Board Adopted:	6/24/21
RCOE Approval:	7/21/21

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Nuview Union School District
CDS Code:	33-67157
LEA Contact Information:	Name: Dr. Jennie Kosters-LaBriola Position: Director of Special Ed & Student Services Email: jlabriola@nuview.k12.ca.us Phone: 9519280066
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$16,988,328
LCFF Supplemental & Concentration Grants	$3,886,998
All Other State Funds	$1,652,977
All Local Funds	$1,129,712
All federal funds	$3,866,838
Total Projected Revenue	$23,637,855

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$23,361,967
Total Budgeted Expenditures in the LCAP	$6,744,347
Total Budgeted Expenditures for High Needs Students in the LCAP	$6,662,299
Expenditures not in the LCAP	$16,617,620

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$4,567,000
Actual Expenditures for High Needs Students in Learning Continuity Plan	$4,672,101

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$2,775,301
2020-21 Difference in Budgeted and Actual Expenditures	$105,101

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Other expenditures were mainly Base funding used to pay for required staffing as well as other expenses such as general supplies, insurance, utilities, maintenance, custodial, grounds, facility needs, technology needs, transportation, special education, and professional development.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nuview Union School District

CDS Code: 33-67157

School Year: 2021-22

LEA contact information:

Dr. Jennie Kosters-LaBriola

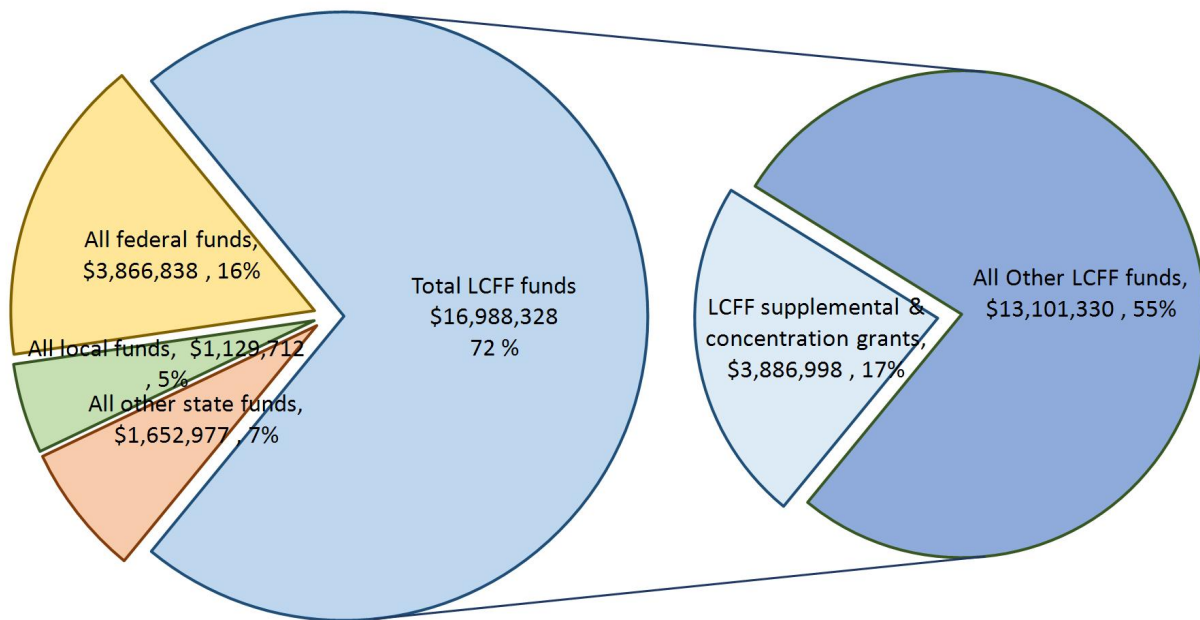Director of Special Education & Student Services

jlabriola@nuview.k12.ca.us

951-928-0066

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $3,866,838 , 16%

All local funds, $1,129,712 , 5%

All other state funds, $1,652,977 , 7%

Total LCFF funds $16,988,328 72 %

LCFF supplemental & concentration grants, $3,886,998 , 17%
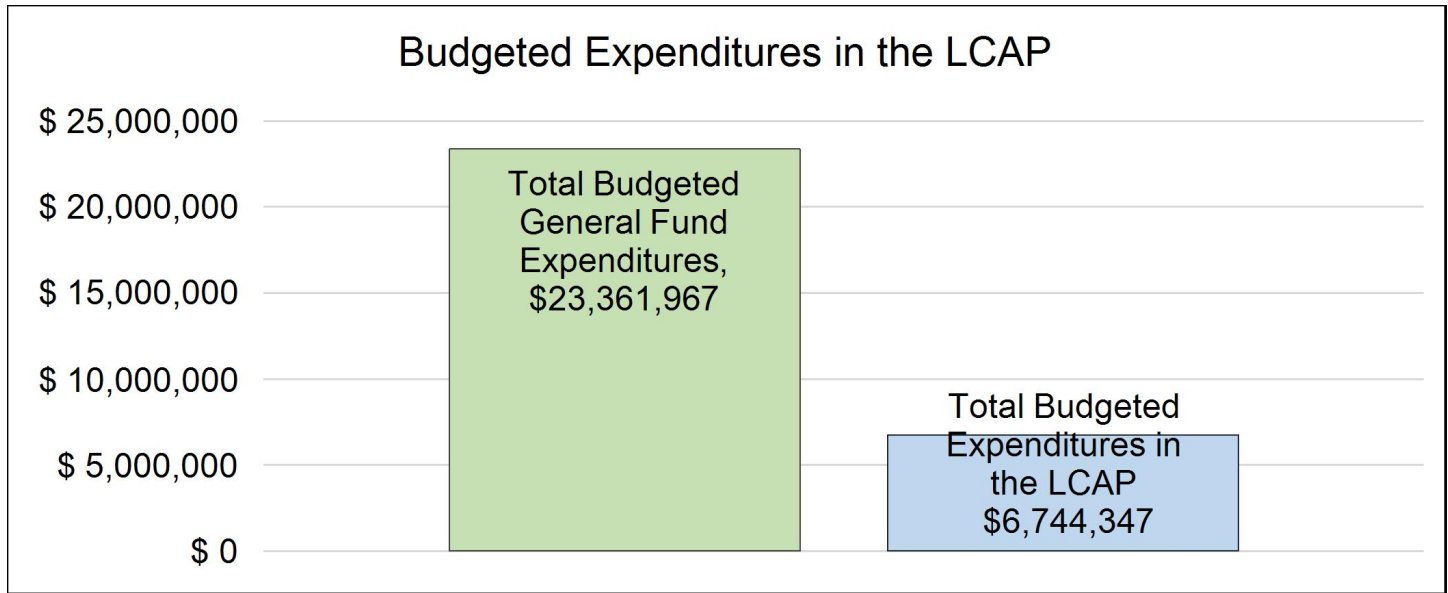
All Other LCFF funds, $13,101,330 , 55%

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

The total revenue projected for Nuview Union School District is $23,637,855, of which $16,988,328 is Local Control Funding Formula (LCFF), $1,652,977 is other state funds, $1,129,712 is local funds, and

$3,866,838 is federal funds. Of the $16,988,328 in LCFF Funds, $3,886,998 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 25,000,000	
$ 20,000,000	
$ 15,000,000	Total Budgeted General Fund Expenditures, $23,361,967
$ 10,000,000	
$ 5,000,000	Total Budgeted Expenditures in the LCAP $6,744,347
$ 0	

This chart provides a quick summary of how much Nuview Union 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.

Nuview Union School District plans to spend $23,361,967 for the 2021-22 school year. Of that amount, $6,744,347 is tied to actions/services in the LCAP and $16,617,620 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
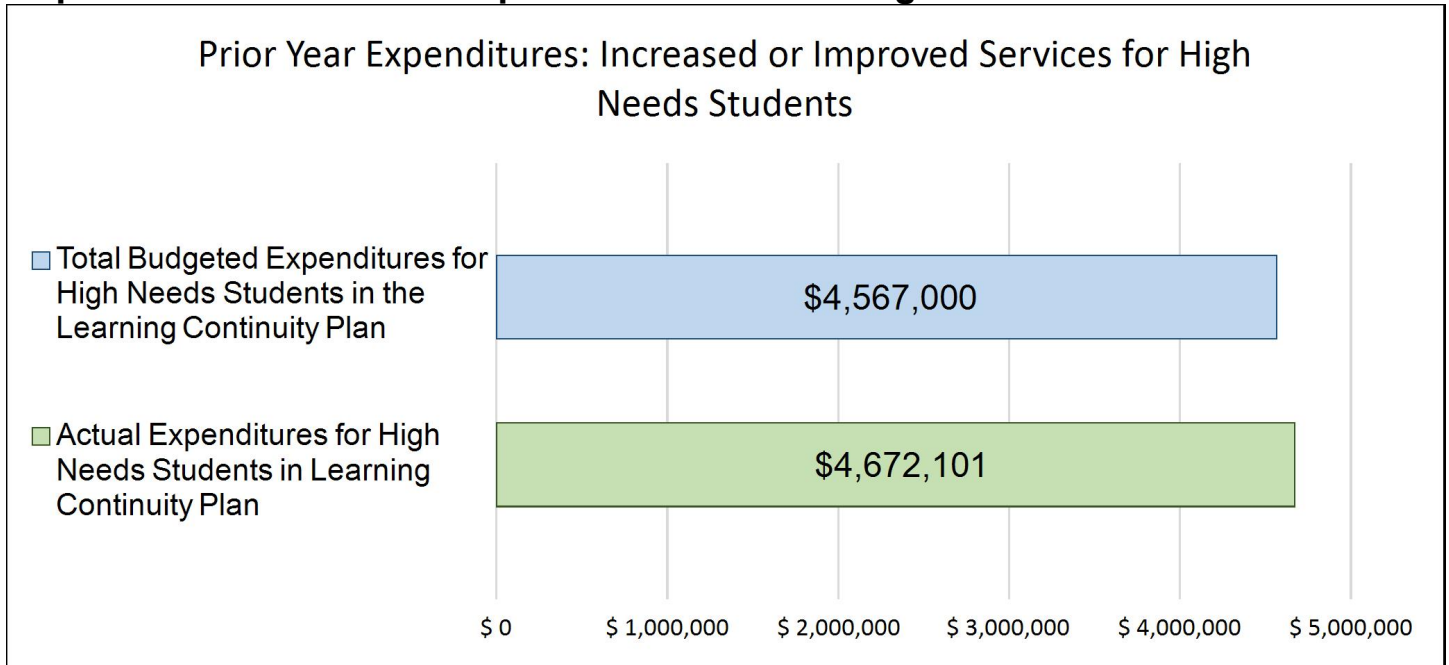
Other expenditures were mainly Base funding used to pay for required staffing as well as other expenses such as general supplies, insurance, utilities, maintenance, custodial, grounds, facility needs, technology needs, transportation, special education, and professional development.

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

In 2021-22, Nuview Union School District is projecting it will receive $3,886,998 based on the enrollment of foster youth, English learner, and low-income students. Nuview Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Nuview Union School District plans to spend $6,662,299 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

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $4,567,000

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $4,672,101

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000 $ 5,000,000

This chart compares what Nuview Union 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 Nuview Union 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, Nuview Union School District's Learning Continuity Plan budgeted $4,567,000 for planned actions to increase or improve services for high needs students. Nuview Union School District actually spent $4,672,101 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Nuview Union School District	Dr. Jennie Kosters-LaBriola Director of Special Education & Student Services	jlabriola@nuview.k12.ca.us 951-928-0066

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

Increase student achievement, engagement and the quality of the school climate by ensuring high quality district-wide professional development.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Progress on CA English Language Development **19-20** Increase by 2% **Baseline** 65.8%	2019: 45.4% of our English Learners are making progress towards English language proficiency as measured by the Summative ELPAC given in 2019. Our Performnace level on the CA Dashboard is medium. 2020: Due to the COVID-19 pandemic, the summative ELPAC requirement was waived for Spring of 2020. However, mostly all of our K-6 English learners took the summative ELPAC as it was administered prior to the school closures. Our 7th and 8th grade ELs did not take the summative in 2020, as school was closed prior to their testing window.
Metric/Indicator Reclassification of Fluent English Proficient **19-20** 10% of students will be reclassified in the 2019-2020 school year. **Baseline** In the 2016 - 2017 10% of students were reclassified.	In the 2019-20 school year, 6.2% of our English language learners were reclassified according to DataQuest.
Metric/Indicator Student performance on English Language Arts Assessment **19-20** Increase student performance level by 2% **Baseline**	2019: Current Dashboard Status: Low / Maintained (21.2 points below standard) Dashboard Performance Level: Orange

Expected	Actual
Current Dashboard Status: Low (30.8 points below level 3) Dashboard Performance Level: Yellow	2020: Due to the COVID-19 pandemic, the CAASPP requirement was waived for Spring of 2020.
Metric/Indicator Student performance Math Assessment **19-20** Increase student performance level by 2% **Baseline** Current Dashboard Status: Low (54 points below level 3) Dashboard Performance Level: Yellow	2019: Current Dashboard Status: Low / Maintained (52.3 points below standard) Dashboard Performance Level: Orange 2020: Due to the COVID-19 pandemic, the CAASPP requirement was waived for Spring of 2020.
Metric/Indicator Professional Development Sign-Ins attendance at trainings in district wide initiative such as Direct Interactive Instruction, PBIS and other identified best instructional practices. **19-20** 90% of staff will receive training in district wide initiatives. **Baseline** 90% of staff will receive training in district wide initiatives.	2019: Approximately 93% of staff have been trained in Direct Interactive Instruction and 100% of staff has received some aspect of PBIS training.
Metric/Indicator Special Education Students **19-20** Increase by 4% in both ELA and Math. Administer benchmark assessments three times per year to monitor progress of special education students. **Baseline** 3.1% of SWD scored met or exceeded standards on the CAASPP and 1.3% on the CAASPP Math.	2019: In ELA, 11.45% of SWD scored met or exceeded standards on the CAASPP and 5.34% on the CAASPP Math. Our academic status indicator for Students with Disabilities in English Language Arts is orange (101.6 below standard) and our change status increased by 13.8 points. Our academic status indicator for Students with Disabilities in Math is orange (136.1 below standard) and our change status increased 5.2 points. 2020: Due to the COVID-19 pandemic, the CAASPP requirement was waived for Spring of 2020.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide professional development to certificated staff to maintain 90% level. 75% of identified staff will receive professional development.	Provide professional development to certificated staff in our core implementation areas such as English Learner Language acquisition, Common Core adoption, Step up to Writing, data and assessment and positive behavior strategies 1000-1999: Certificated Personnel Salaries LCFF 30,000	Provided extra duty and subs for grade level collaboration and professional development opportunities. 1000-1999: Certificated Personnel Salaries LCFF $15,420
	Provide professional development to identify classified staff in our core implementation areas such as English Learner Language acquisition, Common Core adoption, Step up to Writing, data and assessment and positive behavior strategies 2000-2999: Classified Personnel Salaries LCFF 4,000	Provided extra duty and subs for professional development opportunities. 2000-2999: Classified Personnel Salaries LCFF $3,024
	Provide professional development to identify certificated and classified staff in our core implementation areas such as English Learner Language acquisition, Common Core adoption, Step up to Writing, data and assessment and positive behavior strategies 5000-5999: Services And Other Operating Expenditures LCFF 10,000	We did not hire outside agencies to provide PD under LCFF. Title II was used for some services. n/a 0
	Provide professional development to identify certificated and classified staff in our core implementation areas such as English Learner Language	Trainings from RCOE (Included Math for Students with Disabilities, 504 training, Elementary Counselors, and Chronic Absenteeism) and Sherman

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	acquisition, Common Core adoption, Step up to Writing, data and assessment and positive behavior strategies. 5000-5999: Services And Other Operating Expenditures Title II 22,000	Garnett & Associates. 5000-5999: Services And Other Operating Expenditures Title II $7,484
	Provide professional development to certificated staff in our core implementation areas such as English Learner Language acquisition, Common Core adoption, Step up to Writing, data and assessment and positive behavior strategies. 5000-5999: Services And Other Operating Expenditures Title III 10,000	Trainings from RCOE, Excellence Through Equity 5000-5999: Services And Other Operating Expenditures Title III $3980
Close the achievement GAP for our EL, and low-income learners by providing additional intervention and support during the school day. TOSA and Elementary PE positions to continue in education support. Continue to fund TOSA and Elementary PE positions as needed to provide Tier 2 and Tier 3 supports.	Continue to fund TOSA and Elementary PE positions as needed to provide Tier 2 and Tier 3 supports. Continue to fund additional SPED Teacher at the middle school for support in lower class sizes. 1000-1999: Certificated Personnel Salaries LCFF 587,940	Funded 2.5 TOSA positions, 2 PE positions, and the middle school SPED teacher. 1000-1999: Certificated Personnel Salaries LCFF $584,415
	50% of the Nuview Elementary TOSA qualified under Title I. 1000-1999: Certificated Personnel Salaries Title I 43,780	50% of the Nuview Elementary TOSA was funded under Title I. 1000-1999: Certificated Personnel Salaries Title I $43,908

Goal Analysis

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

Since 19/20 was cut short due to COVID-19, expenditures for professional development were not as high as expected. However, we did provide professional development and collaboration opportunities throughout the year, including Excellence Through Equity and Chronic Absenteeism. All other actions in goal 1 were implemented at the level expected.   The savings from less professional development was used toward transportation services in goal 2.

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

When school campuses were closed on March 13, 2020, Nuview USD quickly moved to a Distance Learning model of instruction. This disrupted existing plans for staff training and professional development and caused us to have to create new plans for providing instruction to students online, the distribution of technology and instructional materials all the while ensuring the health and safety of staff and students. Actions and services in the LCAP that were only partially implemented due to the demands placed upon the district as it pivoted to distance learning include Goal 1, Action 1 as described above. Throughout school closure, our District remained committed to serving our students through daily meal distribution, a robust distance learning program that included services for Students with Disabilities and English Learners, and continued mental health services. A success we had in implementing this goal was that we were able to fully provide the additional intervention and support during the school day by funding our TOSA and Elementary PE positions to continue in education support. The challenges in implementing the actions/services to achieve this LCAP goal were directly aligned with the impacts of the COVID-19 pandemic, closure of school buildings, and lack of availability of in-person allowable offerings. All conferences, in-person activities and events, and District facility meetings were either canceled or offered virtually through remote access.

Goal 2

To support student success, students will be provided additional supports to ensure equal access to a safe, supportive and nurturing environment that promotes engagement and school connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator All Students **19-20** Decrease dashboard rate from 2.5% to 2% Dashboard Status Level:Medium Dashboard Performance: Green **Baseline** Local Suspension Rate (2015-16): 1.5% Dashboard Rate (2015-16): 4% Dashboard Status (2015-16): High Dashboard Performance Level: Orange	2019 Suspension Rate - All Students Our dashboard rate maintained from 3.1% in 2017-2018 to 3.2% in 2018-2019. Dashboard Status for (2018-2019): High Dashboard Performance Level: Orange
Metric/Indicator Mountain Shadows	Suspension Rate- Mountain Shadows Middle School

Expected	Actual
19-20 Decrease dashboard rate from 7% to 5% Dashboard Status Level: Medium Dashboard Performance: Yellow **Baseline** Local Suspension Rate (2015-16): 11% Dashboard Rate (2015-16):11% Dashboard Status (2015-16): High Dashboard Performance Level: Orange	MSMS dashboard rate increased from 7.5% in 2017-2018 to 8.5% in 2018-2019. Dashboard Status for (2018-2019): High Dashboard Performance Level: Orange 2019 Suspension Rates - Students With Disabilities at MSMS Our dashboard rate increased from 7.9% in 2017-2018 to 15.7% in 2018-2019. Dashboard Status for (2018-2019): Very High Dashboard Performance Level: Red
Metric/Indicator Nuview Elementary **19-20** Maintain rate at 1% or less Dashboard Status Level: Low Dashboard Performance: Green **Baseline** Local Suspension Rate (2015-16): 1.5% Dashboard Rate (2015-16):1.5% Dashboard Status (2015-16): Medium Dashboard Performance Level: Yellow	2019: Suspension Rate- Nuview Elementary School NES dashboard rate declined from 2.0% in 2017-2018 to 1.5% in 2018-2019. Dashboard Status for (2018-2019): Medium Dashboard Performance Level: Green 2019 Suspension Rates - Students With Disabilities at NES Our dashboard rate declined from 8.3% in 2017-2018 to 4.5% in 2018-2019. Dashboard Status for (2018-2019): High Dashboard Performance Level: Yellow

Expected	Actual
Metric/Indicator ValleyView Elementary **19-20** Decrease dashboard rate from 1.5% to 1% Dashboard Status Level: Low Dashboard Performance: Green **Baseline** Local Suspension Rate (2015-16): 2.3% Dashboard Rate (2015-16):2.3% Dashboard Status (2015-16): Medium Dashboard Performance Level: Green	2019: Suspension Rate- Valley View Elementary School VVES dashboard rate maintained from 1.5% in 2017-2018 to 1.6% in 2018-2019. Dashboard Status for (2018-2019): Medium Dashboard Performance Level: Yellow 2019 Suspension Rates - Students With Disabilities at VVES Our dashboard rate increased from 4.8% in 2017-2018 to 5.4% in 2018-2019. Dashboard Status for (2018-2019): High Dashboard Performance Level: Orange
Metric/Indicator Special Education **19-20** Decrease dashboard rate from 4% to 2% Dashboard Status Level: Medium Dashboard Performance: Yellow **Baseline** Local Suspension Rate (2015-16): 5.59% Dashboard Rate (2015-16): 6.9% Dashbaord Status (2015-16): Very High	2019 Suspension Rate - Students With Disabilities Our dashboard rate increased from 6.7% in 2017-2018 to 7.4% in 2018-2019. Dashboard Status for (2018-2019): Very High Dashboard Performance Level: Red

Expected	Actual
Dashboard Performance Level: Red	
Metric/Indicator Chronic Absenteeism **19-20** Decrease number of Chronically absent students by 2%. **Baseline** In 2015-2016 25.4% of K-8 students were considered chronically absent.	2019 Chronic Absenteeism Rates - All Students Our dashboard rate increased from 9.0% in 2017-2018 to 9.6% in 2018-2019. Dashboard Status for (2018-2019):Medium Dashboard Performance Level: Orange 2019 Chronic Absenteeism Rates - MSMS Our dashboard rate increased from 8.2% in 2017-2018 to 11.0% in 2018-2019. Dashboard Status for (2018-2019): High Dashboard Performance Level: Orange 2019 Chronic Absenteeism Rates - NES Our dashboard rate declined from 9.4% in 2017-2018 to 8.7% in 2018-2019. Dashboard Status for (2018-2019): Medium Dashboard Performance Level: Green 2019 Chronic Absenteeism Rates - VVES Our dashboard rate increased from 9.0% in 2017-2018 to 9.7% in 2018-2019. Dashboard Status for (2018-2019): Medium Dashboard Performance Level: Orange 2019 Chronic Absenteeism Rates - Students With Disabilities Our dashboard rate increased significantly from 8.8% in 2017-2018 to 13.9% in 2018-2019. Dashboard Status for (2018-2019): High Dashboard Performance Level: Red
Metric/Indicator Truancy Rate **19-20**	Truancy rate for MSMS was (missing information from DataQuest) Truancy rate for NES was (missing information from DataQuest)

Expected	Actual
Decrease truancy rate by 5% **Baseline** Truancy rate for MSMS was (missing information from DataQuest) Truancy rate for NES was (missing information from DataQuest) Truancy rate for VVES was (missing information from DataQuest)	Truancy rate for VVES was (missing information from DataQuest)
Metric/Indicator Drop Out Rate **19-20** Maintain middle school drop out rate at less than the state average. **Baseline** Drop out rate for MSMS 2016-2017 was 0%.	2019: Drop out rate for MSMS 2019-2020 was 0%.
Metric/Indicator Facility Inspection Tool (FIT) **19-20** Maintain overall score of 'good' on FIT evaluation. Address areas of need. **Baseline** Currently all of our sites scored an overall ranking of 'good' on the annual FIT inspection.	In November 2020, all of our sites scored an overall ranking of 'good' on the annual FIT inspection.
Metric/Indicator Expulsion Rate **19-20** Maintain expulsion rate below 5% of the state wide average. **Baseline**	2019:Expulsion rate for NUSD students was 0% for the school year. 2020:Expulsion rate for NUSD students was 0% for the school year.

Expected	Actual
Expulsion rate for NUSD students was 0% for the school year.	
Metric/Indicator Attendance **19-20** Increase ADA to at or above 96% district wide. **Baseline** Current district wide attendance rate is at 94.84%	2019: The district wide average daily attendance rate was at 94.84%.
Metric/Indicator Parent Involvement and Input **19-20** Increase parent attendance at school functions by 5% over previous year. Increase parent input on amount of surveys collected by 5% over previous year. **Baseline** Establish a baseline of families who attend parent nights and programs designed for family education and growth for all students, inclusive of unduplicated and exceptional needs students. Baseline data for parent input on annual surveys is 20% parent surveys collected using CBEDS enrollment in 16/17.	As indicated by our 2021 LCAP stakeholder feedback survey: 75.7% of respondents indicated that parents feel welcomed at the school sites 51.8% of respondents indicated that the school provides workshops on educational priorities for parents. 80.2% of respondents indicated that parents are included in school site advisory committees
Metric/Indicator School Safety and Connectedness **19-20** Increase students feeling connected at school by 3%. **Baseline** As indicated by our LCAP stakeholder feedback survey 78.75% of respondents indicated that students feel connected to school.	As indicated by our 2021 LCAP stakeholder feedback survey: 70.1% of respondents indicated that students feel connected to school 75.9% of respondents indicated that students feel safe at school 54.6% of respondents indicated that the school provides extracurricular activities such as clubs, sports, band, etc.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase family engagement and participation in school events. By expanding efforts that are already in place there are no associated expenditures with this action.	N/A. There is no expected expenditure for this action however, this is one of our expected measurable objectives and part of our MPP. Not Applicable n/a 0	We continue to engage our families in events and stakeholder meetings throughout the year. Not Applicable n/a 0
Maintain counseling services at all schools; Help with implementation of PBIS strategies . VVES counselor is responsible for district-wide foster youth services.	Maintain counselor at NES, VVES and MSMS. 1000-1999: Certificated Personnel Salaries LCFF 325,090	Our counselors at NES, VVES, and MSMS provided student support all year 1000-1999: Certificated Personnel Salaries LCFF 326,062
Analysis of our transportation services show that students do not have safe community walking pathways to our schools to best meet student needs. Continue with expanded transportation services. Supplemental Concentration Funds will be used for expanded transportation services to ensure better attendance for unduplicated students.	Maintain current expanded routes 2000-2999: Classified Personnel Salaries LCFF 86,008	Continued with extra drivers so our unduplicated students had more access to transportation. 2000-2999: Classified Personnel Salaries LCFF 88,906
	Provide Zonar cards each year for all students K-8. 4000-4999: Books And Supplies LCFF 0	We did not use Zonar cards a the the K-8 level in 19/20 4000-4999: Books And Supplies LCFF 0
	Increase Zonar capacity and other safety features on buses as needed. 5000-5999: Services And Other Operating Expenditures LCFF 0	All of our vehicles had Zonar 5000-5999: Services And Other Operating Expenditures LCFF 0
	Add after school route for MSMS so students can obtain additional tutoring and participate in activities as needed. 5000-5999: Services And Other Operating Expenditures LCFF 5,000	Add after school route for MSMS so students can obtain additional tutoring and participate in activities as needed. 5000-5999: Services And Other Operating Expenditures LCFF 5,000
	Continue with expanded transportation routes to ensure a smaller walking distance and increased attendance for	Continued to offer expanded routes and free transportation to ensure a smaller walking distance and increased attendance for

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	unduplicated students. 5000-5999: Services And Other Operating Expenditures LCFF 74,075	unduplicated students. 5000-5999: Services And Other Operating Expenditures LCFF 137,808
Maintain expanded coverage in the health office so students will have access to a health expert and community liaison. Fund increase of school nurse to be a 100% FTE.	Maintain expanded coverage 2000-2999: Classified Personnel Salaries LCFF 22,301 Nurse FTE went from 80% to 100%. 1000-1999: Certificated Personnel Salaries LCFF 30,148	Maintain expanded coverage 2000-2999: Classified Personnel Salaries LCFF 23,562 Nurse FTE went from 80% to 100%. 1000-1999: Certificated Personnel Salaries LCFF 30,241
Provide expanded access to media center for students to access wireless devices and materials. Areas of Nuevo have no Internet access.	Maintain increased hours for media tech at MSMS. 2000-2999: Classified Personnel Salaries LCFF 22,304	Maintain increased hours for media tech at MSMS. 2000-2999: Classified Personnel Salaries LCFF 22,113
Through the use of a variety of reporting systems such as (Lobbyguard, Sprigeo, Hour Zero, and Attention to Attendance, Illuminate, Parent Square, and Edlio, etc.), to ensure safety, communication and attendance is maintained at each school site. Additional campus supervisors may be needed to achieve this goal. Explore the possibility of further safety measures such as electronic locks, playground equipment, and additional security staff.	Safety, communications and attendance systems to meet this action. 5000-5999: Services And Other Operating Expenditures LCFF 35,332 Increased supervision 2000-2999: Classified Personnel Salaries LCFF 14,620	Safety, communications and attendance systems to meet this action. 5000-5999: Services And Other Operating Expenditures LCFF 40,084 Increased supervision 2000-2999: Classified Personnel Salaries LCFF 17,245
Data has shown that we had an increase in transfers out to a brand new neighboring elementary school. Action was determined through stake holder engagement that school climate needed to be addressed. A modernized classroom environment will help close the achievement gap and provide a safe school environment for unduplicated students.According to the Quality Schooling Framework and CDE website, Physical, environmental, and social aspects of a school have a profound impact on student experiences, attitudes, behaviors, and performance. School culture and climate help determine whether students are motivated to learn and stay in school. In a healthy and positive school culture, all students experience equally supportive	Modernize classrooms to ensure a better school climate. 5000-5999: Services And Other Operating Expenditures LCFF 81,267	Modernize classrooms to ensure a better school climate. 5000-5999: Services And Other Operating Expenditures LCFF 40,333

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
learning environments and opportunities that help them learn and thrive. Ensure FIT maintains an overall score of 'good' on the annual evaluation.		
Explore options for modernization of stage at NES to meet ADA requirements, ensure student safety and help the district move from STEM to STEAM. After exploring options it was decided that this would not be a planned action or service in our LCAP. Bond money may be used for this purpose in the future.	it has become low priority using bond money if any exists after higher priority projects. Not Applicable n/a 0	it has become low priority using bond money if any exists after higher priority projects. Not Applicable n/a 0

Goal Analysis

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

All actions were implemented to support students, families, teachers, and staff. The savings from budget to actual for modernizing classrooms went toward transportation needs as described in this goal.

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

When school campuses were closed on March 13, 2020, Nuview USD quickly moved to a Distance Learning model of instruction. This disrupted existing plans for staff training and professional development and caused us to have to create new plans for providing instruction to students online, the distribution of technology and instructional materials all the while ensuring the health and safety of staff and students. Throughout school closure, our District remained committed to serving our students through daily meal distribution, a robust distance learning program that included services for Students with Disabilities and English Learners, and continued mental health services. Some challenges include: we were unable (due to orders by the Public Health Department) to open our media centers, playgrounds or classrooms with the exception of small group cohorts until March 22, 2021 when we opened in a hybrid format with stable groupings of students. However, we were successfully able to continue to deliver mental health services to students in need throughout the district via virtual learning or during small group cohorts. Another success was that we were able to reduce our suspension rate during the times that students were not on campus. All sites had a 0% suspension rate during the 20-21 school year.

Goal 3

To improve the conditions of learning and increase student achievement the Nuview Union School District will align fiscal and human resources to implement the California Common Core State Standards.

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 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Ensure highly qualified staff for NUSD. **19-20** 98% of teachers will be highly qualified as determined by DataQuest **Baseline** Currently, 100% of teachers are determined to be highly qualified by DataQuest.	2019: 100% of teachers are determined to be highly qualified by DataQuest.
Metric/Indicator Williams Complaint Procedure (every student has sufficient access to standards aligned materials) **19-20** Maintain all Williams complaints at Zero or resolved. Continue to ensure that 100% of all students have access to core instructional materials. **Baseline**	2019: We are at a 100% in our Williams Compliance Rate. Currently, all students have access to standards aligned instructional materials.

Expected	Actual
Currently we are at a 100% in our Williams Compliance Rate. Currently, all students have access to standards aligned instructional materials.	
Metric/Indicator Class Sizes **19-20** Maintain class sizes by requirements set up in the LCFF funding model. Provide lower class sizes than baseline year in grades 4-8 when practicable. **Baseline** The district wide average in grades 4-6 was 27 to 1 and in grades 7 and 8 was 30.5 to 1. The NUSD collective bargaining agreement is set at grades 4 and 5 32 to 1, grade 6 33 to 1 and 7-8 34 to 1.	Class sizes in grades TK-3 are now at levels consistent with the grade span adjustment under LCFF. With this action we are maintaining levels below 24 to 1 (GSA). The district wide average in grades 4-6 was 30 to 1 and in grades 7 and 8 was 27 to 1. This continues to be below the collectively bargained class sizes. The NUSD collective bargaining agreement is set at grades 4 and 5 32 to 1, grade 6 33 to 1 and 7-8 34 to 1.
Metric/Indicator Implementation of State Standards **19-20** 100% of teachers will be trained in the selected textbook to ensure implementation of state standards. **Baseline** Currently we are piloting an English Language Arts and ELD text books. We completed math implementation in 2016-17 school year.	2019: We are in our fourth year of implementation of Eureka Mathematics. All staff has received training and support in this curriculum. Several of our teachers continue to participate in a Teaching English Learner Early Mathematics grant in partnership with RCOE and Cal State San Bernardino. This grant provides additional support to our staff in changes to the Math curriculum in Common Core and emphasizes the foundational concepts in the scope and sequence for Mathematics. In addition, our district was selected to serve on a count wide math task force. This task trends force is charged with analyzing the different math throughout the state and bringing best practices and recommendations to schools throughout Riverside County.
Metric/Indicator Course Access **19-20** Increase lexile growth by 20 points at each school.	We continue to show progress in our Lexile growth at each of our school sites. From Diagnostic 1 to Diagnostic 2 Mountain Shadows had an average Lexile growth of 15 points school-wide. NES had a Lexile growth of 40 points school-wide and Valley View

Expected	Actual
Baseline i-Ready provides support for unduplicated and exceptional needs pupils. We are in year 1 of implementation of this program. As of diagnostic number two MSMS had a lexile growth of 30 points school wide, NES had a lexile growth of 69 points school wide and VVES had a lexile growth of 77 points school wide.	had a Lexile growth of 38 points.All of our school sites met our goal in this area.
Metric/Indicator Course Offerings- Broad Course of Study **19-20** Maintain broad course of study including course described under section 51210 and 51220 (a)-(i) as applicable. **Baseline** NUSD offered courses described under section 51210 and 51220 (a)-(i) as applicable during the 2016-2017 academic year.	2019: All NUSD students in grades TK – 8 are enrolled in a broad course of studies. All schools offer access and enrollment in the seven areas identified as a broad course of studies for grades 1-8. Elementary students can access some courses, such as STEM, both within and outside of the regular school day.
Metric/Indicator Implementation of California State Standards **19-20** Improve 2018-2019 ratings one or more level in each content area towards "Full Implementation" using the Dashboard Reflection tool. **Baseline** Local indicator reporting through the California School Dashboard will occur in the 2017-2018 academic year using the Dashboard Reflection Tool regarding 2016-2017 program implementation.	2019: We are in our fourth year of implementation of Eureka Mathematics. All staff has received training and support in this curriculum. Several of our teachers continue to participate in a Teaching English Learner Early Mathematics grant in partnership with RCOE and Cal State San Bernardino. This grant provides additional support to our staff in changes to the Math curriculum in Common Core and emphasizes the foundational concepts in the scope and sequence for Mathematics. In addition, our district was selected to serve on a count wide math task force. This task trends force is charged with analyzing the different math throughout the state and bringing best practices and recommendations to schools throughout Riverside County. According to the Dashboard Reflection Tool: Career Technical Education 5 - Full Implementation And Sustainability Health Education Content Standards 5 -Full Implementation And Sustainability Physical Education Model Content Standards

Expected	Actual
	3-Initial Implementation Visual and Performing Arts 2-Beginning Development World Language 1-Exploration And Research Phase
Metric/Indicator English Learner access to CCSS and ELD standards **19-20** This number will increase by 5% to 100%. **Baseline** Percent of classes with evidence of GLAD or DII strategies as evidenced is 75% or determined by observations and classroom walk-throughs. Baseline data equals 75%.	Career Technical Education 5 - Full Implementation And Sustainability Health Education Content Standards 5 -Full Implementation And Sustainability Physical Education Model Content Standards 3-Initial Implementation Visual and Performing Arts 2-Beginning Development World Language 1-Exploration And Research Phase

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to Ensure Highly Qualified Staff for the Students of NUSD. 98% of teachers will be highly qualified as determined by Data Quest.	RCOE training for CTI- Center for Teacher Innovation Induction program. 5000-5999: Services And Other Operating Expenditures LCFF 5,000 CTI- Center for Teacher Innovation Induction program. Induction supports teacher	RCOE training for CTI- Center for Teacher Innovation Induction program. See Title II amount. 5000-5999: Services And Other Operating Expenditures LCFF 0 Stipends for instructional coaches for CTI training. 1000-1999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	candidates to provide differentiation to meet all students diverse learning needs. Participation in induction consortium. Induction coaches for new teachers. 1000-1999: Certificated Personnel Salaries LCFF 5,000	Certificated Personnel Salaries LCFF 5,000
	RCOE training for CTI- Center for Teacher Innovation Induction program. 5000-5999: Services And Other Operating Expenditures LCFF 5,000	CTI Training provided by RCOE 5000-5999: Services And Other Operating Expenditures Title II 5000
Maintain instructional materials for our students and staff.	Completely resolve any Williams issue if one were to arise. 5800: Professional/Consulting Services And Operating Expenditures Base 10,000	Nuview is always dedicated to resolve any potential Williams issues. There were no actual Williams complaints. 5800: Professional/Consulting Services And Operating Expenditures Base 0
Maintain lower than collectively bargained class sizes in grades 4-8 when practicable.	Maintain class sizes as needed and as required in the LCFF funding model. If ADA is not declining. 1000-1999: Certificated Personnel Salaries LCFF 710,731	Maintain class sizes as needed and as required in the LCFF funding model. If ADA is not declining. 1000-1999: Certificated Personnel Salaries LCFF 751,761
Continue with 12 additional instructional minutes to increase service to our students. Explore opportunities through the negotiation process to increase services for our students.	12 additional minutes continue to provide over 2,000 additional instructional minutes for our students. 1000-1999: Certificated Personnel Salaries LCFF 197,141	12 additional minutes continue to provide over 2,000 additional instructional minutes for our students. 1000-1999: Certificated Personnel Salaries LCFF 169,822
Update curriculum to provide tools necessary to properly implement the CCSS. Provide supplemental materials and support to assist in delivery of CCSS. Supplement adopted math materials as needed. Support transition to NGSS with supplemental materials. Research NGSS	N/A n/a 0 Adopt new Social Studies materials based on findings of committee. Restricted Lottery	N/A n/a 0 Adopted TCI as our new Social Studies curriculum. 4000-4999: Books And Supplies Lottery 155,890

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Adoption. Purchase new Social Studies curriculum as a result of the prior year review.	Resource 6300 4000-4999: Books And Supplies Lottery 80,000	
	N/A n/a 0	N/A n/a 0
	Printing Services for ELA and Math Adoptions. 5000-5999: Services And Other Operating Expenditures LCFF 30,714	Printing Services for ELA and Math Adoptions. We did not use outside services as much in 19/20. We used in district copying services and purchased additional materials from the manufacturer. 5000-5999: Services And Other Operating Expenditures LCFF 661
	Supplemental Materials for Eureka Math Adoption. NGSS and Social Studies Supplemental Materials 4000-4999: Books And Supplies LCFF 10,070	Supplemental Materials for Eureka Math Adoption. Purchased more materials and required less printing services as a result of purchasing consumable materials. 4000-4999: Books And Supplies LCFF 16,940
Continue to provide access to STEM education grades K-8.	Fund on-going lead STEM teacher. 1000-1999: Certificated Personnel Salaries LCFF 105,754	STEM Teacher 1000-1999: Certificated Personnel Salaries LCFF 106,136
	Consumable materials 4000-4999: Books And Supplies LCFF 6,000	Consumable materials 4000-4999: Books And Supplies LCFF 5,602
	Staffing for two elementary sites 2000-2999: Classified Personnel Salaries LCFF 74,064	Staffing for two elementary sites 2000-2999: Classified Personnel Salaries LCFF 74,064
	K-8 STEM outdoor education. 5000-5999: Services And Other Operating Expenditures LCFF 20,000	K-8 STEM outdoor education. 5000-5999: Services And Other Operating Expenditures LCFF 20,000
Continue to provide diagnostic and instructional support for students.	I-Ready and Dreambox diagnostic and instructional tools 4000-4999: Books And Supplies Title I 64,532	I-Ready and Dreambox diagnostic and instructional tools 4000-4999: Books And Supplies Title I 26,900

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	I-Ready and Dreambox diagnostic and instructional tools at VVES. 4000-4999: Books And Supplies LCFF 33,166	I-Ready and Dreambox diagnostic and instructional tools at VVES. 4000-4999: Books And Supplies LCFF 16,083
Read 180 and System 44: Support Elementary and Middle School in implementing and expanding their reading intervention programs as needed, All Reading Intervention teachers will be trained in Read 180 and/or System 44.	Provide additional seats for Tier II and Tier III interventions based on diagnostic Title I. 5000-5999: Services And Other Operating Expenditures Title I 10,000	Provide additional seats for Tier II and Tier III interventions based on diagnostic Title I. 5000-5999: Services And Other Operating Expenditures Title I 6,295
	Read 180 Teachers 1000-1999: Certificated Personnel Salaries Title I 168,160	Read 180 Teachers 1000-1999: Certificated Personnel Salaries Title I 139,849
	Provide additional seats for Tier II and Tier III interventions based on diagnostic Title I for non Title I schools. 5000-5999: Services And Other Operating Expenditures LCFF 6,000	Provide additional seats for Tier II and Tier III interventions based on diagnostic Title I for non Title I schools. 5000-5999: Services And Other Operating Expenditures LCFF 10,895
	Read 180 Teachers for non Title I schools. 1000-1999: Certificated Personnel Salaries LCFF 34,639	Read 180 Teachers for non Title I schools. 1000-1999: Certificated Personnel Salaries LCFF 34,745
	Instructional Aide 2000-2999: Classified Personnel Salaries Title I 30,153	Instructional Aide 2000-2999: Classified Personnel Salaries Title I 36,177
	Instructional Aide at non Title I school. School qualifies for Title I so included above. Not Applicable n/a 0	Instructional Aide at non Title I school. School qualifies for Title I so included above. Not Applicable n/a 0
Create extended school day and school year opportunities for under-achieving students, low income pupils, and English Learners.	Summer School and/or Intersession programs. 1000-1999: Certificated Personnel Salaries LCFF 15,000	Summer School and/or Intersession programs. 1000-1999: Certificated Personnel Salaries LCFF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Summer School and/or Intersession Supplies 4000-4999: Books And Supplies LCFF 2,000 Transportation Summer School Field Trip (5801) 5000-5999: Services And Other Operating Expenditures LCFF 2,000	Summer School and/or Intersession Supplies 4000-4999: Books And Supplies LCFF 2,000 Transportation Summer School Field Trip (5801) 5000-5999: Services And Other Operating Expenditures LCFF 2,000
Provide additional support in closing the achievement gap to unduplicated Special Education students. Supplemental concentration will be used to ensure maximized student services in closing the achievement gap for unduplicated special education students.	Support school site Special Education needs for unduplicated students. 1000-1999: Certificated Personnel Salaries LCFF 528,902	Support school site Special Education needs for unduplicated students. 1000-1999: Certificated Personnel Salaries LCFF 554,911
Site Allocations: Provide school sites with supplemental and concentration funds beyond base funding allocations to support increased services and support at the school site level.	Site identified needs for unduplicated students. 4000-4999: Books And Supplies LCFF 152,172	Site identified needs for unduplicated students. 4000-4999: Books And Supplies LCFF 155,738
Categorical Realignment: Realign funds from categorical budget. there were items and programs that were previously supported through categorical monies that now need to be funded through LCAP. As part of realignment annual reoccurring costs will be funded through supplemental/ concentration funds to supplement current funding shortages. The categorical funds are being replaced by supplemental concentration. In addition the inclusion of funding for Arts will be incorporated into this action.	Deferred Maintenance Contribution 5000-5999: Services And Other Operating Expenditures LCFF 55,785 School Improvement Block Grant. Contribution to routine restricted maintenance. Also included will be 3% of S/C target toward routine restricted maintenance contribution. 5000-5999: Services And Other Operating Expenditures LCFF 99,843 Arts and Music Grant, includes school site allocations for Fine Arts and Performing Arts. 4000-4999: Books And Supplies LCFF 26,092	Deferred Maintenance Contribution 5000-5999: Services And Other Operating Expenditures LCFF 55,785 School Improvement Block Grant. Contribution to routine restricted maintenance. Also included will be 3% of S/C target toward routine restricted maintenance contribution. 5000-5999: Services And Other Operating Expenditures LCFF 99,843 Arts and Music Grant, includes school site allocations for Fine Arts and Performing Arts. 4000-4999: Books And Supplies LCFF 8,933

Goal Analysis

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

There were two actions in Goal 3 that were not implemented. The first was resolving Williams Act issues. Since there were not reported issues, then there was no resolution needed. The second action not implemented was summer school, which was a result of stopping on campus instruction on March 13, 2020 prior to summer starting. The savings from summer school, printing services, and instructional tools from this goal were used to support transportation services in goal 2 and special education services in this goal.

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

When school campuses were closed on March 13, 2020, Nuview USD quickly moved to a Distance Learning model of instruction. This disrupted existing plans for staff training and professional development and caused us to have to create new plans for providing instruction to students online, the distribution of technology and instructional materials all the while ensuring the health and safety of staff and students. Actions and services in the LCAP that were only partially implemented due to the demands placed upon the district as it pivoted to distance learning. Throughout school closure, our District remained committed to serving our students through daily meal distribution, a robust distance learning program that included services for Students with Disabilities and English Learners, and continued mental health services. Some challenges include: we were unable (due to orders by the Public Health Department) to create extended day learning options for students and provide access to STEM education for students, as students were unable to access the STEM labs on campus. However, we were successfully able to maintain highly qualified teachers, continue with 12 additional instructional minutes to increase service to our students and provide online materials to our students during distance learning.

Goal 4

Technology support for instruction data and assessment to ensure high levels of student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of identified students accessing 45 minutes of i-Ready program. **19-20** Increase number of students using i-Ready for 45 minutes by 10% in each subject area **Baseline** Students that are currently meeting the goal of 45 minutes per week on i-Ready usage report. 30.24% Reading 18.33% Math	2019: Students that are currently meeting the goal of 45 minutes per week on iReady usage report. 34% of students had an average of 45 minutes of instructional usage per week on Reading. For Math we switched to DreamBox Learning 26% of Grades K-2 met the 30+ minute weekly usage goal 20% of Grades 3-6 met the 60+ minute weekly usage goal. 6% of Grades 7-8 met the 60+ minute weekly usage goal.
Metric/Indicator Number of devices accessible to students and staff **19-20** 85% of students will have access to devices that will meet the needs of instruction. **Baseline** 50% of students currently have access to devices that will meet the needs of instruction and assessment.	2020: 100% of students currently have access to devices that will meet the needs of instruction and assessment. We currently have a 1:1 student-to-device ratio where students take their chromebooks to and from school each day.

Expected	Actual
Metric/Indicator Professional development by Ed Tech/ TOSA. **19-20** 90% of staff will receive professional development in the implementation of technology in the classroom. **Baseline** Currently approximately 50% of our staff has been trained in areas such as google classroom.	2020: As we began the school year, it was evident that teachers and staff saw the need for increased professional development in the areas of virtual teaching and learning. Currently approximately 50% of our staff has been trained in areas such as google classroom and computer application programs/tools.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue adding additional devices to meet student and staff needs. Replace damage or outdated laptops on an as needed basis.	Add student and teacher devices to designated grade levels. Repair devices as needed. 4000-4999: Books And Supplies LCFF 55,000 N/A n/a 0	Add student and teacher devices to designated grade levels. Repair devices as needed. 4000-4999: Books And Supplies LCFF 70,350 N/A n/a 0
Continue to monitor personnel and adjust as needed to support CCSS implementation and support expanded device usage, Tech TOSA and additional classified staff as needed. An instructional coach, Math Intervention Teacher and Assistant Principal will be among the considerations in the modification of this action.	TOSA 1000-1999: Certificated Personnel Salaries LCFF 0 Continue to support classrooms and the increased number of devices utilized by analyzing the work load and expanding hours as needed. 2000-2999: Classified Personnel Salaries LCFF 84,943	TOSA 1000-1999: Certificated Personnel Salaries LCFF 0 Continue to support classrooms and the increased number of devices utilized by analyzing the work load and expanding hours as needed. 2000-2999: Classified Personnel Salaries LCFF 84,388
Monitor effectiveness and use of data/technology tools purchased in year 1 and adjust accordingly.	Data and Assessment Services 5000-5999: Services And Other Operating Expenditures LCFF 12,000 Individualized Learning Plans for EL Students. 5000-5999: Services And Other Operating Expenditures Title III 7,500	Data and Assessment Services 5000-5999: Services And Other Operating Expenditures LCFF 16,493 Individualized Learning Plans for EL Students. 5000-5999: Services And Other Operating Expenditures Title III 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement new applications to support teachers in 1:1 Chromebook initiative in grades 3-8. Potentially extending to grade 2.	Classroom digital support apps and services. 5000-5999: Services And Other Operating Expenditures LCFF 24,000	Classroom digital support apps and services. 5000-5999: Services And Other Operating Expenditures LCFF 17,893

Goal Analysis

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

All of the actions were implemented. For the action "Monitor effectiveness and use of data/technology purchased in year 1 and adjust accordingly," the district decided the Title III purchases from the prior year were not effective. We decided that Title III would be better served hiring ELD Instructional Aides and purchasing less programs.

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

Some successes in implementing this goal were that we were able to add new applications to support teachers in 1:1 Chromebook initiative and continue to add additional devices to meet student and staff needs. We were able to increase learning technology access for all enrolled students and specifically unduplicated students ensuring that each had a chromebook they could use at school and at home during distance/hybrid learning. Some challenges in implementing this goal was that it was difficult to implement a math intervention teacher or explore the need for an assistant principal, as all staff was utilized to provide support to students during the time of distance and hybrid learning.

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
Health and Safety Measures for In-Person Instruction include the following: * The usage of UV-C machines for disinfecting classrooms. * EPA approved disinfectant spray and battery operated machines for ease of operation. All common surfaces will be cleaned and sprayed with disinfectant nightly and as needed throughout the day. * Masks, face shield, gloves, smocks/gowns, hand sanitizer, sanitizing wipes, and other PPE are in stock and available for students and staff as needed. * Temperature checks and health screenings are performed on all staff and visitors entering campus. * Social distancing will be implemented with furniture arrangements and the use of plexi-glass where needed. * Medical grade air filters are installed in all A/C units. * One on one assessments will be done with the use of PPE, social distancing, and plexi-glass stands.	$213,000	$342,998	No
On Campus Learning Loss Mitigation: * Offer Summer School through the end of June 2020. * Provide additional hours of after school tutoring. * Provide additional enrichment hands on learning opportunities by expanding our STEM and Maker Space Labs. * TOSA's, Additional Teachers, Instructional Aides, Counselors, Special Education, and other staff paid for using	$1,980,000	$1,736,547	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Supplemental/Concentration Grants will continue to work with smaller groups and individuals for intervention. * Provide additional hours and resources for Classified staff to assist in learning loss mitigation. * Continue 1:1 Chromebooks that were handed out for distance learning for continued online learning opportunities. * Continue 24 hour homework support that was started for distance learning. * Continue software implementation that was started during distance learning.			

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.

NUSD In Person Learning began in a hybrid model for K-6 on March 22, 2021. Prior to opening in a hybrid model we were running a cohort model, childcare, and Think Together on campus. PPE supplies were purchased such as upgraded MERV 11 air filters, masks, gloves, face shields, hand sanitizer, disinfectant, smocks, office plexiglass, temperature check machines, hand sanitizer machines, etc.   In preparation for students and staff returning to classrooms we purchased air purifiers, sneeze guards, plexi-shields, additional temperature machines, UV light machines, disinfectant spray machines, and signage. The air purifiers and signage were additional purchases that extended beyond this original plan. We continued to provide the same services from TOSAs, additional teachers, aides, EL staff, SPED, and other staff from supplemental/concentration and federal funding for on campus cohorts, hybrid schedule, and distance learning. Some of the positions were left vacant during the pandemic and will be fill as we bring back all the grade levels in 21/22.

Analysis of In-Person Instructional Offerings

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

The Nuview Union School District was steadfast in our attempts to provide in-person instruction whenever possible. However, we were unable to open for in person instruction until March 22, 2021 at our TK-6 elementary schools. We did not open for in person instruction at our middle school at all for the 20-21 school year. At our elementary schools, when we did open for In-person instruction it was in a hybrid instructional model. Classrooms were organized in a fashion that promoted the physical distancing of desks to the greatest extent possible. The arrangement of the desks was arranged in a way that minimizes face-to-face contact. Our hybrid model included a combination of on-campus instruction and personalized virtual/distance learning at home. Once on campus for the hybrid model, the students were divided into two cohorts- Cohort A and Cohort B. Students in the hybrid model attended in-person, on-campus

instruction two days a week and followed a minimum day schedule. On the days that students did not attend in person, they were required to participate in distance learning. One day per week, all students received instruction (including live interaction) in the distance learning format only. No students physically went to school on this day. All students were provided 180 days of instruction (on-line and/or in-person) during the 2020-2021 school year. We divided the classes into cohorts so that class sizes were smaller for social distancing purposes during on-campus days. Students participated in synchronous and asynchronous learning utilizing Google classroom learning management system during distance learning days. Some challenges included being required to start the 2020-2021 school year in a distance learning format, as school buildings continued to remain closed in Riverside County by order of the Public Health Department. In addition, being that we had to open the school year in a distance learning format it was difficult to engage and track down students as we started the school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Actions related to Students: * An additional 500 Chromebooks were purchased for students. * 360 Chromebooks are being sent from the State that were assigned to our school based on our application and needs. Deliver date TBD. * 212 (10% of enrollment) T-Mobile Hotspots with One Service were purchased to provide online accessibility at home for our neediest families. * Additional outdoor wireless connectivity was installed on each of our campuses to provide access in our outdoor areas, such as the parking lots. * Contract worked out with local telephone company to provide service for families that are in remote areas that cannot use the T-Mobile Hotspots.	$296,000	$566,874	Yes
Actions related to Teachers: * Provided 2 additional professional development days for online learning platforms. * Provided professional development through Google Camp. * Purchasing new laptops and equipment to better serve online learning. * Provide additional resources and time as needed for learning loss mitigation. * Additional temporary teacher to reduce class size in fifth grade. * Provide classroom liaisons from our Classified staff to help the teachers with various duties as needed.	$538,000	$373,406	Yes
Actions related to Classified Staff:	$363,000	$339,099	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
* Repurposed campus supervisors, bus drivers, and preschool staff as classroom liaisons to stay in communication and work with students, parents, and teachers on their needs for online learning. * Purchased 40 Chromebooks for Classified staff to participate in the online classrooms and meet with students, parents, and teachers as needed. * Provide internal training on Google platforms for the classroom liaisons.			

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.

Our infrastructure and connectivity needs were greater than originally planned. Many families needed assistance with distance learning connections and all students needed a Chromebook. Classified staff was mentioned in two sections, so it was over budgeted in section 2. We repurposed bus drivers, campus supervisors, and preschool staff as classroom instructional assistants. Staff was trained in Google Classroom, and we provided supplies and classroom applications for teachers as needed to navigate through the year of distance learning.

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.

The 2020-2021 school year started in the distance learning format, as school buildings continued to remain closed in Riverside County by order of the Public Health Department. Students and families were again surveyed to find out who had access to computers and the internet. Any students and families who did not respond to the survey were called by school staff. Chromebooks were distributed to all students. The District purchased additional MiFi hot spots and distributed to families in need of connectivity. Additional wireless access points were added to school parking lots for any students who may experience connectivity issues. We continued to serve breakfast and lunch weekly meal packs to students in a drive thru pick-up model every Monday from 6:00 am -7:45 am and 3:00 pm - 4:00 pm. Breakfast and lunch for five days were distributed during these meal service times. These meals were free for students who qualified for free/reduced lunch. Students who do not qualify for free/reduced lunch were able to purchase the meal packs. During the week prior to school opening, certificated staff was given five days of distance learning, professional development (two days were optional). These days focused on best practices during distance learning and how to ensure accessibility for our unduplicated population. Much of the training focused on the Google Suite for Education learning platform, and Aeries our new grading and

attendance portal. Our counselors developed weekly office hours for academic and social emotional support for students. We continued distributing information on our partnership with Care Solace, a web-based care navigation system that enables the fast, easy and convenient connection of students and families in need of mental healthcare to qualified providers and resources. Parents have been regularly informed about school activities such as textbook and Chromebook distributions, school pictures, and college registration through Parent Square communication system. Any activities that required students and families to visit campus included safety precautions such as social distancing, facial coverings and temperature checks. Staff and visitors were also required to perform temperature checks and fill out a COVID-19 Employee Health and Self-Assessment form any time they visited the campus.

Nuview Union School District students enrolled in the distance learning model were provided a rigorous, instructional program similar to what they would have received in a traditional/in-person model. In distance learning, NUSD students had a daily learning schedule, similar to their in person/traditional schedule. Regular attendance was taken, and all assignments were graded. Often referred to as synchronous teaching/learning, students had daily live interaction with a teacher through the distance learning format. . Additionally, there was asynchronous lessons for students to view at a time that fits their schedule best. Our model for distance learning provided personal learning assignments, instruction, and support to the greatest extent possible in an online format for five days a week with a minimum day schedule on Wednesdays. At minimum, students received the state required daily instructional minutes: For high school and middle school, a minimum of 240 minutes per day of instruction (including assignments) using Google Suite, Edgenuity, Read 180, iReady, Dreambox, Cengage, Nat Geo, Mystery Science, etc. (Ex. Direct instruction, discussion, content that engages students in a visual way, a video that requires interaction, content that engages a student in making a response, an educational game, learning activity, assignment, etc.). For TK-K, a minimum of 180 minutes per day of instruction; Grades 1 -3 a minimum of 230 minutes per day of instruction; Grades 4-6, a minimum of 240 minutes per day of instruction (including assignments) using Google Suite, Edgenuity, Read 180, iReady, Dreambox, Mystery Science, etc. (Ex. Direct instruction, discussion, content that engages students in a visual way, a video that requires interaction, content that engages a student in making a response, an educational game, learning activity, assignment, etc.).

We believe that devices and internet connectivity are integral to student success in a distance learning environment. We ensured a 1:1 student to device ratio was in place for all TK- grade 12 students in our District. School sites have distributed Chromebooks to students and families who needed a device to ensure participation. Site Principals surveyed parents and families on their ability to connect to the internet. Preliminary results showed that approximately 12 of our families did not have internet access. Therefore, we issued hot spots to these families so that only school issued chrome books can connect to the internet. School site staff continue to monitor students to ensure they are able to log on and participate in distance learning. If a connectivity issue comes up, we have ordered additional hot spots in the event that they are needed. In order to expand connectivity for our families, we have installed wireless access points in the parking lots of each site. Our tech department worked with the school sites to provide technical assistance for all student devices and connectivity issues. During online lessons, if teachers could not fix issues that came up, they would contact the technology department via the help desk system we have in place. If students and families had problems with devices or connectivity, they contacted the school site who linked them to our tech department to provide assistance. In addition, school sites had designated staff available to provide students and families with virtual support to address any technical issues students may have faced during distance learning.

Attendance was documented daily in Aeries and reported weekly by the Certificated Teacher to their site's administration in order to verify participation and/or attendance including, but not limited to: participation in 1.) Online programs with verifiable minutes of participation/progress (iReady, Edgenuity, Khan Academy, etc.), 2.) Turning in an activity, project, or assignment, 3.) Attending Google Meet for direct instruction or discussion, 4.) Responding to a post or discussion in Google Classroom, 5.) A formative/summative quiz or response using Google Forms, or 6.) Office hours. The teacher prescribed the time value of student work and assignments. Students who were absent from distance learning for more than three school days or 60 percent of the instructional days in a school week, not meeting the compulsory education requirements, or if the pupil was determined to not be engaging in instruction and at risk of learning loss was identified and closely monitored by the classroom teacher, school counselor and site administration. This often became a challenge as many students were difficult to track down during the time of distance learning. Several students would not turn their camera on or participate during the lesson when called upon. In order to assess student learning and guide instruction, NUSD was prepared to implement a systematic cycle of assessments that included diagnostic, formative and summative assessments. However, providing authentic and viable assessments was challenging to do in a distance learning format. It was difficult to gather authentic and reliable data when the students were at home and not in a controlled environment similar to what they would be in a traditional in person instructional model.

Our classified employees recognized the need to be flexible in providing support services during the distance learning model and were directed to perform duties closely related to their job classification. We moved many of our classified employees to provide support during distance learning. For example, our playground supervision staff are provided support as virtual classroom aides or as outreach liaisons by contacting families via phone and/or through virtual meetings. Our bus drivers shifted to tutors that worked alongside teachers in their virtual classrooms. The District provided appropriate job related professional development to support classified employees in the distance learning model. The District recognized that some classified employees had the ability to work remotely and the District provided the necessary tools for the employee to be successful. Once the local public health department determined it was permissible, the District opened child supervision centers for NUSD employees. The centers were staffed by classified employees. The District implemented a rotation schedule for all office staff to facilitate effective social distancing and to equitably distribute the workload.

Our teachers used the English learner resources through our adopted curriculum when providing the academic enrichment opportunities given to our students. Designated and integrated English Language Development (ELD) continued to be implemented during virtual learning to the greatest extent possible. In addition, our ELD Site Coordinators were available should questions come up from staff or students during distance learning. The Technology Department arranged for hotspots or internet access for all students, especially to foster youth and low-income students. Our Site Administrators, Counselors, Foster Youth and Homeless Liaisons and Mental Health Coordinator reached out to families of students who have not participated in distance learning, as well as families on their caseload prior to school closure, to offer additional community resources when necessary. In order to provide additional support for our English Learner, foster youth, and low-income students, we ensured that families have access to information in multiple languages. This includes translation of all distance learning communication and information on preventative measures for protecting their families. We surveyed all of our families to determine the best way to communicate with them through phone calls, text, and emails. If a staff member, administrator, or parent reported that a student was experiencing anxiety; our counselors provided support or prepared referrals to outside agencies. Our students with exceptional needs were provided additional supports during distance

learning. Special Education teachers collaborated with general education teachers in their Google Classroom during distance learning to provide students with exceptional needs services in the least restrictive environment. Special Education teachers also created a Google Classroom to provide our students with exceptional needs direct support and services as related to their current IEP services. Special Education teachers and related services case carriers posted videos, assignments, and personalized feedback in Google Classroom, as well as provided daily live interaction. In both the distance and hybrid learning models, students with exceptional needs participated in synchronous and asynchronous online learning experiences. A synchronous learning experience included real-time instruction, daily interaction with their teacher, small group instruction for a specific subject area, and one-on-one assistance as noted in their IEP. Communication in the form of video conferencing, live-streamed videos, and live chat in addition to additional asynchronous learning experience allowed students the flexibility to learn at their own time and pace. IEP teams worked together to create emergency conditions provisions plans which outlined how services would be delivered and what goals were to be met during the time of the emergency condition. The Special Education department met on a weekly basis for collaboration, professional development and to review data. Special education teacher office hours were accessible to students with exceptional needs and their parents/guardians who might be in need of additional support.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
We already have supplemental material and software for intervention that is purchased in an ongoing basis with Supplemental Concentration Grants and Federal Title I money, such as iReady, Dream Box, and Read 180. Our core curriculum has additional resources built in as well. The core includes Wonders for ELA, Eureka Math and ELA, TCI for Social Studies. Science adoption is still in progress. Additional learning loss actions not mentioned in the distance learning or on campus learning sections: * 24 hour tutoring service for students to get support for the daily instruction and assignments. * Additional textbooks, novels, and materials for students at home as needed. * Purchased online textbooks for adopted curriculum where needed. * Purchased KAMI, Screencastify, NSync for Eureka Math, Google/Chrome Extensions, Achieve 3000, Listen Innovation, and other software that teachers have identified to help their classes with online learning. * Communication through Parent Square, Google Classroom, Edlio, and Aeries portals. * For ELD students, purchased Middleberry and Ellevation to supplement our core program. * Purchased an online resource for our Speech and Language Pathologist to use with students. * Additional counseling and mental health resources.	$290,000	144,888	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.

Most of our adopted curriculum had online access so there was not a need to purchase online textbooks or additional hard copy textbooks. The school sites checked out novels so there was no need to purchase additional novels or supplemental materials. Our Counselors and support staff had the means and resources for students in person or through distance learning. The Counselors continued to communicate with students when referred by teachers, staff, or through attendance issues. We did provide a 24 hour tutoring service, Parent Square, Google Classroom, Google Extensions, Screencastify, Achieve 3000, Listen Innovation, Nearpod, Heinnemann Classroom, and supplemental materials for TCI and Eureka curriculums.

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.

Nuview Union School District is aware that some students may have experienced learning loss during the time of school closures during the 2019- 2020 school year and during the distance learning that occurred during the 20-21 school year. We committed to administering diagnostic assessments at the beginning of the 20-21 school year. In addition, we used the formative assessments in the iReady program and in our ELD curriculum to assess the learning of our English learners. The diagnostic assessments were given three times a year, while the formative assessments were given continuously throughout the year. These assessments were used to monitor student literacy and proficiency in mathematics throughout the 20-21 school year. While distance learning presented challenges such as ensuring the fidelity of assessments taken virtually, many students participated in assessments. Results from these assessments showed that students experienced learning loss during school closure. A comprehensive learning loss mitigation program is needed to help address learning loss. Also, targeted supports such as small-group and individual interventions are needed for learners who are struggling.

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.

Nuview U. S.D. continued to deliver mental health services to students in need throughout the district. Our Mental Health Coordinator worked with site staff to provide training on how to identify the difference between normal levels of stress, chronic stress, and trauma. Our school counselors also provided virtual, whole class lessons on social emotional learning. All members of our mental health team were available to assist our students via email, phone calls or through Google meets sessions. Parents had the opportunity to reach out to their student's counselor by contacting the school site. In addition, our Mental Health Team collaborated to create a mental health Padlet page that provided resources and linkages to local information for our families. To support students, staff, and family members, the District partnered with Care Solace, which is a web-based care navigation system that enables fast, easy and convenient connection of students and families in need of mental healthcare to qualified providers and resources. The system is available for staff, students and family members. This concierge program is available 24/7 to help families through the process of accessing community-based mental health programs and resources or telehealth services. The physical and mental health of our students and their families is critical to us. We know that this continued state of uncertainty has heightened anxiety and stress for students and their families.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The District worked to maintain current contact information for all families as it was essential should schools need to close due to new outbreaks or to provide basic support to students and families during distance learning. School site teams developed strategies for locating hard-to-reach students including reaching out through text, phone, email, social media, and mail, as well as contacting friends and neighbors. In addition, home visits or wellness checks were utilized for the students who continued to be absent from Distance Learning. Verification of current contact information, daily notification to parents/guardians of absences, and providing connection with health and social services as necessary also occurred during the 20-21 school year.. Our focus, once contact was made, was to address barriers to attendance rather than absenteeism. District administrators, teachers, attendance clerks, and other designated staff moved quickly to reestablish contact with students and families, some of whom may have moved. Student and parent notifications about required participation was communicated using multiple modes of communication (attendance awareness letters, google classroom, parent messenger, social media, virtual parent meetings, websites, peach jar, etc.). Messages recognized that many students and families have suffered some trauma during the pandemic and detailed steps the school is taking to ensure support for students during distance learning. All communication with parents was in a language that the parent understands. School staff worked to adapt traditional classroom relationship-building strategies to virtual learning settings. This can include taking attendance in a caring manner, noticing when students have been absent and welcoming them back, positive messaging, incentives, and social-emotional checkpoints (classroom or by individual-student). Teachers also encouraged connections among students in virtual classrooms, using group assignments and online chats to keep students engaged with each other. Teachers were especially well-positioned to monitor if students have not responded to daily opportunities for interaction. School sites also monitored the extent to

which families were responding to outreach and support including picking up or receiving meals, responding to wellness checks, attending on-line office hours etc. School sites tracked whether students participated in online classes and completed learning activities. The teacher prescribed the time value of student work and assignments. Doing so acknowledged that even if a school has been able to contact a family, ensure connectivity, and support engagement and relationship building, we still monitored student participation including posting to chats, showing up to pick up learning materials and showing up to submit completed assignments.

Analysis of School Nutrition

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

Nuview Union School District has provided food to students during the initial school closure period and continued to do so during Distance Learning and Hybrid models. After seeking input from families and in order to increase participation in the food service program, we altered our food service times and locations. Our Nutrition Services offered a weekly meal service during virtual/hybrid learning for all enrolled students every Monday beginning Monday, August 17, 2020. Meal packs, which included breakfast and lunch for a week (5 days), was free to qualified students only. Families who did not qualify for the free lunch program had the opportunity to purchase weekly packs for students. We asked all families to fill out a lunch application for this school year. This application helped with district funding and determined free/reduced lunch status.This was a challenge to collect this information since not all students were on campus. Food Service Staff and students served during Distance Learning continued to follow social distancing practices with all participants wearing facemasks and maintaining a six-foot distance at all times. All meals were pre-packaged and prepared in accordance with U.S. Department of Agriculture food service guidelines.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Additional food costs for individually packaged items to be distributed for breakfast and lunch on Mondays for the entire week at one time.	$100,000	$117,661	Yes
Distance Learning Program (Access to Devices and Connectivity)	* Expanding our bandwidth and potentially providing the community at-large with expanded Wi-Fi from the schools or an LTE network. * Open and staff our Media Centers, Computer Labs, and MPRs for online access on campus while in the distance learning format.	$350,000	$165,650	Yes
In-Person Instructional Offerings	New classroom furniture for individual spacing and flexibility when returning to campus as needed, if funds are available. This goal is currently in our LCAP to improve student learning.	$350,000	537,755	Yes
Mental Health and Social and Emotional Well-Being	The duties of our Health and Mental Health employees have changed to help students with distance learning needs. These employees are providing services to help with a variety of physical and mental health situations in order for students to stay on track with their learning and to avoid any further loss of learning. These employees include the District Nurse and Mental Health Coordinator, School Counselors, and Health Clerks.	$240,000	$384,817	Yes
In-Person Instructional Offerings	During this time of distance learning, the district may be able to provide additional hours of in-person instruction to small group cohorts. Certificated and Classified personnel will be assigned to the groups based on the needs of the cohort.	$60,000	$305,404	Yes

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

We were unable to get a district run LTE service, but we did provide wireless access points to open the media centers, computer labs, outdoor areas, etc. We did purchase outdoor tables so students were able to have outdoor learning spaces on campus with wireless connections. For our return to in person instruction, we have purchased classroom furniture with casters for ease in spacing and hard laminate materials for easy cleaning and disinfecting. We already expanded our counseling services through the LCAP process so we have counselors at all of our schools, and they provided the mental health services through lessons, home visits, tracking absences, and follow up online visits. Our health clerks and nurse provided all the health needs and support services for our students during the pandemic. Our cohorts were very small and were assisted with repurposed classified staff that were accounted for in a previous section. Think together serviced most of our cohort students through the after school grant.

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 COVID-19 pandemic has had a significant impact on our students, families, district and the community. The 2020-2021 school year started in the distance learning format, as school buildings continued to remain closed in Riverside County by order of the Public Health Department. As always, it was and is our goal to provide a safe, engaging, rigorous learning environment for each of our students. We learned to adjust to the new realities this pandemic has brought forth, confusion between orders, requirements, and guidelines caused a great deal of anxiety and stress for our staff and our families. Recommendations and guidance changed weekly, if not daily, and we worked diligently to implement best practices and measures where feasible. We created a comprehensive Learning Continuity and Attendance Plan, with stakeholder feedback, and provided it to our families and staff. The plan was intended to balance the needs of all stakeholders, including educators, parents, students, and community members. It was evident from the results of our surveys that many of our families are experiencing connectivity issues and are in need of a device for each child in the home. We ensured the purchase of 1:1 chromebooks, MiFi hot spots and additional wireless access points on our campuses based on the feedback received from our surveys. We also included aspects of virtual learning such as daily interaction, rigorous standards, access to a device, etc. in order to ensure that students enrolled in the hybrid or virtual only model would be provided an instructional program similar to what they would receive in a traditional/in-person model.

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

We are aware that some students may have experienced learning loss during the time of school closures and distance learning during the 2019-20 and 20-21 school year. That is why in this year's LCAP cycle we have continued to focus on providing both academic and behavioral interventions. We are committed to administering diagnostic assessments at the beginning of the 21-22 school year. Results will be analyzed and next steps will be determined to address areas of pupil learning loss. Each of our school sites has a full-time counselor to support in providing the social-emotional support children need and a focus on the implementation of a school-wide Positive Behavior System. I-Ready is also used district-wide as an additional layer of support for students for Language Arts, and

Dreambox was added for Math support. These online intervention programs prescribe students lessons based on their area of weakness in both Language Arts and Math. In addition, each site has an academic intervention teacher to provide small group intervention to identified at-risk students. Nuview and Valley View Elementary also have a full-time PE teacher to help support small group academic interventions. In addition, this year's LCAP continues to provide supplemental materials and programs to support the academic program of all students and provide additional intervention and supports to students during the school day. School Staff will need to be cautious so as to not over identify specific students groups (EL, SED, SWD, Foster, Homeless) due to school closures and distance learning. Evidence of multiple measures and interventions need to be attempted before referrals are presented for assessment for qualification of special educational services and programs. Teachers and parents/guardians will work jointly to determine and communicate what is working and not working for a student as well as what accommodations and modality of learning allows the greatest access.

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.

The challenges in implementing the actions/services to achieve the actions and services identified as contributing towards meeting the increased or improved services requirement were directly aligned with the impacts of the COVID-19 pandemic, closure of school buildings, and lack of availability of in-person allowable offerings, and the challenging purchasing logistics due to supply chain obstacles and nationwide high demand of needed items.

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.

Nuview Union School District's mission remains the same in that our goal is excellence and it shall be achieved by serving the whole child through broad based educational experiences that include maximizing student safety and well-being while promoting student achievement in preschool through college. It is our aspiration to have students and staff return to a sense of normalcy while providing a supportive, inclusive and academically rigorous environment. This year we have used primarily local data to determine actions and services in our plan, as there is no state data available. Based on what we have learned over the last year and a half, social emotional learning, student engagement and an increase in professional development for all staff will continue to be a focus in the next few years. In order to remain steadfast in our mission, we have condensed our 2021-2024 LCAP goals into three main focus areas with corresponding actions and services:

Goal 1: Increase Academic Proficiency on Grade Level Standards

Provide professional development in district wide instructional initiatives such as Direct Interactive Instruction, Universal Design for Learning, and other identified best instructional practices
Provide supplemental materials and programs to support the academic program of all students
Provide additional intervention and supports to students during the school day
Continue to provide the 12 additional minutes of instruction to increase service to our students
Provide enrichment opportunities to ensure a well-rounded education for our students
Staff to student ratios-Maintain lower than collectively bargained class sizes, increase instructional aide staffing where needed
Create extended school day and school year opportunities for underachieving students, foster youth, low-income pupils, and English Learners
Provide additional support in closing the achievement gap to our Students with Disabilities

Goal 2: Ensure equal access to a safe, supportive and nurturing environment that promotes equity, engagement, and school connectedness

Provide professional development in the area of positive behavior and intervention supports (PBIS), alternative means of correction, behavior support plans, and other mental health needs for all staff
Increased counseling and mental health services for unduplicated students at all schools
Increase access to health services for students by expanding staff coverage in the health office so students and families will have access to a health expert

Increase the amount of opportunities that parents of unduplicated students and community members can participate in district and school events
Continued use of a variety of reporting systems such as (Lobbyguard, Sprigeo, Hour Zero, Zonar, Attention to Attendance, Aeries, etc.), to ensure safety, communication and attendance is maintained at each school site
Improve the school climate and facilities by providing a modernized school and classroom environment

Goal 3: Develop 21st Century skills and digital literacy to provide all students a platform for success in a digital world

Maintain a 1:1 student-to-device ratio
Replace damaged or outdated devices on an as needed basis
Support the connectivity of these devices at school and at home
Continue to monitor personnel and adjust as needed to support CCSS implementation, expanded device usage, and connectivity
Implement new instructional tools and applications to support teachers in 1:1 device initiative

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,

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

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

Actions Related to Pupil Learning Loss

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

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

- 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	4,075,226.00	4,039,739.00
Base	10,000.00	0.00
LCFF	3,629,101.00	3,614,256.00
Lottery	80,000.00	155,890.00
n/a	0.00	0.00
Title I	316,625.00	253,129.00
Title II	22,000.00	12,484.00
Title III	17,500.00	3,980.00

* 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	4,075,226.00	4,039,739.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	2,782,285.00	2,762,270.00
2000-2999: Classified Personnel Salaries	338,393.00	349,479.00
4000-4999: Books And Supplies	429,032.00	458,436.00
5000-5999: Services And Other Operating Expenditures	515,516.00	469,554.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00	0.00
Not Applicable	0.00	0.00

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

		Total Expenditures by Object Type and Funding Source		
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	4,075,226.00	4,039,739.00
	n/a	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	2,570,345.00	2,578,513.00
1000-1999: Certificated Personnel Salaries	Title I	211,940.00	183,757.00
2000-2999: Classified Personnel Salaries	LCFF	308,240.00	313,302.00
2000-2999: Classified Personnel Salaries	Title I	30,153.00	36,177.00
4000-4999: Books And Supplies	LCFF	284,500.00	275,646.00
4000-4999: Books And Supplies	Lottery	80,000.00	155,890.00
4000-4999: Books And Supplies	Title I	64,532.00	26,900.00
5000-5999: Services And Other Operating Expenditures	LCFF	466,016.00	446,795.00
5000-5999: Services And Other Operating Expenditures	Title I	10,000.00	6,295.00
5000-5999: Services And Other Operating Expenditures	Title II	22,000.00	12,484.00
5000-5999: Services And Other Operating Expenditures	Title III	17,500.00	3,980.00
5800: Professional/Consulting Services And Operating Expenditures	Base	10,000.00	0.00
Not Applicable	n/a	0.00	0.00

* 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	707,720.00	658,231.00
Goal 2	696,145.00	731,354.00
Goal 3	2,487,918.00	2,461,030.00
Goal 4	183,443.00	189,124.00

* 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	$2,193,000.00	$2,079,545.00
Distance Learning Program	$1,197,000.00	$1,279,379.00
Pupil Learning Loss	$290,000.00	$144,888.00
Additional Actions and Plan Requirements	$1,100,000.00	$1,511,287.00
All Expenditures in Learning Continuity and Attendance Plan	$4,780,000.00	$5,015,099.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$213,000.00	$342,998.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$213,000.00	$342,998.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,980,000.00	$1,736,547.00
Distance Learning Program	$1,197,000.00	$1,279,379.00
Pupil Learning Loss	$290,000.00	$144,888.00
Additional Actions and Plan Requirements	$1,100,000.00	$1,511,287.00
All Expenditures in Learning Continuity and Attendance Plan	$4,567,000.00	$4,672,101.00

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
Nuview Union School District	Dr. Jennie Kosters-LaBriola Director of Special Education & Student Services	jlabriola@nuview.k12.ca.us 951-928-0066

Plan Summary [2021-22]

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

The Nuview Union School District (NUSD) is a small, TK-8th grade district that serves students in the Lakeview, Perris, and Nuevo communities. The District is made up of two, TK-6th grade elementary schools and one 7-8th grade middle school. The total student population for the District is approximately 1552 students and the Average Daily Attendance for the District is 95.32 percent for the current school year. Eighty percent of students serviced in the Nuview Union School District are considered Socio-Economically Disadvantaged and 31% of our District's students are English language learners (EL). Students served in the school district are predominantly Hispanic (81%), with a smaller population of White (15%) students. African American (1.7%) and Students who are Two or More Races (1.2%) make up the remaining percentage of the student population. 10.6% of the students in the district are students with disabilities (SWD). 31% are English Language Learners (ELL), and 82% are considered socioeconomically disadvantaged (SED). 8% of our students are currently experiencing homelessness while 0.4% of our students are foster youth. The average daily attendance for the District is 94.5% percent for the current school year. Our current district wide chronic absentee rate is 9.6%.

Nuview Union School District have diligently worked to create a culture of high expectations beginning with the first, best instruction in the classroom. Our core program consists of Eureka Math that is now fully implemented and sustained at each of our school sites. In grades 4 through 8, we have implemented Engage New York ELA as our core English Language Arts curriculum. In grades TK-3 we adopted the McGraw Hill Wonders English Language Arts program that is also fully implemented and sustained at each of our elementary sites. Each of

our school sites is equipped with a dedicated STEM lab where students have the opportunity to work hands-on with the new Next Generation Science Standards. Each school also has a Teacher on Special Assignment to help deliver Tier 2 Intervention to identified students and also uses the I-Ready program and Dreambox learning to help address the needs of students needing intervention in Language Arts and Math, respectively. The Read 180 program continues to be utilized as a core replacement at our middle school to help identified students accelerate their progress to grade level standards. In addition, our elementary schools each have a full-time PE teacher, which allows for additional support for our teachers to provide additional small group interventions.PBIS is also being implemented in each of our schools to provide a behavioral framework for students in NUSD. Our most recent LCAP survey continues to identify safety as a top priority and an area of emphasis for this LCAP cycle. Board subcommittees, such as a Safety Subcommittee and Facilities Subcommittee, was formed to help ensure that we are engaging the community in this conversation and keeping this priority at the forefront of how we make decisions as a district.

Reflections: Successes

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

In comparing our 2018 and 2019 CA School Dashboard data, we showed progress in the following areas:

- Our Students With Disabilities' academic performance in ELA showed an increase of 13.8 points resulting in our dashboard indicator moving from red to orange.
- Our English Learners' academic performance in ELA showed an increase of 12.4 points resulting in our dashboard indicator moving from orange to yellow.
- The suspension rate at Nuview Elementary school declined to 1.5% placing them in green for this indicator.

Successes - Description: We are most proud of our continued growth of our English language learners. We continue to make strides with our EL student population. Our English Learners' academic performance in ELA showed an increase of 12.4 points resulting in our dashboard indicator moving from orange to yellow. Our 2019 Dashboard data shows that 45.4% of our ELs are making progress towards English language proficiency. We believe that a focus on EL specific strategies in our professional development plan and the continued work of our TOSA's in delivering intervention helped with our progress in this area. We plan to build on this progress by looking at sustaining and implementing with fidelity, our new curriculum in ELD for grades 4-8.
Another success we found was that our Students With Disabilities' academic performance in ELA showed an increase of 13.8 points resulting in our dashboard indicator moving from red to orange. We believe this success is due to the actions and efforts from our previous PIR and current SEP plan that are being implemented currently. We will continue to utilize these best practices as we see that our students with disabilities are benefiting from increased collaboration time and our students with disabilities are benefiting in the classrooms where high leverage instructional strategies are being utilized consistently implemented. Another success we saw was that the suspension rate at Nuview Elementary school declined to 1.5% placing them in green for this indicator. We intend to model our district wide practices in regards to suspension based on the successful strategies and efforts utilized by this site in order to decrease the rate all of our sites.

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.

In comparing our 2018 and 2019 CA School Dashboard data, we showed the need for significant improvement in the following areas:

Academic Performance (ELA): Our district's 2019 CA Accountability Dashboard indicator in the area of English Language Arts (ELA) for all students was orange, and overall 21.2 points below the standard. The ELA performance indicator was yellow for our English Learners (34.7 points below standard), and Homeless students (26.8 points below standard). The ELA performance indicator was orange for our Students with Disabilities (101.6 points below standard) and our socioeconomically disadvantaged students (29 points below standard).

Academic Performance (Math): Our district's 2019 CA Accountability Dashboard indicator in the area of Math for all students was orange, and overall 52.3 points below the standard. The Math performance indicator was yellow for our English Learners (67.8 points below standard), and Homeless students (58.5 points below standard). The Math performance indicator was orange for our Students with Disabilities (136.1 points below standard), Hispanic students (57.3 points below standard), and our socioeconomically disadvantaged students (57.3 points below standard).

Chronic Absenteeism: In comparing our 2018 and 2019 district wide chronic absentee rate, we moved from green to orange as our rate increased by 0.6%. Our Students With Disabilities subgroup has a 13.9% chronic absentee rate. This is an increase of 5.1% from the previous year., which places this subgroup in red for this indicator.

Suspension Rate: Our district's 2019 CA Accountability Dashboard indicator in the area of suspension for all students was orange with a rate of 3.2%. Our suspension rate for our Students With Disabilities is listed as "very high" with a rate of 7.4% placing them in the red for this indicator. In addition, our suspension rate of our SWDs at our middle school continue to be an area of need with a suspension rate of 15.7% placing them in red for this indicator.

Identified Needs - Description: Our academic performance in English Language Arts is an identified area of need with our indicator being orange in this area. Although we maintained, we are still 21.2 points below the standard in this area. To address this, each grade level has planned release days built in throughout the year to discuss areas such as pacing, best instructional practices and reviewing common assessments to adjust accordingly. Our ELD curriculum in grades 4-8 is in the second year of full implementation and instructional coaches have provided feedback and support in this new program. Our overall math scores are also an identified area of need with indicators being orange in this area. Although we maintained our status on this indicator, we are 52.3 points below level standard in this indicator. To address this need, we are participating in the countywide Math Task Force to bring back best practices to the district. In addition, about 20 percent of our math teachers have participated in a Teaching English learners Early Mathematics (TEEM) grant. This grant has allowed for professional development, collaboration and lesson studies in the area of math. Our district wide suspension rate received an overall level of orange. Our district's 2019 CA Accountability Dashboard indicator in the area of suspension for all students was orange with a rate of 3.2%. Our

suspension rate for our Students With Disabilities is listed as "very high" with a rate of 7.4% placing them in the red for this indicator. In addition, our suspension rate of our SWDs at our middle school continue to be an area of need with a suspension rate of 15.7% placing them in red for this indicator. In order to address this area of need, we will be providing comprehensive training to site principals on alternatives to suspension and other means of correction. We will also continue with school wide training in the areas of Positive Behavior Intervention Supports and trauma informed practices. Our Students with Disabilities continues to be an area of need in this LCAP cycle. Our Students With Disabilities' academic performance in ELA showed an increase of 13.8 points resulting in our dashboard indicator moving from red to orange. However, our SWD still performed well below the standard in both English Language Arts (101.6 points below standard) and Math (136.1 points below standard). Although we 'increased' in both of these areas, we continue to remain in targeted monitoring for Special Education. A detailed Special Education Plan (SEP) was developed by our SEP oversight team to address the need for an increase in academic proficiency and a decrease in the suspension and chronic absentee rates of our SWD. Highlights of that plan include monitoring student progress through benchmarks, increase in professional development for staff and structured classroom walkthroughs providing feedback and support to the teachers of our students with disabilities.

LCAP Highlights

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

The following are key features of the Nuview Union School District's 2021-24 LCAP:

Goal 1: Increase academic proficiency on grade level standards

Provide professional development in district wide instructional initiatives such as Direct Interactive Instruction, Universal Design for Learning, and other identified best instructional practices
Provide supplemental materials and programs to support the academic program of all students
Provide additional intervention and supports to students during the school day
Continue to provide the 12 additional minutes of instruction to increase service to our students
Provide enrichment opportunities to ensure a well-rounded education for our students
Staff to student ratios-Maintain lower than collectively bargained class sizes, increase instructional aide staffing where needed
Create extended school day and school year opportunities for underachieving students, foster youth, low-income pupils, and English Learners
Provide additional support in closing the achievement gap to our Students with Disabilities

Goal 2: Ensure equal access to a safe, supportive and nurturing environment that promotes equity, engagement, and school connectedness

Provide professional development in the area of positive behavior and intervention supports (PBIS), alternative means of correction, behavior support plans, and other mental health needs for all staff
Increased counseling and mental health services for unduplicated students at all schools

Increase access to health services for students by expanding staff coverage in the health office so students and families will have access to a health expert

Increase the amount of opportunities that parents of unduplicated students and community members can participate in district and school events

Continued use of a variety of reporting systems such as (Lobbyguard, Sprigeo, Hour Zero, Zonar, Attention to Attendance, Aeries, etc.), to ensure safety, communication and attendance is maintained at each school site

Improve the school climate and facilities by providing a modernized school and classroom environment

Goal 3: Develop 21st Century skills and digital literacy to provide all students a platform for success in a digital world

Maintain a 1:1 student-to-device ratio
Replace damaged or outdated devices on an as needed basis
Support the connectivity of these devices at school and at home
Continue to monitor personnel and adjust as needed to support CCSS implementation, expanded device usage, and connectivity
Implement new instructional tools and applications to support teachers in 1:1 device initiative

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.

This section is not applicable because there are no schools in the LEA identified for CSI.

Support for Identified Schools

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

This section is not applicable because there are no schools in the LEA identified for CSI.

Monitoring and Evaluating Effectiveness

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

This section is not applicable because there are no schools in the LEA identified for CSI.

Stakeholder Engagement

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

Nuview Union School District worked diligently to solicit stakeholder feedback in order to develop a well rounded, meaningful Local Control Accountability Plan for our students and families. Superintendent Town Halls and LCAP stakeholder meetings were held at each school site. Feedback, comments and ideas solicited during these stakeholder meetings were collected and analyzed in order to ensure alignment with the District's LCAP goals. The Superintendent and Cabinet members facilitated these LCAP Stakeholder meetings at each designated site (Nuview Elementary April 28, 2021, May 3, 2021 and May 10, 2021 ; Mountain Shadows Middle School April 27, 2021 ; Valley View Elementary School April 28, 2021). Meeting invitees included bargaining unit members from both California Schools Employees Association, and Nuview District Teachers Association. Additional invitees included school certificated and classified staff, parents, students and community members. Feedback provided by members of the community and employees of both our Certificated and Classified Associations helped shape the direction of the finalized Local Control Accountability Plan.The recommendations provided allowed for the prioritizing of when each item would be implemented based on current need. Additional efforts to solicit stakeholder engagement was done through a variety of ways including but not limited to:

1)An electronic District wide LCAP survey (in both Spanish and English) went out to stakeholders on March 18 and remained opened until April 11, 2021. We disseminated this information using our Parent Square messaging service, emails to teachers/classified staff and posted on school websites. The Parent Square messaging service facilitates access to stakeholders that may not have internet access by sending either a text, email or call to the stakeholder's smartphone.

2)District English Language Learner Advisory Committee (DELAC) met in December 2019 and January 2020 to review reclassification rates, progress on LCAP goals for our English learners and to review the initial and summative ELPAC assessments. The DELAC also convened on August 27, 2020 to review the draft of the Learning Continuity and Attendance Plan and on May 7, 2021 in order to provide input on the 2021 Local Control and Accountability Plan.

3) The Special Education Planning (SEP) Process has helped us narrow our focus on meeting the needs of our Students with Disabilities. Members of the team include our Principals, our Special Education Teachers, Teachers on Special Assignment and a representative from Riverside County SELPA. This team met on November 5 and 18, 2020, February 10 and April 21, 2021 to analyze our data in the areas of academic achievement of SWD in ELA and Math, Suspension rate of our SWD, discussed current improvement strategies we are already doing and completed a root cause analysis for each of the three areas. Stakeholder feedback gathered from these meetings helped to guide goals, actions and services for this year's LCAP. Special Education will receive increased services and attention in order to close the existing achievement gap and reduce the suspension rates for our SWD.

4)District Administrative team meetings were held weekly to gather site input on the current accountability plans school reopening plans. Site administrators were given an overview of proposed ideas for LCAP 2021-23. An opportunity for feedback (questions, concerns, etc.) was provided to all stakeholders on proposed LCAP goals, actions and services. Site administrators shared feedback from their School Site Councils and English Learner Advisory Councils at these meetings. Feedback from these meetings included the need for professional

development for principals in the areas of alternative means of correction and professional development for all staff in how to better support our students with disabilities.

5) Presentations were made to the NUSD Governing Board two different times during the year throughout the development process of this year's LCAP. The presentation gave an update on the various LCAP initiatives and board members were able to ask questions and get clarification on the LCAP programs presented in the update at each board meeting.

6)Our District's 6, 7, 9, and 11th graders were given the California Healthy Kids Survey in May of 2021. Feedback gleaned from this survey guided our goals, actions and services listed in this year's LCAP.

7) Consultation with students occurred with the data that was gathered from the administration of the California Healthy Kids Survey given in the spring of this year to all of our 6th, 7th, 9th and 11th grade students.

8)A public hearing was held on June 22, 2021 to solicit public comment and to gather feedback from the Governing Board on the draft of the District's Local Control Accountability Plan.

9) A Parent Advisory Committee Meeting was held virtually on June 23, 2021 . At this meeting, we presented the LCAP and annual update to the LCAP/LCP to the parent advisory committee for review and comment.

10)On June 24, 2021, the Board of Trustees are scheduled to approve the final draft of the District's Local Control Accountability Plan.

A summary of the feedback provided by specific stakeholder groups.

Goal #1
As indicated by our 2021 LCAP stakeholder feedback survey:
50.9% of respondents indicated that their school provides interventions and individual support needs to help address learning loss
52% of respondents indicated that English learners, students with special needs and foster/homeless youth have access to appropriate instructional materials
62.1% of respondents indicated that the teachers and staff have received sufficient training and professional development on the standards
Parents, community members and staff that were in attendance at the Virtual Superintendent Town Halls and LCAP stakeholder meetings shared their feedback on the need for additional enrichment opportunities for students, and asked for additional supports for intervention and learning loss mitigation. Other ideas shared were offering additional supports such as student/parent engagement classes where parents and students learn together during evening classes, providing additional specialty teachers and instructional aides and increase professional development in the areas of instruction.

Goal #2
As indicated by our 2021 LCAP stakeholder feedback survey:
75.7% of respondents indicated that parents feel welcomed at the school sites
51.8% of respondents indicated that the school provides workshops on educational priorities for parents.

80.2% of respondents indicated that parents are included in school site advisory committees
70.1% of respondents indicated that students feel connected to school
75.9% of respondents indicated that students feel safe at school
54.6% of respondents indicated that the school provides extracurricular activities such as clubs, sports, band, etc.
Parents, community members and staff that were in attendance at the Virtual Superintendent Town Halls and LCAP stakeholder meetings shared the need for us to provide additional counseling support to engage students and families in addressing students' social-emotional health and academic needs.

Goal #3
It was evident from the results of our surveys given at the beginning of our school year, that many of our families are experiencing connectivity issues and are in need of a device for each child in the home. We ensured to include the purchase of 1:1 chromebooks, MiFi hot spots and additional wireless access points on our campuses based on the feedback received from our surveys. We also included aspects of virtual learning such as daily interaction, rigorous standards, access to a device, etc. in order to ensure that students enrolled in the hybrid or virtual only model would be provided an instructional program similar to what they would receive in a traditional/in-person model. As we began the school year, it was evident that teachers and staff saw the need for increased professional development in the areas of virtual teaching and learning. We also saw an increased need for additional online applications such as Google classroom, apps for education, Flipgrid, iReady, and other online tools.

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

After reviewing prior years academic performance, suspension, chronic absentee rates (2019 Dashboard) and data gathered from stakeholder feedback, we see the need for increased support provided to students in order to ensure their academic, physical and social/emotional well being. We also see the need to maintain a safe and supportive environment that promotes equity, engagement, and school connectedness. All of our goals, actions and services were influenced directly by feedback we received from our LCAP survey and stakeholder meetings. After review of data and stakeholder feedback, we have identified the needs of our students not meeting grade level standards on local and statewide assessments. Stakeholder feedback gathered from these meetings helped to guide goals, actions and services for this year's LCAP. Special Education will receive increased services and attention in order to close the existing achievement gap and reduce the suspension rates and chronic absentee rates for our SWD. As we began the school year, it was evident that there was a need for student access to additional online applications such as Google classroom, apps for education, Flipgrid, iReady, and other online tools. In addition, based on the gathered stakeholder feedback, teachers and staff saw the need for increased professional development in the areas of virtual teaching and learning.

Goals and Actions

Goal

Goal #	Description
1	Students will demonstrate annual growth towards academic proficiency on grade level standards as measured by common, local and statewide assessments.

An explanation of why the LEA has developed this goal.

After an analysis of our academic achievement data , we see that there is a continued need to focus on student learning and academic achievement. After review of data and stakeholder feedback we have identified the needs of our students not meeting grade level standards on local and statewide assessments. Therefore, in order to increase student achievement on assessments and increase the proficiency of our English Learners, we intend to provide professional development in district wide instructional initiatives, and provide supplemental materials to support the earning of our English Learners, foster youth and low income students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Progress on CA English Language Development	In 2019, 45.4% of our English Learners were making progress towards English Language proficiency as measured by the Summative ELPAC assessment.				By the end of the 2023-24 school year, we expect to see that at least 80% of our English Learners will show progress towards English Language proficiency as measured by the Summative ELPAC assessment.
Reclassification of Fluent English Proficient	In the 2020-21 school year, 19.2% of our English language learners were reclassified.				By the end of the 2023-24 school year, we expect to see at least a 10% increase in the amount of our English Learners who are reclassified as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Fluent English Proficient.
Student performance on CAASPP English Language Arts Assessment (All Students)	2019 Dashboard Status: 21.2 points below standard Current Dashboard Status: Low Dashboard Performance Level: Orange				By the end of the 2023-24 school year, we expect to see improved outcomes and growth for all students, as measured by and corresponding with academic performance in ELA as shown on the California School Dashboard. This would include an increase of Increase student performance level by 2% and a dashboard performance level of green or blue.
Student performance on CAASPP English Language Arts Assessment (Students with Disabilities)	2019 Dashboard Status: 101.6 points below standard Current Dashboard Status: Very Low Dashboard Performance Level: Orange				By the end of the 2023-24 school year, we expect to see improved outcomes and growth for students with disabilities, as measured by and corresponding with academic performance in ELA as shown on the California School

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Dashboard. This would include an increase of Increase student performance level by 2% and a dashboard performance level of green or blue.
Student performance on CAASPP Math Assessment (All Students)	2019 Dashboard Status: 52.3 points below standard Current Dashboard Status: Low Dashboard Performance Level: Orange				By the end of the 2023-24 school year, we expect to see improved outcomes and growth for students with disabilities, as measured by and corresponding with academic performance in math as shown on the California School Dashboard. This would include an increase of Increase student performance level by 2% and a dashboard performance level of green or blue.
Student performance on CAASPP Math Assessment (Students with Disabilities)	2019 Dashboard Status: 136.1 points below standard Current Dashboard Status: Very Low				By the end of the 2023-24 school year, we expect to see improved outcomes and growth for students with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Dashboard Performance Level: Orange				disabilities, as measured by and corresponding with academic performance in math as shown on the California School Dashboard. This would include an increase of Increase student performance level by 2% and a dashboard performance level of green or blue.
Professional Development	50% of certificated staff and 25% of paraprofessional staff have received training in district wide instructional initiatives such as Direct Interactive Instruction, Universal Design for Learning, and other identified best instructional practices.				By the end of the 2023-24 school year, at least 90% of certificated staff and 75% of paraprofessional staff will receive training in these district wide instructional initiatives. We also expect to see an increase in the amount of staff at all school sites utilizing the agreed upon best practices and strategies with continuity. Sign-In/Attendance sheets, agendas and notes from trainings will be collected.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Sufficiency Report (every student has sufficient access to standards aligned materials)	Currently we are at a 100% in our Williams Compliance Rate. Currently, all students have access to standards aligned instructional materials.				By the end of the 2023-24 school year, we will maintain all Williams complaints at Zero or resolved. we will also continue to ensure that 100% of all students have access to core instructional materials.
Ensure highly qualified staff for NUSD	Currently 100% of teachers are determined to be highly qualified by DataQuest.				By the end of the 2023-24 school year, we will continue to have 100% of teachers are determined to be highly qualified by DataQuest.
Implementation of State Standards	In grades TK-3 we purchased an English language Arts and ELD textbook and are in the third full year of implementation. Teachers were provided continued training and support to ensure full implementation of this text. Grades 4-8 are using Engage New York as an Open Educational Resource and this is being implemented because				By the end of the 2023-24 school year, we will continue to have 100% of teachers trained in the selected textbook to ensure implementation of state standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	all of our students in these grades are 1-to-1 with every student having access to a chrome book. We implemented English 3D in grades 4 through 8 as our designated ELD curriculum. Training was provided throughout the year to ensure that our teachers were addressing the standards.				
Course Offerings-Broad Course of Study	NUSD offered courses described under section 51210 and 51220 (a)-(i) as applicable during the 2020-2021 academic year.				By the end of the 2023-24 school year, we will continue to offer courses described under section 51210 and 51220 (a)-(i) as applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development on District Wide Instructional Initiatives	Provide professional development in district wide instructional initiatives such as Direct Interactive Instruction, Universal Design for Learning, and other identified best instructional practices that support the learning of our English Learners, foster youth and low income students. At least 90% of certificated staff and 75% of paraprofessional staff will receive training in these district wide	$108,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional initiatives. We will continue offering structured English immersion as our language acquisition program at our schools. This will include times for designated and integrated English language development throughout the day. The Center for Teacher Innovations will be used to support beginning teachers in order to provide differentiation training for diverse learning needs. Continue to recruit and maintain highly qualified staff to support the learning needs of our unduplicated students. Continue to provide time for teachers to collaborate on curriculum and calibrate instruction as a grade level.		
2	Supplemental Instructional Programs and Materials	Provide supplemental materials and support to assist in delivery of Common Core State Standards. Supplement adopted subject-specific materials as needed. Continue to provide diagnostic and additional instructional support for English Learners, foster youth and low-income students. We will continue to analyze each program for effectiveness and make adjustments through the LCAP stakeholder engagement process as needed.	$182,000.00	Yes
3	Additional Supports for Interventions	Close the achievement gap for our English Learners, foster youth and low-income students by providing additional intervention and support during the school day. Our data shows that the work of our intervention TOSAs and use of PE teachers is working. Continue to fund TOSAs, subject-specific intervention, and Elementary PE positions as needed to provide Tier 2 and Tier 3 supports.	$820,738.00	Yes
4	Additional Instructional Minutes	In 15/16, we negotiated an additional 12 minutes of instruction each day (2,160 minute each school year) equivalent to 2.86% on the teacher salary schedule. Continue to provide the 12 additional minutes of instruction to increase service to our students. Explore opportunities through the negotiation process to increase student services within and beyond the current school day and year. The expanded instructional time supports the needs of our unduplicated population who benefit from longer class time that allow instructors to provide increased informative assessments and instruction.	$170,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Enrichment Opportunities	In 13/14 we began a STEM program to provide enrichment to our 82% of unduplicated students. Today, we have STEM labs at each elementary and middle school. Those labs have various grade level modules that the students can explore and learn from. As with any program, we continue to analyze the effectiveness and find ways to improve upon what we have started. Continue to provide increased enrichment access to STEM education in grades K-8. Provide opportunities for outdoor education and field trips. Explore new opportunities to improve the engagement of students through Arts and Music. This action calls for enrichment activities to ensure a well-rounded education for our students. This district is comprised of 80% low income students, and the Board has expressed an interest in providing outdoor education and field trip opportunities at little to no charge. Sites will be allocated additional funding from supplemental and concentration grants to provide these additional outdoor education opportunities and field trips to support the students in our community that may not otherwise be able have these experiences beyond the classroom.	$268,435.00	Yes
6	Staff to Student Ratios	Maintain lower than collectively bargained class sizes to ensure equitable services for unduplicated students. By having lower class sizes the teachers and aides can focus more on the individual needs of our English Learner, foster youth, and low income students. We will also continue with intervention, Title I, and EL instructional aides. Explore the need for additional paraprofessionals to assist English Learners, foster youth and low-income students then hire where the needs are identified.	$742,014.00	Yes
7	Increase Achievement of Unduplicated Students with Disabilities	Provide additional support in closing the achievement gap to unduplicated Students with Disabilities. The proportional share of Supplemental/Concentration funds will be used to ensure maximized student services in closing the achievement gap for unduplicated students with disabilities. Supplemental/Concentration funds make up	$480,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		30.31% of the LCFF budget and must be used proportionally to support the 82% of unduplicated students, including those Low Socio-Economic, EL, and Foster Youth special education students.		
8	Extended Learning Opportunities	Create extended school day and school year opportunities for underachieving students, foster youth, low-income pupils, and English Learners. In year 1, the expanded learning opportunity grant will be used for completing most of this action. LCFF funds will be used to further support this action as needed. By years 2 and 3 we will continue the most successful intervention opportunities using LCFF supplemental/concentration funds to continue the additional support for our unduplicated student population.	$1,277,123.00	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	Students will be provided additional supports to ensure equal access to a safe, supportive and nurturing environment that promotes equity, engagement, and school connectedness.

An explanation of why the LEA has developed this goal.

After reviewing prior years suspension, chronic absentee rates and data from the California Healthy Kids Survey as well as stakeholder feedback, we see the need for increased supports provided to students in order to ensure their physical and social/emotional well being. We also see the need to maintain a safe and supportive environment that promotes equity, engagement, and school connectedness. Current district wide data around the areas of chronic absenteeism, student engagement, student suspensions gathered from a variety of state and local sources demonstrates that there is a need to focus on creating a positive and engaging climate at each school, where students feel valued, supported and safe.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate: All Students	Dashboard Rate (2019): 3.2% Dashboard Status (2019): High Dashboard Performance Level: Orange				By the end of the 2023-24 school year, we expect to see a .5% decline in the suspension rate of all students.
Suspension Rate: Mountain Shadows	Dashboard Rate (2019): 8.5% Dashboard Status (2019): High				By the end of the 2023-24 school year, we expect to see a 2% decline in the suspension rate of students at MSMS.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Dashboard Performance Level: Orange				
Suspension Rate: Nuview Elementary	Dashboard Rate (2019): 1.5% Dashboard Status (2019): Medium Dashboard Performance Level: Green				By the end of the 2023-24 school year, we expect to see a decline or at least maintain the suspension rate of students at NES.
Suspension Rate: ValleyView Elementary	Dashboard Rate (2019): 1.6% Dashboard Status (2019): Medium Dashboard Performance Level: Yellow				By the end of the 2023-24 school year, we expect to see a decline or at least maintain the suspension rate of students at VVES.
Suspension Rate: Students with Disabilities	Dashboard Rate (2019): 7.4% Dashboard Status (2019): Very High Dashboard Performance Level: Red				By the end of the 2023-24 school year, we expect to see a 2% decline in the suspension rate of our Students with Disabilities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism (All Students)	Dashboard Rate (2019): 9.6% Dashboard Status (2019): Orange Dashboard Performance Level: Medium				By the end of the 2023-24 school year, we expect to see a 2% decline in the chronic absentee rate for all students.
Chronic Absenteeism (Students with Disabilities)	Dashboard Rate (2019): 13.9% Dashboard Status (2019): Red Dashboard Performance Level: High				By the end of the 2023-24 school year, we expect to see a 5% decline in the chronic absentee rate for our Students with Disabilities.
Middle School Dropout Rate	In the 19-20 school year, we had 2 out of our 403 students who were considered middle school dropouts, as defined by CALPADS.				By the end of the 2023-24 school year, we expect to see our middle school dropout rate at 0%.
Average Daily Attendance (All Students)	In the 18-19 school year, the district wide average daily attendance rate was at 94.84%.				By the end of the 2023-24 school year, we expect to see an increase to at least 96% for our Average Daily Attendance.
Professional Development	50% of certificated staff and 25% of				By the end of the 2023-24 school year,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	paraprofessional staff have received some level of professional development in the area of positive behavior and intervention supports (PBIS), alternative means of correction, behavior support plans, and other mental health needs.				we expect that at least 95% of certificated staff and 75% of paraprofessional staff will have received training in these initiatives. We also expect to see an increase in the amount of administrators and staff at all school sites utilizing the agreed upon best practices and strategies with continuity. Sign-In/Attendance sheets, agendas and notes from trainings will be collected.
Expulsion Rate	According to Data Quest, the 2019 expulsion rate for NUSD students was 0% for the school year.				By the end of the 2023-24 school year, we expect that our expulsion rate will remain at 0%.
Parent Involvement Opportunities and Input	As indicated by our 2021 LCAP stakeholder feedback survey:

75.7% of respondents indicated that parents feel welcomed at the school sites | | | | By the end of the 2023-24 school year, we expect to see a 10% increase in the amount of parents who feel welcomed at school sites and feel included in the school advisory committees. |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	51.8% of respondents indicated that the school provides workshops on educational priorities for parents. 80.2% of respondents indicated that parents are included in school site advisory committees				In addition, we expect to see a 10% increase in the amount of opportunities for parents to become involved at their child's school.
School Safety and Connectedness	As indicated by our 2021 LCAP stakeholder feedback survey: 70.1% of respondents indicated that students feel connected to school 75.9% of respondents indicated that students feel safe at school 54.6% of respondents indicated that the school provides extracurricular activities such as clubs, sports, band, etc.				By the end of the 2023-24 school year, we expect to see a 10% increase in the amount of students who feel safe and connected to school. In addition, we expect to see an increase in the amount of enrichment opportunities for students to become involved at their school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspection Tool (FIT)	In November 2020, all of our sites scored an overall ranking of 'good' on the annual FIT inspection.				By the end of the 2023-24 school year, we expect to see that all of our sites scored at least an overall ranking of 'good' or "exemplary" on the annual FIT inspection.
Transportation Usage and Expanded routes	Analysis of our current transportation services show that students do not have safe community walking pathways to our schools to best meet student needs. In addition at SART/SARB meetings held in 2019-20 school year, home-to-school transportation was a primary barrier to student attendance. In the 2019-20 school year, 525 of our 1548 students (34%) utilized our free home-to-school transportation.				By the end of the 2023-24 school year, we expect to see a 3% increase in the amount of students who utilize free home to school transportation to ensure increased attendance for unduplicated and for our Students with Disabilities.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development for Behavioral Support	Site administration and staff will be provided additional professional development in the area of positive behavior and intervention supports (PBIS), alternative means of correction, behavior support plans, and other mental health needs. We expect that strategies from these trainings will be utilized at all of our school sites with fidelity in order to decrease our suspension rate.	$27,000.00	No
2	Site Allocations	Provide school sites with supplemental and concentration funds beyond base funding allocations to support increased services for unduplicated students at the school site level. We monitor this action by using a separate goal in our funding line to make sure the money is being used for increased and improved services. Reasoning: The School Plan for Student Achievement (SPSA) is an intentional plan that should utilize the most out of the resources available to the school with the ultimate goal of increasing student achievement. The SPSA development process is aligned with the Local Control and Accountability Plan. Therefore, it is an effective process to allow the local school site to analyze its own student achievement data in order to determine site-specific needs of their student populations. Each school site in our district is allotted LCFF supplemental dollars are allocated to each school site based upon the site's unduplicated student count. The site's School Site Council create their SPSA to reflect the needs of their unduplicated students. District oversight ensures that the funds are use appropriately. We monitor this action by using a separate goal in our funding line to make sure the money is being used for increased and improved services. This is the most effective use of funds because Nuview Union schools provide direct services to meet the unique needs of their unduplicated student populations through programs to support student achievement, intervention/acceleration opportunities, professional development, and efforts to increase stakeholder engagement.	$147,000.00	Yes
3	Counseling and Mental Health Services	It is the mission of the district to support the whole child, including mental health. When the LCFF and LCAP process first began to focus on increased and improved services, one of our first actions was to	$349,424.00	Yes

Action #	Title	Description	Total Funds	Contributing
		make sure we had full time counselors at each of our schools. Through this LCAP process, we will maintain our increased counseling services for unduplicated students at all schools; Explore the need for additional mental health or administrative support to help with implementation of PBIS and other strategies. VVES counselor is responsible for district-wide foster youth services.		
4	Home to School Transportation	Analysis of our transportation services show that students do not have safe community walking pathways to our schools to best meet student needs. 82% of our students are considered to be low-income, foster youth, or English Learners. It is our goal to continue with free home to school transportation services and give first priority to our low income students. Base and Supplemental/Concentration Funds will be used for providing free home to school transportation to ensure increased attendance for unduplicated and for our Students with Disabilities. This will also help to reduce chronic absentee rate.	$915,000.00	Yes
5	Increased Health Services	It is the mission of our district to support the whole child, including physical health. Our health experts assist students and families with in school needs as well as help families seek outside services. Our Nurse works with outside agencies to provide in district services for medical and dental. We plan to maintain expanded coverage in the health office so students and families will have access to a health expert. Supplemental Concentration Funds will provide the proportional share of the services from the health experts so we can continue our expanded services and hours that we started during this LCAP process to support our students physical health needs.	$71,983.00	Yes
6	Increased Parent and School Connectedness	Increase the amount of opportunities that parents of unduplicated students and community members can participate in district and school events. Each site will determine the level of engagement needed. Community Liaison support duties (20%) are added to our health clerks to assist in our Spanish communication to parents. We worked with our families to provide access and various means of	$38,731.00	Yes

Action #	Title	Description	Total Funds	Contributing
		communication through platforms such as Aeries Communication/Portals, Google Classroom, and Edlio. We believe these strategies will be effective in addressing the need for an increase in parent and school connectedness.		
7	Communication, Safety, and Security	Through the use of a variety of reporting systems such as (Lobbyguard, Sprigeo, Hour Zero, Zonar, Attention to Attendance, Aeries, etc.), to ensure safety, communication and attendance is maintained at each school site. Explore the need for additional campus supervision staff using supplemental/concentration grants for improved services in order to ensure safety of students, especially during breaks and recess. Explore the possibility of further safety measures such as electronic locks, playground equipment, and additional security staff.	$55,048.00	No
8	School and Classroom Environment	Data has shown that we had an increase in transfers out to a brand new neighboring elementary school. Action was determined through stakeholder engagement feedback that school climate and facilities needed to be addressed. A modernized school and classroom environment will help close the achievement gap and provide a safe school environment for unduplicated students equal to higher income, neighboring school districts. According to the Quality Schooling Framework and CDE website, the physical, environmental, and social aspects of a school have a profound impact on student experiences, attitudes, behaviors, and performance. School culture and climate help determine whether students are motivated to learn and stay in school. In a healthy and positive school culture, all students experience equally supportive learning environments and opportunities that help them learn and thrive. Supplemental/Concentration funds make up 30.31% of the LCFF budget and must be used proportionally to support the 82% of unduplicated students. For this action, Supplemental/Concentration funds will be used for the proportional share of deferred and routine maintenance in order to maintain a school environment that will support the education of our unduplicated students. We will also use supplemental/concentration grants to	$635,823.00	Yes

Action #	Title	Description	Total Funds	Contributing
		improve the classroom environment with updated furniture to support collaboration and flexible learning spaces.		

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	Develop 21st Century skills and digital literacy to provide all students a platform for success in a digital world.

An explanation of why the LEA has developed this goal.

It was evident from the results of our surveys given at the beginning of our school year, that many of our families are experiencing connectivity issues and are in need of a device for each child in the home. We ensured to include the purchase of 1:1 chromebooks, MiFi hot spots and additional wireless access points on our campuses based on the feedback received from our surveys. We also included aspects of virtual learning such as daily interaction, rigorous standards, access to a device, etc. in order to ensure that students enrolled in the hybrid or virtual only model would be provided an instructional program similar to what they would receive in a traditional/in-person model. As we began the school year, it was evident that teachers and staff saw the need for increased professional development in the areas of virtual teaching and learning. We also saw an increased need for additional online applications such as Google classroom, apps for education, Flipgrid, iReady, and other online tools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of identified students accessing such online programs and applications to support their academic needs	As we began the school year, it was evident that there was a need for student access to additional online applications such as Google classroom, apps for education, Flipgrid, iReady, and other online tools. At the current time, approximately 70% of				By the end of the 2023-24 school year, we expect that at least 95% of our students will be accessing the available online tools, applications and programs in order to enhance their educational experience.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	our students are accessing these available online tools, programs and applications.				
Number of devices accessible to students and staff	100% of students currently have access to devices that will meet the needs of instruction and assessment.				By the end of the 2023-24 school year, we expect to continue our 1:1 student-to-device ratio for students to use at school and at home.
Professional development	As we began the school year, it was evident that teachers and staff saw the need for increased professional development in the areas of virtual teaching and learning. Currently approximately 50% of our staff has been trained in areas such as google classroom and computer application programs/tools.				By the end of the 2023-24 school year, we expect that at least 95% of certificated staff and 75% of paraprofessional staff will have received training in these initiatives.

Actions

Action #	Title	Description	Total Funds	Contributing
1	1:1 Student to Device Ratio	82% of our students are considered English Learners, foster youth, or low income. In an effort to support unduplicated students in digital literacy we will maintain a 1:1 device ratio. We will purchase new equipment and replace damaged or outdated devices on an as needed basis. We will also support the connectivity of these devices at school and at home with new infrastructure as needed. In year one ESSER funds will be used initially to support this action. LCFF funds will be used for some repairs of devices in year 1, and will also be used if funds are not being used in other actions. Years 2 and 3 will include LCFF funds.	$365,000.00	Yes
2	Technology Personnel	Stakeholder engagement has shown the need to focus on the technology needs of our students, including devices, instructional tools, and infrastructure. In order to support the increased services in technology listed in actions 1and 3. Supplemental/Concentration funds will be used for the proportional share of technology and media personnel. Supplemental/Concentration funds make up 30.31% of the LCFF budget and must be used proportionally to support the 82% of unduplicated students. For this action, Supplemental/Concentration funds will be used for the proportional share of technology and media personnel. Continue to monitor personnel and adjust as needed to support CCSS implementation, expanded device usage, and connectivity.	$113,628.00	Yes
3	Instructional Tools and Applications	Implement new instructional tools and applications to support teachers in 1:1 device initiative. These tools and applications provide additional access to academic content for our 82% of unduplicated students.	$11,900.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

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

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

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

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
30.31%	$3,886,998

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.

For this LCAP cycle, supplemental/concentration funds will be used to meet the needs of low-income pupils, foster youth, and English learners. Nuview Union School District is committed to providing activities that keep students connected, target instruction, increase mental health services and provide academic support to our neediest students. The needs of the unduplicated students take priority. The actions and services listed provide support to unduplicated students and targeted student groups that involve systematic efforts to improve academic performance, suspension rates and reduce chronic absenteeism. Therefore, the district will continue to implement a multi-tiered system of supports. The needs of low income, English learners and foster youth were considered first when looking at accessibility, connectivity and access. Many of our actions and services are LEA-wide or school-wide because our unduplicated count is approximately 82%, which is over the 55% threshold for school-wide or LEA-wide implementation. Several actions call for the proportional share of supplemental/concentration grants because the actions are supporting our unduplicated student populations and the funds are 30.31% of our overall LCFF budget.

1.1 Professional Development on District Wide Instructional Initiatives
Reasoning: This is a returning action from the prior LCAP that the district and our stakeholders have identified through discussions and analysis to continue in order to support the goal. Provide professional development in district wide instructional initiatives such as Direct Interactive Instruction, Universal Design for Learning, and other identified best instructional practices that support the learning of our English Learners, foster youth and low-income students. At least 90% of certificated staff and 75% of paraprofessional staff will receive training in these district wide instructional initiatives. The Center for Teacher Innovations will be used to support beginning teachers in order to provide differentiation training for diverse learning needs. We will continue to recruit and maintain highly qualified staff to support the learning needs of our unduplicated students. We will continue to provide time for teachers to collaborate on curriculum and calibrate instruction as a grade

level. We see this as a need as in a review of our 18-19 CAASPP data, only 45.25 % of our low income students met or exceeded the standard in ELA and only 30.94% met or exceed the standard in math.
Most Effective Use of Funds: This specific action is effective in increasing and improving teacher efficiency who our unduplicated students. Ongoing professional development, which includes initial training, demonstration lessons, and observations with feedback, ensures that classroom teachers are efficiently providing the most effective instruction to students, which will result in an increase in academic achievement.

1.2 Supplemental Instructional Programs and Materials and 1.3 Additional Supports for Interventions
Reasoning: This is a returning action from the prior LCAP that the district and our stakeholders have identified through discussions and analysis to continue in order to support the goal. In order to close the achievement gap for our English Learners, foster youth and low-income students, we will provide additional intervention support to these students during the school day. Our data shows that the work of our intervention TOSAs and use of PE teachers is working. Therefore, we will continue to fund TOSAs, subject-specific intervention, and Elementary PE positions as needed to provide Tier 2 and Tier 3 supports.
Most Effective Use of Funds: Because we are seeing improvement in math and ELA for our unduplicated students and because current research indicates that interventions positively impact student learning, we conclude this is the most effective use of funds.

1.4 Additional Instructional Minutes and 1.8 Extended Learning Opportunities
Reasoning: This is a returning action from the prior LCAP that the district and our stakeholders have identified through discussions and analysis to continue in order to support the goal. The expanded instructional time supports the needs of our unduplicated population who benefit from longer class time that allow instructors to provide increased informative assessments and instruction. We intend to create extended school day and school year opportunities for underachieving students, foster youth, low-income pupils, and English Learners, as we know this will increase academic achievement and engagement for these students. We see this as a need as in a review of our 18-19 CAASPP data, only 45.25 % of our low income students met or exceeded the standard in ELA and only 30.94% met or exceed the standard in math.

Most Effective Use of Funds: By providing the additional instructional minutes, we are expanding the amount of time our unduplicated students are able to receive additional educational benefit. The expanded instructional time supports the needs of our unduplicated population who benefit from longer class time that allow instructors to provide increased informative assessments and instruction. In addition, we are extending the school day and school year opportunities in hopes of increasing the academic achievement and engagement for these students. Therefore, we conclude this is the most effective use of funds.

1.5 Enrichment Opportunities
Reasoning: This is a returning action from the prior LCAP that the district and our stakeholders have identified through discussions and analysis to continue in order to support the goal. In 13/14 we began a STEM program to provide enrichment to our 82% of unduplicated students. Today, we have STEM labs at each elementary and middle school. Those labs have various grade level modules that the students can explore and learn from. As with any program, we continue to analyze the effectiveness and find ways to improve upon what we have started. We will continue to provide increased enrichment access to STEM education in grades K-8. We will provide opportunities for outdoor education and field trips. Explore new opportunities to improve the engagement of students through Arts and Music. These actions calls for enrichment activities to ensure a well-rounded education for our students. We also know that by providing these additional

opportunities it will positively impact student engagement and attendance for our most at risk youth. Although are chronic absentee rate of our unduplicated students slightly increased (by .6% overall) in the 19-20 school year, we are confident these additional opportunities will decrease our chronic absentee rate in the 20-21 school year.

Most Effective Use of Funds: The Board has expressed an interest in providing outdoor education and field trip opportunities at little to no charge for our students. In addition, we want to provide additional opportunities for outside the classroom learning for our unduplicated students in order to increase their engagement and attendance. Sites will be allocated additional funding from supplemental and concentration grants to provide these additional outdoor education opportunities and field trips to support the students in our community that may not otherwise be able have these experiences beyond the classroom.

1.6 Staff to Student Ratios

Reasoning: This is a returning action from the prior LCAP that the district and our stakeholders have identified through discussions and analysis to continue in order to support the goal. We will continue to maintain lower than collectively bargained class sizes to ensure equitable services for unduplicated students. By having lower class sizes the teachers and aides can focus more on the individual needs of our English Learner, foster youth, and low income students. We will also continue with intervention, Title I, and EL instructional aides to assist English Learners, foster youth and low-income students. We see this as a need as in a review of our 18-19 CAASPP data, only 45.25 % of our low income students met or exceeded the standard in ELA and only 30.94% met or exceed the standard in math.

Most Effective Use of Funds: Smaller class sizes assist teachers to differentiate more effectively to meet the needs of individual students. Both early intervention and individualized instruction are essential strategies for meeting the needs of unduplicated students. This action is principally directed to and most effective in meeting the needs of unduplicated students.

Goal 1: Action 1, 2, 4 and 6 are being carried forward from the previous 2019-20 LCAP due to their effectiveness in increasing the English Learner students distance from standard in ELA from 2018-19 to 2019-20 by 12.4 points resulting in our dashboard indicator moving from orange to yellow. In addition, our 2019 Dashboard data shows that 45.4% of our ELs are making progress towards English language proficiency.

Goal 1: Action 5 is being carried forward from the previous 2019-20 LCAP as the enrichment opportunities indicated in the action will help to decrease the chronic absentee rate and assist NUSD in meeting it's annual targets in ELA, mathematics, college, career and world readiness for unduplicated student populations.

2.2 Site Allocations

Reasoning: This is a returning action from the prior LCAP that the district and our stakeholders have identified through discussions and analysis to continue in order to support the goal. The School Plan for Student Achievement (SPSA) is an intentional plan that should utilize the most out of the resources available to the school with the ultimate goal of increasing student achievement. The SPSA development process is aligned with the Local Control and Accountability Plan. Therefore, it is an effective process to allow the local school site to analyze its own student achievement data in order to determine site-specific needs of their student populations. Each school site in our district is allotted LCFF supplemental dollars are allocated to each school site based upon the site's unduplicated student count. The site's School Site Council create their SPSA to reflect the needs of their unduplicated students. District oversight ensures that the funds are use appropriately. We monitor this action by using a separate goal in our funding line to make sure the money is being used for increased and improved services.

Most Effective Use of Funds: This is the most effective use of funds because Nuview Union schools provide direct services to meet the unique needs of their unduplicated student populations through programs to support student achievement, intervention/acceleration opportunities, professional development, and efforts to increase stakeholder engagement.

2.3 Counseling and Mental Health Services

Reasoning: This is a returning action from the prior LCAP that the district and our stakeholders have identified through discussions and analysis to continue in order to support the goal. It is the mission of the district to support the whole child, including mental health. Research shows that students who receive socio-emotional health supports achieve better academically. Classroom behavior, engagement, and students' sense of connectedness also improve. When the LCFF and LCAP process first began to focus on increased and improved services, one of our first actions was to make sure we had full time counselors at each of our schools. As reported by our 7th graders surveyed this year (CHKS), 29% have felt socio-emotional distress within the last 12 months.13% of our sixth graders surveyed reported feeling sad most or all of the time. Through this LCAP process, we will maintain our increased counseling services for unduplicated students at all schools. By increasing our mental health supports, we are hopeful that we will decrease the amount of our students feeling socio-emotional distress.

Most Effective Use of Funds: Because of the need for increased socio-emotional and mental health supports for our unduplicated students, we have determined these actions represent the most effective use of the funds.

2.4 Home to School Transportation

Reasoning: This is a returning action from the prior LCAP that the district and our stakeholders have identified through discussions and analysis to continue in order to support the goal. Analysis of our transportation services show that students do not have safe community walking pathways to our schools to best meet student needs. It is our goal to continue with free home to school transportation services and give first priority to our low income students. This will also help to reduce the chronic absentee rate of our unduplicated students, which is currently at 9.4%. In addition, chronic absenteeism is an area of identified need with an orange indicator for many of our unduplicated student groups.

Most Effective Use of Funds: Feedback from recent stakeholder surveys showed the need to increase transportation boundaries in order to provide at risk students with transportation to school and increase student safety. Students within the walking boundaries will be afforded transportation in areas of high volume traffic and other areas deemed to be outside of the safety zone for students.

2.5 Increased Health Services

Reasoning: This is a returning action from the prior LCAP that the district and our stakeholders have identified through discussions and analysis to continue in order to support the goal. It is the mission of our district to support the whole child, including physical health. Our health experts assist students and families with in school needs as well as help families seek outside services. Our Nurse works with outside agencies to provide in district services for medical and dental. We plan to maintain expanded coverage in the health office so students and families will have access to a health expert.

Most Effective Use of Funds: We conclude that increasing health services for our unduplicated students is the most effective use of funds because these students are in need of health experts who can assist students and families with in school needs as well as help families seek outside services.

2.6 Increased Parent and School Connectedness

Reasoning: We see the need to increase the amount of opportunities that parents of unduplicated students and community members can participate in district and school events. We also increased the Community Liaison support duties (20%) to our health clerks so that they could provide additional support to our Spanish speaking parents. We worked with our families of unduplicated students to provide additional access and various means of communication through platforms such as Aeries Communication/Portals, Google Classroom, and Edlio.
Most Effective Use of Funds: We believe these strategies will be effective in addressing the need for an increase in parent and school connectedness. In addition, we have chosen to carry these actions forward as participation of families in meetings and parent engagement have increased with the increase in the Community Liaison support duties and by us providing additional access and various means of communication through the various platforms.

2.8 School and Classroom Environment
Reasoning: This is a returning action from the prior LCAP that the district and our stakeholders have identified through discussions and analysis to continue in order to support the goal. Data has shown that we had an increase in transfers out to a brand new neighboring elementary school. Action was determined through stakeholder engagement feedback that school climate and facilities needed to be addressed. A modernized school and classroom environment will help close the achievement gap and provide a safe school environment for unduplicated students equal to higher income, neighboring school districts. According to the Quality Schooling Framework and CDE website, the physical, environmental, and social aspects of a school have a profound impact on student experiences, attitudes, behaviors, and performance. School culture and climate help determine whether students are motivated to learn and stay in school. In a healthy and positive school culture, all students experience equally supportive learning environments and opportunities that help them learn and thrive.
Most Effective Use of Funds: : For this action, Supplemental/Concentration funds will be used for the proportional share of deferred and routine maintenance in order to maintain a school environment that will support the education of our unduplicated students. Additionally, chronic absenteeism is an area of identified need with an orange indicator for many of our unduplicated student groups. Therefore, we feel it is most effective to provide supportive learning environments and opportunities so that our neediest students want to come to school each and every day.

Goal 2: Actions 2-6 and 8 are being carried forward from the previous 2019-20 LCAP as we have seen an in increase in student/parent school connectedness and these actions will continue to assist NUSD in meeting its annual targets in ELA, mathematics, college, career and world readiness for unduplicated student populations.

3.1 1:1 Student to Device Ratio
3.2 Technology Personnel
3.3 Instructional Tools and Applications
Reasoning: These are a returning actions from the prior LCAP that the district and our stakeholders have identified through discussions and analysis to continue in order to support the goal. 82% of our students are considered English Learners, foster youth, or low income. In an effort to support unduplicated students in digital literacy, we will maintain a 1:1 device ratio. It was evident from the results of our surveys given prior to the start of the 20-21 school year, that many of our families are experiencing connectivity issues and are in need of a device for each child in the home. We ensured to include the purchase of 1:1 Chromebooks, MiFi hot spots and additional wireless access points on our campuses based on the feedback received from our surveys.

Most Effective Use of Funds: We believe that providing increased, technology access will be effective in mitigating learning loss, allow for daily live interaction with teachers, and keep our unduplicated students engaged. In addition, we know that access to technology and connectivity can be a barrier for many of our unduplicated students. We conclude that these actions will support the technology needs of our unduplicated students and therefore justifies that these actions are the most effective use of funds.

Goal 3: Action 1, 2, and 3 are being carried forward from the previous 2019-20 LCAP due to their effectiveness in increasing the English Learner students distance from standard in ELA from 2018-19 to 2019-20 by 12.4 points resulting in our dashboard indicator moving from orange to yellow. In addition, our 2019 Dashboard data shows that 45.4% of our ELs are making progress towards English language proficiency. In addition, we have chosen to carry these actions forward as participation of families in meetings and parent engagement have increased as a result of technology based tools.

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

The Nuview Union School District's unduplicated student count represent 82% of students in our district which provides for a Minimum Proportionality Percentage (MPP) funding amount of approximately $3,886,998 in supplemental and concentration revenue for the 2021-22 school year. This equates to a MPP rate of the total base of 30.31% for the 2021-22 school year. This funding supports services and programs for English Learners, Low Income students and Foster Youth. Nuview's LCAP goals of academic achievement, safe and supportive environments, and digital literacy directly align to the eight state priority areas of Student Achievement, School Climate, Implementation of Common Core Standards, Basic Services, Course Access, Student Engagement, Parental Involvement and other Student Outcomes. The Nuview Union School District will use supplemental/concentration funds to target the needs of unduplicated students in a district-wide manner. Actions and services implemented in a district-wide manner are determined to be the most effective or efficient implementation model through research, data, or stakeholder input. Our unduplicated students have experienced significant challenges in the last year and a half. Therefore, additional professional development will be provided to staff on instructional strategies with a focus on the data of our English learners, foster youth, and our low-income students. School site Teachers on Special Assignment will provide targeted interventions to underachieving students, as well as support Tier One school-wide strategies. The continued expansion of elementary and middle school counseling services will support student achievement and provide a coordinator for district-wide foster youth supports. This expansion in services will help in meeting our goal of increased family engagement and participation through a variety of outreach activities that will help to address our unduplicated student population. We believe that providing increased technology access will be effective in mitigating learning loss and keep our unduplicated students engaged. In addition, we know that access to technology and connectivity can be a barrier for many of our unduplicated students. Therefore, in order to support our unduplicated population, Mifi hot spots were provided to families in need, as well as the addition of wireless, internet access points in each of our school parking lots. We purchased Chromebooks for our low income students. We also purchased the online components to our core curriculum content areas (ELA, Math, ELD and Science) in order to ensure the continuity of learning for our unduplicated students. We know that accessibility to academic content can sometimes be a barrier for our students with exceptional needs Therefore, we purchased additional applications such as KAMI, Screencastify, NSync for Eureka Math, Google/Chrome Extensions, Achieve 3000, Listen Innovation, and other software that teachers have identified to increase their students access to additional supports. These resources are in addition to supplemental material and software for intervention that is purchased on an ongoing basis with Supplemental Concentration Grants and Federal Title I money, such as iReady, Dream Box, and Read

180. We also purchased an online resource for our Speech and Language Pathologist to use with students. This resource is an online resource library of speech materials that provides activities, games and teaching tools to target the needs of our students with exceptional needs. These resources will be effective in providing additional access to academic content for our students with disabilities. We know that often times a barrier for our low-income students, foster youth and students experiencing homelessness is access to additional, academic support during times other than school hours. Therefore, we have purchased a 24/7 online tutoring program to provide online support. This program assigns each student a tutor who can either provide homework assistance or work with the student on specific, content standards. This service is available on a 24/7 basis, so students are able to access help and support when needed. Students can speak or virtually meet with a live tutor in order to help them with their academic activities. We also worked diligently with these families to ensure access to technology and connectivity, as we know this can also be a barrier to learning. We purchased additional textbooks, novels, and materials for students to use at home as needed. Lastly, we worked with our families to provide linkages and access to our parent communication pathways through Parent Square, Google Classroom, Edlio, and Aeries portals. We believe these strategies will be effective in meeting the needs of our unduplicated students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$4,308,217.00	$1,330,123.00		$1,141,007.00	$6,779,347.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$3,839,874.00	$2,939,473.00

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	Professional Development on District Wide Instructional Initiatives	$68,500.00			$40,000.00	$108,500.00
1	2	English Learners Foster Youth Low Income	Supplemental Instructional Programs and Materials	$56,000.00	$73,000.00		$53,000.00	$182,000.00
1	3	English Learners Foster Youth Low Income	Additional Supports for Interventions	$594,085.00			$226,653.00	$820,738.00
1	4	English Learners Foster Youth Low Income	Additional Instructional Minutes	$170,000.00				$170,000.00
1	5	English Learners Foster Youth Low Income	Enrichment Opportunities	$268,435.00				$268,435.00
1	6	English Learners Foster Youth Low Income	Staff to Student Ratios	$630,660.00			$111,354.00	$742,014.00
1	7	English Learners Foster Youth Low Income	Increase Achievement of Unduplicated Students with Disabilities	$480,000.00				$480,000.00
1	8	English Learners Foster Youth Low Income	Extended Learning Opportunities	$20,000.00	$1,257,123.00			$1,277,123.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	All	Professional Development for Behavioral Support	$17,000.00			$10,000.00	$27,000.00
2	2	English Learners Foster Youth Low Income	Site Allocations	$147,000.00				$147,000.00
2	3	English Learners Foster Youth Low Income	Counseling and Mental Health Services	$349,424.00				$349,424.00
2	4	English Learners Foster Youth Low Income	Home to School Transportation	$915,000.00				$915,000.00
2	5	English Learners Foster Youth Low Income	Increased Health Services	$71,983.00				$71,983.00
2	6	English Learners Foster Youth Low Income	Increased Parent and School Connectedness	$38,731.00				$38,731.00
2	7	All	Communication, Safety, and Security	$55,048.00				$55,048.00
2	8	English Learners Foster Youth Low Income	School and Classroom Environment	$285,823.00			$350,000.00	$635,823.00
3	1	English Learners Foster Youth Low Income	1:1 Student to Device Ratio	$15,000.00			$350,000.00	$365,000.00
3	2	English Learners Foster Youth Low Income	Technology Personnel	$113,628.00				$113,628.00
3	3	English Learners Foster Youth Low Income	Instructional Tools and Applications	$11,900.00				$11,900.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$4,236,169.00	$6,697,299.00
LEA-wide Total:	$3,756,169.00	$6,217,299.00
Limited Total:	$480,000.00	$480,000.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Development on District Wide Instructional Initiatives	LEA-wide	English Learners Foster Youth Low Income	All Schools	$68,500.00	$108,500.00
1	2	Supplemental Instructional Programs and Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	$56,000.00	$182,000.00
1	3	Additional Supports for Interventions	LEA-wide	English Learners Foster Youth Low Income	All Schools	$594,085.00	$820,738.00
1	4	Additional Instructional Minutes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$170,000.00	$170,000.00
1	5	Enrichment Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$268,435.00	$268,435.00
1	6	Staff to Student Ratios	LEA-wide	English Learners Foster Youth Low Income	All Schools	$630,660.00	$742,014.00
1	7	Increase Achievement of Unduplicated	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$480,000.00	$480,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Students with Disabilities					
1	8	Extended Learning Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$1,277,123.00
2	2	Site Allocations	LEA-wide	English Learners Foster Youth Low Income	All Schools	$147,000.00	$147,000.00
2	3	Counseling and Mental Health Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$349,424.00	$349,424.00
2	4	Home to School Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$915,000.00	$915,000.00
2	5	Increased Health Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$71,983.00	$71,983.00
2	6	Increased Parent and School Connectedness	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,731.00	$38,731.00
2	8	School and Classroom Environment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$285,823.00	$635,823.00
3	1	1:1 Student to Device Ratio	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	$365,000.00
3	2	Technology Personnel	LEA-wide	English Learners Foster Youth Low Income	All Schools	$113,628.00	$113,628.00
3	3	Instructional Tools and Applications	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,900.00	$11,900.00

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:		