX, 2. Benefits 3XXX LCFF Supplemental/Concentration, Resource 0100 \$1,909,871	1. Salary 1XXX, 2. Benefits 3XXX LCFF Supplemental/Concentration, Resource 0100 \$1,909,871
3.10 Safety and Security Ensure the safety of all students, staff and community members at all school sites an district buildings	1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX, 5. Rentals 5610 LCFF Supplemental/Concentration, Resource 0880, 0100, 0900 \$1,316,480	1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX, 5. Rentals 5610 LCFF Supplemental/Concentration, Resource 0880, 0100, 0900 \$1,316,480
3.11 Data CALPADS clerk Provide support in ensuring CALPADs data which is critical in ensuring accuracy in counting unduplicated students and providing needed funding is done accurately	1. Salary 1XXX, 2. Benefits 3XXX LCFF Supplemental/Concentration, Resource 0100 \$73,362	1. Salary 1XXX, 2. Benefits 3XXX LCFF Supplemental/Concentration, Resource 0100 \$73,362
3.12 Provide additional School Resource Officer (SRO) Ensure Safety of all students	1. Salary 1XXX, 2. Benefits 3XXX LCFF Supplemental/Concentration, Resource 0100 \$1,300,000	1. Salary 1XXX, 2. Benefits 3XXX LCFF Supplemental/Concentration, Resource 0100 \$1,300,000
3.13 Deferred Maintenance 1. Ensure all facilities are well maintained 2. Development of Facilities Master Plan	N/A	N/A
3.14 Cal Safe Program	1. Salary 1XXX, 2. Benefits 3XXX, 3. Supplies 4300, 4. Repairs 5630 LCFF	1. Salary 1XXX, 2. Benefits 3XXX, 3. Supplies 4300, 4. Repairs 5630 LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide a comprehensive community-linked school program for expectant and parenting students and their children	Supplemental/Concentration, Resource 0802 / 0803 \$259,286	Supplemental/Concentration, Resource 0802 / 0803 \$242,499
3.15 Provide Attendance Specialists to maximize student attendance	1. Salary 2xxx, 2. Benefits 3xxx LCFF Supplemental/Concentration, Resource 0000 \$255,401	1. Salary 2xxx, 2. Benefits 3xxx LCFF Supplemental/Concentration, Resource 0000 \$255,401

Goal Analysis

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

* For Goal 3 there was \$158,511 in unspent funds. These funds were all utilized to support Action 1.9 Dual Immersion Plan. The planned expenditures for Dual Immersion were \$3,583,796 and actual expenditures were \$5,534,210.

* Funds budgeted for Goals 1 to 4 totaled \$83,507,710 and funds utilized totaled \$83,049,387. The total amount of funds unspent totaled only \$458,323 and were carried over into the 20-21 school year to increase or improve services to support students, families, teachers and staff.

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

The data indicates that suspension rates remain an area of focus for the district. Metrics for the suspension rate of the district and African American students were unmet. However, we were successful in decreasing the rate of suspension for Foster Youth which decreased from 12.65% to 10.9% a decrease of 1.75%.

Successes

In the area of expulsion the district was successful in decreasing the expulsion rate in all areas including district, African American, Foster Youth, and Students with disabilities. The results are very promising and indicate the district is moving in the right direction to not only decrease expulsion, but to decrease in suspension rates where we still struggle to decrease for African American students and the overall all student group.

Action 3.1 Gifted and Talented Education Program

Blanket testing was successfully completed for all schools prior to the school closures.

Action 3.2 Increased school site support

This was successfully implemented and all funds expended.

Action 3.3 Social Worker

The social worker successfully provided social and emotional support for students with an emphasis on Foster Youth. It became apparent that more support in this area was needed during the school closures resulting in plans to add an additional social worker next year.

Action 3.4 Nurse

The nurse provided expanded health care services successfully.

Action 3.7 Additional counseling staff

Additional counseling staff were critical during the school closures ensuring the well being of all of our students during the school closures. This led to the realization that full time counselors were needed at the elementary school level.

Challenges

Our attendance dropped from 95% to 86.2% and we attribute that to the rapid shift to distance learning and school closures in March through the end of the year.

Action 3.1 Gifted and Talented Education

We were unable to complete make up testing for identification of students for GATE due to the school closures in March

Action 3.5 Foster Youth

Activities scheduled toward the end of the year such as the Foster Youth Summit were cancelled due to the school closures

Action 3.6 Homeless Students

Activities scheduled toward the end of the year were cancelled due to the school closures

Action 3.8 Athletics

Activities and programs scheduled toward the end of the year were cancelled due to the school closures

Goal 4

Parents, community members and labor groups in partnership with staff support student academic goals and career aspirations

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Number of community partnerships</p> <p>Number of student interns The district will maintain Parent Ambassadors reflective of the district demographics The district will maintain a functioning DELAC for parents of English Learners, AAAC for parents of African American Students, CAC for parents of students with disabilities The district will host a parent engagement conference annually</p>	<p>Metric/Indicator</p> <p>Number of community partnerships 125 Actual: 150 Met</p> <p>Number of student interns 178 Actual: 63 Not met</p>
<p>19-20 Number of community partnerships 140 community partnerships</p> <p>Number of student interns 195 student internships</p>	<p>Number of Parent Ambassadors 24 Actual: 27 Met</p>
<p>The district will maintain Parent Ambassadors reflective of the district demographics 27 Parent Ambassadors</p> <p>The district will maintain a functioning DELAC for parents of English Learners, AAAC for parents of African American Students, CAC for parents of students with disabilities 8 DELAC Meetings 5 AAAC Meetings</p>	<p>Number of DELAC Meetings 8 Actual 6 Not Met</p> <p>Number of AAAC Meetings</p>

Expected	Actual
<p>6 CAC Meetings</p> <p>The district will host a parent engagement conference annually 1 conference</p>	<p>5</p> <p>Actual: 4</p> <p>Not met</p>
<p>Baseline</p> <p>Number of community partnerships 125 partnerships</p>	<p>Number of CAC Meetings</p> <p>6</p> <p>Actual: 4</p> <p>Not met</p>
<p>Number of student interns 178 internships</p>	<p>Unity Conference</p> <p>1</p>
<p>The district will maintain Parent Ambassadors reflective of the district demographics 24 Parent Ambassadors</p>	<p>Actual 1 The STEAM Unity Conference was held in January Met</p>
<p>The district will maintain a functioning DELAC for parents of English Learners, AAAC for parents of African American Students, CAC for parents of students with disabilities</p> <p>9 DELAC Meetings</p> <p>6 AAAC Meetings</p> <p>7 CAC Meetings</p>	<p>CAC Conference</p> <p>1</p> <p>Actual 1 Met</p>
<p>The district will host a parent engagement conference annually</p> <p>Unity Conference 16--17</p> <p>CAC Conference 16--17</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.1 UCAN College Fair</p> <p>Provide expanded opportunities in support of a college going culture</p>	<p>1. Consultant Fees 5815 LCFF Supplemental/Concentration, Resource 0865 \$20,000</p>	<p>1. Consultant Fees 5815 LCFF Supplemental/Concentration, Resource 0865 \$15,500</p>
<p>4.2 Expand CTE program</p> <p>Career Technical Education Incentive Grant (CTEIG) in collaboration with our Community Advisory works to determine industry needs and match with courses offered.</p>	<p>1. Salaries 1xxx, 2xxx,3xxx, 2. Supplies 4XXX, 3. Conferences 52xx, 3. Consultant Fees 5815, 4. Printing 5845 CTEIG Grant, Resource 6387 \$1,565,565</p>	<p>1. Salaries 1xxx, 2xxx,3xxx, 2. Supplies 4XXX, 3. Conferences 52xx, 3. Consultant Fees 5815, 4. Printing 5845 CTEIG Grant, Resource 6387 \$465,704</p>
<p>4.3 Support Math and Science Instruction</p> <p>California Elementary Mathematics and Science Professional Learning initiative (CEMSPLI). Partnership with University of Redlands to improve elementary math student achievement.</p>	<p>N/A N/A</p>	<p>N/A N/A</p>
<p>4.4 Great Public Schools (GPS); co-wrote with Ann Adler for Moreno Valley Educators Association (MVEA)</p> <p>To improve collaboration between labor and management. District Learning Team comprised of all stakeholders.</p>	<p>1. Salaries 1xxx, 2xxx,3xxx, 2. Supplies 4XXX, 3. Conferences 52xx, 3. Consultant Fees 5815, 4. Printing 5845 Labor Management Grant, Resource 0871 \$50,000</p>	<p>1. Salaries 1xxx, 2xxx,3xxx, 2. Supplies 4XXX, 3. Conferences 52xx, 3. Consultant Fees 5815, 4. Printing 5845 LCFF Supplemental/Concentration, Resource 0871 \$0</p>
<p>4.5 Unity Conference</p> <p>Provide parents and families with a professional development opportunity to increase parent and student engagement</p>	<p>1. Supplies 4XXX LCFF Supplemental/Concentration, Resource 0865 \$5,000</p>	<p>1. Supplies 4XXX LCFF Supplemental/Concentration, Resource 0865 \$8,500</p>
<p>4.6 Music Changes Lives</p> <p>Provide an extended learning opportunity for students</p>	<p>1. Consultant Fees 5815 LCFF Supplemental/Concentration, Resource 0868 \$25,000</p>	<p>1. Consultant Fees 5815 LCFF Supplemental/Concentration, Resource 0868 \$75,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.7 Parent Ambassador Program</p> <p>Hire parent ambassadors representative of the district student demographics to serve as liaisons between the school and community</p>	<p>1. Salary 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX LCFF Supplemental/Concentration, Resource 0872 \$95,753</p>	<p>1. Salary 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX LCFF Supplemental/Concentration, Resource 0872 \$96,927</p>
<p>4.8 Grant Writer</p> <p>Provide supports for Grants and Innovation</p>	<p>1. Consultant Fees 5815 LCFF Supplemental/Concentration, Resource 0882 \$50,000</p>	<p>1. Consultant Fees 5815 LCFF Supplemental/Concentration, Resource 0882 \$35,216</p>
<p>4.9 Safe Routes to School</p> <p>Partner with the community to ensure students safe passage to school</p>	<p>1. Consultant Fees 5815 LCFF Supplemental/Concentration, Resource 0861 \$90,000</p>	<p>1. Consultant Fees 5815 LCFF Supplemental/Concentration, Resource 0861 \$61,326</p>
<p>4.10 Parent Engagement</p> <ul style="list-style-type: none"> • Create and sustain a welcoming and inclusive environment • Use data, research and parent input to plan and implement effective outreach to parents • Ensure that district and school advisory groups reflect the diversity and demographics of the district and school communities • Provide interactive professional learning to develop the confidence of both educators and families to work together to support student learning, and to build learning communities and networks 	<p>1. Supplies 4XXX, 2. Consultant Fees 5815, 3. Conferences 5200, 4. Printing 5845, 5. Salary 1xxx, 6. Benefits 3xxx LCFF Supplemental/Concentration, Resource 0865 \$220,000</p>	<p>1. Supplies 4XXX, 2. Consultant Fees 5815, 3. Conferences 5200, 4. Printing 5845, 5. Salary 1xxx, 6. Benefits 3xxx LCFF Supplemental/Concentration, Resource 0865 \$368,057</p>
<p>4.11 Innovative Education</p>	<p>1. Supplies 4XXX, 2. Conferences 52XX, 3. Consultant Fees 5815, 4. Printing 5845 LCFF</p>	<p>1. Supplies 4XXX, 2. Conferences 52XX, 3. Consultant Fees 5815, 4. Printing 5845 LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide funds for innovative research based programs and Leadership Summit	Supplemental/Concentration, Resource 0860 \$110,000	Supplemental/Concentration, Resource 0860 \$208,945
4.12 Human Resources Support Additional staff for recruitment and technology upgrade	N/A N/A	N/A N/A
4.13 Business Services Support Staff Business services staff will provide services to support the programs at the district and school sites to ensure a quality program for students.	N/A	N/A
4.14 Induction Program Ensure that systems, including induction programs, are in place to support and foster continuous development of teachers in years one and two, as well as teachers needing additional support through Peer Assistance and Review (PAR)	1. Salary 1XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX, 5. Rentals 5610, 6. Consultant Fees 5815 LCFF Supplemental/Concentration, Resource 0832 \$700,000	1. Salary 1XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX, 5. Rentals 5610, 6. Consultant Fees 5815 LCFF Supplemental/Concentration, Resource 0832 \$678,377
4.15 Expanded Transportation Services Increase transportation boundaries to provide at risk students with transportation to school and increase student safety.	1. Salary 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Repairs 5630, 5. Transportation 5711, 6. Advertisement 5841, 7. Software 5850 LCFF Supplemental/Concentration, Resource 0704 \$1,609,558	1. Salary 1XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX, 5. Rentals 5610, 6. Consultant Fees 5815 LCFF Supplemental/Concentration, Resource 0704 \$453,552

Goal Analysis

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

* For Goal 4 the amount of funds budgeted was \$4,540,876 and expenditures totaled \$2,467,104. \$2,467,104 funds were not implemented. The majority of the unspent funds were utilized in Goal 1 to cover the additional expenses incurred in Dual Language.

The additional unspent funds of \$458,323 were carried over in CTE and will be utilized to support two additional career pathways including Culinary Arts and Theater to expand the CTE program.

* Funds budgeted for Goals 1 to 4 totaled \$83,507,710 and funds utilized totaled \$83,049,387. The total amount of funds unspent totaled only \$458,323 and were carried over into the 20-21 school year to increase or improve services to support students, families, teachers and staff.

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

Successes

* The number of Community Partners increased from 125 to 150

* Action 4.10 Parent Engagement

An African American Parent Involvement Specialist was hired to increase parent engagement for African American Parents.

* 4.11 Innovative Education

The district held a successful leadership summit. The theme was focus forward. This supported us in navigating through challenging school closures.

* Action 4.14 Induction program was implemented successfully and provided support for new teachers as well as teachers needing additional support through PAR.

Challenges

* Due to school closures a number of our advisory group meetings were cancelled, resulting in the district not meeting the metrics for this goal. This resulted in the district successfully implementing zoom during the 2020-21 school year to ensure our ability to meet with our stakeholders. For 2020-21 attendance has soared at our advisory meetings.

* Due to COVID-19 our student intern program decreased from 178 interns to only 63 interns able to be placed.

Action 4.2 Expand CTE Program

Less than half of the \$1,565,565 allocated for this program were expensed.

* Action 4.4 Great Public Schools Labor Management Grant

This program ended resulting in funding allocation not being spent

* Action 4.9 Safe Routes to School

Actions and activities scheduled toward the end of the year were cancelled due to school closures

* Action 4.15 Expanded transportation

Due to school closures and the cessation of student bussing we were unable to utilize the funding for expanded transportation.

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
Sanitization Materials to support the cleaning of equipment, supplies and the school environment to reduce exposure and minimize the spread of the virus.	\$10,000,000	\$9,038,999	No
Personal Protective Equipment (PPE) such as masks, face shields, and gloves to ensure safety and minimize the spread of the virus.	\$7,000,000	\$419,820	No
Physical Learning Environment including the purchase of Plexiglas shields and allowing for the social distancing between staff and students.	1,000,000	\$890,880	No
Special Education Learning Support	\$3,000,000	\$2,363,904	No

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.

- * Due to limited in-person instructional offerings the planned actions was less than anticipated for sanitization materials.
- * Due to limited in-person instructional offerings and the teachers working from home the district spent far less than anticipated on PPE equipment.
- * The cost of ensuring a safe physical learning environment cost less than anticipated resulting in a substantive difference in the estimated actuals from the planned/budgeted funds.
- * Due to limited in-person instructional offerings the planned actions for Special Education Learning Support cost less than anticipated resulting in a substantive difference in the estimated actuals from the planned/budgeted funds.

Analysis of In-Person Instructional Offerings

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

Moreno Valley Unified School District developed an MTSS for distance learning. The district compiled a report that included students who did not engage in distance learning in the Spring of 19-20 AND completed the school year with unsatisfactory academic performance. These students were considered to be at a greater risk of experiencing learning loss in 20-21 due to the school closures in the fall. Therefore, MVUSD offered classroom-based instruction through Learning Satellites available across the district for these students, or students who were experiencing significant learning loss during the school closures. MVUSD especially monitored targeted student groups who experienced learning loss with priority given to students who did not engage in Distance Learning. The following specific action steps were taken by the district:

1. Compiled a report based on academic performance and student engagement. Special attention was given to specific programs (EL, SWD, low SES, Foster Youth, and Homeless).
2. Identified students, by name, for this alternative non-virtual instruction.
3. Grouped students by region, grade and content area.
4. Identified teachers to instruct students in a small group classroom-based setting.
5. Ensured students attended and participated in classroom-based instruction sites for instruction.
6. Progress monitoring took place during the school year to determine ongoing services and supports for students.
7. Ensured that all local and state-level guidance for public health were followed for the health and safety of the students and staff

The following safety protocols were outlined and disseminated throughout the district and to all stakeholders.

Handwashing and hygiene protocols

Face Coverings

Social Distancing

Cleaning and disinfecting of school and office sites

Minimizing access of employees on sites at one time

Plans for hybrid learning models included students participating in a combination of in-person and distance learning were made. To allow for a return to school buildings for limited numbers of students following the recommended 6 feet of social distancing.

Modification of classroom spaces were made including movement of furniture and desks to provide the necessary space for social distancing. School days were modified to allow for smaller cohorts of students to attend and maintain social distancing recommendations.

Learning Hubs, in collaboration with Think Together were started on April to reengage elementary and middle school students.

Attendance at learning hubs rose to over 500 students attending on a daily basis.

The Special Education Department began in-person cohorts on March 8, 2021 for students with disabilities who were struggling to access distance learning. We have added additional in-person cohorts and we currently serve 297 students at 18 different school sites.

Secondary Education hosted learning hubs for middle and high school students. Middle Schools and High schools began learning hubs that focused on students who were behind academically, and/or needed social-emotional support. Learning Hubs such as “Potential Non-Grads” were created to support our seniors who were in danger of not graduating, and learning hubs called “Connect 21” focused on all grades and this was for students who may or may not be struggling academically but needed to connect with several friends of their choice. These help students with social and emotional support. In addition to connect 21, at the middle school level, learning hubs were created that focused on skills recovery where students who were getting Ds or Fs in their class, could join a learning hub and improve their grade(s). Schools had the option to look at their data and propose learning hubs that would help focused group of students. MVUSD began with one or two learning hubs, now the district has over 35 learning hubs across the district at the middle school and high school level. This count does not include middle school Think together learning hubs or Learning Hubs monitored by the Special Education Department.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Social Worker to provide SEL support for student	\$88,277	\$88,277	Yes
Additional Counseling Staff to provide small group counseling support for at risk students	\$1,212,531	\$1,224,860	Yes
English Learner Supports to ensure students are able to progress and reclassify in a timely manner and not become Long Term English Learners	\$1,563,217	\$1,708,288	Yes
Technology one to one devices in order for students to participate fully in distance learning. All students TK-12 have been assigned a device.	\$3,700,000	\$4,440,619	Yes
Technology (Devices and Connectivity) to ensure students have access to the internet and the ability to participate in distance learning	\$15,000,000	\$26,483,833	No
Health/Social-emotional Support to ensure the district supports the whole child and are not limited to providing academic support.	\$3,000,000	\$3,542,462	No
Teacher Distance Learning Support to provide professional development to enable teachers to provide best first instruction via distance learning	\$4,000,000	\$34,253	No
Student Nutrition Support to ensure our students continue to receive a nutritious breakfast and lunch during distance learning. 84% of students in MVUSD receive free and reduced lunch and could be at risk of not having food to eat during distance learning. We have also provided food from food backs to augment our student nutrition program.	\$1,500,000	\$798,968	No

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.

* Due to distance learning additional supports were needed for English Learners which exceeded the planned amount by \$145,071
 * Additional technology devices were needed to meet the increased demand during distance learning and exceeded the planned amount by \$740,619

- * Additional infrastructure and hot spots were required to support student learning. In addition, busses were equipped with wifi access and parked in locations for student access. The planned amount was exceeded by \$11,483,833
- * Many students were in need of SEL support which required additional counseling support, referrals to outside groups and counseling materials. The planned amount was exceeded by \$542,462
- * Teacher Distance Learning support was covered through other funding sources resulting in a minimal cost of \$34,253. This was covered with contributing funds allocated for professional development. Under Pupil Learning Loss \$2,718,607 covered the cost of all professional development cost needed under pupil learning loss and under the distance learning program.
- * Student Nutrition support was overestimated and cost were much lower than anticipated.

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.

MVUSD maintained a commitment to providing high quality instruction online to every student everyday through Zoom for Synchronous Instruction and through Google Classroom and Screencastify for Asynchronous Instruction. All students had access to these instructional platforms and all state-adopted curriculum, through Clever, a personalized portal with a single login for all online programs and resources. By participating in a virtual experience through distance learning, students not only maintained enrollment at their school site, but were connected and engaged in instruction provided by their teachers.

Committed to our district's mission, vision and goals, students were provided with;

- High quality instruction in an online environment for every student using district-approved curriculum
- Social emotional lessons, while addressing the needs of every student
- A positive experience that will be created by the collaboration between students, teachers, leaders and all stakeholders

Additionally, all MVUSD certificated and classified staff continued to help students meet the four Superintendent Goals and Expectations and 14 Outcomes that included the following:

Goal #1: All students are proficient in literacy, numeracy, critical thinking and technology skills

Goal #2: All students graduate high school prepared to successfully enter into higher education and/or pursue a viable career path.

Goal #3: Learning environments support all students to thrive academically at the rigor of each grade

Goal #4: Parents, community members and labor groups in partnership with staff support student academic goals and career aspirations.

Outcomes for Goal #1:

Outcome #1: Increase the Distance From Standard in grades 3-8 and 11 SBAC ELA and Math by 10% of the Distance from Standard.

Outcome #2: Progressively increase the number of students who meet their expected growth as measured by the Achievement Status

Growth report in the areas of Reading and Math on the Interim MAP assessment with 50% or better of your students.

Outcome #3: Increase English Learners' reclassification rate by 2% annually.

Outcome #4: Increase the status of the English Learner Progress Indicator (ELPI) by 2% annually

Outcomes for Goals #2:

Outcome #1: Progressively increase high school graduation rates to 90% for all students with an emphasis on African American, Hispanic, English Learner and Special Education student groups as measured by the CA School Dashboard

Outcome #2: Decrease high school dropout rate by 2% annually with an emphasis on African American, Hispanic, English Learner and Special Education student groups.

Outcome #3: Progressively increase the A-G course completion rate to 65% with an emphasis on African American, Hispanic, English Learner and Special Education student groups.

Outcome #4: Attain a 50 % AP qualifying score rate of 3+ for all students with an emphasis on African American and Hispanic students

Outcome #5: Attain a 85% FAFSA Completion Rate.

Outcome #6: Increase the High School Readiness Indicator by 10% annually.

Outcome #7: Address Middle School Readiness by increasing the percent of students scoring Average or above on the MAP Reading Assessment by 5% annually.

Outcomes for Goals #3:

Outcome #1: Decrease suspension rate for Foster Youth* and African American* students by 2% annually.

Outcome #2: Meet or exceed 95% attendance rate for all students.

Outcome #3: Decrease the chronic absenteeism rate for all students by 2% annually.

All MVUSD teachers were supported and provided the knowledge to engage and connect students through Google Classroom and Zoom. Teachers were provided with high quality Professional Development on strategies, digital platforms, and other focus areas to provide them with the skills necessary to meet the demands of distance learning.

Effective Instruction

Teachers worked alongside students and families to develop a positive online culture of learning that fosters student ownership.

Teachers used the district's adopted curriculum to engage students in challenging content and provide focused supports and interventions. Teachers engaged students interactively online, providing opportunities to develop the six Portrait of a Graduate Competencies:

1. Adaptability,
2. Communication,
3. Collaboration,
4. Critical Thinking,
5. Creativity, and
6. Perseverance.

Through Clever, which includes different apps such as Google Classroom, Zoom, or Q (Student Information System), teachers and administrators engaged students and parents by:

- Connecting with families and guardians as critical partners in students' well-being.
- Communicating a daily and weekly schedule for learning.
- Delivering grade level instruction using district, adopted curriculum and teacher supplemental resources.
- Creating opportunities for students to work together, small group support and one-on-one time, when needed.
- Establishing Designated English Language Development (ELD) time and support.
- Embedding Integrated-ELD within all subjects.
- Supporting students with special needs in alignment with an Individualized Education Program (IEP).
- Designing graded assignments/projects for students to showcase their learning.
- Providing feedback for student growth that fosters student ownership of learning.

MVUSD established systems of support that provided:

- Academic and social emotional instruction and services for students, families and guardians to ensure continuous engagement
- Multiple types of professional learning for teachers and staff, supporting a baseline and progression of digital skills and pedagogical practices for effective and interactive online instruction.
- Provide alternative instructional schedules through MVUSD Learning Satellites with emphasis on learning loss resulting from school closure in March 2020.
- Parameters that highlight curriculum assignments/projects/Problem or Project Based Learning (PBL) which inspire learning in an online environment.
- Guidelines that establish instructional minutes to protect core instruction and daily synchronous time with students while providing teacher autonomy regarding instructional decisions.
- Training and guidance for teachers and staff with the use of Zoom and Google Classroom as a delivery platform and professional learning to develop foundational delivery and technical skills.
- Assistance for school sites by providing supplemental materials to be sent home when necessary.

Instructional Continuity

Instructional continuity was assured through use of the district-adopted curriculum for all courses. Curriculum remained the same regardless of whether a student participated in distance learning or in-person instruction (when able to do so).

1. Students accessed curriculum and their teacher digitally through Zoom for Synchronous instruction and Google Classroom for Asynchronous instruction as the preferred instructional delivery platform. Also, accompanying supplemental materials were distributed from the sites. All core subjects were accessible to digital platforms with standards-aligned content, digital textbooks, lessons, activities, and assignments accessible with the exception of biology in which teachers are piloting a digital platform and some AP texts not available in digital formats. These books were provided in printed format. In addition, teachers utilized appropriate district scope and sequence documents.

2. Instructional resources for students included:

- a. Core, standards-aligned digital curriculum
- b. Google accounts with accompanying digital tools that include Google Classroom, Google Docs, Sheets, Slides, Forms, etc., as well as Microsoft Office 365 email accounts with accompanying digital tools that include: One Drive, Word, PowerPoint, Forms, etc.
- c. Supplemental resources, including digital intervention programs, companion practice books, notebooks, sheets and sleeves, pens, dry erase markers, etc. (which can be picked up on days designated by the school).
- d. Chromebooks for all grade-levels
- e. Access to wireless hotspots, if needed

3. With use of the district-adopted curriculum, Clever connected directly with what is used with in-person instruction. The quality of the curriculum did not change. Teacher training was provided enabling effective use of digital curriculum and built off familiarity with resources used. Also, Elementary Education, Secondary Education, and Professional Development departments developed a learning loss supplement that included district-wide research-based interventions by level and individualized tutoring. Additionally, this supplement measured and adjusted instructional strategies in order to address loss and make direct ties to new learning. Teachers used this and revised instructional schedules to guide planning and instruction through focused and intervention support as highlighted in the MTSS Distance Learning Guide. Additionally, all teachers were provided with the 2020-2021 Priority Instructional Content in ELA/Literacy and Mathematics guide from Student Achievement Partners (K-12). This guide is “based on research and the progression of the disciplines, the 2020–21 Priority Instructional Content names the priorities in mathematics (K–8) and ELA/literacy (K–12) that should be the focus of instruction for educators in the 2020–21 academic year. This document provided guidance for the field about content priorities by leveraging the structure and emphases of college- and career-ready mathematics and ELA/literacy standards. It is intended to help publishers, other designers of instructional materials, and instructional leaders find new efficiencies in the curriculum that are critical for the unique challenges that have resulted from school closures and anticipated disruptions in the year ahead, keeping at the forefront principles of equitable instruction that support all students” (p.4)

4. With the continued use of the digital curriculum platform district-wide, students were able to more easily adapt when in-person instruction resumes or remain in distance learning. Students were able to transition to and from distance learning as needed (when instances occurred where there was an outbreak at school, or a student/teacher fell ill, etc.) and not lose instructional time. Also,

teachers were able to incorporate these digital tools and strategies into in-person instruction if they consider flipping the classroom or incorporating a more student-driven instructional approach.

Access to Devices and Connectivity

Prior to Covid-19, MVUSD had a 1 to 1 Chromebook Take Home Initiative that guaranteed all students in grades 3 through 12 had a chromebook that would be used at home and school. By July 2020, MVUSD had extended the program to include preschool to grade 2, ensuring all students in the district had access to a device at their residence.

Prior to Covid-19, a survey showed that approximately 15% of MVUSD families did not have access to the internet. That gap was addressed through a program with Hispanic Information and Telecommunications Network, Inc. This program offered free internet for at least 2 years to families on free and reduced lunch via a mobile hotspot provided by the Sprint Network. With the increasing number of challenges presented by Covid-19, MVUSD partnered with telecommunication companies to ensure access for all. Partnerships with Verizon, T-Mobile and Hubbl have been created to increase the number of mobile hotspots that were available to all families in need of internet access.

Pupil Participation and Progress

Moreno Valley Unified School District recognized the importance of preparing for, delivering, and supporting an engaging online student experience that fosters authentic learning; effective use of digital tools for creation, collaboration, and acceleration; and development of 21st century skills and competencies. All students were provided live daily interaction. The first steps toward high student engagement and participation were building strong connections and relationships with students and families/guardians, co-developing positive online environments with students, and maintaining high quality instruction through authentic learning experiences. To support teachers and leaders in implementation, Moreno Valley Unified developed processes for both capturing engagement and participation in online learning and responding when students were not engaged or are not participating.

Teachers took attendance daily to capture student participation and engagement in live sessions (synchronous) using Moreno Valley Unified School District's Aequitas (Q) student information system. Elementary and secondary teachers took attendance at the beginning of each day for elementary and beginning of each period for secondary, but had 24 hours to adjust attendance for students who engaged or participated asynchronously at a later time in the day. This system allowed for quick district and site support and response and family support for students who were not engaging in online learning. Teachers used assignments from adopted curriculum and/or created assignments to determine the level of asynchronous engagement students need to comprise their total instructional minutes. In Q, teachers were able to log the Engagement Type, Method of Engagement, Time Value of Assignments, and Outcome for each Engagement Type. These entries were supported by a teacher's gradebooks. Incomplete assignments also triggered site and district response and support for students who missed 60 percent of the instructional time or 3 school days in a school week as determined by the weekly participation (attendance and engagement) reports. Additionally, MVUSD teachers used the Q gradebook, Illuminate gradebook, or a teacher-created gradebook. Through these gradebooks teachers were able to determine the mastery of the assignment/academic performance for those students who needed additional support in distance learning.

The following is the guide used by MVUSD to maximize instruction and provide students their instructional minutes both synchronous and asynchronous (these are the minimum minutes students are receiving daily):

- Grades TK-K: 60 minutes of live synchronous instruction / 120 minutes of independent work asynchronous instruction
- Grades 1-3: 75 minutes of live synchronous instruction / 105 minutes of independent work asynchronous instruction
- Grades 4-5 & 6th grade self contained: 90 minutes of live synchronous instruction / 150 minutes of independent work asynchronous instruction
- Grades 6-12: 120 minutes of live synchronous instruction / 120 minutes of independent work asynchronous instruction

To maximize an effective response and support system, Moreno Valley Unified continued to explore a system of data analytics that looks at a combination of student participation through digital platforms. For example, Zoom is the preferred instructional delivery and video conferencing platform while Clever captures the number of times students login to our district adopted curriculum and Google Classroom captures how students access asynchronous assignments. Also, students will engage in different intervention digital platforms to support acceleration and mitigate learning loss. Each of these tools provide data indicators to support measuring participation such as time and access. Data analytics could provide a more complete picture of student participation, as MVUSD learns and applies best practices to support students and families/guardians.

Distance Learning Professional Development

MVUSD developed a comprehensive plan involving highly effective opportunities for a final high-quality Distance Learning approach. The components of this plan involved a four-prong approach. One, the district provided devices to all students TK-12 (over 33,000); Two, the district developed and defined specific Distance Learning platforms and tools for teachers to utilize along with appropriate training for both certificated and classified employees; Three, the district developed resources for parents; And four, the district ensured provisions were made to provide support for students and employees needing social-emotional support.

First, MVUSD was fortunate to have implemented a 1:1 take-home Chromebook initiative for Grades 3-8 in January 2018. Since the closure of schools in March 2020, the district was able to add enough Chromebooks for Grades Preschool-2 by gathering existing devices on various campuses. The district also purchased additional devices as needed to ensure all students, Grades Preschool-12, had access to remote learning. The district also created a Chromebook repair-swap process to ensure students always have access to a device. Further, through a partnership with HITN, MVUSD was able to provide free internet access to needy families. This grant provided families a mobile hotspot that allows 50 GB of data per month through the Sprint Network. Since the school closure in March 2020, over 1200 hotspots were distributed.

Second, in an effort to unify district instruction and mitigate parent/guardian confusion, all teachers were trained in three main districtwide required resources: Zoom, Google Classroom and Screencastify. Educational Services and the teachers' association agreed upon one learning platform (Google Classroom) for teachers to deliver asynchronous instruction for Distance Learning. Additionally, teachers were trained in Screencastify to create asynchronous lessons for students to access throughout the day. All teachers were trained in Zoom to deliver synchronous live instruction. Further, guidance was established by these two groups to outline the parameters of teacher-student interactions.

Comprehensive professional development is offered on an ongoing basis via virtual meetings (Zoom). This training is developed and presented by the Professional Development staff. Over 15,000 hours of professional development so far has been completed by district teachers, classified staff, parents, substitute teachers and administrators. In addition, site Professional Development Specialists (coaches) provide daily support to all teachers via phone calls, email, Zoom, etc.

Third, beginning the first day of the schools closure, extensive parent resources were developed and communicated to all families.

This included textbook materials as well as digital resources.

Fourth, MVUSD ensured that all stakeholders, parents, students and employees, had access to social-emotional support through immediate access to counselors, online mindfulness and yoga offerings, digital resources and textbook materials (texts and consumable).

Staff Roles and Responsibilities

Non-Classroom Certificated Staff (Psychologists, Counselors, Nurses, Speech Pathologists, Specialists, and Counselors) conducted their required work via online technologies. Additionally, these specialized unit members met (virtually) and consulted with their general education colleagues and administrators to create a schedule by which services and supports will be provided.

Many classified employees were asked to perform duties outside of their current job descriptions.

Instructional Assistants were trained to support distance learning via our online platform. Education Code section 45343 allowed instructional aides to assist teachers with supervision and to carry out their responsibilities outside of the physical presence of the assigning teacher.

Bus drivers were repurposed and delivered meals to families in need, driving buses equipped with Wi-Fi to strategic locations where students lack connectivity. In addition, bus drivers were reassigned to the wellness center to support students and families. They helped pass out food and organized food, clothing and other necessities. In addition, bus drivers assisted with clerical work to support school sites. Bus drivers also provided custodial support as needed. Transportation staff also provided support for Chromebook distribution.

Library Assistants supported grab and go lunches and provided books for students.

Campus Support Aides were repurposed and supported the registration process to ensure students and families are able to register through our drive-up registration process. In addition, they supported school sites with clerical, during grab and go and by making phone calls to support families.

Support for Pupils with Unique Needs

MVUSD provided additional support to students with unique needs which includes close monitoring through the MTSS Pyramid of Interventions, as well as, providing access to the MVUSD Learning Satellites as needed. Teachers will address the needs of all students, while focusing on the targeted students to meet their individual needs. Furthermore, each group of students with unique needs also received the following services and supports:

English Learner Supports

In addition to the core Designated and Integrated ELD being delivered through synchronous and asynchronous instruction, easy to access supplemental online resources continued to be provided to all English Learners throughout the District. Specifically, Imagine Learning's Language and Literacy was provided to all ELs in grades Kindergarten through 5th grade. The Imagine Learning Language and Literacy component explicitly teaches students the skills that are critical to reading comprehension and language proficiency, empowering them to unlock learning across all subject areas. The online support provides explicit instruction through personalized learning paths that adapt based on student progress. Strategic scaffolding and support further personalizes the learning experience for English learners.

Additionally, Imagine Español is made available to all ELs in the Dual Language Immersion program. Imagine Español teaches foundational literacy skills in an engaging environment that celebrates the cultures of the Spanish-speaking world.

Middle and high school English learners receive support services through an online program called Achieve3000. Achieve 3000's extensive library includes scaffolded interactive assignments to support ELs with full access to grade level content in science, history-social science and English Language Arts at their specific level of language proficiency.

All teachers in grades K-12 have access to ELlevation, a platform specifically designed to support English learners using a suite of online language acquisition strategies in all core content areas for the delivery of integrated ELD. ELlevation offers resources to classroom teachers to effectively differentiate instruction for ELs and prepare students to access rigorous grade-level content.

Furthermore, all EL students in grades 2-12 will continue to access on-demand FEV tutoring 24/7 from the comfort of their homes in support of all core instructional areas to mitigate further learning loss during Distance Learning.

To effectively implement each supplemental support, extensive and ongoing PD opportunities have been provided to certificated and classified staff. In order to facilitate easy access to virtual tools, a depository of resources was created and housed in the district's internal website for all teachers of English learners. Training on how to navigate these resources is ongoing. Additional PD offerings to support ELs in Distance Learning include, but are not limited to: English Learners 101 for new teachers, Distance Learning for English Learners, Effective Implementation of Imagine Learning in a virtual classroom, Effective Implementation of Achieve3000 in a virtual classroom, and How to Access FEV Tutoring from Home.

In an effort to increase our partnership with parents, the district will continue to provide parent training on digital platforms such as Zoom to support students and to encourage parent continued involvement during school closures in ELACs, DELAC and parent book clubs, among others.

Supports for Pupils with Exceptional Needs

The district implemented each IEP or Individualized Family Service Plan (IFSP) to the greatest extent possible during distance learning.

- Each student with a current IEP/IFSP had an individualized virtual learning plan outlining the provision of special education and related services during distance learning.
- Each student continued to receive a free appropriate public education (FAPE) during distance learning.
- Case managers monitored the implementation of special education and related services during distance learning and revise accordingly, with the IEP/IFSP team.
- IEP/IFSP teams evaluated progress made on IEP/IFSP goals during distance learning to the extent possible.
- Annual IEP or Evaluation meetings took place as scheduled during distance learning through either an online platform, email or phone.

- RSP teachers provided student support and IEP implementation through the instructional delivery model in accordance with the student's Virtual Learning Program.

Supports for Students in Foster Care or Experiencing Homelessness

Every school site has a designated school counselor to respond to the unique needs of foster and homeless students. The designated school counselors worked with their site administrators and teachers to help monitor foster and homeless students' participation in Distance Learning. If a student was not actively engaged in synchronous and asynchronous instruction, school staff contacted parents and students to determine any unmet needs for accessing distance learning. Staff training was provided to properly identify the signs of students in distress, specifically foster and/or homeless and how to refer for assistance.

Distance learning supports specific to Homeless Youth included: Additional support provided by the District Homeless Liaison and District Homeless Counselor to school sites, students and parents assisted with immediate enrollment, proper course placement, internet access, food, clothing and hygiene kits. School supplies and free tutoring services were offered to support any educational needs. Through collaboration with community partners, provisions for shelter, housing, rental assistance, medical, mental health and COVID-19 resources were available to reduce any interference from distance learning. Continued coordination and collaboration with the County and other Homeless Liaisons to provide the continuity of educational services.

Distance learning supports specific to Foster Youth include: Continued collaboration between social workers, group homes, County Foster Youth Liaison and Special Education staff, for students with IEPs, to expedite immediate school enrollment and proper course placement. District Foster Youth Liaison provides mediation between social workers, Family Foster Agencies (FFA), group homes and Ed Rights Holders to monitor student engagement in distance learning. Free tutoring is provided, as needed. Outreach campaigns to foster youth living in group homes provide assistance for unmet needs. Referrals to both district and community agencies are made, when appropriate. Foster youth seniors receive extra support for FAFSA completion, college applications, post-graduation and transition to college/employment.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online tutoring through FEV Tutoring in all content areas to minimize learning loss	\$400,000	\$400,000	No
AVID Program to provide additional student supports and access to a college going culture	\$810,000	\$800,000	Yes
Attendance Specialists to ensure students are participating and engaging in distance learning	\$255,401	\$255,401	Yes
African American Parent Engagement and Outreach to provide support for AA students and families to minimize learning loss and provide technology and academic support	\$220,000	\$245,000	Yes
Foster Youth Services to provide support for foster students such as tutoring, school supplies and other needed support	\$50,000	\$50,000	Yes
Homeless Youth Services to support homeless students with supplies, hygiene materials, clothing and other supports needed for families experiencing homelessness	\$50,000	\$50,000	Yes
Support for Early Literacy to ensure students have books and access to headstart and state preschool programs	\$190,325	\$190,325	Yes
Supplemental Instructional Materials to support the core instruction	\$1,185,422	\$500,000	Yes
Measures of Academic Progress (MAP) District software to provide assessments that indicate where students may be experiencing gaps in learning and minimize learning loss	\$1,017,599	\$900,000	Yes
Behavioral Support Specialist to support students and teachers in ensuring students are able to engage appropriately and maximize learning potential	\$301,103	\$301,103	Yes
Summer Learning Programs to support students who have failed a class or accelerate them as necessary to minimize learning loss	\$1,500,000	\$1,068,266	Yes
Site Specific Interventions such as intervention teachers, after school tutoring, PBIS and intervention programs and software	\$5,330,259	\$5,330,259	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Reading by 3rd grade initiative to ensure students are able to maximize their learning potential and don't experience negative barriers to learning associated with not being able to read by 3rd grade	\$1,000,000	\$1,000,000	Yes
Full Day Kindergarten Program to accelerate student achievement and support students who don't have access to pre school or experience barriers to learning	\$6,103,748	\$6,103,748	Yes
Project Moving Forward to provide academic vocabulary support for students	\$493,808	\$70,000	Yes
Professional Development to ensure staff has the skills necessary to support students as well as support for parents in understanding technology requirements and how to support their children	\$2,718,607	\$2,718,607	Yes
Mentoring Program to ensure students have a positive role model to connect with and feel empowered to succeed	\$50,000	\$20,000	Yes
District wide flex days to support instruction for teachers and schools to support increased academic achievement	\$954,360	\$0	Yes
GATE Programs to provide support for gifted learners and identification of gifted learners	\$100,000	\$100,000	Yes
Parent Ambassador Program to provide outreach to parents and support parents connection to school	\$95,753	\$80,000	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.

In the following actions there was a substantive difference between the planned actions and/or budgeted expenditures for addressing pupil learning loss.

- * Supplemental instructional materials the planned expenditures were \$1,185,422 and actual expenditures were only \$500,000 again with less instructional materials being distributed due to the school closures and distance learning programs.
- * Measures of Academic Progress (MAP) planned expenditures were \$1,017,599 and actual expenditures were only \$900,000 due to the challenge of providing benchmark assessments and fully utilizing software programs.
- * Summer learning programs planned allocation was \$1,500,000 with expenditures of \$1,068,266. Expanded summer learning was also planned utilizing the expanded learning grant.

- * Project Moving Forward planned allocation was \$493,808 and actual expenditures were \$70,000 due to the grantee putting the implementation on hold this academic vocabulary program was not able to be implemented successfully.
- * Mentoring Programs planned allocation was \$50,000 and actual expenditures were \$20,000. Virtual mentoring was utilized, however, it was not as successful and difficult to implement.
- * District wide flex days were cancelled due to school closures and changes in the teacher's work day.

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.

MVUSD used a myriad of intervention programs to support student learning loss. These programs included individual instruction, small group instruction and digital programs. Additionally, the MVUSD student information system, Q, was used to determine what students were not participating in distance learning by monitoring attendance and engagement.

For effective and frequent assessing, MVUSD used Read 180, Achieve3000, Imagine Learning's Language & Literacy, Imagine Math, i-Ready, and other digital/online intervention programs previously used at various sites throughout the district to determine student needs in the areas of reading and math. These programs allowed a student's teacher to monitor progress and personalize learning. Additionally some of the aforementioned intervention & digital programs included diagnostic assessments to determine a student's need for support. Some of these assessments are adaptive, meaning that it is individualized and adjusts questions suited to meet a student's needs. Once the student's level was determined, lessons were delivered to students based on where they were and targeted growth using the appropriate intervention programs as mentioned above.

English Language Development:

To address the learning loss and monitor the progress of English language learners, EL Specialists and Facilitators continued to provide guidance and support to teachers on how to effectively monitor EL progress using the ELLevation platform with a target completion rate of 100%. Additionally, EL Specialist and Facilitators ensured that all site teachers at their respective sites were fully trained on how to effectively use the ELLevation Strategies platform to support instruction during distance learning and in the classroom during hybrid instruction or when students and teachers are able to return to the classroom fully. Following the California Department of Education guidelines, the Language Assessment Staff supported sites in the strategic administration of the Summative ELPAC assessments not completed in the spring due to school closures. This continued practice will assist in the district's efforts to reclassify as many English learners as possible in keeping with SB 98.

Pupil Learning Loss Strategies

All MVUSD students were monitored closely for learning loss, especially those that were not participating in distance learning as

determined by their attendance and/or lack of engagement (Q-SIS reports). Learning loss was determined using district-wide criteria and intervention program reports. Through the collaborative approaches teachers engaged in through Professional Learning Communities and Professional Learning Networks (district-level “PLCs”) students were matched to the appropriate intervention. This included reviewing data from progress reports, and other teacher-created assessments as well as attendance reports. These determined the specific needs of students, while teachers and administrators continued to monitor progress. For all identified students experiencing learning loss, tutors such as FEV, PAPER, AVID, the Cal-Soap Grant, and college tutors, will assist students with unique needs with asynchronous assignments; accessing, understanding, and mastery of standards. Additionally, they will assist in communicating student progress with families and teachers; and mentoring in other areas of needs. Certificated coaches, program specialists, and/or PD specialists will provide ongoing learning opportunities for our tutors on strategies to effectively support students with unique needs and check in with them on a regular basis. To address learning loss and accelerate learning progress, students with unique needs will have the opportunity to attend summer learning opportunities, and/or Saturday STEAM classes, and engage in lessons.

In alignment with our Superintendent Goals and Expectations, individuals with exceptional needs received high quality instruction using district approved curriculum and interventions. This commitment is supported by training opportunities for Special Education staff to receive and maintain a foundational level of Synchronous and Asynchronous instructional strategies and technology skills. Consistent with general education staff and programs, Special Education teachers attained effective instruction by working alongside students and collaborating with families to develop a positive online culture of assessment and learning that fosters student ownership. Teachers will engage students interactively online daily, providing opportunities for student collaboration, problem-solving, and creation.

English Learners

In order to address learning loss and accelerate learning progress for English Learners, virtual professional development was provided to all teachers, including dual language educators, on how to effectively plan for and deliver designated and integrated ELD, access to core curriculum and development of content literacy, and understand district EL reports to monitor student progress in a distance learning format.

Additionally, EL Facilitators and Specialists focused on the delivery of data chats with all English learners, particularly in upper elementary and at all secondary schools. This process helped students assess their current status as compared to where they were prior to school closures as a way to guide the best course of action leading to additional support. For example, in collaboration with FEV, AVID, the Cal-Soap Grant, and college tutors, students with unique needs were assigned a mentor and/or tutor in order to address learning loss and accelerate learning progress.

Pupils with Exceptional Needs

The District addressed student learning loss and accelerate learning progress for pupils with exceptional needs that results from COVID-19 during the 2019/20 and 2020/21 school years. Based upon assessment and progress monitoring, the Case Carrier

discussed options with families to individually address student learning loss due to COVID-19 and accelerate learning progress, including:

- Intervention programs offered outside of regular school hours
- Targeted support sessions with paraeducators during school hours while District-wide distance learning is in place
- Selective Saturday STEAM sessions for additional support and intervention
- Expanded summer options for pupils with exceptional needs, including additional instruction time for students who receive extended school year services
- Ongoing Professional Learning opportunities through weekly Professional Learning Communities targeting formative assessment connected to current grade-level standards or alternative standards, when applicable

All students, especially MVUSDs ELs, Pupils with Exceptional Needs, Foster Youth, and Homeless Students, had access to the following district-wide Multi-Tier Systems and Supports for Academics, Behavior, and Social Emotional:

Tier 1:

- All students will be provided with best first distance learning instruction and SEL lessons
- Teachers will provide appropriate interventions as needed
- Teachers will progress monitor and contact families for students who begin experiencing learning loss

Tier 2:

- Referral to MVUSD Learning Satellites for intervention support for students who continue to experience learning loss and Tier 1 strategies within the distance learning classroom are not effective in addition to online distance learning
- Referral to Community Support Hubs for students that may be experiencing learning loss due to factors caused by trauma or other impacts caused by COVID-19

Tier 3:

- Referral to MVUSD Learning Satellites for in-person small group instruction for students who continue to experience learning loss and Tier 1 and Tier 2 strategies are not effective in place of online distance learning
- Referral to Community Support Hubs for students that may be experiencing learning loss due to factors caused by trauma or other impacts caused by COVID-19. Through progress monitoring, students will be regularly exited from learning loss interventions as appropriate.

Effectiveness of Implemented Pupil Learning Loss Strategies

Three primary avenues were employed for measuring the effectiveness of the services and supports to address learning loss: Achievement, Engagement, and Professional Development.

For achievement, the various intervention programs such as Read 180 and Achieve 3000, as well as digital-based assessment reports from IABs, MAP assessments, and CFAs were used to monitor pupil progress for English Language Arts, English Language Development, and Mathematics. Assessment results and student progress will be communicated with families. MVUSD's student information system, "Q", will be used to measure the effectiveness of services and supports to address learning loss through

engagement. Student engagement and attendance were tracked and monitored through the weekly reports teachers submit through Q that captured Engagement-Type, Method, Time Value of Assignments, and Outcome. Additionally, our Technology, Innovation, and Assessment department closely monitored logins by students into the various system analytics, as listed below:

- Evidence of Student Engagement
- Clever Analytics
- Zoom Participation analytics
- Google Classroom analytics
- Q (student information system) analytic

For professional development (PD), structures of support were provided to site leaders and teachers, as outlined below: Structures of support to help site leaders and teachers deliver distance learning will include:

- All teachers were trained in Zoom, Google Classroom, and Screencastify to prepare and deliver Synchronous and Asynchronous instruction
- On demand PD training and updated resources on the district website.
- PD Specialists and AAIACs supported teachers throughout distance learning to ensure teachers are engaging students in a highly-effective manner.
- To measure the effectiveness of teacher PD, the number of teachers receiving PD was tracked and monitored and feedback was requested from teachers (i.e. teacher reflection and feedback survey).
- Other outcome measures may included:
- Perception/qualitative data regarding professional development
- Student engagement and participation through system analytics

Analysis of Mental Health and Social and Emotional Well-Being

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

The day to day emotional effects of COVID-19 and distance learning reinforced the need to provide a comprehensive social emotional learning (SEL) emphasis as part of the educational program. Every school operated under the guiding principles of Multi-Tiered Systems of Support (MTSS) which created the foundation for a safe and healthy learning environment. Collectively, teachers, administrators, school counselors, behavior support specialists, school psychologists, and therapists provided direct services to students that address their social and emotional needs. As part of the school counseling program, SEL lessons were posted on the school website and/or in their Google Classroom. Lessons were presented directly or in a pre-recorded format which provides Tier 1 Social Emotional Learning.

Mental health prevention and interventions were implemented and supported through Student Services which includes crisis response procedures, suicide risk assessment and contact information, links and Apps connecting to a range of crisis intervention helplines and resources. Links to virtual calming rooms and self-care websites are shared with school counselors who in turn share and use with their staff, students and parents. Mental health awareness campaigns are promoted through anti-bullying, suicide prevention, random acts of kindness, mindful moments, mentoring, breathing exercises and yoga activities and events.

All stakeholders, including parent and community partners, receives training and continued professional development on SEL and the impact of trauma. Having a population of 84% low socioeconomic status, the stressors of trauma were heightened and increased daily with the emotional effects of COVID-19. This sparked teachers to dedicate a portion of their synchronous instructional time to the social and emotional-well being of students. A few activities include: Mindful moments, brain breaks and lessons from Sanford Harmony. Topics such as empathy, critical thinking, problem solving, communication, diversity and inclusion helped build resilience in young growing minds.

Monitoring Process

Upon the closure of schools due to COVID-19, the District established a team of coordinators to identify students who received multiple behavioral referrals. That list was broken down by student program (i.e. Students identified as having IEPs, McKinney-Vento Services, SARB Contracts, 504s and Foster Services). With the input of school psychologists, behavior support specialists, school counselors, and therapists, the team identified resources, both within the district and through outside agencies, that could be readily dispatched to support the students and their families. The team consistently collaborated to determine next steps for students in preparation for the reopening of school buildings. The team created a needs assessment for District staff members that is focused around loss of life, income, and mental and physical health well-being. Upon the completion of the assessment, the team collaborates with Risk Management, Benefits, Human Resources also including the Bargaining Associations (MVEA and CSEA) to offer targeted, quality support to those who expressed a need.

Furthermore, the District employed seven Behavior Support Specialists who supported students who, before school closures, were identified as needing Tiers II and III behavioral and social-emotional support. These specialists provided lessons through Zoom and

Google Classroom platforms for students, and collaborate with administrators, counselors, teachers, and parents to monitor student progress. The Behavior Support Specialists also established Google Sites to provide communication and resources to parents. Beyond social emotional support for students, the team of Behavior Support Specialists provided professional development to all staff members in the areas of trauma, bullying intervention, Check-in/Check-out, Behavior Support Plans, Student Study Teams, Section 504 Plans and Restorative Practices.

As part of the Hearts YOUnited Community Coalition, the District collaborates with community organizations to provide families with needs that have surfaced due to COVID-19 closures. Through the use of a QR code, individuals reached out to Hearts YOUnited members who are “on call” to connect families to agencies that provide food, health, legal and counseling/therapy services, to name a few.

To determine overall program successes and identify areas for improvement, the District periodically implemented the Panorama Survey which measures the SEL status and well-being of students, staff and parents. Results from this survey were reviewed and disaggregated in order to adjust distance learning teaching strategies, SEL content and frequency, as needed.

Monitoring and Supporting Staff

Successes

- * Yoga and mindfulness classes for the staff were provided on a weekly basis
- * In the Superintendent's twice weekly communications to the staff information regarding access to mental health supports and Care Solace program which provides counseling and therapy for staff. Staff are able to self refer themselves for support. It is available 24 hours a day 7 days a week to support not only staff but their families as well in finding mental health resources
- * The district also offers support through the EAP-Employee Assistance Program which provides free 24 hour access for support for: to stress relief, mental health supports including videos and literature and free confidential
- * Staff was also provided resources from the Long Beach Trauma Recovery Center which provides free trauma-focused support. It also has a focus on "Vicarious Trauma in Educators and Students"
- * The coordinator of student services also sent emails to staff with resources for free trauma-focused mental health serves
- * EAP brochure is provided to all employees
- * Provided resources in the Principal Meetings and requested Principals share with all staff
- * All resources were highlighted during our Board of Education Meetings

Challenges

- * The challenges included the lack of interaction with the staff. The staff was not working at the school site and the isolation may have been a challenge. With so many staff working remotely and we did not know when there may have been any issues.
- * We don't know how many people utilized those resources as there was a variety of them. Some were workshops, trainings and others were links with information on it or referrals (i.e. Care Solace).

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.

MVUSD encouraged engagement of students and families with the school environment in a variety of ways including Positive Behavior Interventions and Supports (PBIS). Schools also utilized attendance incentives and events such as Spirit Week and other student activities to promote engagement. The district is proud to have collaborated with the Horace Man Insurance Company who donates a bicycle to every school as an attendance incentive. The district also held an “Ice cream Social” prior to school beginning to welcome families back to the 20-21 school year. This year the district produced a districtwide family engagement newsletter to offer resources and supports to all families. Virtual Back to School Events are scheduled for every school. All outreach efforts were provided in English and Spanish to support all students and families.

All MVUSD students were monitored closely for learning loss, especially those that did not participate in distance learning as determined by their attendance and/or lack of engagement (Q-SIS reports).

Student services collaborated and communicated attendance processes and procedures with site personnel and school administrators to monitor student attendance and engagement. This included an attendance campaign that promoted positive student attendance and engagement, delineated roles for site Attendance Teams, systematic and accurate coding, training for attendance site support staff, and a tiered engagement plan. Student Services will collaborate with sites to provide support in attempts to verify student contact information and outreach for health/social services.

1. Site Attendance Teams followed up with parents after 1 day of non-participation and if the issue persists for three days, notify the site counselor and administration for further support.
2. Referrals can be in the form of phone calls, emails, or conduct home visits (Attendance Specialist).
3. If internet connectivity often was inadequate, Technology Innovation and Assessment was notified, and action taken as needed.
4. Attendance Specialists engaged families to assess needs to fully participate in distance learning using all permissible options.

Attendance Team

Identified and supported students and their families who did not attend the synchronous live sessions or engaging in learning asynchronously.

- Contact, Connectivity, Relationships, Participation
- Site Attendance Campaign Reflective of State
- Assisted in Monitoring Engagement
- Ensured Accurate Attendance
- Provided families with strategies and support

School Attendance Review Team or SART

After initial contact and education was provided and student still did not engage or attend

- SART Process Begins After the 5th Absence

- Review Attendance, Engagement, Grades, & Behavior
- IEP, IHP, SST, 504 Review
- Communication with Site Foster or Homeless Liaison
- The following questions will guide the SART Team to determine further action:
- What Interventions have been put into place since the beginning of school by the site with the family or home?
- *Was there a need for an Attendance Specialist to verify address and contact information?
- *Has CWA assigned a Social Worker Intern for case Management?
- Develop an Attendance Contract

School Attendance and Review Board or SARB

If all other measures failed and student engagement did not improved, SARB panels were convened to discuss the situation and provide resources to help the parent and student if applicable

Analysis of School Nutrition

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

A successful nutrition program is a key component to every educational environment. MVUSD Nutrition Services continued their commitment to support student success by providing nourishing meals during these unprecedented times of the Covid-19 pandemic. Breakfast and Lunch were served daily via Grab & Go meal service in easy access locations at school sites throughout the district. These meal service locations allowed for drive up or walk up access to portable portion packed nutritionally sound meals while maintaining CDC Covid 19 related health and safety guidelines. The Nutrition Services Department utilized USDA waivers allowing both meals to be served concurrently and taken off school campus to be consumed at home or elsewhere. This flexibility was key to supporting pupils whether engaged in distance or in person instruction or both. Due to our high free and reduced population, MVUSD participated in the Community Eligibility Provision (CEP) which allows all K-8 and alternative school students access to meals at no cost. A collaboration with Transportation Department provided repurposed school busses to deliver meals to preschool special needs students. To enhance food security and the nutritional health of our students, Nutrition Services continued to: 1) partner with alternative food coalitions to provide bonus foodstuffs as produce boxes and fluid milk at Grab & Go meal locations and 2) provide additional meals "Saturday breakfast & lunch" on Fridays prior to major holidays. As the district transitioned to in person instruction or a combination hybrid, Nutrition Services was prepared to adapt and accommodate whether via meal service in the classroom for elementary grades, social distancing kiosks or cafeterias in secondary schools. These essential services were provided through Nutrition Services and funded by the USDA National School Lunch Program.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A				

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.

N/A

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 district collaborated with all stakeholders to revise the mission and vision statement for the district to more closely align with the current philosophy of supporting our students and families. What we learned from implementing in-person and distance learning programs in 2020-21 informed the revision of our mission and vision. In addition the district developed a portrait of a graduate based on criteria determined to make for a successful graduate who could seamlessly enter into higher education, a career and society. All of the changes to our mission, vision and the implementation of our portrait of a graduate included seeking stakeholder collaboration and input. In addition to the revision of our goals previously had one additional goal was added to our LCAP for 2021-24. The focus of our new goal is communication.

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

Our system of MTSS will continue to be addressed in the 2021-24 LCAP. This will include the purchase of Educlimber Software which manages and monitors the outcomes of the district MTSS program. Other software programs proven to be successful during distance learning will continue to be utilized including Zoom, Screen Castify and Kami. Site specific interventions will continue to be utilized to meet the specific needs of students assigned to all school sites. Interventions include assessment programs, tutoring, small group instruction and one on one instruction. Interventions will be designed to meet the needs of individual students and school sites. Each school site conducts a needs assessment and determined the specific programs, staffing and materials necessary to eliminate the achievement gap at their school site and increase student achievement. All actions and services provided support the district mission and strategic plan.

Individual needs of ELs experiencing learning loss will be assessed and addressed in the following ways:

- Engage students and pre and post assessments
- Provide Imagine Learning and Achieve3000
- Provide FEV Tutoring
- Take students through data chats and plan next steps
- Provide guidance and training on supports and Interventions to EL Facilitators monthly

Provide training for differentiated Instruction, Newcomers, ATRiskLTEL and LTEL

Foster/Homeless Students support

- properly identify and place unique learners in the appropriate programs and services

* Designated counselor at every school to support foster and homeless students

* Wellness Director to ensure interventions and supports are provided to support our homeless, foster and low income students. The Director will manage our Wellness Center where families have access to shower and laundry facilities. The wellness center also has other resources such as clothes, food vouchers, information regarding community resources. It is a place where families feel safe to visit and share their concerns and needs. In addition a full time counselor is assigned to the wellness center to ensure families receive important academic and social support and are able to live healthy lives.

- In primary consideration of our students with unique needs there will be a full time counselor at every elementary school and additional FTE for other schools to ensure the social emotional learning needs of students which has increased during the pandemic are being met.
- Increased allocation for the Wellness Center to provide additional supports as families recover from the economic consequences of the pandemic with a focus on our students with unique needs our foster and homeless students

* Ensuring we communicate with our parents frequently to seek their input and feedback regarding our programs. Our goal is to partner with our parents and families to provide the best possible education for our students. We found during the pandemic our attendance at our online meetings exceeded attendance when meetings were held in person. We will continue to offer online participation in parent meetings when we begin to meet in person to provide parents an opportunity to attend virtually.

* Access to 24 hour online tutoring platforms as well as in person tutoring for primary students to mitigate any gaps in learning will be provided. The priority for tutoring will be pupils with unique needs.

* Our P3 Reading Initiative by 3rd grade will continue to train all elementary schools in best practices and providing supports for literacy to ensure all students are reading by 3rd grade

- * properly identify and place unique learners including foster, homeless, gifted and students with disabilities in the appropriate programs and services. Staff at the Welcome and registration staff are trained to identify and place students appropriately. At the Welcome and Registration Center there is staff specifically to support students with disabilities to ensure the correct services are provided. Student services staff are there to support both foster and homeless students with services and supports.

Pupils with Exceptional Needs

The District will continue to address student learning loss and accelerate learning progress for pupils with exceptional needs. Based upon assessment and progress monitoring, the Case Carrier will discuss options with families to individually address student learning loss and accelerate learning progress, including:

- Intervention programs offered outside of regular school hours
- Targeted support sessions with paraeducators during school hours while
- Selective Saturday STEAM sessions for additional support and intervention
- Expanded summer options for pupils with exceptional needs, including additional instruction time for students who receive extended school year services
- Ongoing Professional Learning opportunities through weekly Professional Learning Communities targeting formative assessment connected to current grade-level standards or alternative standards, when applicable

All students, especially MVUSDs ELs, Pupils with Exceptional Needs, Foster Youth, and Homeless Students, will have access to the following district-wide Multi-Tier Systems and Supports for Academics, Behavior, and Social Emotional:

Tier 1:

- All students will be provided with best first distance learning instruction and SEL lessons
- Teachers will provide appropriate interventions as needed
- Teachers will progress monitor and contact families for students who begin experiencing learning loss

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

There are no 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. These descriptions will stay in place for the 2021-24 LCAP. They are critical in supporting district efforts in minimizing learning loss and supporting the needs of ALL students. For the upcoming year we will include an additional social worker to meet the increasing needs of students and families. In addition all elementary schools will have a full time counselor to ensure social emotional learning needs are met. The number of homeless students is increasing annually and the homeless Liason has written a grant to provide increased services to homeless students and families. There continues to be a need to provide at risk students with mentoring opportunities as well as increased opportunities for support for our Foster Youth.

Funds not utilized in 2020-2021 will be carried over to support actions/services contributing to increased or improved services in the 2021-2024 LCAP.

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

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

The analysis and reflection on student outcomes have informed the development of the 21-24 LCAP in the following increased actions and services designed to support our unduplicated students including Foster Youth, English Learner and Low Income Students. Within the 2021-24 LCAP pupil learning loss will continue to be assessed and addressed particularly 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 in the following ways:

- Guidance technician at Bridges Learning Center to ensure our online students and alternative students receive support in academic counseling. Our online student enrollment has increased with the number of families who are not prepared to attend in person classes in the fall.
- Professional Development Coordinator to support the increasing need for relevant PD to support teaching and learning and strategies to support the needs of unduplicated students
- eduCLIMBER makes equitable support for every student a reality. It streamlines the MTSS practices with easy-to-use custom thresholds, interactive data visualizations, and collaboration tools. The district during the pandemic adjusted our MTSS process to meet the constant and real needs of our students. A system to monitor attendance, engagement and academic was developed and a systemic monitoring process was developed on a 6 week process. The focus is on looking at every student. The reports provide staff with information regarding identification as students with disabilities and EL status as well, so that interventions include assessment of students English Language proficiency. Students who are in the red in all three areas of attendance, engagement and academic were prioritized at each school site. Reports are ran at the district level to support schools in identifying which students are in need of support in a consistent manner. For next year the report will also contain behavior information.

* The number of mentor services increased over the last year and provisions to increase even more this year have been made to ensure students have contacts with positive caring adults in particularly our students with unique needs

- Screen Castify Software which allows students to visualize their learning and reinforce concepts will continue to be purchased as well as all of our distance learning supports put in place during the pandemic.
- Wellness Director to ensure interventions and supports are provided to support our homeless, foster and low income students. The Director will manage our Wellness Center where families have access to shower and laundry facilities. The wellness center also has other resources such as clothes, food vouchers, information regarding community resources. It is a place where families feel safe to visit and share their concerns and needs. In addition a full time counselor is assigned to the wellness center to ensure families receive important academic and social support and are able to live healthy lives.

- In primary consideration of our students with unique needs there will be a full time counselor at every elementary school and additional FTE for other schools to ensure the social emotional learning needs of students which has increased during the pandemic are being met.
- Increased allocation for the Wellness Center to provide additional supports as families recover from the economic consequences of the pandemic with a focus on our students with unique needs our foster and homeless students

* Every school site has a dedicated counselor to support the needs of foster and homeless students

* Ensuring we communicate with our parents frequently to seek their input and feedback regarding our programs. Our goal is to partner with our parents and families to provide the best possible education for our students. We found during the pandemic our attendance at our online meetings exceeded attendance when meetings were held in person. We will continue to offer online participation in parent meetings when we begin to meet in person to provide parents an opportunity to attend virtually.

* Access to 24 hour online tutoring platforms as well as in person tutoring for primary students to mitigate any gaps in learning will be provided. The priority for tutoring will be pupils with unique needs.

* Our P3 Reading Initiative by 3rd grade will continue to train all elementary schools in best practices and providing supports for literacy to ensure all students are reading by 3rd grade

- * properly identify and place unique learners including foster, homeless, gifted and students with disabilities in the appropriate programs and services. Staff at the Welcome and registration staff are trained to identify and place students appropriately. At the Welcome and Registration Center there is staff specifically to support students with disabilities to ensure the correct services are provided. Student services staff are there to support both foster and homeless students with services and supports.

Individual needs of ELs experiencing learning loss will be assessed and addressed in the following ways:

- Engage students and pre and post assessments
- Provide Imagine Learning and Achieve3000
- Provide FEV Tutoring
- Take students through data chats and plan next steps
- Provide guidance and training on supports and Interventions to EL Facilitators monthly

Provide training for differentiated Instruction, Newcomers, ATRiskLTEL and LTEL

Pupils with Exceptional Needs

The District will continue to address student learning loss and accelerate learning progress for pupils with exceptional needs. Based upon assessment and progress monitoring, the Case Carrier will discuss options with families to individually address student learning loss and accelerate learning progress, including:

- Intervention programs offered outside of regular school hours
- Targeted support sessions with paraeducators during school hours while
- Selective Saturday STEAM sessions for additional support and intervention
- Expanded summer options for pupils with exceptional needs, including additional instruction time for students who receive extended school year services

- Ongoing Professional Learning opportunities through weekly Professional Learning Communities targeting formative assessment connected to current grade-level standards or alternative standards, when applicable

All students, especially MVUSDs ELs, Pupils with Exceptional Needs, Foster Youth, and Homeless Students, will have access to the following district-wide Multi-Tier Systems and Supports for Academics, Behavior, and Social Emotional:

Tier 1:

- All students will be provided with best first distance learning instruction and SEL lessons
- Teachers will provide appropriate interventions as needed
- Teachers will progress monitor and contact families for students who begin experiencing learning loss

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	83,507,710.00	83,350,490.00
CTEIG Grant, Resource 6387	1,565,565.00	465,704.00
Labor Management Grant, Resource 0871	50,000.00	0.00
LCFF Supplemental Concentration, Resource 0854	1,185,422.00	714,608.00
LCFF Supplemental/Concentration, Resource 0000	22,718,404.00	22,523,538.00
LCFF Supplemental/Concentration, Resource 0100	8,656,129.00	8,656,129.00
LCFF Supplemental/Concentration, Resource 0701	8,793,476.00	8,054,366.00
LCFF Supplemental/Concentration, Resource 0704	1,609,558.00	453,552.00
LCFF Supplemental/Concentration, Resource 0802 / 0803	259,286.00	242,499.00
LCFF Supplemental/Concentration, Resource 0816	100,000.00	80,266.00
LCFF Supplemental/Concentration, Resource 0820	65,000.00	73,220.00
LCFF Supplemental/Concentration, Resource 0821	1,343,218.00	1,058,848.00
LCFF Supplemental/Concentration, Resource 0832	700,000.00	678,377.00
LCFF Supplemental/Concentration, Resource 0850	6,657,623.00	6,417,809.00
LCFF Supplemental/Concentration, Resource 0855	1,476,392.00	1,345,655.00
LCFF Supplemental/Concentration, Resource 0856	2,227,808.00	2,272,914.00
LCFF Supplemental/Concentration, Resource 0857	398,650.00	804,394.00
LCFF Supplemental/Concentration, Resource 0858	1,009,371.00	1,107,705.00
LCFF Supplemental/Concentration, Resource 0860	110,000.00	208,945.00
LCFF Supplemental/Concentration, Resource 0861	90,000.00	61,326.00
LCFF Supplemental/Concentration, Resource 0862	1,212,531.00	1,224,859.00
LCFF Supplemental/Concentration, Resource 0863	493,808.00	410,783.00
LCFF Supplemental/Concentration, Resource 0865	245,000.00	392,057.00
LCFF Supplemental/Concentration, Resource 0866	50,000.00	439,036.00
LCFF Supplemental/Concentration, Resource 0868	25,000.00	75,000.00
LCFF Supplemental/Concentration, Resource 0869	154,000.00	140,116.00
LCFF Supplemental/Concentration, Resource 0870	20,000.00	0.00

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
LCFF Supplemental/Concentration, Resource 0871	2,718,607.00	2,930,347.00
LCFF Supplemental/Concentration, Resource 0872	95,753.00	96,927.00
LCFF Supplemental/Concentration, Resource 0873	660,000.00	562,970.00
LCFF Supplemental/Concentration, Resource 0875	50,000.00	36,657.00
LCFF Supplemental/Concentration, Resource 0878	3,700,000.00	4,440,618.00
LCFF Supplemental/Concentration, Resource 0879	1,017,599.00	817,883.00
LCFF Supplemental/Concentration, Resource 0880, 0100, 0900	1,316,480.00	1,316,480.00
LCFF Supplemental/Concentration, Resource 0882	50,000.00	35,216.00
LCFF Supplemental/Concentration, Resource 0883	3,583,796.00	5,534,210.00
LCFF Supplemental/Concentration, Resource 0884/0885	190,325.00	190,325.00
LCFF Supplemental/Concentration, Resource 0886	1,500,000.00	1,596,199.00
LCFF Supplemental/Concentration, Resource 0887	100,000.00	161,500.00
LCFF Supplemental/Concentration, Resource 0889	50,000.00	26,055.00
LCFF Supplemental/Concentration, Resource 0890	227,557.00	251,840.00
Supplemental and Concentration, Resource 0864	619,625.00	311,265.00
Supplemental and Concentration, Resource 0874	307,979.00	647,974.00
Supplemental and Concentration, Resource 0877	6,103,748.00	6,492,318.00
	6,103,748.00	6,492,318.00
	6,103,748.00	6,492,318.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	83,507,710.00	83,350,490.00
1. Books Supplies /Equipment 4200	20,000.00	0.00
1. Books/Supplies 4xxx, 2. Conferences 52xx, 3. Printing 5845, 4. Consultants 5815	50,000.00	26,055.00
1. Consultant Fees 5815	185,000.00	187,042.00
1. Equipment Lease 5XXX	3,700,000.00	4,440,618.00
1. Extra Duty/Substitutes 1XXX, 2. Benefits 3XXX, 3. Equipment 4XXX, 4. Training 5XXX	65,000.00	73,220.00
1. Salaries & Benefits 1XXX, 2XXX & 3XXX	21,000,524.00	0.00
1. Salaries & Benefits 1XXX, 2XXX & 3XXX, 2. Supplies 4XXX, 3. Training 52XX	190,325.00	0.00
1. Salaries & Benefits 1xxx, 2xxx, 3xxx, 2. Supplies 4xxx, 3. Conference/Trainings 5xxx, 4. Printing costs 5845, 5. Consultant fees 5815	1,343,218.00	1,058,848.00
1. Salaries & Benefits 1XXX & 3XXX, 2. Supplies 4XXX, 3. Conferences/Trainings 5XXX	2,718,607.00	0.00
1. Salaries 1xxx, 2xxx, 3xxx, 2. Supplies 4XXX, 3. Conferences 52xx, 3. Consultant Fees 5815, 4. Printing 5845	1,615,565.00	6,811,782.00
1. Salary 1xxx	300,000.00	300,000.00
1. Salary 1XXX & 2XXX 2. Benefits 3XXX, 3. Supplies 4300	6,885,180.00	6,669,649.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Books & Inst. Materials 4XXX, 4. Conferences 5XXX, 5. Software 5850	3,583,796.00	5,534,210.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Materials & Supplies 4300, 4. Conferences 5XXX, 5. Software 5850, 6. Postage 5910	1,563,217.00	0.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4300, 4. Test Prep Consultant Object code 5815, 5. SAT Test Object code 4360	154,000.00	140,116.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 43XX, 4. Conferences 52XX, 5. Transportation 5711, 6. CIF/ Fees 5890	660,000.00	562,970.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 5200, 5. Membership 5300, 6. Transportation 5711, 7. Consultant 5815	810,208.00	834,477.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 520x, 5. Transportation 5771, 6. Consultant 5815, 7. Printing 5845	7,230,259.00	1,596,199.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX, 5. Membership 5300, 6. Postage 5610, 6. Transportation 5711, 7. Consultant 5815	719,625.00	2,099,819.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX, 5. Rentals 5610	1,316,480.00	1,316,480.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX, 5. Transportation 5711, 6. Software 5850	398,650.00	804,394.00

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 5XXX, 5. Inst. Repairs 5630, 6. Transportation 5711, 7. Consultant 5815	2,277,808.00	2,309,571.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Rentals 5610, 5. Transportation 5771, 6. Consultant 5815, 7. Printing 5845	1,500,000.00	0.00
1. Salary 1XXX / 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 5XXX	307,979.00	3,578,321.00
1. Salary 1XXX / 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Printing 5845	6,103,748.00	6,492,318.00
1. Salary 1XXX, 2. Benefits 3XXX	5,005,144.00	4,989,597.00
1. Salary 1XXX, 2. Benefits 3XXX, 3. Books & Supplies 4XXX, 4. Conferences 5XXX	493,808.00	410,783.00
1. Salary 1XXX, 2. Benefits 3XXX, 3. Books/Supplies 4XXX, 4. Conferences 52XX, 5. Printing 5845, 6. Software 5850	1,476,392.00	1,345,655.00
1. Salary 1XXX, 2. Benefits 3XXX, 3. Supplies 4300, 4. Repairs 5630	259,286.00	242,499.00
1. Salary 1XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX, 5. Rentals 5610, 6. Consultant Fees 5815	700,000.00	1,131,929.00
1. Salary 1XXX, 2. Salary 2XXX, 3. Benefits 3XXX	0.00	25,754,365.00
1. Salary 1XXX/2XXX, 2. Benefits 3XXX	5,717,039.00	1,255,463.00
1. Salary 1xxxx, 2. Benefits 3xxx, 3. Materials 4xxx	508,119.00	313,253.00
1. Salary 2xxx, 2. Benefits 3xxx	255,401.00	255,401.00
1. Salary 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX	95,753.00	96,927.00
1. Salary 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Repairs 5630, 5. Transportation 5711, 6. Advertisement 5841, 7. Software 5850	1,609,558.00	0.00
1. Software 5850	1,017,599.00	817,883.00
1. Supplies 4XXX	5,000.00	8,500.00
1. Supplies 4XXX, 2. Conferences 52XX, 3. Consultant Fees 5815, 4. Printing 5845	110,000.00	208,945.00
1. Supplies 4XXX, 2. Consultant Fees 5815, 3. Conferences 5200, 4. Printing 5845, 5. Salary 1xxx, 6. Benefits 3xxx	220,000.00	368,057.00
1. Supplies 4300, 2. Consultant 5815	50,000.00	439,036.00
1. Tests 4360	100,000.00	161,500.00
Books/Supplies 4XXX, Software 5850	1,185,422.00	714,608.00

* 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	83,507,710.00	83,350,490.00
1. Books Supplies /Equipment 4200	LCFF Supplemental/Concentration, Resource 0870	20,000.00	0.00
1. Books/Supplies 4xxx, 2. Conferences 52xx, 3. Printing 5845, 4. Consultants 5815	LCFF Supplemental/Concentration, Resource 0889	50,000.00	26,055.00
1. Consultant Fees 5815	LCFF Supplemental/Concentration, Resource 0861	90,000.00	61,326.00
1. Consultant Fees 5815	LCFF Supplemental/Concentration, Resource 0865	20,000.00	15,500.00
1. Consultant Fees 5815	LCFF Supplemental/Concentration, Resource 0868	25,000.00	75,000.00
1. Consultant Fees 5815	LCFF Supplemental/Concentration, Resource 0882	50,000.00	35,216.00
1. Equipment Lease 5XXX	LCFF Supplemental/Concentration, Resource 0878	3,700,000.00	4,440,618.00
1. Extra Duty/Substitutes 1XXX, 2. Benefits 3XXX, 3. Equipment 4XXX, 4. Training 5XXX	LCFF Supplemental/Concentration, Resource 0820	65,000.00	73,220.00
1. Salaries & Benefits 1XXX, 2XXX & 3XXX	LCFF Supplemental/Concentration, Resource 0000	21,000,524.00	0.00
1. Salaries & Benefits 1XXX, 2XXX & 3XXX,, 2.Supplies 4XXX, 3.Training 52XX	LCFF Supplemental/Concentration, Resource 0884/0885	190,325.00	0.00
1. Salaries & Benefits 1xxx, 2xxx, 3xxx, 2. Supplies 4xxx, 3. Conference/Trainings 5xxx, 4. Printing costs 5845, 5. Consultant fees 5815	LCFF Supplemental/Concentration, Resource 0821	1,343,218.00	1,058,848.00
1. Salaries & Benefits 1XXX & 3XXX, 2. Supplies 4XXX, 3. Conferences/Trainings 5XXX	LCFF Supplemental/Concentration, Resource 0871	2,718,607.00	0.00
1. Salaries 1xxx, 2xxx,3xxx, 2. Supplies 4XXX, 3. Conferences 52xx, 3. Consultant Fees 5815, 4. Printing 5845	CTEIG Grant, Resource 6387	1,565,565.00	465,704.00
1. Salaries 1xxx, 2xxx,3xxx, 2. Supplies 4XXX, 3. Conferences 52xx, 3. Consultant Fees 5815, 4. Printing 5845	Labor Management Grant, Resource 0871	50,000.00	0.00
1. Salaries 1xxx, 2xxx,3xxx, 2. Supplies 4XXX, 3. Conferences 52xx, 3. Consultant Fees 5815, 4. Printing 5845	LCFF Supplemental/Concentration, Resource 0701	0.00	6,346,078.00
1. Salaries 1xxx, 2xxx,3xxx, 2. Supplies 4XXX, 3. Conferences 52xx, 3. Consultant Fees 5815, 4. Printing 5845	LCFF Supplemental/Concentration, Resource 0871	0.00	0.00
1. Salary 1xxx	LCFF Supplemental/Concentration, Resource 0100	300,000.00	300,000.00
1. Salary 1XXX & 2XXX 2. Benefits 3XXX, 3. Supplies 4300	LCFF Supplemental/Concentration, Resource 0850	6,657,623.00	6,417,809.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
1. Salary 1XXX & 2XXX 2. Benefits 3XXX, 3. Supplies 4300	LCFF Supplemental/Concentration, Resource 0890	227,557.00	251,840.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Books & Inst. Materials 4XXX, 4. Conferences 5XXX, 5. Software 5850	LCFF Supplemental/Concentration, Resource 0883	3,583,796.00	5,534,210.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Materials & Supplies 4300, 4. Conferences 5XXX, 5. Software 5850, 6. Postage 5910	LCFF Supplemental/Concentration, Resource 0701	1,563,217.00	0.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4300, 4. Test Prep Consultant Object code 5815, 5. SAT Test Object code 4360	LCFF Supplemental/Concentration, Resource 0869	154,000.00	140,116.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 43XX, 4. Conferences 52XX, 5. Transportation 5711, 6. CIF/ Fees 5890	LCFF Supplemental/Concentration, Resource 0873	660,000.00	562,970.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 5200, 5. Membership 5300, 6. Transportation 5711, 7. Consultant 5815	LCFF Supplemental/Concentration, Resource 0858	810,208.00	834,477.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 520x, 5. Transportation 5771, 6. Consultant 5815, 7. Printing 5845	LCFF Supplemental/Concentration, Resource 0701	7,230,259.00	0.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 520x, 5. Transportation 5771, 6. Consultant 5815, 7. Printing 5845	LCFF Supplemental/Concentration, Resource 0886	0.00	1,596,199.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX, 5. Membership 5300, 6. Postage 5610, 6. Transportation 5711, 7. Consultant 5815	LCFF Supplemental/Concentration, Resource 0701	0.00	1,708,288.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX, 5. Membership 5300, 6. Postage 5610, 6. Transportation 5711, 7. Consultant 5815	LCFF Supplemental/Concentration, Resource 0816	100,000.00	80,266.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX, 5. Membership 5300, 6. Postage 5610, 6. Transportation 5711, 7. Consultant 5815	Supplemental and Concentration, Resource 0864	619,625.00	311,265.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX, 5. Rentals 5610	LCFF Supplemental/Concentration, Resource 0880, 0100, 0900	1,316,480.00	1,316,480.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX, 5. Transportation 5711, 6. Software 5850	LCFF Supplemental/Concentration, Resource 0857	398,650.00	804,394.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 5XXX, 5. Inst. Repairs 5630, 6. Transportation 5711, 7. Consultant 5815	LCFF Supplemental/Concentration, Resource 0856	2,227,808.00	2,272,914.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 5XXX, 5. Inst. Repairs 5630, 6. Transportation 5711, 7. Consultant 5815	LCFF Supplemental/Concentration, Resource 0875	50,000.00	36,657.00
1. Salary 1XXX & 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Rentals 5610, 5. Transportation 5771, 6. Consultant 5815, 7. Printing 5845	LCFF Supplemental/Concentration, Resource 0886	1,500,000.00	0.00
1. Salary 1XXX / 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 5XXX	LCFF Supplemental/Concentration, Resource 0871	0.00	2,930,347.00
1. Salary 1XXX / 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 5XXX	Supplemental and Concentration, Resource 0874	307,979.00	647,974.00
1. Salary 1XXX / 2XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Printing 5845	Supplemental and Concentration, Resource 0877	6,103,748.00	6,492,318.00
1. Salary 1XXX, 2. Benefits 3XXX	LCFF Supplemental/Concentration, Resource 0100	3,792,613.00	3,491,510.00
1. Salary 1XXX, 2. Benefits 3XXX	LCFF Supplemental/Concentration, Resource 0858	0.00	273,228.00
1. Salary 1XXX, 2. Benefits 3XXX	LCFF Supplemental/Concentration, Resource 0862	1,212,531.00	1,224,859.00
1. Salary 1XXX, 2. Benefits 3XXX, 3. Books & Supplies 4XXX, 4. Conferences 5XXX	LCFF Supplemental/Concentration, Resource 0863	493,808.00	410,783.00
1. Salary 1XXX, 2. Benefits 3XXX, 3. Books/Supplies 4XXX, 4. Conferences 52XX, 5. Printing 5845, 6. Software 5850	LCFF Supplemental/Concentration, Resource 0855	1,476,392.00	1,345,655.00
1. Salary 1XXX, 2. Benefits 3XXX, 3. Supplies 4300, 4. Repairs 5630	LCFF Supplemental/Concentration, Resource 0802 / 0803	259,286.00	242,499.00
1. Salary 1XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX, 5. Rentals 5610, 6. Consultant Fees 5815	LCFF Supplemental/Concentration, Resource 0704	0.00	453,552.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
1. Salary 1XXX, 2. Benefits 3XXX, 3. Supplies 4XXX, 4. Conferences 52XX, 5. Rentals 5610, 6. Consultant Fees 5815	LCFF Supplemental/Concentration, Resource 0832	700,000.00	678,377.00
1. Salary 1XXX, 2. Salary 2XXX, 3. Benefits 3XXX	LCFF Supplemental/Concentration, Resource 0000	0.00	21,000,524.00
1. Salary 1XXX, 2. Salary 2XXX, 3. Benefits 3XXX	LCFF Supplemental/Concentration, Resource 0100	0.00	4,563,516.00
1. Salary 1XXX, 2. Salary 2XXX, 3. Benefits 3XXX	LCFF Supplemental/Concentration, Resource 0884/0885	0.00	190,325.00
1. Salary 1XXX/2XXX, 2. Benefits 3XXX	LCFF Supplemental/Concentration, Resource 0000	954,360.00	954,360.00
1. Salary 1XXX/2XXX, 2. Benefits 3XXX	LCFF Supplemental/Concentration, Resource 0100	4,563,516.00	301,103.00

* 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	51,915,747.00	54,158,838.00
Goal 2	15,092,363.00	14,924,335.00
Goal 3	11,958,724.00	11,800,213.00
Goal 4	4,540,876.00	2,467,104.00

* 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	\$21,000,000.00	\$12,713,603.00
Distance Learning Program	\$30,064,025.00	\$38,321,560.00
Pupil Learning Loss	\$22,826,385.00	\$20,182,709.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$73,890,410.00	\$71,217,872.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$21,000,000.00	\$12,713,603.00
Distance Learning Program	\$23,500,000.00	\$30,859,516.00
Pupil Learning Loss	\$400,000.00	\$400,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$44,900,000.00	\$43,973,119.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$6,564,025.00	\$7,462,044.00
Pupil Learning Loss	\$22,426,385.00	\$19,782,709.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$28,990,410.00	\$27,244,753.00



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
Moreno Valley Unified School District (MVUSD)	Lisa C. Broomfield Director of Equity and Access	lbroomfield@mvusd.net 951-571-7525

Plan Summary [2021-22]

General Information

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

Moreno Valley Unified School District is the third largest school district in Riverside County, Educating more than 34,000 students in grades TK-12. It includes Moreno Valley, a small portion of Riverside, and parts of unincorporated Riverside County.

Student ethnicity is 73.3% Hispanic, 13.2% African American, 6.7% Caucasian, 1.4% Asian, and 5.4% other. The district is comprised of 77.9% Free and Reduced lunch, and 19.9% English Learners

- Moreno Valley Unified School District is comprised of 43 schools and specialized programs.
- There are 23 elementary schools, 6 middle schools, 4 comprehensive high schools, and 9 specialized schools and/or and or programs.
- The district employs close to 4,000 employees including 1682 certificated staff, 1856 classified staff, and 179 management staff. It is the 2nd largest employer in Moreno Valley.
- All of the schools in the district are classified as Schoolwide Title I schools.

Moreno Valley Unified School District takes pride in serving and meeting the needs of all of our students.

through a comprehensive program that includes both academics and extra-curricular programs.

Reasons for our students, parents, and employees to be proud include:

District graduation rate is 90.9% and continues to exceed both the state and county average.

District attendance rate is 95%

Four high schools chosen by U.S. News & World Report as among America's very best.

- Power of Hope Award for engaging school counselors in leadership roles to increase college and career outcomes across the district by the National Postsecondary Strategy Institute. 1 of 6 recipients of the first ever Power of Hope Award.
- 24 Career Technical Education (CTE) high school pathway programs. For 2021-2022 school year our newest pathway, Technical Theater and Culinary Arts will be introduced.
- Class of 2020 awarded a record \$67 million in college scholarships and grants
- Specialized programs, including Moreno Valley Online Academy (MVOA); Graduation

Opportunity (GO); STEM pathway (North Ridge Magnet Elementary, Palm Middle School, Valley View High School); STEM Upward Bound Academy (Vista del Lago High School/Moreno Valley College); three elementary AVID programs; district-wide GATE expansion.

- Bridges Learning Center brings together district alternative education programs at one location.
- Full day kindergarten offered at all 23 elementary sites
- International Baccalaureate program at Canyon Springs High School, Vista Heights MS School and Sugar Hill Elementary .
- Dual language immersion program expanded to middle school for 2019-2020
- Valley View High School Advanced Placement (AP) Diploma Program
- Mountain View Middle School and Valley View High School State Competition Odyssey of the Mind
- Moreno Valley High School National Demonstration School for AVID
- 3 schools VHMS, VVHS, and MVHS awarded the P21 award.
- All six middle schools are National Schools to Watch. 1 of 10 districts in CA with all middle schools designated
- 2019 Advanced Placement District of the Year by College Board
- 27 Parent Ambassador positions to build stronger school communities at all levels
- 17 students advanced to the State History Day sent one student to National History Day
- Inland Empire Regional California Mayors Cyber Cup winners Middle School Division Winners include Landmark Middle School with 1st and 2nd place and Palm Middle School with 3rd place out of 11 teams completing. High School Division Canyon Springs High School winner of 4th and 7th place out of 23 high school teams competing.
- 4th place winner in the Riverside County Virtual Spelling Bee
- Canyon Springs High School Boys and Girls Cross Country League CHAMPS
- Vista del Lago High School Ravens are Inland Valley League Champions in Football
- Moreno Valley High School Vikings 1st Place Winners in Los Angeles Region Robotics Tournament
- Middle School Speech Tournament Vista Heights Back-to-Back Champs with 8 students participating. Results included Three 1st place winners, Three 2nd place winners, and Three 3rd place winners
- Friends of Speech and Debate Meet Canyon Springs and Vista del Lago tied for 2nd Place

Reflections: Successes

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

Our district is most proud of the increase in our graduation rate. MVUSD has experienced an eight-year upward trend that has resulted in more than a 22% gain. Our district graduation rate is now 90.9% an increase of 2.5% which is higher than the state rate of 83.5%. We're making tremendous gains and also closing the achievement gap.

All of our four comprehensive high school's graduation rate is over 90% and we are extremely proud of the progress made district wide. All of the components of our LCAP have been developed and aligned to our district mission statement.

Results from 2019 Dashboard data reflect for graduation two areas of blue (the highest level), one area in which overall performance is green, and two areas of yellow.

The mission of Moreno Valley Unified School District is to ensure all students graduate high school prepared to successfully enter into higher education and/or pursue a viable career path.

In order to build upon and continue the upward trend of our graduation rate, our district is partnering with the Riverside Office of Education to participate in the Transcript Audit Process. The Transcript Audit identifies gaps in our high school programs curriculum design to ensure students are able to take the appropriate classes not only to ensure graduation but also to ensure they are A to G compliant and able to apply to and enroll in either a UC or CSU college. The district A to G completion rate decreased by 5.3% and continues to be an area of focus for the district.

In addition, our district has designed reports that will show students' progress towards graduation that will be reviewed by our Chief Academic Officer and principals periodically throughout the year. These reports are designed to inform instruction and allow for interventions and support to be put in place as soon as possible.

Ongoing training for our principals and other staff is provided throughout the school year. An emphasis on clean data is fostered by our Superintendent and Chief Academic Officer. District staff participate in the CALPADS network meetings hosted by RCOE.

Our efforts to increase our graduation rate are why we are focused on providing programs to ensure our students stay engaged and connected to school. We have increased our funding for extracurricular and academic programs to increase the connectivity of our students. Increased funding has been provided through our LCAP for: Athletics, Visual and Performing Arts, AVID, Tutoring, Mentoring, JROTC, IB, History Day, Science Fair, Mock Trial, Academic Decathlon and others.

One of the most important areas of focus for graduation are our parent advisory councils. The district is focused on empowering our parents to be active partners in our efforts through our CAC Advisory for parents of students with disabilities, AAPAC our advisory for parents of African American Students, our DELAC for parents of English Learners, and through the use of our Parent Ambassadors who assist in

providing information to parents regarding important issues. In addition to our advisory groups is the planning and hosting of successful activities such as our Foster Youth Summit, and our Resource Fair which provides students with items such as shoes, backpacks and supplies for those in need.

Every student at risk of not graduating is looked on as a name attached to a student and not as a number.

Our efforts in support of decreasing our proportionality are at the fore front of our district mission.

Utilizing a cohort design All of our schools have participated in PBIS training and are provided support.

The College and Career Ready Department has worked extensively to ensure consistent progress with Career Technical Education (CTE) and College Readiness across the district to support all student groups. Course offerings within Career Technical Education have increased to 24 pathways across the district including the industry sectors most viable in our area. The alignment of course curriculum is comprehensive and includes Career Technical Education (CTE) industry sector standards, common core state standards, college and career readiness standards and in many cases include industry recognized certifications and industry standards. The district has monitored and realigned the concentrator and capstone (completer) courses to reflect complete pathways and to better track student progress toward pathway completion.

For the 2021--22 school year our district theme is, "ReIMAGINE" Each school site is charged with meeting the Superintendent's expectations and goals which include decreasing our suspension and expulsion rates and providing alternatives to suspensions and expulsions.

Reflections: Identified Need

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

The district does not have any areas of "Not Met or Not Met for Two or More Years" on the local indicators.

Based on results from the Dashboard 2019 Fall Reports the district has identified eight areas of overall performance that is red and twenty-nine areas in which the overall performance level is orange

Red

1. Students with Disabilities (CCR)
2. Foster Youth (Suspension Rate)
3. Pacific Islander (Suspension Rate)
4. Students with Disabilities (Chronic Absenteeism)
5. African American Students (Chronic Absenteeism)
6. American Indian (Chronic Absenteeism)

7. Pacific Islander (Chronic Absenteeism)
8. Students with Disabilities (Graduation Rate)

Orange

1. All Students (Chronic Absenteeism)
2. Foster Youth (ELA)
3. Pacific Islander (ELA)
4. Students with Disabilities (ELA)
5. African American (Math)
6. American Indian (Math)
7. Pacific Islander (Math)
8. Students with Disabilities (Math)
9. African American (CCR)
10. Homeless Students (Suspension Rate)
11. Students with Disabilities (Suspension Rate)
12. African American Students (Suspension Rate)
13. American Indian (Suspension Rate)
14. Two or more races (Suspension Rate)
15. White (Suspension Rate)
16. English Learner (Chronic Absenteeism)
17. Foster Youth (Chronic Absenteeism)
18. Homeless Students (Chronic Absenteeism)
19. Socioeconomically Disadvantaged (Chronic Absenteeism)
20. Hispanic or Latino (Chronic Absenteeism)
21. Two or more Races (Chronic Absenteeism)
22. White (Chronic Absenteeism)
23. English Learner (Graduation Rate)
24. Foster Youth (Graduation Rate)
25. Socioeconomically Disadvantaged (Graduation Rate)
26. Students with Disabilities (Graduation Rate)
27. Hispanic or Latino (Graduation Rate)
28. White (Graduation Rate)
29. Foster Youth (Math)

The following Action Plans are in place to address the deficiencies in Math and ELA performance

- Professional Development
- Family Math Nights/Training
- CAASPP Prep
- In-Class Teacher Coaching
- On site interventions
- After school tutoring
- Virtual Tutoring for all students in grades 3-12
- In person tutoring for primary students
- Hiring of Assistant Administrators for Instructional Improvement and Coaching (AIIAC) for all schools previously identified as Program Improvement Year 5. This position was designed to monitor academic interventions
- Online test preparation program (SCHMOOP)
- The focus of principal walkthroughs is math
- High Schools and Middle Schools are working with Innovate Education and math is a focus in their improvement plans

To address areas of suspension the following Actions Plans are in place

- Implementation of Positive Behavior Intervention Support Programs (PBIS), PBIS Coordinator
- Expanded Learning Opportunities
- Saturday School
- Elementary AVID program
- AVID tutoring

To address areas of deficiency in English Learner Performance the following Action Plans are in place

- Teachers participate in frequent professional development (PD) for full implementation of designated ELD instructional materials provided by curriculum experts. PD has expanded to include the observation and coaching model where the expert observes on day one and provides follow-up feedback and training on day 2. Cycle repeats once per quarter. This observation and coaching model was in place during in-person instruction and will resume once schools are fully open and providing in-person instruction. Additionally Dual Language Immersion is currently being provided at Six (6) elementary and three (3) middle school site for 2020-21 sites as the model of choices for ELs. Approximately 400 EL students are currently placed in Designated ELD in the DLI setting. Additionally, all DLI sites are equipped with Spanish and English libraries.
- Elementary sites use Language Power and/or Project Moving Forward for Designated ELD
- Middle and high schools use English 3D as the curricular anchor for At Risk and Long Term English Learners Support/Interventions
- Imagine Learning Licenses assigned to every EL at every elementary site
- Rosetta Stone is available for Newcomers
- FEV online tutoring is available to ALL English Learners in grades 3-12

Monitoring

- All PLs are monitored twice per year using the ELLevation Monitoring platform

To address the area of need regarding College and Career Readiness for African American students the following steps are being taken:

- Transcript analysis is conducted at both the middle and high school levels after every semester to identify student groups that are not meeting graduation and/or A-G requirements and school sites implement action plans based upon those results.
- A Junior Scholars programs was implemented at the middle school level and a Scholars programs was implemented at the high school level to identify, support & challenge students.
- Tutoring is available regularly through school staff, FEV Tutoring and Paper Tutoring.
- A Middle School CTE Fair was started to introduce our CTE pathways at an earlier age and provide information on completing CTE pathways.
- Our CTE pathways are expanding to include Technical Theater and Culinary Arts.
- Our International Baccalaureate high school is implementing the BARR program to support identified students.
- We collaborate monthly with Moreno Valley College regarding our dual enrollment courses to strengthen what we offer and support teachers and students in those courses.

To address areas of deficiency in Chronic Absenteeism and Suspension

- Hiring of an additional Social Worker
- Ongoing Equity Training
- Hiring additional counselors so all elementary schools will have a full time counselor
- A2 Attendance Program
- Attendance Incentives Program in Partnership with Horace Mann Community Partner who awards each school a bicycle to reward students for good attendance
- PBIS program
- Maintaining four Behavior Support Specialist District Wide
- Development of Equity Action Plan for each school
- Hiring additional counselors so all elementary schools will have a full time counselor
- Equity Coaching for Principals
- Review of all suspensions by CWA Department
-

LCAP Highlights

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

MVUSD created an LCAP plan that expands services and support for students beginning in the 2021--2022 school year.

Highlights are provided for:

1. Technology Innovation and Assessment Department

The Technology, Innovation & Assessment (TIA) Department has faced many challenges this year. With the transition to distance learning, the main focus of the TIA Department was to ensure students had access to teachers and online educational materials. Originally, over 8000 chromebooks were given to students in grades TK – 2, to ensure MVUSD was 1:1 in grades K – 12. Through the course of the year, over 1,500 hot spots were given to students to provide internet access at homes. The TIA Department also offered after hours support to families by allowing those with technical issues to have support until 7pm. We have logged over 5,000 support calls and have repaired over 12,000 Chromebooks. In April, the TIA Department held several drive-through Chromebook refresh events distributing over 28,000 brand-new devices to students in grades TK-11. In addition to supporting students and families during distance learning, TIA provides support to approximately 3,000 mobile devices for faculty and staff.

2. Reading by 3rd Grade Initiative

“P3 Read is a district initiative to ensure students are reading at grade level by the end of third grade. Moreno Valley Unified School District’s approach includes transforming instruction from preschool to third grade to increase student learning through a systematic and balanced approach to teaching reading and writing. Students receive standards-based instruction and targeted small group instruction based on assessments to insure student needs are met (guided reading). Students practice independent reading using leveled books, hear models of fluent reading, engage in thoughtful discussions, and respond to texts through writing. Teachers utilize a standards-based, balanced, and engaging scope and sequence to guide their daily instruction. This scope and sequence document is aligned to the district-approved core curriculum series, Wonders. These documents specify the standards to be taught for each grade level that will instill a passion for reading while effectively preparing students to enter into higher education and/or pursue a viable career path. To equip teachers and sites to fully implement this initiative, leveled books were purchased for each of the 23 elementary school sites as well as the development of intensive training for all preschool to third grade teachers. Additionally, culturally responsive texts were purchased for each TK-3rd grade teacher as well as offering a series of intensive coaching session for teachers to learn how to use these texts – pre-brief, demonstration lesson and a debrief.”

3. Middle College

The partnership between MVUSD and MVC has been critical to the success of the Middle College program. Every spring 50 MVUSD 10th grade students get selected to participate in the Middle College program and commence the program in the fall of their 11th grade year. During the two years in the Middle College program, students not only earn their high school diploma, but they have the opportunity to earn an Associate Degree. Several of our students have earned up to four Associate Degrees while in the program. Additionally, upon graduating from high school, these students can transfer to a four year college or university and earn their Bachelors of Arts or Science an another two years; meaning that by the age of 20, they are ready to transition into their career. These students are not only saving time and money because of this program, but at a young age, are being employed in a viable career, the mission of the Moreno Valley Unified School District.

4. Induction Program

“In order for teachers to clear their credentials they must participate in an induction program that has been state approved and certified by the California Commission on Teacher Credentialing (CTC). Riverside County Superintendent of Schools’ Center for Teacher Innovation Consortium Induction (CTI) Program meets the qualifications and is certified for teacher induction per the CTC. MVUSD has partnered with CTI to provide Induction Services for new teachers. This year, there are 120 Year 1 and Year 2 Teachers served by 65 Reflective Coaches. MVUSD enjoys a long outstanding partnership with CTI. Over the years, CTI has supported hundreds of MVUSD Teachers obtain and clear their credentials.”

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.

Two schools have been identified for CSI. They include:

1. March Mountain
2. March Valley

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 district has contracted with InnovateEd services to support our district and identified school sites in developing CSI plans. The services are designed to further develop district-wide capacity and coherence through a systematic improvement process aimed at raising the bar and closing the gap in student learning results. The process includes:

Needs Assessment: A root cause analysis of multiple measures, including academic performance and well-being of student groups, will guide school staff to create a strategic focus for improving student equity, learning and performance. A school implementation plan, aligned with district vision and goals, will delineate coherent strategies that connect student success indicators with high yield instructional supports and evidence of student learning to focus the collaborative work of teachers, counselors, site administrators and district staff for improving student learning outcomes and graduation rates.

Principal Coaching: Provide opportunities for the principal/admin team to develop expertise with implementing evidence-based inquiry cycles, discussing problems of practice and engaging in forward planning by clarifying capacity building supports for school improvement focused on student learning and graduation. Principal/admin team develops capacity to fulfill the role of lead learner by modeling co-learning, shaping school culture and maximizing impact on student learning.

School Leadership Team: Provides opportunities for the principal/admin team and teacher leaders to collaboratively design, implement and refine a school implementation plan with strategies for building school-wide capacity to improve teaching, student learning and course completion around key areas of improvement. The school leadership team develops capacity to guide collaborative inquiry cycles focused on student support services, lesson design/precision of pedagogy and evidence of learning/progress towards course outcomes.

Teacher Team Inquiry Cycles: Provides opportunities for teacher teams to collaboratively design, implement and refine 3 to 4 week instructional cycles as part of courses of study to improve student supports around key improvement areas. Teacher teams develop capacity to collaboratively plan high yield instructional practices informed by timely assessments for learning that results in precision of pedagogy and improved student learning results.

Along with InnovateEd services the district provides ongoing monthly support for school sites in developing their Single Plan for Student Achievement. District support in defining CSI identification and in Differentiated Assistance was also provided to principals and school sites. Educational Services, Secondary Director and Assessment and Accountability Director were tasked with providing support to identified school sites.

District staff worked with staff from Riverside County Office of Education to define resource inequities. Principals and site teams were trained to identify any resource inequities and include in the Single Plan for Student Achievement. This was also covered in individual site meetings with InnovateEd our CSI consultant.

Monitoring and Evaluating Effectiveness

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

Based on the needs assessment the site's School Plan for Student Achievement (SPSA) was developed with specific student outcome data, actions and strategies with budget expenditures for improvement. A monitoring timeline is included within the SPSA.

Based on the outcome data an evaluation will be conducted to determine how to improve programs and whether or not to continue or discontinue strategies that may not be working effectively. In addition March Mountain and March Valley in collaboration with Innovate Ed have developed a CSI Support Plan. The plan includes areas of:

- * Focus
- * Outcome Goals as measured by the engagement report, attendance data, and F data gathered and analyzed at the end of each term.
- * Three month monitoring cycles which include: Student Success Indicators, Staff Practices to Support Indicators, Supports Needed, Evidence of Growth/Timeline and Funding
- * Expectations include: Increased engagement, increase in attendance, Increase in work completion and pass rate, Completion of class assignments to show learning resulting in passing grades, Connection and engagement with the school, teachers/faculty and peers
- * Monitoring is done following each Three Month Cycle

Stakeholder Engagement

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

The Strategic Planning/LCAP Advisory Team was involved in developing the district revised Strategic Plan including the portrait of a graduate and our new mission and vision statement. Through collaboration this group developed Goal 5 Support Effective Communication Throughout the District. The advisory team membership consists of representatives from ASB-Associated Student Body, PTA-Parent Teacher Association, DELAC-District English Learner Advisory Committee, AAPAC-African American Parent Advisory Council, CSEA-Classified School Employees Association, MVEA-Moreno Valley Educator's Association, Community Members, Business Members, Principals, Higher Education, Faith Based Community Members, Cabinet, Management Personnel, School Board Members, Parent Ambassadors, parents, Foster Student Liaison, Homeless Student Liaison for a total of Approximately 75 stakeholders. This group was co-led by the Superintendent and the Chief Academic Officer to gather ideas and provide feedback on LCAP goals, actions, services and expenditures

Met on the following dates:

- * October 19, 2020
- * November 2, 2020
- * March 1, 2021
- * April 12, 2021

The Board of Education was updated every month on LCAP progress monitoring and provided feedback and direction to the Superintendent. The board of Education approved the LCAP and Annual Update on June 29, 2021.

Meetings were held on the following dates:

- * January 19, 2021
- * February 9, 2021
- * March 9, 2021
- * April 13, 2021
- * May 4, 2021
- * May 25, 2021
- * June 15, 2021
- * June 29, 2021

LCAP Student Advisory Group was involved in developing the district revised Strategic Plan including the portrait of a graduate and our new mission and vision statement. Through collaboration this group developed Goal 5 Support Effective Communication Throughout the District. Members completed LCAP Community Stakeholder Survey which supports Goals and Actions contained within the LCAP. Students participated in a facilitated focused group discussion on the LCAP Actions and Services. Students provided feedback on services and actions that impact them directly and that they feel students need to be provided. Student Participants are selected by school sites of every middle and high school.

Met on the following dates:

- * October 19, 2020
- * November 16, 2020
- * March 1, 2021
- * April 26, 2021

Educational Services Directors

Directors met with the Chief Academic Officer every Tuesday throughout the year. Progress monitoring of LCAP actions and services was completed to ensure all goals and actions were reviewed for relevance. During the meetings Directors received LCAP progress updates, reviewed budget priorities, and discussed how to further systematize the LCAP funded program information. As a result the Chief Academic Officer presented the LCAP Action Steps to the board for recommendation.

Curriculum Advisory Committee (CAC) The purpose of the CAC which includes the SELPA Director and Assistant Director, all parents of Students with disabilities are invited and open to the public is to: Get to know the District Special Education Staff, Become informed about the Special Education process, learn to advocate for your child's needs, express your opinion, assist in making decisions that impact Special Education in our District and meet and collaborate with other parents.

The Executive Director of Selpa met with the advisory committee and presented the planned actions and services and members completed the LCAP Community Survey to provide feedback on proposed goals and services. In addition two parent members of CAC attended the scheduled training sessions with district staff to provide input and feedback.

The meeting dates for CAC were:

- September 30, 2020
- October 21, 2020
- November 18, 2020
- December 16, 2020
- January 20, 2021
- February 10, 2021
- March 10, 2021
- April 14, 2021

District English Learner Advisory Committee (DELAC) committee which includes an ELAC member from every member from every school in the district, the EL Director, Coordinator and staff, and the Chief Academic Officer, some principals, and board members and the general public. Parents received LCAP program information, budget updates and progress updates. In addition DELAC members were provided the LCAP stakeholder survey. DELAC members did not have any specific questions regarding LCAP, so no written responses were provided.

The meeting dates for DELAC were:

August 26, 2020 (Learning Continuity & Attendance Plan Presentation)
September 16, 2020
October 21, 2020
November 18, 2020
January 27, 2021
March 17, 2021
April - No meeting
May 17, 2021 (LCAP Community Presentation & Survey)

African American Advisory Council (AAAC) met on the following dates. The AAAC purpose is to involve and engage parents, families, students, educators, and community members in the decision making process at the local, district and regional level to improve the quality of education for African American students by raising the level of awareness in our community about cultural learning differences and promoting an understanding among parents, educators and others about culturally learning differences and promoting an understanding among parents, educators, and others about culturally sensitive issues relating to the education of African American Students. The Budget Overview for Parents was shared and they were provided the LCAP Community Presentation and completed the Community Survey on April 15, 2021

- * September 14, 2020
- * October 15, 2020
- * January 21, 20
- * April 15, 2021

CTE Advisory met on the following dates. The CTE Advisory committee develops recommendations on the district's CTE programs and serves as a Liaison between the district and potential employers. The committee consists of one or more representatives of the general public knowledgeable about the disadvantaged: parents, students; teachers; business; industry; school administration; and the field office of the California department of Employment Development. They were provided information regarding the CTE Pathway programs and status of new pathways included in the LCAP for 2021-2022.

October 22, 2020
May 6, 2021

Superintendent's Cabinet includes the Superintendent, Chief Human Resources Officer, Chief Business Official, and Chief Academic Officer. The Superintendent's Cabinet has served as the district leadership team leading the work in Moreno Valley Unified School District. The LCAP actions, Services, Budgets, and Evaluation process were reviewed as a team during the year prior to any board meeting to assure that the cabinet has reviewed and discussed best practices for unduplicated students within the identified priority goals. The Superintendent has ensured the Strategic Plan, and LCAP Goals and Actions steps drive the key initiatives in the district.

July 1, 2020; July 13, 2020; July 15, 2020; July 16, 2020; July 20, 2020; July 22, 2020; July 24, 2020; July 27, 2020; July 29, 2020; July 30, 2020; July 31, 2020; August 4, 2020; August 5, 2020; August 5, 2020; August 10, 2020; August 12, 2020; August 14, 2020; August 24, 2020; August 25, 2020; August 26, 2020; August 28, 2020; August 31, 2020; September 1, 2020; September 2, 2020; September 3, 2020; September 4, 2020; September 9, 2020; September 11, 2020; September 14, 2020; September 15, 2020; September 16, 2020; September

18, 2020; September 21, 2020; September 23, 2020; September 25, 2020; September 30, 2020; October 5, 2020; October 7, 2020; October 12, 2020; October 14, 2020; October 16, 2020; October 19, 2020; October 20, 2020; October 21, 2020; October 23, 2020; October 26, 2020; October 28, 2020; October 30, 2020; November 2, 2020; November 4, 2020; November 6, 2020; November 9, 2020; November 17, 2020; November 18, 2020; November 20, 2020; November 30, 2020; December 2, 2020; December 4, 2020; December 7, 2020; December 9, 2020; December 11, 2020; December 15, 2020; December 16, 2020; December 18, 2020; January 5, 2021; January 6, 2021; January 7, 2021; January 8, 2021; January 11, 2021; January 12, 2021; January 13, 2021; January 15, 2021; January 20, 2021; January , 2021; January 21, 2021; January 22, 2021; January 26, 2021; January 27, 2021; January 29, 2021; February 1, 2021; February 3, 2021; February 5, 2021; February 9, 2021; February 10, 2021; February 17, 2021; February 19, 2021; February 23, 2021; February 24, 2021; February 26, 2021; March 1, 2021; March 3, 2021; March 8, 2021; March 9, 2021; March 10, 2021; March 12, 2021; March 15, 2021; March 17, 2021; March 18, 2021; March 19, 2021; April 5, 2021; April 12, 2021; April 14, 2021; April 16, 2021; April 19, 2021; April 21, 2021; April 23, 2021; April 26, 2021; April 30, 2021; May 5, 2021; May 7, 2021; May 10, 2021; May 12, 2021; May 14, 2021; May 17, 2021; May 19, 2021; May 21, 2021; May 24, 2021; May 26, 2021;

- Extended Cabinet (8:30 – 10:00 a.m.) Extended Cabinet includes the Superintendent, Cabinet Members, and Directors and coordinators from every division. This team was provided ongoing LCAP updates and provided feedback regarding progress within individual department actions and services.

September 15, 2021; October 20, 2021; November 17, 2021; December 15, 2021; February 9, 2021; March 9, 2021; May 4, 2021;

- CAMM-CSEA-representing classified staff, AMVMP-representing all management personnel, MVEA representing the teachers, and Superintendent's Cabinet) Meeting primary role is to meet monthly to discuss the district, how the superintendent shares with employee groups what is going on and employee groups share information regarding how to support the district strategic plan and LCAP.

September 28, 2020, October 26, 2020, February 22, 2021, March 15, 2021, May 17, 2021

- JFMC-Joint Fiscal Management Committee reviews information regarding the fiscal status of the district and provide ongoing assistance and input regarding the fiscal wellbeing and long term financial integrity of the District. The JFMC articulates its findings to the Superintendent and the Association of MVEA. The committee is comprised of three Moreno Valley Education Association (MVEA) members, three management members, and three Classified Employee Association (CSEA) members. The CBO & MVEA members serve as the committee co-chairs.

September 14, 2020, October 12, 2020, December 14, 2020, January 11, 2021, February 8, 2021, March 8, 2021, April 12, 2021, May 10, 2021

- State of the District allows the Superintendent to share information including LCAP information with All stakeholders including parents, community partners, staff, students and business partners.

February 18, 2021

- Principal Topics Meetings, which includes all principals, Superintendent's Cabinet, Educational Services Directors, Educational Services Coordinators, and Human Resources Directors were used to provide principals with ongoing LCAP updates and seek input regarding actions and services and site specific interventions.

August 25, 2020; August 28, 2020; October 6, 2020; October 23, 2020; November 30, 2020; January 14 & 15, 2021; February 2, 2021; March 2, 2021; March 12, 2021; March 18, 2021; April 6, 2021; April 20, 2021; April 20, 2021; June 14, 2021;

- Town Hall Meetings include the Superintendent and cabinet, Board Members, Public Information Officer and to which all parents and staff are invited to attend. served as a way to inform, engage and answer questions from participants: parents, students, teachers, principals, staff, community partners, and community organizations. Information received was used to revise 2021-22 priorities in the LCAP

May 10, 2021 Topic: COVID-19 Vaccine

A summary of the feedback provided by specific stakeholder groups.

Several surveys were administered to receive feedback in the revision of the Strategic Plan. These included qualitative and quantitative. The Qualitative surveys were conducted during the LCAP/Strategic Planning Meeting with the different stakeholder groups. These included reflection on the data, feedback on the different superintendent goals and expectations, and feedback on the various programs offered to students. In several of the meeting a workbook created by the Technology, Innovation, and Assessment department was used to review data and provided responses to several reflection questions. In other meetings, based on these responses, a collaborative process was used to determine 21st century competencies MVUSD wants its students to master by the time they graduate, as well as, narrowing down words and phrases that should be included in the New Vision and Mission Statements of the district. Two focused surveys were created and administered as part of this process.

401 stakeholders participated in the LCAP Community Survey. Stakeholders included, students, parents, classified staff, teachers, management, community partners and business partners. The majority of participants were happy with the proposed goals and actions. Suggestions included:

- * We need more clarification on IA roles in helping our students succeed.
- * There is a need for more full-time school counselors
- * Full time aides for each class
- * Before and after school small group tutoring

- * PBIS support at the elementary level
 - * Tutoring and Saturday School to promote learning
 - * More CTE programs
 - * More mental health services during the regular school day
 - * Junior Scholars, STEAM (21st Century Skills, 4Cs, EDP, and Learning loss intervention)
 - * Revamped approach to math education, Departmentalized Education for grades 3-5, every 3rd through 5th grader has one Math/Science Teacher and 1 ELA/Social Studies teacher
 - * How do we hold the students accountable?
 - * Saturday School and required summer school for those not passing
 - * More bilingual instructional Assistant Hours 3-4 hours a day is not enough
 - * Does not specifically address African American students equal access to opportunities and support. There has been minimal progress is closing the achievement gap. Funding to support instructional assistants Need to see more support towards identifying and increasing African American students in AP/Honors/Accelerated programs in middle and high school. Informing parents/families about the importance of these programs (such as increasing opportunities for college)
 - * Dual Enrollment opportunities at all high schools
- Increase number of high school courses student can earn credits in middle school.
- Fieldtrips to colleges/universities to include all students, not just specialty programs
- Career Fairs at all school sites.
- High School Seniors visit all middle schools in the spring.
- * Writing and science curriculums to help students succeed in K-12 and beyond
 - * Add Junior Scholars Program
 - * I haven't heard of some of these, so I wonder if our students and parents have?
 - * There need to be more resource which bring awareness to HBCU to all students
 - * When we do UCAN college fairs or college trips. Have multiple campus come together so students can meet students from others school in middle school while on these trips
 - * Side note - Not sure if this is embedded in the items above, but a program or opportunities for parents who want to become teachers.
 - * Music Changing Lives did not submit a proposal for this year. They are currently providing services.
 - * "A larger parent center where more classes and guest speakers can attend and reach more of the community.
 - * Social Media Trainings and Support for Parents and Staff
 - * providing Google voice for teachers, providing a more "user-friendly" app for communication with parents.
 - * Teacher's access to Google Voice phone number, our parents feel that the form of communication has been sufficient to meet their needs.
- User- friendly application tools to communicate with parents and community.
- * I know this isn't the correct line for this suggestion but can we provide a space at meeting to honor students who have special needs, most recognitions focus on general education. Just saying...LOL
 - * List Instagram if we use it.
 - * Continue district-wide messages weekly, create a plan that requires regular information updates for parents and students (address, contact info, etc.), disseminate a monthly District-wide newsletter in case parents are not getting phone/email messages, annual surveys for parent feedback on specific areas of need (two-way communication).

- * I believe some schools individually need help with communicating with parents still. Some sites are very late and share with parents so last minute or even with their staff.
- * Thank you so much for supporting our students and staff! This is amazing!
- * I want to thank the Superintendent for increasing the communication with all stakeholders.
- * I know we do this, but I don't see it listed: Parent/Staff trainings on our learning platforms, which helps communicate to parents/Staff the various learning opportunities that we offer their child(ren)/students so that we're all speaking the same "academic" language.
- * Counselor's should be able to keep their google phone paid for by the district.

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

- * The LCAP Goals and Actions were revised and updated based on the surveys created and stakeholder feedback.
- * A full time counselor will be assigned to each elementary school based on feedback from teachers, parents, counselors, Bargaining Groups and other staff.
- * An additional Social Worker to provide additional mental health services and support to families based on feedback from parents, students, teachers and principals as well as Bargaining Groups
- * Plans are in place to produce a district wide newsletter based on feedback from parents, counselors and principals.
- * The superintendent will continue his frequent messaging to the community based on feedback from students, staff, community and parents and Bargaining Groups.
- * Parent/Staff trainings will continue on our learning platforms based on feedback from parents, teachers, principals.
- * After school tutoring is being continued based on feedback from students, parents, teachers and principals.
- * Culinary Arts and Theater are two additional CTE Pathways planned for implementation based on students, community partners, CTE advisory and principals as well as Bargaining Groups.
- * Inclusion of Goal 5 to increase the level of effective communication based on feedback from parents, students, teachers, counselors and other staff.

Goals and Actions

Goal

Goal #	Description
1	Promote academic growth for every student

An explanation of why the LEA has developed this goal.

An analysis of the 2019 Fall Dashboard data showed that performance of students on the CAASPP increased in both ELA and Math. In ELA students performed at 40.8 points below standard which was an increase of 7.4 points. This corresponded to a level of "yellow" with a status of "low" and a change of "increased". We had one student group receive a "blue" and another receive a "green". No student group received a "red". The English Learner students increased 6.5 points, arriving at 59.7 points below standard. The Foster Youth students increased 15.7 points, arriving at 78.2 points below standard. The Low Income students increased 12.5 points, arriving at 42.7 points below standard. The Students with Disabilities increased 9.6 points, arriving at 123.2 points below standard. While all these student groups increased, these results showed that performance was still below standard. Professional Development and improvement in instruction of the standards will still be needed as we strive meet the standard.

In Math students performed at 71.6 points below standard which was an increase of 5.6 points. This corresponded to a level of "yellow" with a status of "low" and a change of "increased". We had one student group receive a "blue" and another receive a "green". No student group received a "red". The English Learner students increased 6.1 points, arriving at 83.8 points below standard. The Foster Youth students increased 11.4 points, arriving at 108.9 points below standard. The Low Income students increased 11.4 points, arriving at 72.5 points below standard. The Students with Disabilities increased 7.4 points, arriving at 147.6 points below standard. While all these student groups increased, these results showed that performance was still below standard. Professional Development and improvement in instruction of the standards will still be needed as we strive meet the standard.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metrics/Indicators SBAC ELA % Distance from Standard	SBAC Distance from Standard (2019 Fall Dashboard) ELA <ul style="list-style-type: none"> District: -40.5 LI: -42.3 				SBAC Distance from Standard ELA <ul style="list-style-type: none"> District: -25 LI: -30 EL: -45

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Math% Distance from Standard	<ul style="list-style-type: none"> EL: -59.2 <p>Math</p> <ul style="list-style-type: none"> District: -71.6 LI: -72.5 EL: -83.8 				<p>Math</p> <ul style="list-style-type: none"> District: -50 LI: -50 EL: -60
Status of the English Learner Progress Indicator(ELPI) by 2%	<p>% of EL Students making progress towards attaining English Proficiency (2019 Fall Dashboard)</p> <ul style="list-style-type: none"> 46.3% 				<p>% of EL Students making progress towards attaining English Proficiency 52%</p>
Maintain 100% of Proficiency of teachers trained and implementing CALIFORNIA STATE STANDARDS. Evident in district classroom/principal walkthrough logs	<p>% of teachers trained and implementing CALIFORNIA STATE STANDARDS. Evident in district classroom/principal walkthrough logs</p> <ul style="list-style-type: none"> 100% 				<p>% of teachers trained and implementing CALIFORNIA STATE STANDARDS. Evident in district classroom/principal walkthrough logs</p> <ul style="list-style-type: none"> 100%
Student access to standards aligned instructional materials/Williams Report	<p>Student access to standards aligned instructional</p>				<p>Student access to standards aligned instructional materials/Williams Report</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	materials/Williams Report <ul style="list-style-type: none"> • 100% 				<ul style="list-style-type: none"> • 100%
School facilities will be maintained in good or exemplary repair	School facilities will be maintained in good or exemplary repair <ul style="list-style-type: none"> • 100% Good or Exemplary Rating 				School facilities will be maintained in good or exemplary repair <ul style="list-style-type: none"> • 100% Good or Exemplary Rating
Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching as evidenced by credential audit	Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching as evidenced by credential audit <ul style="list-style-type: none"> • 100% 				Teachers are appropriately assigned and full credentialed in the subject area(s) and for the pupils they are teaching as evidenced by credential audit <ul style="list-style-type: none"> • 100%
Percentage of students who feel connected to school as measured by CHKS 2019	Percentage of students who feel connected to school as measured by CHKS 2015 <ul style="list-style-type: none"> • Elementary Students 42% 				Percentage of students who feel connected to school as measured by CHKS 2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • Middle School 33% • High School 10% 				<ul style="list-style-type: none"> • Elementary Students 75% • Middle School 75% • High School 75%
Percentage of staff who feel school is a safe place as measured by CHKS 2019	Percentage of staff who feel school is a safe place as measured by CHKS 2015 <ul style="list-style-type: none"> • Elementary 55% • Middle School 23% • High School 15% 				Percentage of staff who feel school is a safe place as measured by CHKS 2023 <ul style="list-style-type: none"> • Elementary 75% • Middle School 75% • High School 75%
EL student access to ELD standards	EL student access to ELD standards 100%				EL student access to ELD standards 100%
Percentage of teachers trained and implementing California State Standards. Evident in district classroom/principal walkthrough logs	Percentage of teachers trained and implementing California State Standards. Evident in district classroom/principal walkthrough logs				Percentage of teachers trained and implementing California State Standards. Evident in district classroom/principal walkthrough logs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Professional Development	<p>Professional development for effective implementarion of California State Standards.</p> <p>Provide PD and access to technology for usage in the classroom</p> <p>Continue to incorporate the use of instructional technology into professional development</p> <p>Maintain Director of Professional Development and Digital Learning</p> <p>Maintain secretary of Professional Development and Digital Learning</p>	\$3,000,000.00	Yes
2	1.2 Technology	<p>Implement District technology plan</p> <p>Students in grades 3-12 will have one-to-one up to date and functional devices</p> <p>Materials and supplies to maintain information and instructional technology to support unduplicated students including, Low Income, Foster Youth, English Learner</p>	\$3,700,000.00	Yes
3	1.3 Access to instructional materials	<p>Supplemental materials to support student achievement</p> <p>Books and digital media material to support core programs will be purchased</p>	\$1,185,422.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	1.4 Support for Early Literacy	Provide support for Headstart and Preschool Ensure kindergarten students are ready to learn and mitigate intervention programs	\$190,325.00	Yes
5	1.5 Provide Instructional and Support Staff	Provide Instructional and Support Staff to increase student achievement Class size reduction to support learning Maintain central registration staff to support students and families Out of ratio Staff to support student achievement Maintain Library Media Assistants to support literacy Maintain Guidance Technicians to support student scheduling Maintain Language Assessment and Registration Center to support students and families	\$21,000,524.00	Yes
6	1.6 PAR Program	Provide a teacher Peer Assistance and Review (PAR) system and the coordination of employment policies and procedures with activities for professional development	\$65,000.00	Yes
7	1.7 English Learner Support	As a way to supplement the core instructional program for English Learners (ELs), all profiles of this student group (newcomers, normatively progressing, At-Risk and LTELs) in grades KT-5th grade are provided with an Imagine Learning Language & Literacy license to support language acquisition as rapidly and effectively as possible. The Imagine Learning Language & Literacy is an adaptive learning tool that accelerates reading and language proficiency for students, particularly, ELs. Imagine Learning provides supplemental support to the core program by addressing all language domains -- listening, speaking, reading, and writing. English learners in grades 2nd through 12th grade are afforded access to a FEV tutor 24 hours per day, seven days per week, as needed, to bridge gaps and support with the academic core curriculum."	\$1,563,217.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Language Acquisition Programs offered to ELs include: SEI - Structured English Immersion: This program option is for students who have less than reasonable proficiency in English. Nearly all instruction, textbooks, and teaching materials are in English using Specially Designed Academic Instruction in English (SDAIE) strategies. Primary language instruction and support may be included in the delivery of the core curriculum depending on students' linguistic needs. English Language Development (ELD) is provided daily. The goal of this program is for EL students to reclassify as Fluent English Proficient after 5-6 years of effective ELD instruction.</p> <p>DLI - Dual Language Immersion is not solely an English Learner Program but is unique in that English Only students are strongly encouraged to participate to become bilingual, bi-literate, and bicultural. It is also highly recommended for English Learners of the target language starting in Kindergarten. Dual Language Immersion is a research-proven additive program. Dual Language Immersion is an approach used to learn a second language where all the activities and curriculum are delivered in two languages. Students will receive instruction aligned with the California Standards in both Spanish and English through the 90/10 model beginning in Kindergarten. Parents that choose to enroll their child in the Dual Language Immersion program commit to no less than a period of six years (K-5), but it is strongly recommended to continue in the DLI Program through 12th grade. The goal of this program is for students to become bilingual, bi-literate, and bicultural.</p>		
8	1.8 Dual Immersion Program	Maintain and expand Dual Language Immersion (DLI) Program Provide Bilingual teachers and supports including materials and supplies	\$6,964,509.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	1.9 Project Moving Forward	Provide academic vocabulary support Program in collaboration with grant through University of Riverside to support struggling readers	\$250,000.00	Yes
10	1.10 District software programs to support intervention	Measures of Academic Progress (MAP) Provide data analysis to support targeted intervention and progress monitoring Illuminate program Panorama program to provide climate and culture information Educlimber Screen Castify Kami PDF Annotating Software	\$1,425,000.00	Yes
11	1.11 CWA Behavioral Support Specialist	Expand behavior intervention program Maintain two Behavioral Support Specialists	\$181,103.00	Yes
12	1.12 PBIS Support Program	Maintain PBIS Coordinator Support for Middle School and High School PBIS Programs	\$600,000.00	Yes
13	1.13 Full Day KDG Program	Implement full day kindergarten to support early literacy Ensure students are reading by 3rd grade	\$6,600,000.00	Yes
14	1.14 Summer Learning Programs	Provide extended learning time. Learning opportunities outside of the school day allow students to enrich their learning, catch up if	\$1,500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academically behind, gain important life skills, and receive support and encouragement in a safe and structured environment.		
15	1.15 Site Specific Interventions and Programs	Interventions and programs to meet the needs of each individual school such as instructional assistants, intervention software, tutoring support, incentive programs to increase academic levels and support SEL and parent and student engagement	\$5,330,258.00	Yes
16	1.16 Reading by 3rd Grade Initiative	P3 Reading Initiative by 3rd grade will train all elementary schools in best practices and providing supports for literacy to ensure all students are reading by 3rd grade	\$1,000,000.00	Yes

Goal Analysis [2021-22]

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

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

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	Establish college and career readiness for every student

An explanation of why the LEA has developed this goal.

Although we have made great strides in maintaining our graduation rate, the percent of students that are ready for college and/or career can be improved upon. The College/Career Indicator provided by the CA Dashboard shows that 36.2% of the Class of 2020 were prepared for college and/or a career. This was an increase of 2.5% from the Class of 2019 (33.7% prepared). This would have resulted in a level of "green". Actions and services around college and career readiness are showing to be working and we will continue to focus on our foster youth, homeless and students with disabilities.

Progressively increase the A-G course completion rate to 65% with an emphasis on African American, Hispanic, English Learner and Special Education student groups. Currently the A-G completion rate for all students in MVUSD is 42.9%. A-G completion rates for student groups are as follows: Hispanic 42.4%, African American 37.3%, English Learner 29.8%, and Special Education 8.4%. These results reflect an ongoing need to focus on increasing the A-G course completion rate for all students and provide support to teachers and students.

Attain a 50% Advanced Placement (AP) qualifying score rate of 3+ for all participating students with an emphasis on African American and Hispanic students. Currently 46.4% of students that take an AP exam score at least a 3. Scoring rates for student groups are as follows: African American 45.5% and Hispanic 44.0%. These results reflect an ongoing need to focus on increasing the Advanced Placement (AP) qualifying score rate and provide support to teachers and students.

Increase the High School Readiness Indicator (HSRI) by 10% annually. Currently our middle schools have a 22.2% HSRI. This percentage reflects an ongoing need to focus on increasing our High School Readiness Indicator and provide support to teachers and students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase A -to G Course Completion Rate	Completion Rate (DQ 2019-20 4 Yr ACGR) <ul style="list-style-type: none"> District 42.9% EL 29.8% 				Completion Rate <ul style="list-style-type: none"> District 60% EL 40% AA 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> AA 37.3% SWD 13.7% Hispanic 42.4% 				<ul style="list-style-type: none"> SWD 30% Hispanic 60%
Increase AP Passage Rate	AP Passage Rate (2020 AP) <ul style="list-style-type: none"> 46.4% 				AP Passage Rate <ul style="list-style-type: none"> 60%
Increase College Readiness as determined by EAP ELA and EAP Math	College Readiness EAP (18-19 CAASPP) Math <ul style="list-style-type: none"> District - Ready - 4.86% District - Conditionally Ready - 13.50% College Readiness EAP ELA <ul style="list-style-type: none"> District - Ready - 16.34% District - Conditionally Ready - 31.31% 				College Readiness EAP Math <ul style="list-style-type: none"> District - Ready - 15% District - Conditionally Ready - 20% College Readiness EAP ELA <ul style="list-style-type: none"> District - Ready - 20% District - Conditionally Ready - 40%
Increase CTE Course Completion Rate	CTE Course Completion Rate				CTE Course Completion Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
inclusive of exceptional students	inclusive of exceptional students (Data Extract from Q19-20 CTE Completers) District: 18% AA: 13% EL: 8% SWD: 14%				inclusive of exceptional students District: 30% AA: 20% EL: 20% SWD: 20%
Increase CTE Course Enrollment inclusive of exceptional students	CTE Course Enrollment inclusive of exceptional students. <ul style="list-style-type: none"> • District 12% • AA 10.1% • EL 7% • SWD 9% 				CTE Course Enrollment inclusive of exceptional students. <ul style="list-style-type: none"> • District 20% • AA 15% • EL 20% • SWD 12%
Percentage of Pupils who have completed both A-G and CTE District	Percentage of Pupils who have completed both A-G and CTE <ul style="list-style-type: none"> • District 11% 				Percentage of Pupils who have completed both A-G and CTE District 20%
Middle College Enrollment District	Middle College Enrollment District 108				Middle College Enrollment District 150
College Career Indicator	College Career Indicator				College Career Indicator

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District	District 19-20 36.2% AA 28.9% EL 14.2% LI 34.4 SWD 7.2% FY 16.3%				District 41% AA 35% EL 25% LI 30% SWD 12% FY 20%

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Visual and Performing Arts (VAPA)	Provide a VAPA program throughout the district to enhance and engage student learning in order to decrease barriers and increase opportunities for students.	\$2,227,808.00	Yes
2	2.2 Mentoring	Provide mentoring services to at risk students	\$50,000.00	Yes
3	2.3 Alternative School Supports	Provide students with alternative options to meet individual needs and graduate from high school college and career ready. Moreno Valley Online Academy (MVOA) to accommodate students with a variety of learning styles and needs Bayside Community Day School (CDS) offers an alternative educational setting for high school students identified at risk due to attendance, lack of academic achievement and credit deficiencies. March Valley is a voluntary alternative opportunity school and functions as an intervention program for students and includes the CAL Safe program for parenting teens and daycare facility that enables students to continue school after giving birth in a supportive environment March Mountain Continuation School provides an alternative educational setting for students for students who have experienced difficult events in their lives an lack skills to cope with social challenges resulting in behavior or attendance	\$8,394,657.00	Yes

Action #	Title	Description	Total Funds	Contributing
		problems which have led to poor performance resulting in credit deficiency.		
4	2.4 Maintain a robust college and career program	Maintain a robust College and Career Ready program including Career Technical Education (CTE) to support students for post-high school success. Support college and career opportunities for students including college field trips; assist and support elementary/middle schools in developing a college and career readiness culture. Under the funds it should have the amount allocated to the CCR department.	\$400,000.00	Yes
5	2.5 Maintain Director, College and Career Ready	The Director, College and Career Ready oversees college and career readiness including Career Technical Education (CTE).	\$235,000.00	Yes
6	2.6 Maintain the Career Development Facilitator Position	The Career Development Facilitator supports the Director, College and Career maintain a robust Career Technical Education (CTE) program including supporting teachers and students	\$259,145.00	No
7	2.7 Provide Course Access	Implement International Baccalaureate (IB) program at Canyon Springs HS, Vista Heights MS, and Sugar Hill Elementary School	\$1,476,392.00	Yes
8	2.8 AVID Program	Maintain current AVID program and increase AVID access to support unduplicated students	\$1,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	2.9 ASTERISK Students	Maintain a Student Intern Program. Student Interns including CTE students will be hired during the summer and through out the school year to assist them in preparing to be college and career ready.	\$199,163.00	Yes
10	2.10 AP Testing	Advanced Placement Testing Provide financial support to allow students to take the AP exam	\$200,000.00	Yes
11	2.11 STEAM Program	Implement focus on STEAM at NorthRidge Elementary, Palm Middle School and Valley View High School	\$481,134.00	Yes
12	2.12 Building Assets Reducing Risks (BARR) Program	Building Assets and Reducing Risks (BARR) Program for 9th grade student success	\$515,000.00	Yes
13	2.13 Maintain contract with Riverside County Office of Education for Career Technical Education (CTE) programs	The Career Technical Education (CTE) contract with the Riverside County Office of Education provides numerous teachers for CTE pathways including Cyber Security, Graphic Design, Public Safety, and Welding.	\$1,400,000.00	Yes
14	2.14 Middle College Program	Provide middle college program to allow students to earn AA degree and high school diploma simultaneously	\$508,119.00	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
3	Ensure equitable opportunities for every student

An explanation of why the LEA has developed this goal.

The 4 year adjusted cohort graduation rate for the class of 2020 was 90.9%. This was a decrease of 0.3% from the Class of 2019. However, the Dashboard Graduation rate for the Class of 2020 was 91.4%. This was an increase of 1.1% from the Class of 2019. This would have resulted in a status of high (blue). So although the results show great strength in graduation rate districtwide, there is still more needed to help increase rates for our major student groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase HS Graduation Rate	HS Graduation Rate (19-20 Dashboard Rate) District: 91.4% AA: 90.8% EL: 79.9% LI: 91.1% FY: 77.8% SWD: 77.7%				HS Graduation Rate (Dashboard Rate) District: 95% AA: 95% EL: 85% LI: 95% FY: 85% SWD: 85%
Increase EL reclassification rate	Reclassification Rate (DQ 2020-21 RFEP Counts and Rates) District: 3.1%				Reclassification Rate District: 10%
Increase FAFSA Completion Rate	FAFSA Completion Rate (19-20 Race to Submit) District: 57.5%				FAFSA Completion Rate District: 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Gifted and Talented Education (GATE)	Provide support for identifying and supporting GATE students with a challenging curriculum and support services	\$100,000.00	Yes
2	3.2 Increased school site support	Assistant principals will provide support to academic programs including CTE, school safety, and smooth operations at school sites.	\$4,563,516.00	Yes
3	3.3 Social Worker	Two Social Workers will provide support for the social and emotional needs of students *Emphasis on Support for Foster Youth	\$176,554.00	Yes
4	3.4 Nurse Support	Additional nurse will provide expanded health care services	\$120,000.00	Yes
5	3.5 Foster Youth Support	Foster Youth <ul style="list-style-type: none"> Effectively provide information and assistance to school sites regarding the educational needs of foster youth Provide direct educational services for foster youth as outlined in legislation such as mental health support, educational planning, case management, transition 	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Establish ongoing collaboration to ensure the expeditious transfer of health and education records and any other relevant educational information • Collaborate with Department of Public Social services to advocate for Foster Youth • Evaluate transcripts of foster youth. Utilize AB216 for graduation eligibility • Provide alternatives to suspension • Provide interventions for Foster Youth • Provide 9th grade orientation for Foster Youth 		
6	3.6 Homeless Students	<p>Homeless Students</p> <ul style="list-style-type: none"> • Ensure students enroll in school and have full and equal opportunity to succeed in district schools • Establish procedures to ensure homeless children and youth receive full and partial credit for work completed • Arrange transportation • Identify strategies for improving academic achievement • Ensure families receive referrals to health, dental, mental health, housing and other appropriate services • Provide professional development and support for school staff • Provide resources such as clothing and shoes 	\$50,000.00	Yes
7	3.7 Additional counseling staff	<p>Additional counseling staff will provide increased access and additional emotional and academic support to students Ensure each elementary school has a full time counselor to provide supports to students</p>	\$2,100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	3.8 Athletics	Maintain and expand athletic programs to provide students with opportunities to be fully engaged leading to increased student achievement and increased graduation rate. Provide students opportunities to participate in eSports Provide opportunities for middle school athletic program	\$1,080,000.00	Yes
9	3.9 Restructure administrative positions	Certificated management personnel will provide support to academic programs, school safety, and smooth operations at the school sites.	\$1,909,871.00	Yes
10	3.10 Safety and Security	Ensure the safety of all students, staff and community members at all school sites and district buildings	\$1,316,480.00	Yes
11	3.11 Data CALPADS Clerk	Provide support in ensuring CALPADS data which is critical in ensuring accuracy in counting unduplicated students and providing needed funding is done accurately	\$73,362.00	Yes
12	3.12 Cal Safe Program	Provide a comprehensive community -linked school program for expectant and parenting students and their children	\$259,286.00	Yes
13	3.13 Attendance Specialists	Provide Attendance Specialists to maximize student attendance Ensure school sites exceed 95% attendance rate	\$255,401.00	Yes
14	3.14 Grant Writer	Maintain a grant writer to write grants to expand current practice or implement new practices that support increased student achievement for ALL students.	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
15	3.15 CWA Alternative Supports	Provide training for Trauma Informed Schools Provide training for Restorative Practices Support Teachers and students training and support for Safe School Ambassadors Program	\$140,000.00	Yes

Goal Analysis [2021-22]

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

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

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	Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community

An explanation of why the LEA has developed this goal.

In order to maximize the potential of all students it is very important to establish partnerships with all stakeholders in particular our parents. Through the work with our parent groups it became obvious that many of our parents of color are uncomfortable within the school environment. Much of the discomfort involves their perception that school staff fail to acknowledge them and/or treat them with respect. This goal has been developed to ensure students, parents, and staff are connected to the learning process and feel that they are a valuable and respected member of the school community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease high School Drop out rate	High School Drop out rate (DQ 2019-20 4 Yr ACO) District: 5.4%				High School Drop out rate District: 2%
Decrease middle School Drop out rate	Middle School Drop out rate (19-20 CALPADS 1.8 & 1.12) District: 0.12%				Middle School Drop out Rate District: 0%
Decrease suspension rate	Suspension Rate (DQ 2019-20 SR) District: 3.9% FY: 10.9% AA: 7.6%				Suspension Rate District: 1% FY: 3% AA: 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease expulsion rate	Expulsion Rate (DQ 2019-20 ER) District: 0%				Expulsion Rate District: 0%
Meet or exceed 95% attendance rate	Attendance rate (2020 Business Services P2) District: 94.38%				Attendance Rate District: 95%
Decrease chronic absenteeism	Chronic Absenteeism (2019 Fall Dashboard) District: 16.3%				Chronic Absenteeism District: 10%
Number of community partnerships	Number of community partnerships 150 community partnerships (2021)				Number of community partnerships 175 community partnerships
Number of student interns	Number of student interns 63 (2021)				Number of student interns 200 student internships
The district will maintain Parent Ambassadors reflective of the district demographics	The district will maintain Parent Ambassadors reflective of the district demographics 27 Parent Ambassadors (2021)				The district will maintain Parent Ambassadors reflective of the district demographics 35 Parent Ambassadors
The district will maintain a functioning DELAC for parents of English Learners,	The district will maintain a functioning DELAC for parents of English Learners,				The district will maintain a functioning DELAC for parents of English Learners,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AAAC for parents of African American Students, CAC for parents of students with disabilities	AAAC for parents of African American Students, CAC for parents of students with disabilities 6 DELAC Meetings 5 AAAC Meetings 4 CAC Meeting (2021)				AAAC for parents of African American Students, CAC for parents of students with disabilities 8 DELAC Meetings 7 AAAC Meetings 6 CAC Meeting
The district will host one parent engagement conference annually	The district will host one parent engagement conference annually (2021)				The district will host two parent engagement conference annually

Actions

Action #	Title	Description	Total Funds	Contributing
1	4.1 UCAN College Fair	Provide expanded opportunities in support of a college going culture	\$20,000.00	Yes
2	4.2 Wellness Center	The Community Wellness Center is designed to eliminate barriers to learning by providing students with a school-based program that promotes health safety and school engagement. There are provisions for basic needs such as clothes, food, laundry and shower facilities. Through community partnerships, the Center provides direct and indirect services with focused attention to homeless and students living in foster care Maintain Community Wellness Director	\$400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	4.3 Unity Conference	Provide parents and families with a professional development opportunity to increase parent and student engagement	\$20,000.00	Yes
4	4.4 Parent Ambassador Program	Hire parent ambassadors representative of the district student demographics to serve as liaisons between the school and community	\$95,753.00	Yes
5	4.5 Parent Engagement/Outreach	<p>Parent Engagement</p> <ul style="list-style-type: none"> • Create and sustain a welcoming and inclusive environment • Use data, research and parent input to plan and implement effective outreach to parents • Ensure that district and school advisory groups reflect the diversity and demographics of the district and school communities • Provide interactive professional learning to develop the knowledge, understanding, skills and confidence of both educators and families to work together to support student learning, and to build learning communities and networks 	\$670,422.00	Yes
6	4.6 Innovative Education	Provide funds for innovative research based programs and Leadership Summit	\$150,000.00	Yes
7	4.7 Induction Program	Ensure that systems, including induction programs, are in place to support and foster continuous development of teachers in years one and two, as well as teachers needing additional support through Peer Assistance and Review (PAR)	\$700,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	4.8 Expanded Transportation Services	Increase transportation boundaries to provide at risk students with transportation to school and increase student safety.	\$2,000,000.00	Yes

Goal Analysis [2021-22]

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

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

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
5	Support effective communication throughout the district

An explanation of why the LEA has developed this goal.

With the implementation of distance learning the district observed parents experienced difficulty communicating through the parent portal. Research shows that increased parent engagement increases academic success and this goal is to promote effective communication and increase student achievement. During the school closures due to COVID-19 the district experienced a large drop in attendance from 94% to 86%

1. Increase the percent of parents/guardians that are meeting the 5 annual hours of parent engagement by 5% annually
2. Communicate the importance of attendance to parents
3. Maintain district wide attendance initiative

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Parents meeting the 5 annual hours of parent engagement	Baseline 50%				2023-2024 Overall 90% AA 90% LI 90% EL 90% SWD 90% FY 90% Hisp 90%
Communicate with parents regarding the importance of attendance	Baseline 5 times annually				2023-2024 Complete monthly communications to parents (9 annually)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain district wide attendance initiative	Baseline 3 annually				2023-2024 Complete monthly attendance incentives (9 annually)

Actions

Action #	Title	Description	Total Funds	Contributing
1	5.1 Maintain District Wide attendance Initiative	Communicate with parents regarding the importance of unduplicated student attendance Maintain district wide attendance initiative	\$100,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32.01%	\$87,545,471

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

Required Descriptions

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

1.1 Professional Development Specialist District wide

Our 2019 Fall Dashboard Data indicates that our EL, FY, LI students are orange and yellow in the ELA Indicator and Math Indicator. In order to address this need ongoing professional development which includes initial training, demonstration lessons, coplan/coteach, and observation and feedback, ensures that classroom teachers are effectively providing the most effective instruction to students which in turn increases their academic achievement. This action is being provided on an LEA-wide basis and we expect the EL, FY, and LI students will make progress towards green or blue in ELA and Math. This action is continuing and determined to be effective as expected by the increase in the distance from standard on SBAC ELA and MATH as follows ELA increases FY (+15.7) EL (+6.5) LI(+12.5),and increases in MATH FY (+11.4) EL (+6.1) LI (11.4) We expect to continue to increase the distance from standard in ELA and MATH.

1.2 District technology plan District wide

The needs of Low Income students are considered primarily for this action. For children in low income school districts, inadequate access to technology can hinder them from learning the technology skills that are crucial for success in today's economy. 84% of MVUSD students are considered low income. This specific action/service is principally directed towards, and is effective in increasing and improving technology access for students and teachers. MVUSD's goal is to ensure equitable opportunities for every student. This action will be attained by providing Chromebooks to students, technology professional development for teachers and increasing technology access through a secure wireless network. This action is continued and considered effective based on the increased number of one to one devices over the previous year. Previously chromebooks were only provided to students in grades 3-12. This past year 8000 chromebooks were given to students in grades TK – 2, to ensure MVUSD was 1:1 in grades K – 12. Through the course of the year, over 1,500 hot spots were given to students to provide internet access at homes which was not done in previous years. We expect to maintain 100% 1:1 in grades K-12 and eliminate the digital divide for MVUSD students.

1.3 Supplemental Instructional Materials District wide

The needs of LI, FY, and EL students were considered primarily for this action. Fall 2019 data indicate that EL, Homeless, LI students are yellow in both ELA and Math, Foster Youth. In order to address this this need all students in MVUSD will be provided with supplemental instructional materials to access core curriculum. This action is being provided on an LEA-wide basis and we expect the EL, FY, and LI students will make progress towards green or blue in ELA and Math. This action is continuing and determined to be effective as expected by the increase in the distance from standard on SBAC ELA and MATH as follows ELA increases FY (+15.7) EL (+6.5) LI(+12.5),and increases in MATH FY (+11.4) EL (+6.1) LI (11.4) We expect to continue to increase the distance from standard in ELA and MATH.

1.4 Support for Head start and Preschool District wide

Our district needs assessment indicates that overall between 60 and 75% of unduplicated students enter kindergarten below standards and without attending preschool. This specific action/service is principally directed towards, and is effective in increasing and improving services to unduplicated students. Research shows that students who attend preschool do better in school and early intervention supports students by ensuring they are reading by 3rd grade. This action is continued and considered effective based on the increased number of students attending pre school. For 19/20 the preschool enrollment was 484. During the Pandemic enrollment decreased to 340 students. The enrollment for 21/22 is 572 which will result in many more students being prepared for kindergarten. We expect to maintain or increase the enrollment for preschool.

1.5 Provide Instructional and Support Staff District wide

Fall 2019 data indicate that EL, Homeless, LI students are yellow in both ELA and Math, Foster Youth. This specific action/service is principally directed towards, and is effective in increasing or improving services for 100% of our unduplicated students. MVUSD believes that we must Provide Instructional and Support Staff to increase student achievement. Many of our EL, FY, and LI students are achieving at below grade level standards. In order to ensure they have access to the core program it is necessary for us to provide access to the core program by offering smaller classes and support early literacy. At the high school level it is important to ensure access to scheduling and information enabling them to complete A to G offerings and support parents understanding of the A to G system.

Class size reduction to support learning and ensure teachers are able to monitor and provide interventions as needed in a small class size setting ensuring all student needs are met. The benefits of CSR as reported in the NEA Policy brief include: closing the achievement gap, improved high school graduation rates and improved student behavior and a large reduction in discipline referrals. This supports and responds to our dashboard data and district focus areas and LCAP goals.

Maintain central registration staff to support students and families in registering students in the most efficient and timely manner possible, so that when they enter the school site everything is taken care of and students are able to go to their classroom immediately upon entrance to the school. Out of ratio Staff to support student achievement

- Maintain Library Media Assistants to support literacy and ensure students have access to a wide variety of reading materials to promote reading Maintain Guidance Technicians to support student scheduling and ensure students have access to A to G compliant classes and complete all graduation requirements. This supports our counselors to provide students and parents with important information regarding graduation Maintain Language Assessment and Registration Center to support students and families

1.6 PAR District wide

This action is continuing and determined to be effective as expected by the increase in the distance from standard on SBAC ELA and MATH as follows ELA increases FY (+15.7) EL (+6.5) LI(+12.5),and increases in MATH FY (+11.4) EL (+6.1) LI (11.4) We expect to continue to increase the distance from standard in ELA and MATH.

1.6 PAR District wide

The needs of LI, FY, and EL students were considered primarily for this action. Currently 2 teachers have voluntarily participated in the PAR program. Many of our EL, FY, and LI students are achieving at below grade level standards. In order to ensure they have access to the core program it is necessary for us to provide access to the core program by offering support to teachers not experiencing success in the classroom. Effective school research support that when veteran teachers are referred or volunteer for peer support to improve their skillset performance and instructional strategies students will achieve more academically. This action is continuing and determined to be effective based on less than five (5) teachers participating in PAR.

1.7 Services for English Learners District wide

The needs of EL students were considered primarily for this action. Data from the 2019 Dashboard indicate English Learners have zero indicators in red, green or blue. The goal of the English Learners program is to improve the English Language skills of English Learner students and immigrant students. This action is continuing and determined to be effective. During the 2018 Dashboard EL students were red in College and Career Indicator which improved to yellow. The percent of students making progress towards English Language proficiency is 46.3% with a status of maintaining. We expect the percentage to increase.

1.8 Dual Language Immersion

This specific action/service is principally directed toward, and is effective in increasing or improving services for EL, LI and FY. Materials are purchased to expand and sustain components of bilingualism, biliteracy, and multiculturalism in the 90/10 dual immersion program. Although this program is not designed specifically for English Learners, research has shown that it has the most benefit for this population. This action is continuing and determined to be effective. The percent of students making progress towards English Language proficiency is 46.3% with a status of maintaining. We expect the percentage to increase.

1.9 Project Moving Forward Elementary Schools

The needs of EL, LI and FY students were considered primarily for this action. Analysis of the deficits in ELA indicate that students have difficulty with academic vocabulary which has resulted in ELA academic indicator for 2019 of yellow for EL and LI and orange for FY. Project Moving Forward (PMF) is a program that provides academic vocabulary development to unduplicated students. Professional development is provided to ensure that the program is implemented with fidelity and to ensure maximum results. Although this program is not designed only for English Learners, research has shown that it has the most benefit for this population. This action is continuing and determined to be effective. The percent of students making progress towards English Language proficiency is 46.3% with a status of maintaining. We expect the percentage to increase. The ELA Academic Indicator is +6.5 and improved for the 2019 Fall Dashboard.

1.10 District wide Software Programs

The needs of LI, FY and EL students were considered primarily for this action. Our 2019 Fall Dashboard Data indicates that our EL, FY, LI students are orange and yellow in the ELA Indicator and Math Indicator. The intervention software programs are designed to track and monitor student progress. This allows teachers to diagnose specific areas of needs and design instructional programs to support students. This action is continuing and determined to be effective. The goal is to progressively increase the number of students who meet their expected growth as measured by the Achievement Status Growth report in the areas of Reading and Math on the interim MAP assessment with 50% or better of students. The baseline data is 49% with the expectation that will increase beyond the 50% target. This action is continuing and determined to be effective by the number of students meeting the Achievement Status Growth Report in the areas of Reading and Math on the Map Assessment. This action continues to be effective based on the number of unduplicated students meeting the achievement status growth report in the areas of Reading and Math on the Map Assessment.

1.11 CWA Behavioral Support Specialist District wide

The needs of FY students were considered primarily for this action. The suspension rate for all students is 5.8% and Foster Youth is 15.9%. The Behavioral Support Specialist provides positive behavioral and social/emotional structures for regular education students, staff and parents that have exhausted Tier I and Tier II school site resources. Based on referral data and observations, the goal is to provide training and modeling of positive teacher/student relationships; trauma informed practice and social emotional learning in order to reduce disciplinary incidents. This action is continuing and determined to be effective. The current percentage of FY Suspension was not measured due to COVID, however, we expect it to decrease by a minimum of 2%. This action is continued and determined to be effective by a decrease in the suspension rate for unduplicated students. This action continues to be effective by a decrease in the suspension rate for unduplicated students.

1.12 Middle and High School PBIS Support Program Middle and High Schools

The needs of FY students were considered primarily for this action. The suspension rate for all students is 5.8% and Foster Youth is 15.9%. This action is targeted to reduce the disproportionate numbers of AA students and Foster Youth who are suspended, placed in Special Education and/or expelled from school. The focus of this program is alternatives to suspension. This action is continuing and determined to be effective. The current percentage of FY Suspension was not measured due to COVID, however, we expect it to decrease by a minimum of 2%. This action continues to be effective by a decrease in the suspension rates of unduplicated students.

1.13 Full Day kindergarten Elementary Schools

The needs of FY, EL, and LI students were considered primarily for this action. Our district needs assessment indicates that overall between 60 and 75% of unduplicated students enter kindergarten below standards and without attending preschool. Students participating in full day Kindergarten are projected to have increased achievement in comparison to those attending half day kindergarten. The additional time provided to kindergarteners allows students to learn fundamental skills at a deeper level resulting in higher academic achievement. This action is continuing and determined to be effective in decreasing the number of unduplicated students unprepared for kindergarten.

1.14 Summer Learning Programs

The needs of LI, FY and EL students were considered primarily for this action. The graduation rate for all students based on the 2019 dashboard is 89.3% however for EL students it is 76.7% to address this need Summer Learning Programs will be implemented.
Elementary and Middle School

This specific action/service is principally directed towards, and is effective in increasing or improving services for unduplicated students. It provides students with academic, social, and personal enrichment opportunities year. Programs focus on core subject areas, such as math and language, in addition to programs that spotlight team development and leadership skills.

High Schools

This specific action/service is principally directed towards, and is effective in increasing or improving services for unduplicated students. Summer School provides students and opportunity to make up credits to meet "ag" classes and graduation requirements. In addition, students have opportunities to get ahead by taking classes, such as P.E. and Health which results in having a more flexible schedule in the fall.

This action is continuing and determined to be effective based on the increase in graduation rate from 2018 to 2019 graduation rate for EL increased from 75% to 76.7%

1.15 Site specific interventions and programs District wide

The needs of LI, FY and EL students were considered primarily for this action. Fall 2019 data indicate that EL, Homeless, LI students are yellow in both ELA and Math, Foster Youth. This specific action/service is principally directed towards, and is effective in increasing or improving services for unduplicated students. Each school site has conducted a needs assessment and determined the specific programs, staffing and materials necessary to eliminate the achievement gap at their school site and increase student achievement. All actions and services provided support the district mission and strategic plan. This action is continuing and determined to be effective as expected by the increase in the distance from standard on SBAC ELA and MATH as follows ELA increases FY (+15.7) EL (+6.5) LI(+12.5),and increases in MATH FY (+11.4) EL (+6.1) LI (+11.4) We expect to continue to increase the distance from standard in ELA and MATH.

1.16 Reading by 3rd grade Initiative

The needs of LI, FY and EL students were considered primarily for this action. Fall 2019 data indicate that EL, Homeless, LI students are yellow in both ELA and Math,The needs of LI, FY and EL students were considered primarily for this action. This action is continuing and determined to be effective as expected by the increase in the distance from standard on SBAC ELA and MATH as follows ELA increases FY (+15.7) EL (+6.5) LI(+12.5),and increases in MATH FY (+11.4) EL (+6.1) LI (11.4) We expect to continue to increase the distance from standard in ELA and MATH.

2.1 VAPA District Wide

The needs of LI, FY and EL students were considered primarily for this action. Data from the 2019 California Healthy Kids Survey indicate only 72% of Elementary Students, 47% of middle school students and 42% of high school students feel connected to school. Data from the Fall 2019 Dashboard indicate EL, FY and LI and Homeless students are orange in chronic absenteeism. Providing more robust academic offerings to student through visual and performing arts, facilitates more student buy in to school and increases academic achievement. This action is continuing and determined to be effective with the expectation is that the percentage of students who feel connected to school will increase by a minimum of 5%.

2.2 Mentoring Programs District Wide

The needs of LI, FY and EL students were considered primarily for this action. Data from the Fall 2019 Dashboard indicate EL, FY and LI and Homeless students are orange in chronic absenteeism. The specific action/service is principally directed toward, and is effective in increasing student achievement and student engagement as well impacting Goal 2 and 3. Mentoring offered through group settings or 1 on 1 provides positive encouragement which boosts student self-esteem, motivation and strengthens communication skills. . Mentors stress the importance of school, academic rigor and organized study habits. Opportunities are provided for youth to learn how to appropriately relate to adults and others from diverse backgrounds.

2.3 Alternative Options

Data from the Fall 2019 Dashboard indicate EL, FY and LI and Homeless students are orange in chronic absenteeism. Students attending Bayside Community Day School and March Valley Independent School have low credits which is attributed to the excessive absences incurred at the traditional high schools. Online programs/classes give students expanded opportunities to meet "a-g" classes and graduation requirements. Many of our unduplicated students are not successful at the traditional high school. Alternative options have been very successful in ensuring all students have the options needed to ensure they graduate from high school. These options include Bayside Community Day School and March Valley Independent School.

2.4 Maintain a robust college and career program including Career Technical Education (CTE)

The needs of LI, FY, and EL students were considered primarily for this action. The 2020 Dashboard College Career Indicator indicates that 36.2% of All students are prepared. Foster students are 16.3%, LI Students 34.4% EL students 14.2%. This specific action/service is principally directed towards, and is effective in increasing or improving services for unduplicated students. This funding supports activities which promote College and Career Readiness for students. This action is continuing and determined to be effective as expected by the increase from the 2019 data: All students 33.7%, LI 31.8% EL 12.1%. This action will be effective in preparing increased students to be college and career ready.

2.5 Maintain Director of College and Career Ready

The needs of LI, FY, and EL students were considered primarily for this action. The 2020 Dashboard College Career Indicator indicates that 36.2% of All students are prepared. Foster students are 16.3%, LI Students 34.4% EL students 14.2%. This specific action/service is principally directed towards, and is effective in increasing or improving services for unduplicated students. The Director, College and Career Ready oversees college and career readiness including Career Technical Education (CTE). This action is continuing and determined to be effective as expected by the increase from the 2019 data: All students 33.7%, LI 31.8% EL 12.1%.

2.7 IB Program Sugar Hill ES, Vista Heights Middle and Canyon Springs High School

The needs of LI, FY, and EL students were considered primarily for this action. EL, FY, Homeless and Low Income students are all yellow on the CCI for the 2019 Fall Dashboard Data. This specific action/service is principally directed towards, and is effective in increasing or improving services for unduplicated students. The IB program works to develop challenging academic programs with rigorous assessment.

The program encourages students to become lifelong learners and increase the number of students who are college and career ready. This action is determined to be effective as expected by the number of students graduating with an IB diploma.

2.8 AVID District wide

The needs of LI, FY, and EL students were considered primarily for this action. EL, FY, Homeless and Low Income students are all yellow on the CCI for the 2019 Fall Dashboard Data. AVID is a college preparation program that assists students in meeting "ag" and college entrance requirements. Students in this program are more connected to school and have a high college going culture and acceptance rate to college. This action will be effective in ensuring students attend 4 year colleges as measured by college acceptance. This action is determined to be effective as expected by the number of students accepted to college.

2.9 Asterisk Internship Program District wide

The needs of LI, FY, and EL students were considered primarily for this action. EL, FY, Homeless and Low Income students are all yellow on the CCI for the 2019 Fall Dashboard Data. The Asterisk program prepares students to be college and career ready with a focus on Career Technical Education (CTE). This action will be effective in ensuring students are College and Career ready. This action is determined to be effective as expected by the number of students who complete the program.

2.10 AP Exam Fees Middle and High Schools

The needs of LI, FY, and EL students were considered primarily for this action. EL, FY, Homeless and Low Income students are all yellow on the CCI for the 2019 Fall Dashboard Data. 46% of students taking the AP exam received a 3 or higher passing the exam. This action reflects our ongoing focus in increasing our students' college readiness skills. Many of our students cannot afford to pay the costs of AP Exam Fees. This action is continuing and determined to be effective based on the increase from 37% passing the AP exam to current 46% passing rate.

2.11 STEAM Program District Wide

The needs of LI, FY, and EL students were considered primarily for this action. EL, FY, Homeless and Low Income students are all yellow on the CCI for the 2019 Fall Dashboard Data. The STEAM programs in the district allow students to learn skills associated with STEAM and to prepare them for college and career in the STEAM fields. This action is determined to be effective by the improved status for EL, LI and FY students in the academic indicator for math. This action will result in students moving from yellow to orange on the dashboard.

2.12 BARR Program District Wide

The needs of LI, FY, and EL students were considered primarily for this action. EL, FY, Homeless and Low Income students are all yellow on the CCI for the 2019 Fall Dashboard Data. Data from the California Healthy Kids Survey indicate only 42% of high school students feel connected to school. The BARR programs in the district allow 9th grade students to learn skills associated with success in high school and to prepare them for college and career. This action is continuing and determined to be effective by a lower percentage of students receiving Ds and Fs. The expectation is that the percentage of high school students feeling connected to school will increase to 50%.

2.13 Maintain contract with RCOE for CTE Program District Wide

The needs of LI, FY, and EL students were considered primarily for this action. EL, FY, Homeless and Low Income students are all yellow on the CCI for the 2019 Fall Dashboard Data. The CTE programs in the district allows students to learn viable career skills which is aligned with our mission statement that students will graduate high school prepared for college and or a viable career path. This contract ensures we have CTE staff who are industry trained and skilled in their areas of certification. This action is continuing and determined to be effective based on the increase in the number of unduplicated CTE completers.

2.14 Provide Middle College Program District wide

The needs of LI, FY, and EL students were considered primarily for this action. The percentage of students earning college credit for 2019 is 11%. The Middle College program in the district allow students to earn an AA degree along with their high school program and prepares them to enter college as a junior with college experience to ensure their success at a four year college. This action is continuing and determined to be effective based on the increase in the percentage of students earning college credit in 2018 of 6.2% to 11% for 2019. This action will result in more unduplicated students completing college credits while in high school.

3.1 GATE Program District Wide

The needs of LI, FY, and EL students were considered primarily for this action. The A to G Completion rate for 2020 is 29% all students, 32.1% for AA students and only 12.9% for EL students. Gifted learners need a differentiated curriculum that offers a variety of entry points for learners and stimulates them in challenging learning environments. This requires that teachers be provided with instructional strategies that are engaging and targeted to their individual strengths and interests. This action is continuing and determined to be effective as expected by the increase of African American Students A to G of 29% to 32.1%. It is expected that all student groups will progressively increase to 65%.

3.2 Increased School Site Support

The needs of LI, FY, and EL students were considered primarily for this action. EL and LI students are yellow in suspension. FY are red in suspension and Homeless students are orange in suspension. The increased supervision supported by additional administrators on campus allows supports a decrease in discipline referrals and suspensions. This action is continuing and determined to be effective . The status of Foster youth and Homeless students is improved and EL students maintained, all three groups experienced positive increase. It is expected that the suspension rate of unduplicated students will continue to improve and result in decreased suspension rates.

3.3 Social Workers District wide

The needs of LI, FY, and EL students were considered primarily for this action. EL and LI students are yellow in suspension. FY are red in suspension and Homeless students are orange in suspension. The Social Worker works with Student Services to provide and expand positive behavioral and social/emotional structures for high school students, staff and parents primarily at the BARR schools MVHS and VDL with the addition of VVHS in 2016-17. Services focus on 9th grade academic achievement, student engagement, reducing dropout rates and suspensions and increasing attendance. This action is continuing and determined to be effected as expected by decreasing the number of student suspensions.

3.4 Nurse District Wide

The needs of LI, FY, and EL students were considered primarily for this action. LI, FY and EL students typically experience a lack of health care due to families unable to afford health insurance. The additional nurse provides fulltime health services to preschool students with disabilities housed at Rainbow Springs. Services include but not limited to special procedure training for medical fragile students, assessments, securing diagnostic evaluations from physicians, home visits and/or parent followup to ensure all student medical issues are resolved. This action is continuing and determined to be effective as expected by decreasing the ratio of nurses to students.

3.5 Foster Youth Services District wide

The needs of Foster Youth were considered primarily for this action. Foster Students on the 2019 Fall Dashboard are red in the suspension indicator and orange in the chronic Absenteeism Indicator. Services provide resources to foster youth to reduce barriers to learning. The services provided focus on counseling, mentoring and tutoring to build connections and other support structures for our with youth to school with the goal of increasing attendance, decreasing the dropout rate, decreasing suspension rate and increasing graduate rates. This action is continuing and determined to be effective based on the +1.6 gain in the suspension rate indicator and the +2.4 chronic absenteeism indicator. Both indicator have a status of improved. The expectation is that the suspension indicator is at minimal orange.

3.6 Homeless Services District wide

The needs of LI, FY, and EL homeless students were considered primarily for this action. The 2019 Dashboard College Career Indicator indicates that 36.2% of All students are prepared. Foster students are 16.3%, LI Students 34.4% EL students 14.2% and homeless students 29.9% This specific action/service is principally directed towards and is effective in increasing or improving services for unduplicated students. Homeless services are primarily directed by our Homeless Liaison and include ensuring homeless students have shelter, clothing, meals and consistency to maximize their uninterrupted attendance at school. These students are at high risk of dropping out of school. The district is committed to ensuring these students are supported and able to maximize their potential and graduate high school college and career ready. This action is continuing and determined to be effective as expected by the increase from the 2019 data: All students 33.7%, LI 31.8% EL 12.1%. This action is determined to be effective by improved status for EL, LI, and FY students in CCI.

3.7 Additional Counseling Staff District Wide

The needs of LI, FY, and EL homeless students were considered primarily for this action. Parents of LI, FY, and EL students experience a lack of knowledge of A to G courses and how to support a college going culture in the home. This results in a greater need for these students to be supported by counselors. This specific action/service is principally directed towards, and is effective in improving counselor to student ratios at all levels. At secondary level, greater student access to AG courses, early identification for appropriate academic interventions, credit recovery and/ or alternative education placements within the District. This action is determined to be effective by providing each elementary school with a fulltime counselor. Additional counselors will support the increase in A to G knowledge of parents and support in ensuring students are prepared for a college and/or career.

3.8 Expand Athletics Middle and High schools

The needs of LI, FY, and EL homeless students were considered primarily for this action. Data from the 2019 California Healthy Kids Survey indicate 72% of Elementary Students, 47% of middle school students and 42% of high school students feel connected to school. Research shows that participation in sports not only improves physical health, sports also play a positive role in youth development

including improved academic achievement, higher self-esteem, fewer behavioral problems and better psychosocial skills. This action will be effective with the expectation is that the percentage of students who feel connected to school will increase by a minimum of 5%. This action is continuing and determined to be effective by the increased number of students involved in athletics.

3.9 Restructure admin positions District Wide

The needs of LI, FY, and EL students were considered primarily for this action. EL and LI students are yellow in suspension. FY are red in suspension and Homeless students are orange in suspension. The increased supervision supported by additional administrators on campus allows supports a decrease in discipline referrals and suspensions. This action is continuing and determined to be effective . The status of Foster youth and Homeless students is improved and EL students maintained, all three groups experienced positive increase. It is expected that the suspension rate of unduplicated students will continue to improve and result in decreased suspension rates. This action is continuing and determined to be effective by the decrease in suspension rates.

3.10 Safety and Security

The needs of LI, FY, and EL students were considered primarily for this action. EL and LI students are yellow in suspension. FY are red in suspension and Homeless students are orange in suspension. Data from the Fall 2019 Dashboard indicate EL, FY and LI and Homeless students are orange in chronic absenteeism. According to the California This action ensures the safety of all students, staff and community members at all school sites an district buildings. This action is a priority identified by all stakeholders and the safety of our MVUSD community is vital. This action is continued and determined to be effective as safety and security staff have completed professional development to increase their connection with unduplicated students. This action is effective as evidenced by increased attendance rates of unduplicated students.

3.11 DATA/CALPADS Clerk District wide

The needs of LI, FY and EL students were considered primarily for this action. Our 2019 Fall Dashboard Data indicates that our EL, FY, LI students are orange and yellow in the ELA Indicator and Math Indicator. In order to track and monitor student needs it is necessary for accurate data to be input in the student information system. This allows teachers to diagnose specific areas of needs and design instructional programs to support students. This action is continuing and determined to be effective. The goal is to progressively increase the number of students who meet their expected growth as measured by the Achievement Status Growth report in the areas of Reading and Math on the interim MAP assessment with 50% or better of students. The baseline data is 49% with the expectation that will increase beyond the 50% target. This action is continuing and determined to be effective in decreasing the number of students in need of interventions.

3.12 Cal Safe Program March

The needs of LI, FY and EL students were considered primarily for this action. Data from the Fall 2019 Dashboard indicate Chronic Absenteeism for EL, FY, and LI and Homeless students is orange. Parenting students typically experience absenteeism due to meeting the needs of their children. The Cal Safe Program allows us to provide a comprehensive community linked school program for expectant and parenting students and their children. This program is continuing and determined to be effective and the result is increased positive attendance. This action will continue to be effective in increasing attendance.

3.13 Attendance Specialists District wide

The needs of LI, FY, and EL homeless students were considered primarily for this action. Data from the Fall 2019 Dashboard indicate Chronic Absenteeism for EL, FY, and LI and Homeless students is orange. Attendance Specialists provide support for students experiencing chronic absenteeism. It allows us to promote daily attendance. Students must be in school daily to do well in school. Our district goal is to maintain a 95% or higher attendance rate. This program is continuing and determined to be effective in increasing attendance. This action will continue to be effective in increasing attendance.

3.14 Grant Writer

The needs of LI, FY, and EL homeless students were considered primarily for this action. The 2019 Dashboard College Career Indicator indicates that 36.2% of All students are prepared. Foster students are 16.3%, LI Students 34.4% EL students 14.2% and homeless students 29.9%. The grant writer is focused on writing grants to expand current practice or implement new practices that support increased unduplicated student achievement. The grant writer has secured more than \$2 million in grants to support positive outcomes for unduplicated students. This action will continue to be effective in providing positive outcomes for students.

3.15 CWA Alternative Supports

The needs of LI, FY, and EL homeless students were considered primarily for this action. The 2019 Dashboard College Career Indicator indicates that only 36.2% of All students are prepared. Foster students are 16.3%, LI Students 34.4% EL students 14.2% and homeless students 29.9%. CWA Alternative Supports provide services that support Social Emotional Learning for unduplicated students and families to ensure success for all students. This action will continue to be effective in providing SEL supports for unduplicated students.

4.1 UCAN College Fair High Schools

The needs of LI, FY, and EL homeless students were considered primarily for this action. LI and FY students many of whom are African Americans according to the 2019 Fall Dashboard College and Career Indicator are orange and show a decrease with a Low in Status. African American students cite diversity as a priority when choosing a college and that Historically Black Colleges and Universities are increasingly being opted for. Other reasons for opting for HBCUs include more opportunities for scholarships, financial assistance, and greater opportunities to be around other African American students and teachers. This action will continue to be effective in providing alternative options for college and career preparedness for unduplicated students. This action will continue to be effective in increasing CCI for unduplicated students.

4.2 Wellness Center District Wide

The needs of LI, FY, and EL homeless students were considered primarily for this action. Due to the pandemic the district experienced a tremendous increase in the number of families requiring support with food and other items. In addition the numbers experiencing homelessness increased. The Community Wellness Center is designed to eliminate barriers to learning by providing students with a school-based program that promotes health, safety and school engagement. There are provisions for basic needs such as clothes, food, laundry and shower facilities. Through community partnerships, the Center provides direct and indirect services with focused attention to homeless and students living in foster care. This action is continuing and determined to be effective based on the increased number of supports for families in need.

4.3 Unity Conference for families of MVUSD District wide

The needs of LI, FY, and EL homeless students were considered primarily for this action. Parents of LI, FY, and EL students experience a lack of knowledge of A to G courses and how to support a college going culture in the home. This results in a greater need for these students to be supported by resources and programs available to their students. Families play an important role in the education of their children. Effective collaboration between families and the school system support and enhance student's educational experiences. Parental school involvement is linked to increased educational aspirations, positive school attitudes and academic success as well as lower absenteeism and behavior problems. The focus of the Unity Conference is to provide resources for families and is a parent engagement opportunity for unduplicated students. This action is continuing and determined to be effective based on the increase in number of unduplicated students who complete A to G coursework. This action will continue to be effective based on the increase in A to G completion rates.

4.4 Parent Ambassadors District Wide

The needs of LI, FY, and EL homeless students were considered primarily for this action. Parents of LI, FY, and EL students experience a lack of knowledge of A to G courses and how to support a college going culture in the home. This results in a greater need for these students to be supported by resources and programs available to their students. Parent Ambassadors are assigned to all sites for the purpose of increasing parent involvement by providing pertinent information on available district programs with a focus leading toward graduation aligned with the district's mission that all students will graduate college and career ready. This action is continuing and determined to be effective as expected by the increase in the number of unduplicated students completing A to G coursework. We expect to continue to increase the number of students completing A to G coursework.

4.5 Parent Engagement District wide

The needs of LI, FY, and EL homeless students were considered primarily for this action. Parents of LI, FY, and EL students experience a lack of knowledge of A to G courses and how to support a college going culture in the home. This results in a greater need for these families to be supported by resources and programs available to their students. Families play an important role in the education of their children. Effective collaboration between families and the school system support and enhance student's educational experiences. Parental school involvement is linked to increased educational aspirations, positive school attitudes and academic success as well as lower absenteeism and behavior problems. This action is continuing and determined to be effective as expected by the increase in the number of unduplicated students completing A to G coursework. We expect to continue to increase the number of students completing A to G coursework.

4.6 Innovative Education, Leadership Summit

The needs of LI, FY, and EL homeless students were considered primarily for this action. Our 2019 Fall Dashboard Data indicates that our EL, FY, LI students are orange and yellow in the ELA Indicator and Math Indicator. In order to address this need ongoing professional development for administrators and teacher leaders results in increased collaboration, knowledge of best practices leading to best instruction and increased student achievement. This action will be effective based on the increase from orange to blue and green for unduplicated students in the academic indicator for ELA and Math.

4.7 Induction Program

The needs of LI, FY, and EL homeless students were considered primarily for this action. Our 2019 Fall Dashboard Data indicates that our EL, FY, LI students are orange and yellow in the ELA Indicator and Math Indicator. In order to address this need ongoing professional development, ensures that brand new classroom teachers are effectively providing the most effective instruction to students which in turn increases their academic achievement. This action is being provided on an LEA-wide basis and we expect the EL, FY, and LI students will make progress towards green or blue in ELA and Math. This action is continuing and determined to be effective as expected by the increase in the distance from standard on SBAC ELA and MATH as follows ELA increases FY (+15.7) EL (+6.5) LI(+12.5),and increases in MATH FY (+11.4) EL (+6.1) LI (11.4) We expect to continue to increase the distance from standard in ELA and MATH.This provides staff development and mentoring for new teachers. This results in best first instruction for students and increased student achievement.

4.8 Expanded Regular Transportation

The needs of LI, FY, and EL homeless students were considered primarily for this action. The 2019 Dashboard Chronic Absenteeism Indicator is orange for All Students, EL, FY, Homeless and LI students. It is red for Students with Disabilities and African American Students. This expands the transportation boundary resulting in students arriving safely and on time for school and ensuring increased attendance. This action is continuing and determined to be effective. The chronic Absenteeism Indicator showed improvement for the All Students, EL, Foster Youth, African American and Maintained for LI and Students with Disabilities. The expectation is that all student groups show decreased incidents of chronic absenteeism.

5.1 Districtwide Attendance Initiative

The needs of LI, FY, and EL homeless students were considered primarily for this action. The 2019 Dashboard Chronic Absenteeism Indicator is orange for All Students, EL, FY, Homeless and LI students. It is red for Students with Disabilities and African American Students. The importance of school attendance is absolute and the district must partner with our parents to ensure students are in school everyday all day. This action is continuing and determined to be effective. The chronic Absenteeism Indicator showed improvement for the All Students, EL, Foster Youth, African American and Maintained for LI and Students with Disabilities. The expectation is that all student groups show decreased incidents of chronic absenteeism.

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

The district plan is to increase services by 32.01%. Services will focus on increasing student achievement for unduplicated students in the areas of ELA and Math. We are implementing a focus on our P3 reading initiative with a goal to ensure all students are reading by 3rd grade. In addition the district will increase our focus on meeting the Social Emotional Needs of our students by providing an additional Social Worker and providing a full time counselor at all elementary schools. In wake of the Pandemic our focus on MTSS will continue to mitigate the impact of learning loss and support our expanded learning opportunities with a goal of 10,000 students attending our Superintendent's Summer Learning Academy.

The district is focused on ensuring the needs of all unduplicated students are met with the hiring of a Wellness Center Director and an increase in funds to support providing families with resources and supports in the Wellness Center. Resources will include, clothing, food, shower facilities for homeless students and tutoring support for students most at risk of failing to meet grade level standards.



Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$88,043,276.00	\$259,145.00			\$88,302,421.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$66,299,558.00	\$22,002,863.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	1.1 Professional Development	\$3,000,000.00				\$3,000,000.00
1	2	English Learners Foster Youth Low Income	1.2 Technology	\$3,700,000.00				\$3,700,000.00
1	3	English Learners Foster Youth Low Income	1.3 Access to instructional materials	\$1,185,422.00				\$1,185,422.00
1	4	English Learners Foster Youth Low Income	1.4 Support for Early Literacy	\$190,325.00				\$190,325.00
1	5	English Learners Foster Youth Low Income	1.5 Provide Instructional and Support Staff	\$21,000,524.00				\$21,000,524.00
1	6	English Learners Foster Youth Low Income	1.6 PAR Program	\$65,000.00				\$65,000.00
1	7	English Learners	1.7 English Learner Support	\$1,563,217.00				\$1,563,217.00
1	8	English Learners Foster Youth Low Income	1.8 Dual Immersion Program	\$6,964,509.00				\$6,964,509.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	1.9 Project Moving Forward	\$250,000.00				\$250,000.00
1	10	English Learners Foster Youth Low Income	1.10 District software programs to support intervention	\$1,425,000.00				\$1,425,000.00
1	11	English Learners Foster Youth Low Income	1.11 CWA Behavioral Support Specialist	\$181,103.00				\$181,103.00
1	12	English Learners Foster Youth Low Income	1.12 PBIS Support Program	\$600,000.00				\$600,000.00
1	13	English Learners Foster Youth Low Income	1.13 Full Day KDG Program	\$6,600,000.00				\$6,600,000.00
1	14	English Learners Foster Youth Low Income	1.14 Summer Learning Programs	\$1,500,000.00				\$1,500,000.00
1	15	English Learners Foster Youth Low Income	1.15 Site Specific Interventions and Programs	\$5,330,258.00				\$5,330,258.00
1	16	English Learners Foster Youth Low Income	1.16 Reading by 3rd Grade Initiative	\$1,000,000.00				\$1,000,000.00
2	1	English Learners Foster Youth Low Income	2.1 Visual and Performing Arts (VAPA)	\$2,227,808.00				\$2,227,808.00
2	2	English Learners Foster Youth Low Income	2.2 Mentoring	\$50,000.00				\$50,000.00
2	3	English Learners Foster Youth Low Income	2.3 Alternative School Supports	\$8,394,657.00				\$8,394,657.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	2.4 Maintain a robust college and career program	\$400,000.00				\$400,000.00
2	5	English Learners Foster Youth Low Income	2.5 Maintain Director, College and Career Ready	\$235,000.00				\$235,000.00
2	6	All	2.6 Maintain the Career Development Facilitator Position		\$259,145.00			\$259,145.00
2	7	English Learners Foster Youth Low Income	2.7 Provide Course Access	\$1,476,392.00				\$1,476,392.00
2	8	English Learners Foster Youth Low Income	2.8 AVID Program	\$1,000,000.00				\$1,000,000.00
2	9	English Learners Foster Youth Low Income	2.9 ASTERISK Students	\$199,163.00				\$199,163.00
2	10	English Learners Foster Youth Low Income	2.10 AP Testing	\$200,000.00				\$200,000.00
2	11	English Learners Foster Youth Low Income	2.11 STEAM Program	\$481,134.00				\$481,134.00
2	12	English Learners Foster Youth Low Income	2.12 Building Assets Reducing Risks (BARR) Program	\$515,000.00				\$515,000.00
2	13	English Learners Foster Youth Low Income	2.13 Maintain contract with Riverside County Office of Education for Career Technical Education (CTE) programs	\$1,400,000.00				\$1,400,000.00
2	14	English Learners Foster Youth Low Income	2.14 Middle College Program	\$508,119.00				\$508,119.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners Foster Youth Low Income	3.1 Gifted and Talented Education (GATE)	\$100,000.00				\$100,000.00
3	2	English Learners Foster Youth Low Income	3.2 Increased school site support	\$4,563,516.00				\$4,563,516.00
3	3	English Learners Foster Youth Low Income	3.3 Social Worker	\$176,554.00				\$176,554.00
3	4	English Learners Foster Youth Low Income	3.4 Nurse Support	\$120,000.00				\$120,000.00
3	5	Foster Youth	3.5 Foster Youth Support	\$50,000.00				\$50,000.00
3	6	English Learners Foster Youth Low Income	3.6 Homeless Students	\$50,000.00				\$50,000.00
3	7	English Learners Foster Youth Low Income	3.7 Additional counseling staff	\$2,100,000.00				\$2,100,000.00
3	8	English Learners Foster Youth Low Income	3.8 Athletics	\$1,080,000.00				\$1,080,000.00
3	9	English Learners Foster Youth Low Income	3.9 Restructure administrative positions	\$1,909,871.00				\$1,909,871.00
3	10	English Learners Foster Youth Low Income	3.10 Safety and Security	\$1,316,480.00				\$1,316,480.00
3	11	English Learners Foster Youth Low Income	3.11 Data CALPADS Clerk	\$73,362.00				\$73,362.00
3	12	English Learners Foster Youth Low Income	3.12 Cal Safe Program	\$259,286.00				\$259,286.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	13	English Learners Foster Youth Low Income	3.13 Attendance Specialists	\$255,401.00				\$255,401.00
3	14	English Learners Foster Youth Low Income	3.14 Grant Writer	\$50,000.00				\$50,000.00
3	15	English Learners Foster Youth Low Income	3.15 CWA Alternative Supports	\$140,000.00				\$140,000.00
4	1	English Learners Foster Youth Low Income	4.1 UCAN College Fair	\$20,000.00				\$20,000.00
4	2	English Learners Foster Youth Low Income	4.2 Wellness Center	\$400,000.00				\$400,000.00
4	3	English Learners Foster Youth Low Income	4.3 Unity Conference	\$20,000.00				\$20,000.00
4	4	English Learners Foster Youth Low Income	4.4 Parent Ambassador Program	\$95,753.00				\$95,753.00
4	5	Foster Youth Low Income	4.5 Parent Engagement/Outreach	\$670,422.00				\$670,422.00
4	6	English Learners Foster Youth Low Income	4.6 Innovative Education	\$150,000.00				\$150,000.00
4	7	English Learners Foster Youth Low Income	4.7 Induction Program	\$700,000.00				\$700,000.00
4	8	English Learners Foster Youth Low Income	4.8 Expanded Transportation Services	\$2,000,000.00				\$2,000,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	1	English Learners Foster Youth Low Income	5.1 Maintain District Wide attendance Initiative	\$100,000.00				\$100,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$88,043,276.00	\$88,043,276.00
LEA-wide Total:	\$66,583,756.00	\$66,583,756.00
Limited Total:	\$1,613,217.00	\$1,613,217.00
Schoolwide Total:	\$19,846,303.00	\$19,846,303.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	1.1 Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000,000.00	\$3,000,000.00
1	2	1.2 Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,700,000.00	\$3,700,000.00
1	3	1.3 Access to instructional materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,185,422.00	\$1,185,422.00
1	4	1.4 Support for Early Literacy	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Headstart and Preschool	\$190,325.00	\$190,325.00
1	5	1.5 Provide Instructional and Support Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,000,524.00	\$21,000,524.00
1	6	1.6 PAR Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$65,000.00	\$65,000.00
1	7	1.7 English Learner Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,563,217.00	\$1,563,217.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	1.8 Dual Immersion Program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Armada, Butterfield,	\$6,964,509.00	\$6,964,509.00
1	9	1.9 Project Moving Forward	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$250,000.00	\$250,000.00
1	10	1.10 District software programs to support intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,425,000.00	\$1,425,000.00
1	11	1.11 CWA Behavioral Support Specialist	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$181,103.00	\$181,103.00
1	12	1.12 PBIS Support Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$600,000.00	\$600,000.00
1	13	1.13 Full Day KDG Program	LEA-wide	English Learners Foster Youth Low Income	KDG	\$6,600,000.00	\$6,600,000.00
1	14	1.14 Summer Learning Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500,000.00	\$1,500,000.00
1	15	1.15 Site Specific Interventions and Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,330,258.00	\$5,330,258.00
1	16	1.16 Reading by 3rd Grade Initiative	LEA-wide	English Learners Foster Youth Low Income	TK - 3rd	\$1,000,000.00	\$1,000,000.00
2	1	2.1 Visual and Performing Arts (VAPA)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,227,808.00	\$2,227,808.00
2	2	2.2 Mentoring	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	3	2.3 Alternative School Supports	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MVOA, March Valley and March Mountain	\$8,394,657.00	\$8,394,657.00
2	4	2.4 Maintain a robust college and career program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,000.00	\$400,000.00
2	5	2.5 Maintain Director, College and Career Ready	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$235,000.00	\$235,000.00
2	7	2.7 Provide Course Access	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Canyon Springs, Vista Heights, and Sugar Hill	\$1,476,392.00	\$1,476,392.00
2	8	2.8 AVID Program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools: Towngate , Edgemont, Creekside, Cloverdale, Hendrick Ranch, Honey Hollow, Moreno, and Sunnymeadows; all middle schools and all high schools	\$1,000,000.00	\$1,000,000.00
2	9	2.9 ASTERISK Students	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: 11th and 12th grade students	\$199,163.00	\$199,163.00
2	10	2.10 AP Testing	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: 8th to 12th graders	\$200,000.00	\$200,000.00
2	11	2.11 STEAM Program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NorthRidge, Palm MS and Valley View HS	\$481,134.00	\$481,134.00
2	12	2.12 Building Assets Reducing Risks (BARR) Program	LEA-wide	English Learners Foster Youth Low Income	9th grade students	\$515,000.00	\$515,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	13	2.13 Maintain contract with Riverside County Office of Education for Career Technical Education (CTE) programs	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: 9th to 12th grade	\$1,400,000.00	\$1,400,000.00
2	14	2.14 Middle College Program	LEA-wide	English Learners Foster Youth Low Income	10-12	\$508,119.00	\$508,119.00
3	1	3.1 Gifted and Talented Education (GATE)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$100,000.00
3	2	3.2 Increased school site support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,563,516.00	\$4,563,516.00
3	3	3.3 Social Worker	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$176,554.00	\$176,554.00
3	4	3.4 Nurse Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$120,000.00	\$120,000.00
3	5	3.5 Foster Youth Support	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$50,000.00	\$50,000.00
3	6	3.6 Homeless Students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
3	7	3.7 Additional counseling staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,100,000.00	\$2,100,000.00
3	8	3.8 Athletics	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools	\$1,080,000.00	\$1,080,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	9	3.9 Restructure administrative positions	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,909,871.00	\$1,909,871.00
3	10	3.10 Safety and Security	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,316,480.00	\$1,316,480.00
3	11	3.11 Data CALPADS Clerk	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$73,362.00	\$73,362.00
3	12	3.12 Cal Safe Program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: March	\$259,286.00	\$259,286.00
3	13	3.13 Attendance Specialists	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$255,401.00	\$255,401.00
3	14	3.14 Grant Writer	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
3	15	3.15 CWA Alternative Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$140,000.00	\$140,000.00
4	1	4.1 UCAN College Fair	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools	\$20,000.00	\$20,000.00
4	2	4.2 Wellness Center	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,000.00	\$400,000.00
4	3	4.3 Unity Conference	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
4	4	4.4 Parent Ambassador Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,753.00	\$95,753.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	5	4.5 Parent Engagement/Outreach	LEA-wide	Foster Youth Low Income	All Schools	\$670,422.00	\$670,422.00
4	6	4.6 Innovative Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	\$150,000.00
4	7	4.7 Induction Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$700,000.00	\$700,000.00
4	8	4.8 Expanded Transportation Services	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary and Middle Schools	\$2,000,000.00	\$2,000,000.00
5	1	5.1 Maintain District Wide attendance Initiative	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$100,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.