LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vineland School District

CDS Code: 15638340000000

School Year: 2021-22

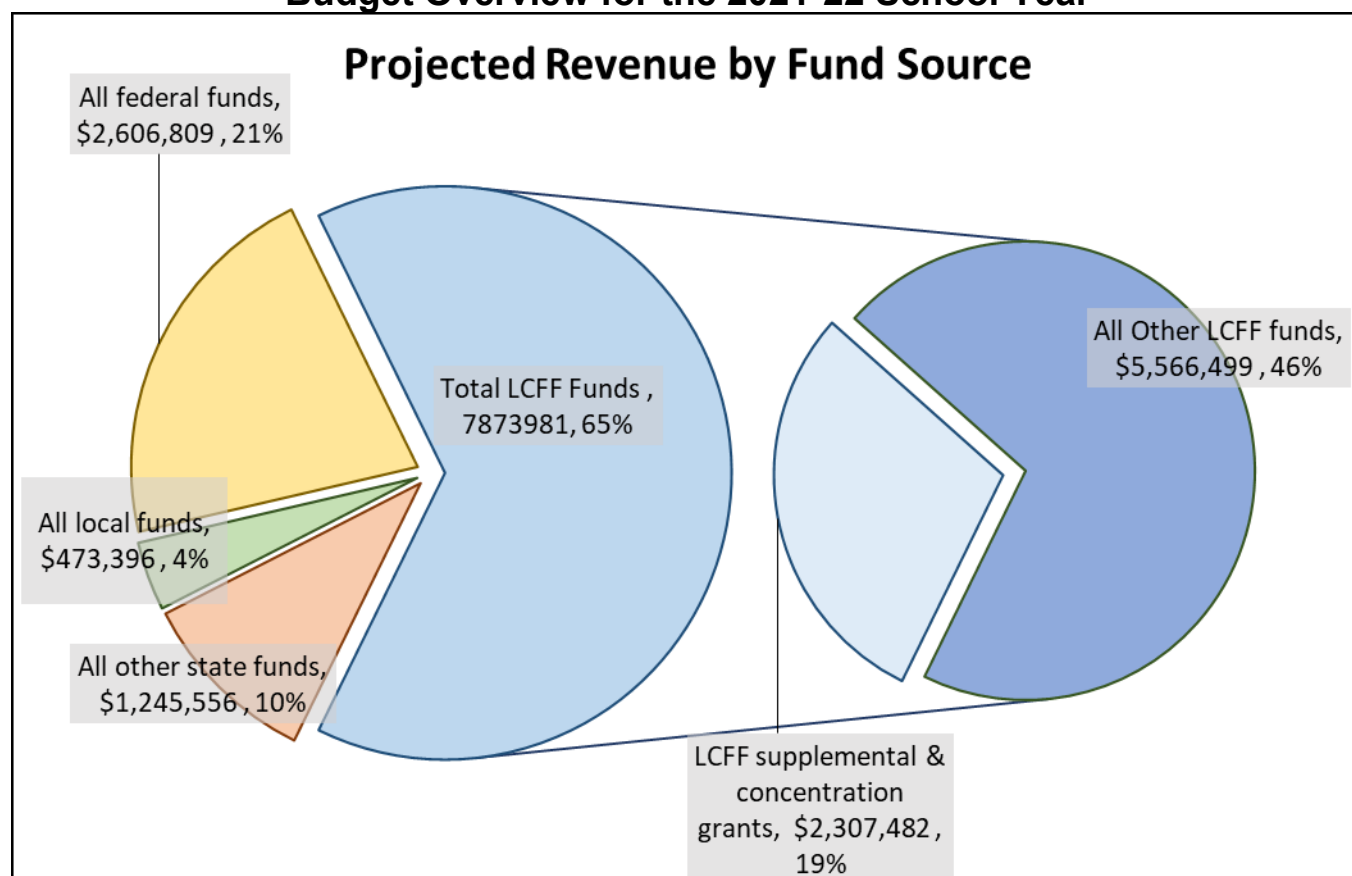LEA contact information:

Cindy Castro

Superintendent

cicastro@vineland.k12.ca.us

6619792629

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, $2,606,809 , 21%

Total LCFF Funds , 7873981, 65%

All local funds, $473,396 , 4%

All other state funds, $1,245,556 , 10%

All Other LCFF funds, $5,566,499 , 46%

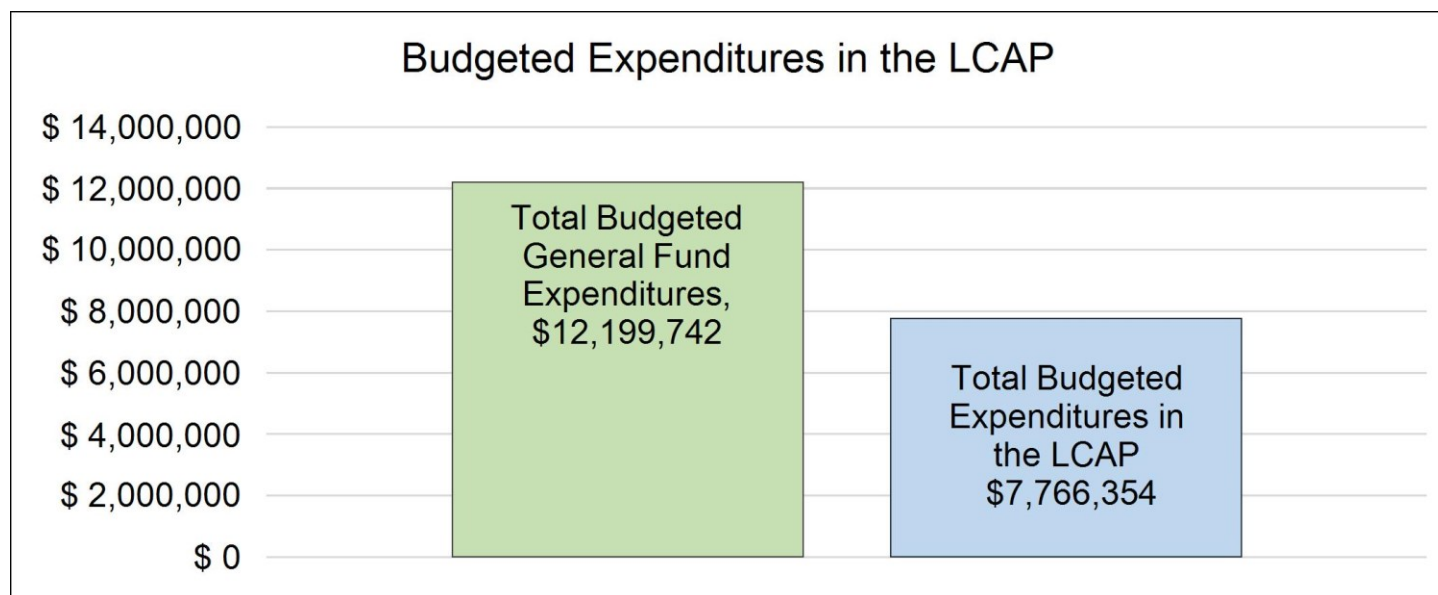LCFF supplemental & concentration grants, $2,307,482 , 19%

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

The total revenue projected for Vineland School District is $12,199,742, of which $7,873,981 is Local Control Funding Formula (LCFF), $1,245,556 is other state funds, $473,396 is local funds, and $2,606,809 is federal funds. Of the $7,873,981 in LCFF Funds, $2,307,482 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

$ 14,000,000	
$ 12,000,000	
$ 10,000,000	
$ 8,000,000	Total Budgeted General Fund Expenditures, $12,199,742
$ 6,000,000	Total Budgeted Expenditures in the LCAP $7,766,354
$ 4,000,000	
$ 2,000,000	
$ 0	

This chart provides a quick summary of how much Vineland 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.

Vineland School District plans to spend $12,199,742 for the 2021-22 school year. Of that amount, $7,766,354. is tied to actions/services in the LCAP and $4,433,388 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund expenditures include salaries and benefits for certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include: textbooks, books and supplies, services and operating expenditures (ex. utilities), and capital outlay.
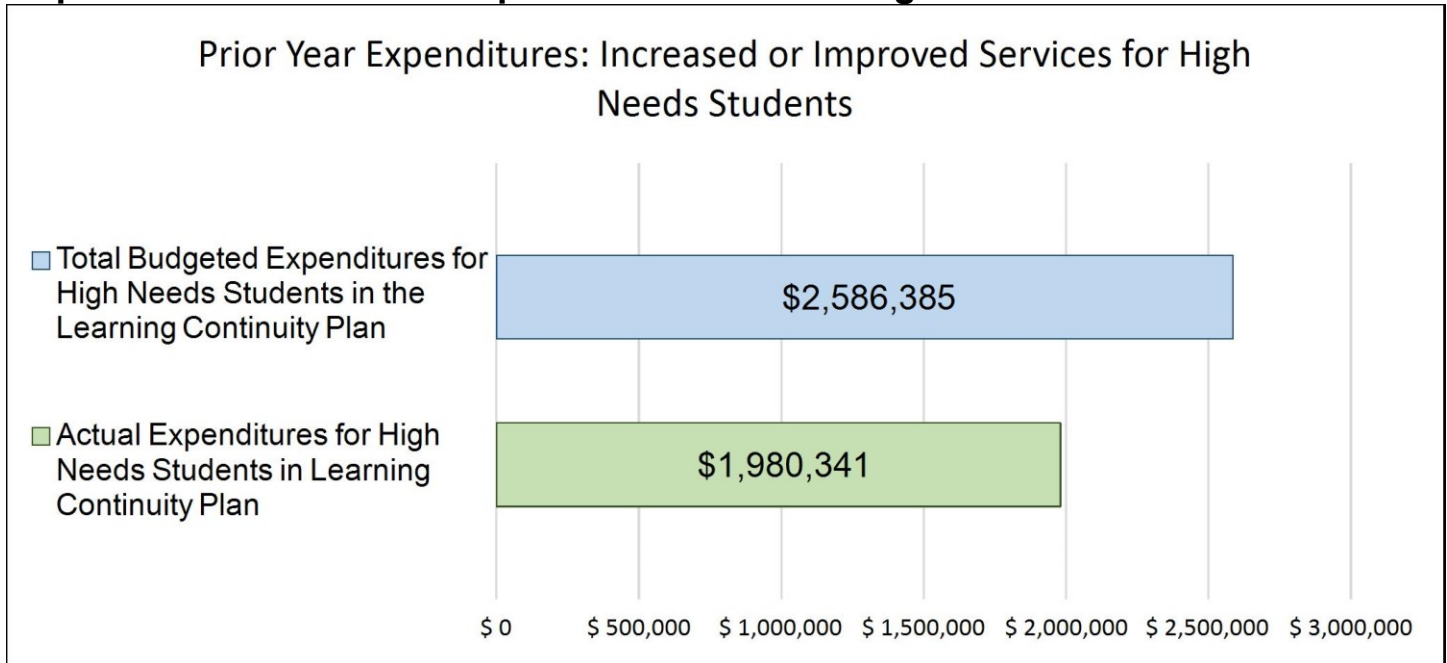
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Vineland School District is projecting it will receive $2,307,482 based on the enrollment of foster youth, English learner, and low-income students. Vineland School District must describe how it intends to increase or improve services for high needs students in the LCAP. Vineland School District plans to spend $5,890,081 towards meeting this requirement, as described in the LCAP.

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).

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: $2,586,385

Actual Expenditures for High Needs Students in Learning Continuity Plan: $1,980,341

This chart compares what Vineland 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 Vineland 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, Vineland School District's Learning Continuity Plan budgeted $2,586,385. for planned actions to increase or improve services for high needs students. Vineland School District actually spent $1,980,341. for actions to increase or improve services for high needs students in 2020-21.

The total revenue projected for Vineland Elementary School District is $12,199,743, of which $7,879,337 is Local Control Funding Formula (LCFF), $ 1,245,555is other state funds, $473,398 is local funds, and $2,601,453 is federal funds. Of the $ 7,879,337 in LCFF Funds, $2,307,482 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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
Vineland School District	Cindy Castro Superintendent	cicastro@vineland.k12.ca.us 6619792629

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

Conditions for Learning. On an annual basis, all conditions necessary to support effective teaching and learning will be preserved.

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)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority 1 - Basic • ----Percent of Assigned Teachers Fully Credentialed • ----Percent of Teachers Appropriately Assigned - Subject Area Competence • ----Percent of Teachers Appropriately Assigned - English Learner Authorization • ----Percentage of schools scoring "Sufficient" on the Instructional Material Sufficiency Survey • ----Percentage of schools scoring at least "Good" on the Facilities Inspection Tool State Priority 2 - Implementation of State Standards • ----Implementation Status of State Academic Content and Performance Standards State Priority 7 - Course Access • ----Percentage of all students enrollment in all core subject areas (Language Arts, Mathematics, Science, History-Social Studies, and Physical Education) • ----Percentage of students identified as low income students, foster youth, and homeless youth • ----Percentage of students identified as English learners	 STATE PRIORITY 1: BASIC State Priority 1A. Basic Services-

Expected	Actual
• ----Percentage of students identified as a student with a disability • ----Percentage of students identified as a Migrant youth **19-20** State Priority 1 - Basic A. Teacher Credential and Assignment. For the 2019-2020 school year, 100% of all teachers will be fully credentialed and appropriately authorized to teach the students to which they are assigned pursuant to Education Code section 44258.9, as measured by the Williams Assignment Monitoring survey. B. Instructional Materials. For the 2019-2020 school year, 100% of all schools will continue to receive an overall rating of "Sufficient", certifying all students had access to the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119, as measured by the Williams Instructional Materials Sufficiency Survey. C. Facilities Maintenance and Repair. For the 2019-2020 school year, 100% of all schools will continue to receive an overall rating of "Good" or "Exemplary", certifying all school facilities were appropriately maintained and in good repair, as measured by the Williams Facilities Inspection Tool. State Priority 2 : Implementation of State Standards State Priority 2A- Implementation of state board adopted academic content and performance standards for all students. For the 2019-2020 school year, 100% of the following state standards will continue to receive an overall implementation rating of "Full" - Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted August 2010 and Modified March 2013) and the Common Core State Standards - Mathematics (Adopted	**VSD had 28 teachers that are fully credentialed and 21 teachers were without full credential. However, 100% of all the assigned teachers (with and without full credentials) possessed appropriate authorizations (subject matter competence and English learner authorizations) to teach the students to which they were assigned. State Priority 1B: Sufficiency of Instructional Materials. **Based on the Williams Settlement Review date 9/9/19 , two sites received a rating of 100% sufficiency in pupil access to standards aligned materials/ textbook State Priority 1C: Facilities **Based on the Facilities Inspection Tool , FIT, from the Williams Review date 9/9/19 two sites rated EXEMPLARY . State Priority 2 - Implementation of State Standard: State Priority 2A: Implementation of state board adopted academic content and performance standards for all students; **Based on the Reflection Tool administered in the Fall of 2019, the results indicate the following: 1. ELA- Full Implementation 2. ELD (Aligned to ELA Standards)- Full Implementation. 3. Mathematics- Full Implementation. 4. Next Generation Science Standards-Exploration and Research 5. History-Social Studies- Exploration and Research Phase 6. Career Technical Education- Exploration and Research Phase 7. Health Education Content Standards-Exploration and Research Phase 8. Physical education Model Content Standards- Beginning Development 9.Visual and Performing Arts-Exploration and Research Phase 10. World Language-Exploration and Research Phase 11. Model School Library Standards- not on self reflection tool

Expected	Actual
August 2010 and modified January 2013), History /Social Science Content Standards (Adopted 1998), English Language Development (Adopted November 2012), Visual and Performing Art Content Standards (Adopted January 2001), Career Technical Education Content Standards (Updated January 2013), Health Education Content Standards (Adopted March 2008), and Model School Library Standards (Adopted September 2010), "Next Generation" Science Standards (Adopted 2013). The implementation of the World Language Content Standards(Adopted January 2009) does not yet have an expected annual measurable outcome as the District does not offer such courses. State Priority 2B- How the programs and services will enable English Learners to access the CCSS & ELD standards for the purpose pf gaining academic content knowledge and English Language Proficiency. **100% of English Learner students in the district will be appropriately placed into ELD and given the appropriate instruction during designated and integrated time daily. State Priority 7 - Course Access. For the 2019-2020 school year, 100% of all students, including "unduplicated students" and "students with exceptional needs," will be enrolled in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. **Baseline** State Priority 1 - Basic Teacher Credential and Assignment. During the 2016-2017 school year, 76% (28 of 37) teachers were fully credentialed, pursuant to Education Code section 44258.9. At the beginning of	B. Programs/Services that enable EL's to access CCSS and ELD standards for academic content knowledge and English language proficiency. **100% of English Learner students in the district will be appropriately placed into ELD and given the appropriate instruction during designated and integrated time daily. State Priority 7 - Course Access: A.. 100% of all students, including "unduplicated students" and "students with exceptional needs," were enrolled in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

Expected	Actual
the school year, 12 teachers (32%) did not possess full credentials. By the end of the school year, though, only 9 teachers (24%) did not possess full credentials. However, 100% of all the assigned teachers (with and without full credentials) possessed appropriate authorizations (subject matter competence and English learner authorizations) to teach the students to which they were assigned. Instructional Materials. During the 2016-2017 school year, 100% of all schools received an overall rating of "Sufficient", as measured by the Williams Instructional Materials Sufficiency survey, certifying all students had access to the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119. Facilities Maintenance and Repair. During the 2016-2017 school year, 100% of all schools received an overall rating of "Good" or "Exemplary", as measured by the Williams Facilities Inspection Tool, certifying all school facilities were appropriately maintained and in good repair. State Priority 2 - Implementation of State Standards. During the 2016-2017 school year, none of the state adopted academic content and performance standards were fully implemented, as measured by a locally adopted implementation instrument. However, the overall implementation status of the Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and the Common Core State Standards - Mathematics received an overall implementation rating of "Substantial." The History /Social Science Content Standards, English Language Development, Visual and Performing Art Content Standards, Career Technical Education Content Standards, Health Education Content Standards, and Model School Library Standards received an overall implementation rating of "Minimal." The "Next	

Expected	Actual
Generation" Science Standards received an overall implementation rating of "Partial." State Priority 7 - Course Access. During the 2016-2017 school year, 100% of all students, including "unduplicated students" and "students with exceptional needs," were enrolled in a broad course of study that includes all the subject areas.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
State Priority 1 - Basic Teacher Credential and Assignment Recruitment and Retention. The District will, to the extent possible, maintain sufficiently competitive salaries, wages, and benefits, as well as a positive school climate, to attract and retain fully credentialed, appropriately authorized, and highly effective teachers, administrators, and paraprofessionals.	Certificated Classroom Teachers x 32 (minus EPA Contribution) 1000-1999: Certificated Personnel Salaries Base $1,142,233 Stipend - Masters Degree, Bilingual Authorization, and Longevity 3000-3999: Employee Benefits Base $892,593 Stipend-Masters Degree, Bilingual Authorization, and Longevity 1000-1999: Certificated Personnel Salaries Sup/Con $61,500 Stipend-Masters Degree, Bilingual Authorization, and Longevity 3000-3999: Employee Benefits Sup/Con $12,650 Stipend-Bilingual Authorization 1000-1999: Certificated Personnel Salaries Sup/Con $0 Stipend-Bilingual Authorization 3000-3999: Employee Benefits Sup/Con $0	Certificated Classroom Teachers x 32 (minus EPA Contribution 1000-1999: Certificated Personnel Salaries Base 2,066,870 Stipend - Masters Degree, Bilingual Authorization, and Longevity 3000-3999: Employee Benefits Base 988,073. Stipend-Masters Degree, Bilingual Authorization, and Longevity 1000-1999: Certificated Personnel Salaries Sup/Con 10,541. Stipend-Masters Degree, Bilingual Authorization, and Longevity 3000-3999: Employee Benefits Sup/Con 3,018. Stipend-Bilingual Authorization 1000-1999: Certificated Personnel Salaries Sup/Con 0 Stipend-Bilingual Authorization 3000-3999: Employee Benefits Sup/Con 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Perfect Attendance Incentive 1000-1999: Certificated Personnel Salaries Sup/Con $0 Perfect Attendance Incentive 3000-3999: Employee Benefits Sup/Con $0	Perfect Attendance Incentive 1000-1999: Certificated Personnel Salaries Sup/Con 0 Perfect Attendance Incentive 3000-3999: Employee Benefits Sup/Con 0
State Priority 1 - Basic_Teacher Credential and Assignment Selection and Assignment. The District will, to the extent possible, select and assign teachers, administrators, and paraprofessionals, based on student learning needs and program requirements, with the most effective teachers and administrators being assigned to those students with the highest academic and/or behavioral needs. (Note. No cost associated with the action/service)	No expenditures associated with this action/service n/a	No expenditures associated with this action/service 0
State Priority 1 - Basic_Teacher Credential and Assignment Equitable and Balanced Distribution. The District will, to the extent possible, maintain equitable distribution across all schools of fully credentialed teachers with appropriate authorizations, as well as a balance of teachers regarding years of service and experiences. (Note. No cost associated with the action/service)	No expenditures associated with this action/service 0000: Unrestricted Other 0	No expenditures associated with this action/service 0000: Unrestricted Other 0
State Priority 1 - Basic_Teacher Credential and Assignment Teacher Preparation and Examination. The District will, to the extent possible, provide reasonable reimbursement / release time for eligible teachers to prepare for, take, and pass all required examinations to be fully credentialed and with the proper authorizations to teach the students for which they are assigned.	Teacher Release Time - Substitute Teacher Coverage 1000-1999: Certificated Personnel Salaries Title II (4035) $2,625 Teacher Release Time - Substitute Teacher Coverage 3000-3999: Employee Benefits Title II (4035) $553	Teacher Release Time - Substitute Teacher Coverage 1000-1999: Certificated Personnel Salaries Sup/Con 360. Teacher Release Time - Substitute Teacher Coverage 3000-3999: Employee Benefits Sup/Con 62

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Salaries for Professional Development 1000-1999: Certificated Personnel Salaries Sup/Con $50,000	Salaries for Professional Development 1000-1999: Certificated Personnel Salaries Sup/Con 150.
	Salaries for Professional Development 3000-3999: Employee Benefits Sup/Con $9,065	Salaries for Professional Development 3000-3999: Employee Benefits Sup/Con 5
	Reimbursement for CSET and/or RICA 5000-5999: Services And Other Operating Expenditures Title II (4035) $4,069	Reimbursement for CSET and/or RICA 5000-5999: Services And Other Operating Expenditures Title II (4035) 468.
State Priority 1 - Basic_Instructional Sufficiency Standards-Based Instructional Materials. The District will ensure all students have access to, and all teachers utilize, the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119 through the systematic adoption and replacement/replenishment of standards-aligned core and ancillary instructional materials.	Adopted Core and Ancillary Instructional Materials - New Science Adoption 4000-4999: Books And Supplies Sup/Con $64,000	Adopted Core and Ancillary Instructional Materials - New Science Adoption 4000-4999: Books And Supplies Sup/Con 0
	Supplemental Instructional Materials/Programs 4000-4999: Books And Supplies Sup/Con $10,000	Supplemental Instructional Materials/Programs 4000-4999: Books And Supplies Sup/Con 36,873.
	Supplemental Instructional Materials/Programs (AR, iLit, Starfall) 5000-5999: Services And Other Operating Expenditures Sup/Con $93,703	Supplemental Instructional Materials/Programs (AR, iLit, Starfall) 5000-5999: Services And Other Operating Expenditures Sup/Con 16,400.
State Priority 1 - Basic_Facilities Maintenance and Repair Routine Maintenance. The District will ensure routine (preventative and cyclical) maintenance is performed to ensure all facilities are maintained and in good repair.	Plant Services 5000-5999: Services And Other Operating Expenditures Base $463,038	Plant Services 5000-5999: Services And Other Operating Expenditures Base 0
	Supplies 4000-4999: Books And Supplies Base $400,000	supplies 4000-4999: Books And Supplies Base 0
State Priority 1 - Basic_Facilities Maintenance and Repair	Deferred Maintenance 7000-7999: Other Outgo Base $57,800	Deferred Maintenance 7000-7999: Other Outgo Base 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Deferred Maintenance. The District will schedule maintenance activities such as repairs on both real property (i.e. infrastructure) and personal property (i.e. machinery) to save costs, meet budget funding levels, or realign available budget monies. (Note. Funding projections will be based on the amount remaining in the Deferred Maintenance Funds at the end of the 2018-2019 fiscal year)	Deferred Maintenance - Services 5000-5999: Services And Other Operating Expenditures Base $30,000 Deferred Maintenance - Supplies 4000-4999: Books And Supplies Base $30,000	Deferred Maintenance - Services 5000-5999: Services And Other Operating Expenditures Base 11,258. Deferred Maintenance - Supplies 4000-4999: Books And Supplies Base 6,856
State Priority 1 - Basic_Facilities Maintenance and Repair Capital Outlay. The District will schedule capital outlay expenditures to acquire, maintain, repair, or upgrade facilities and other capital assets necessary to transform the schools into modern learning environments. (Note. Funding projections will be based on the number of identified projects completed in the 2018-2019 fiscal year)	Capital Facilities Outlay - Supplies 4000-4999: Books And Supplies Base $50,000 Capital Facilities Outlay - Services 5000-5999: Services And Other Operating Expenditures Base $60,000	Capital Facilities Outlay - Supplies 4000-4999: Books And Supplies Base 48,881. Capital Facilities Outlay - Services 5000-5999: Services And Other Operating Expenditures Base 58,213.
State Priority 2 - Implementation of State Standards Visual and Performing Arts. The district will implement and monitor core instructional activities designed provide students a unique means of expression, capturing their passions and emotions, and allowing them to explore new ideas, subject matter, and cultures.	District Music Teacher / Band Director 1000-1999: Certificated Personnel Salaries Sup/Con $71,784 District Music Teacher / Band Director 3000-3999: Employee Benefits Sup/Con $29,816 Program Materials and Supplies 4000-4999: Books And Supplies Sup/Con $2,500 Annual Instrument Cleaning 5000-5999: Services And Other Operating Expenditures Sup/Con $5,000	District Music Teacher / Band Director 1000-1999: Certificated Personnel Salaries Sup/Con 45,967 District Music Teacher / Band Director 3000-3999: Employee Benefits Sup/Con 26,886 Program Materials and Supplies 4000-4999: Books And Supplies Sup/Con 0 Annual Instrument Cleaning 5000-5999: Services And Other Operating Expenditures Sup/Con 500.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan   Page 12 of 151
Vineland School District

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
State Priority 2 - Implementation of State Standards Standards-Based Instructional Design. The District will ensure system-wide instructional coherence in the District's adopted curriculum, which is aligned to the academic content and performance standards, and which includes scope, sequence, and pacing for teaching and assessing the standards and skills by grade level and/or content area. (No additional costs projected for this action/service)	N/A 1000-1999: Certificated Personnel Salaries Base n/a N/A 3000-3999: Employee Benefits Base N/A	N/A 1000-1999: Certificated Personnel Salaries Base 0 NA 3000-3999: Employee Benefits Base 0
State Priority 2 - Implementation of State Standards Core Academic Instructional Time. The District will ensure the allocation of adequate instructional time, as recommended in the California subject matter frameworks for core instructional programs and strategic and/or intensive interventions. (Note. No cost associated with this action/service)	N/A 0000: Unrestricted Other $0	NA 0000: Unrestricted Other 0
State Priority 2 - Implementation of State Standards Instructional Technology and Digital Resources. The District will ensure adequate and equitable access to instructional technology and digital resources for all students.	Supervisor of Technology 2000-2999: Classified Personnel Salaries Base $53,655 Supervisor of Technology 3000-3999: Employee Benefits Base $28,443 Upgrade/Replace Materials and Supplies 4000-4999: Books And Supplies Base $103,609 Professional / Technology Services 5000-5999: Services And Other Operating Expenditures Sup/Con $10,000	Supervisor of Technology 2000-2999: Classified Personnel Salaries Base 660 Supervisor of Technology 3000-3999: Employee Benefits Base 63. Upgrade/Replace Materials and Supplies 4000-4999: Books And Supplies Sup/Con 33,877. Professional / Technology Services 5000-5999: Services And Other Operating Expenditures Sup/Con 5,805.
State Priority 2 - Implementation of State Standards	N/A 0000: Unrestricted Other $0	NA 0000: Unrestricted Other 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
System-Wide Model of Instruction. The District will research, adopt, implement, and monitor highly effective instructional strategies structured around specific learning targets and aligned with the state academic standards and adopted instructional materials, and which can be applied to all levels of practice to increase learning for all students by moving these strategies and techniques from a single classroom to the school and from a single school to the district. (Note. No cost associated with this action/service)		
State Priority 2 - Implementation of State Standards Teacher and Administrator Professional Development. The District will provided all teachers and administrators with ongoing, job-embedded professional development designed to deepen their understanding of the curriculum and the instructional strategies that have proven most effective in supporting student learning and increasing student achievement.	Title I Required Professional Development Reservation (Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results. 5000-5999: Services And Other Operating Expenditures Title I (3010) $46,635 Title II Professional Development Professional Development • Induction, Mentoring, and Support. • Academic Content and Performance Standards • Adopted Core and Ancillary Instructional Materials • Instructional Strategies (Note. Professional Development funds will be coordinated across	5000-5999: Services And Other Operating Expenditures Title I (3010) 2,452. PD 5000-5999: Services And Other Operating Expenditures Title II (4035) 64,712.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	all federal funds. As such the object classification may change as a results.) 5000-5999: Services And Other Operating Expenditures Title II (4035) $41,000 Professional Development • Induction, Mentoring, and Support. • Academic Content and Performance Standards • Adopted Core and Ancillary Instructional Materials • Instructional Strategies (Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results.) 5000-5999: Services And Other Operating Expenditures Title II (4035) $0 Instructional Coach 5000-5999: Services And Other Operating Expenditures Sup/Con $64,000 Marzano - Essentials for Achieving Rigor (Funding amount may be adjusted based on the completion rate in the previous year)	Duplicate entry Instructional coach 5000-5999: Services And Other Operating Expenditures Sup/Con 730. Marzano - Essentials for Achieving Rigor 1000-1999: Certificated Personnel Salaries Sup/Con 700.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries Sup/Con $0

Marzano - Essentials for Achieving Rigor

(Funding amount may be adjusted based on the completion rate in the previous year)
3000-3999: Employee Benefits Sup/Con $0

Marzano - Essentials for Achieving Rigor

(Funding amount may be adjusted based on the completion rate in the previous year)
4000-4999: Books And Supplies Sup/Con $0

Marzano - Essentials for Achieving Rigor

(Funding amount may be adjusted based on the completion rate in the previous year)
5000-5999: Services And Other Operating Expenditures Sup/Con $0 | Marzano 3000-3999: Employee Benefits Sup/Con 0

Marzano 4000-4999: Books And Supplies Sup/Con 8,879.

Marzano 5000-5999: Services And Other Operating Expenditures Other 0 |
| Observation of Instructional Practices. The District will regularly conduct observations of instructional practices to monitor the implementation of the adopted curriculum, adherence to instructional minutes, and delivery of effective instructional strategies.

(Note. All costs associated with this action/service are embedded in Professional Development) | All costs associated with this action/service are embedded in Professional Development) 0000: Unrestricted Other $0 | All costs associated with this action/service are embedded in Professional Development) 0000: Unrestricted Other 0 |

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teacher and Administrator Collaboration. The District will regularly conduct teacher and administrator collaboration sessions designed to collect, analyze, and report critical metrics and performance data; engage in the analysis of student performance; plan instruction; and conduct/review action research to adjust and strengthen classroom and school wide instructional practices and address the needs of all students and determine effectiveness of instructional practices and implementation of adopted programs.	Supplemental Pay • Benchmark Assessment Scoring and Analysis 1000-1999: Certificated Personnel Salaries Sup/Con $5,400 Supplemental Pay • Benchmark Assessment Scoring and Analysis 3000-3999: Employee Benefits Sup/Con $1,014 Supplemental Pay • Language Review Team Membership 1000-1999: Certificated Personnel Salaries Sup/Con $0 Supplemental Pay • Language Review Team Membership 3000-3999: Employee Benefits Sup/Con $0	Supplemental Pay • Benchmark Assessment Scoring and Analysis 1000-1999: Certificated Personnel Salaries Sup/Con 0 Supplemental Pay • Benchmark Assessment Scoring and Analysis 3000-3999: Employee Benefits Sup/Con 0 Supplemental Pay • Language Review Team Membership 1000-1999: Certificated Personnel Salaries Sup/Con 0 Supplemental Pay • Language Review Team Membership 3000-3999: Employee Benefits Sup/Con 0
State Priority 7 - Course Access Programs and services for students with disabilities are designed to ensure all students identified as such receive appropriate individualized instructional delivery support and services, consistent with their Individualized Education Programs (IEPs) goals and objectives, to effectively enable them to access and master the core academic content and performance standards, as well as accessing all other	Contribution from Unrestricted Sources 7000-7999: Other Outgo Base $452,144 Special Education Teachers x2 (RSP/SDC) 1000-1999: Certificated Personnel Salaries Special Education (6500) $189,186	Contribution from Unrestricted Sources-SPED 7000-7999: Other Outgo Base 484,000 Special Education Teachers x2 (RSP/SDC) 1000-1999: Certificated Personnel Salaries Special Education (6500) 115,014.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
programs and activities offered by the District and/or schools. Such programs and services include: * Audiological services * Occupational therapy * 504 Accommodations * Speech and Language Services * Educationally related mental health services * Specialized Academic Instruction (Mild to Moderate) * Specialized Academic Instruction (Moderate to Severe) * School Psychologist	School Psychologist 5000-5999: Services And Other Operating Expenditures Special Education (6500) $113,094 Speech and Language Pathologist 5000-5999: Services And Other Operating Expenditures Special Education (6500) $59,267 Speech and Language Pathologist 2000-2999: Classified Personnel Salaries Special Education (6500) $28,284 Speech and Language Pathologist (Cost coordinated with Supplemental/Concentration Grant) 2000-2999: Classified Personnel Salaries Special Education (6500) $35,721 Speech and Language Pathologist (Cost coordinated with Supplemental/Concentration Grant) 3000-3999: Employee Benefits Special Education (6500) $7,358 Student Assistance Team 1000-1999: Certificated Personnel Salaries Sup/Con $10,000 Student Assistance Team 3000-3999: Employee Benefits Sup/Con $1,878	School Psychologist 1000-1999: Certificated Personnel Salaries Special Education (6500) 76,591. Speech and Language Pathologist 5000-5999: Services And Other Operating Expenditures Special Education (6500) 41,571. SPED instructional aides 2000-2999: Classified Personnel Salaries Special Education (6500) 0 Speech and Language Pathologist 2000-2999: Classified Personnel Salaries Special Education (6500) 0 SPED Benefits 3000-3999: Employee Benefits Special Education (6500) 69,908. Student Assistance Team 1000-1999: Certificated Personnel Salaries Sup/Con 0 Student Assistance Team 3000-3999: Employee Benefits Sup/Con 0
State Priority 7 - Course Access	Student Assistance Team • Pearson iLit ELL	Student Assistance Team 5000-5999: Services And Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Programs and services for English learners are designed to ensure such students receive English Language Development (ELD) instructional support appropriate to their English language proficiency level to effectively enable them to access and master the core academic content and performance standards. Such programs and supports include: * Designated English Language Development (English Language Proficiency Levels 1-3). Designated English Language Development is provided to English learners during a designated time blocks in the regular school day. Teachers use the California English Language Development Standards as the focal standards in ways that build into and from content instruction to develop critical language English learners need for content learning in English. Ideally, students are grouped for designated English Language Development by English language proficiency levels (Emerging, Expanding, Bridging), although schools need to consider their particular student population (e.g., number of English learners at each proficiency level) and make appropriate decisions about grouping. * Integrated English Language Development (English Language Proficiency (Levels 4-5). Integrated English Language Development instruction occurs throughout the school day in every subject area by every teacher who has at least one English learner student in the classroom. The California English Language Development Standards are used in tandem with the Common Core State Standards for English Language Arts and Literacy and other content standards to ensure students strengthen their abilities to use academic English as they learn content through English.	No Funds available (Title III - 4201) 5000-5999: Services And Other Operating Expenditures Title III (4201) $0 Student Assistance Team • Pearson iLit ELL 5000-5999: Services And Other Operating Expenditures Title III (4203) $44,000 Language Review Team 1000-1999: Certificated Personnel Salaries Sup/Con $0 Language Review Team 3000-3999: Employee Benefits Sup/Con $0 EL Achieve_Grades K-2_Replacement/Replenishment 4000-4999: Books And Supplies Sup/Con $2,000 Elevation 5000-5999: Services And Other Operating Expenditures Title I (3010) $0 Paraprofessional Development Training 5000-5999: Services And Other Operating Expenditures Sup/Con $25,000 (RFEP) & Academic - Recognition of Students 5000-5999: Services And Other Operating Expenditures Sup/Con $5,000	Operating Expenditures Title III (4201) 0 Student Assistance Team 5000-5999: Services And Other Operating Expenditures Title III (4201) 42,235. 1000-1999: Certificated Personnel Salaries Sup/Con 8,411. 3000-3999: Employee Benefits Sup/Con 8,463. 4000-4999: Books And Supplies Sup/Con 4,787. Elevation 5000-5999: Services And Other Operating Expenditures Title I (3010) 0 Paraprofessional Development Training 5000-5999: Services And Other Operating Expenditures Other 33,955. (RFEP) & Academic - Recognition of Students 5000-5999: Services And Other Operating Expenditures Sup/Con 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Culturally Sensitive Library books 4000-4999: Books And Supplies Sup/Con $40,000	Culturally Sensitive Library books 4000-4999: Books And Supplies Sup/Con 0
	Pearson, iLit ELL - Services 5000-5999: Services And Other Operating Expenditures Sup/Con $15,000	Pearson, iLit ELL - Services 5000-5999: Services And Other Operating Expenditures Sup/Con 0
State Priority 7 - Course Access Programs and services for migrant students are designed to support high quality and comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves. Such programs and services include: * Health services * Special guidance * Preschool services * Vocational instruction * Extended learning time * Career education services * Counseling and testing services (Note. No direct cost to the District. Region 5 receives all funds directly)	N/A 0000: Unrestricted Other N/A	0
State Priority 7 - Course Access Programs and services for low income students, foster youth, and homeless youth are designed to ensure fair, equal, and significant opportunities for such students to obtain a high-quality education and reach, at a minimum, proficiency on State and District academic achievement standards. Such programs and services include:	At-Risk Counselor x 2 1000-1999: Certificated Personnel Salaries Title I (3010) $129,500 At-Risk Counselor x 2 3000-3999: Employee Benefits Title I (3010) $61,690	At-Risk Counselor x 2 1000-1999: Certificated Personnel Salaries Title I (3010) 146,448. At-Risk Counselor x 2 3000-3999: Employee Benefits Title I (3060) 65,262.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
* Parent involvement * Extended learning time * Professional development * Schoolwide instructional reform efforts * Health, nutrition, and other social services * Instructional materials and other instructional support * Supplemental support provided by teachers and instructional aides		At-Risk Counselor x 2 2000-2999: Classified Personnel Salaries Title I (3010) 18,202. At-Risk Counselor x 2 2000-2999: Classified Personnel Salaries Title I (3010) 13,565.
	Renaissance Learning Suite ESGI Standards Tracker SIPPS Zoophonics 4000-4999: Books And Supplies Title I (3010) $104,000	Programs; 4000-4999: Books And Supplies Title I (3010) 21,664.
	Extended School Year_Summer Academy Extended After School Intervention (Note. Costs coordinated with Supplemental/Concentration Grant) 1000-1999: Certificated Personnel Salaries Title I (3010) $92,400	learning opportunities 1000-1999: Certificated Personnel Salaries Title I (3010) 124,681.
	Homeless Services 4000-4999: Books And Supplies Title I (3010) $1,500	Homeless Services/Supplies 4000-4999: Books And Supplies Title I (3010) 813.
	The Closet - items necessary for students to feel good at school (clothes, toothpaste, socks, underwear) 4000-4999: Books And Supplies Sup/Con $5,000	The Closet - items necessary for students to feel good at school (clothes, toothpaste, socks, underwear) 4000-4999: Books And Supplies Sup/Con 2900.
	Student Clubs, National Jr. Honor Society (visiting colleges and T-Shirts) 5000-5999: Services And	Student Clubs, National Jr. Honor Society (visiting colleges and T-Shirts) 5000-5999: Services And

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Other Operating Expenditures Sup/Con $5,000	Other Operating Expenditures Sup/Con 962.
	Library Aides 2000-2999: Classified Personnel Salaries Sup/Con $80,000	Library Aides 2000-2999: Classified Personnel Salaries Sup/Con 35,238.
	Library Aides 3000-3999: Employee Benefits Sup/Con 16,560	Library Aides 3000-3999: Employee Benefits Sup/Con 10,267
	Community Liaison 2000-2999: Classified Personnel Salaries Title I (3010) $21, 321	Community Liaison 2000-2999: Classified Personnel Salaries Title I (3010) 21,416.
	Classified Personnel Salaries 2000-2999: Classified Personnel Salaries Title I (3010) $18,202	Classified Personnel Salaries 2000-2999: Classified Personnel Salaries Title I (3010) 52,877.
	Employee Benefits 2000-2999: Classified Personnel Salaries Title I (3010) $13,565	Employee Benefits 2000-2999: Classified Personnel Salaries Title I (3010) 15,602.

Goal Analysis

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

Goal 1 and Actions affected by the pandemic. Due to the Covid-19 Pandemic and Shelter in Place Orders in March 2020, LEA;s pivoted to Distance Learning.

1.6 Visual Performing Arts: VSD unable to hire Music Teacher until mid-year due to high demand for this position. Pandemic forced Distance Learning and Music Program was affected by school closure.
The music teacher was utilized as a substitute teacher.
1.12 Instructional Technology and Digital Resources. There was no Technology Director, department, assistance at VSD . All services were hired out through contractors. VSD had a limited number of devices that were outdated district wide. Younger
students were not familiar with technology due to limited time of utilization in old outdated computer labs. Due to the Pandemic, VSD immediately pivoted and implemented 1:1 devices overnight, districtwide, to all K-8 students. Canvas was utilized
and professional development was provided the 2019-2020 year. Issues with internet connectivity, due to the districts rural location, had to be addressed with hot spots and cable company service agreements.
1.19 Migrant Students were serviced virtually with devices through Distance Learning platform. The number of Migrant students decreased due to Pandemic and the lack of mobility. This Migrant population was the most "at risk" and Covid-19 infected,
county and state wide.
1.20 Foster and Homeless Youth services pivoted as we needed to be flexible by providing services to house fires, clothing, food insecurities, and other necessities.

Due to COVID-19 Pandemic ALL Professional Development was targeted to Distance Learning and Canvas, a new digital platform not familiar to our staff. Covid-19 protocols and safety, Social Emotional Learning. were also targeted.

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

All actions were deemed effective pre-pandemic.
1.1 Recruitment and Retention was effective because the majority of certificated teachers returned for the 2020-2021 school year. Challenges includes rural location and district being 30 miles from the nearest city, Bakersfield. Other challenges include competitive salaries. Challenges also included high rate of COVID infection in our rural community.
1.2 Basic Teacher Credentialing and Assignment was implemented successfully.
1.3 Equitable and Balanced Distribution was implemented successfully virtually. Challenges includes connectivity and Wi-Fi for the devices due to the districts rural location. Hot spots were not effective in some locations and the district had to pay for hard wire connectivity to Spectrum.
1.4 Teacher Preparation and Examination: Due to the COVID-19 Pandemic, an Executive Order was issued that eased restrictions.
1.5 Standards Based Instruction: VSD was able to pivot to 1:1 devices , which included hotspots, so that our students received Standards based instruction. The challenge was that many of our students live in a rural area of Weedpatch and the devices
had WIFI connectivity difficulties. The solution was to have these homes hard wired for connectivity through Spectrum . The District paid for the monthly services.
1.18 ELD was provided to EL students and instructional aides provided supplemental supports. Challenges also included disengagement with this student population and difficulties with internet connectivity due to the districts rural location.
1.19 SWD received Services throughout the Pandemic virtually. Instructional aides also provided additional supports. Challenges also included disengagement with this student population and difficulties with internet connectivity due to the districts rural
location.

Goal 2

Pupil Outcomes. Upon matriculation and/or graduation, all students will meet or exceed the state and/or district expectations in required content knowledge, skills, and competencies.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                       Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority 4 - Pupil Achievement ----Percentage of all students scoring at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment ----Percentage of all students scoring at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment ----Percentage of English learners making annual progress toward English proficiency, as measured by the English Language Proficiency Assessment for California (ELPAC) ----Percent of English learners reclassified as Fluent English Proficient Note: Academic Performance: Not Applicable * 4 B- % of pupils who have successfully completed A-G requirements *4 C- % of pupils who have successfully completed CTE pathways. *4 D-% of pupils who have successfully completed both B & C State Priority 8 - Other Pupil Outcomes	State Priority 4 - Pupil Achievement. ACTUAL MEASUREABLE DATA IS NOT AVAILABLE DUE TO THE IMPACT OF COVID-19. STATE LAW HAS ALSO SUSPENDED THE REPORTING OF STATE AND LOCAL INDICATORS ON THE 2020 DASHBOARD. Most recent data: CAASPP 2019 Percentage of all students scoring at least "Standard Met" English Language Arts: Percentage of all students scoring at least "Standard Met" 1. All Students: 25% 2. English Learner : 6% 3. Socioeconomically Disadvantaged : 25% 4. Hispanic: 25% 5. Students with Disabilities : 2% 6. English Only:23% Math: Percentage of all students scoring at least "Standard Met" 1. All Students-14% 2. English Learner : 5%

Expected	Actual
- ----Percentage of all students scoring in the "Healthy Fitness Zone" in each of the five Physical Fitness Areas - -----Note: CAHSEE/English Language Arts and Mathematics Pass Rate -Not Applicable. **19-20** State Priority 4 - Pupil Achievement. - ----English Language Arts and Literacy Performance. For the 2019-2020 school year, the percent of all students will score at least 40% - "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) It will increase by at least 15.23% from the previous year 24.77%. - ----Mathematics Performance. For the 2019-2020 school year, the percent of all students scoring at least 35% - "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) It will increase by at least 20.52% from the previous year 14.48%. - ----Science Performance. For the 2019-2020 school year, the percent of all students scoring at least "Standard Met" on the summative Science assessment will be 50% scoring at least "Standard Met". - ----English Language Proficiency. For the 2019/20 school year - ----English Learner Classification Rate. For the 2018-2019 school year, 100% of all English learners whose overall proficiency level is Intermediate, Early Advanced, or Advanced will be reclassified as fluent English proficient. State Priority 8 - Other Pupil Outcomes. - ----California Physical Fitness Test. For the 2019-2020 school year, 90% of all students shall score in the	3. Socioeconomically Disadvantaged: 14% 4. Hispanic-: 14% 5. Students with Disabilities: 4% 6. English Only: 13% Science 29.93% Met or Exceeded English Language Proficiency: 2019-2020 Reclassification : 11.1% The Fall 2019 California Dashboard indicates English Language Learner Progress 53.3% of EL students are making progress towards English Language Proficiency. Performance Level-MEDIUM ELPAC 2018-2019 Overall Performance Level Percentages Level 4- 6.80% Level 3- 33.14% Level 2- 35.69% Level 1- 24.36% State Priority 8 - Other Pupil Outcomes- 2018-2019 Physical Fitness Test (PFT) MOST RECENT DATA DUE TO COVID-19 PANDEMIC AND NO PFT TESTING DUE TO SHELTER IN PLACE ORDERS Percentages in the "Healthy Fitness Zone." **7th grade: Aerobic Capacity- 44.3% Body Composition- 34.3% Abdominal Strength to 91.4% Trunk Extension Strength at 98.6%

Expected	Actual
"Healthy Fitness Zone" in each of the five Physical Fitness Area. • ----Matriculation Rate: For the 2019-2020 school year, 100% of all students will matriculate to the next grade level. **Baseline** State Priority 4 - Pupil Achievement. During the 2016-2017 school year, 14% (62 of 445) scored proficient ("Standard Met" or "Standard Exceeded") on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment, while 9% (40 of 442) scored proficient ("Standard Met" or "Standard Exceeded") on the Smarter Balanced Assessment Consortium (SBAC) Mathematics summative assessment. During the 2016-2017 school year, 45.7% (155 of 339) English learners made annual progress toward English proficiency, as measured by the California English Language Development Test (CELDT). Additionally, 12% (71 of 582) of all English learners attained English language proficiency, as measured by the California English Language Development Test (CELDT). Finally, 17% (81 of 475) of all English learners were reclassified as fluent English proficient. State Priority 8 - Other Pupil Outcomes. During the 2016-2017 school year 100% (692 of 692) of all students, including "unduplicated students" and "students with exceptional needs" matriculate to the next grade level . However , there is a continuous need to ensure all students matriculate having met requires attendance rates and all adopted course of study.	Upper Body Strength 48.6% Flexibility to 81.4% **5th grade: Aerobic Capacity- 41.9% Body Composition- 35.1% Abdominal Strength to 83.8% Trunk Extension Strength at 93.2% Upper Body Strength 41.9% Flexibility to 86.5%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Academic Skills Building. The District will research, adopt, implement and monitor the use of effective academic skill building and support programs and activities designed to assist students in developing the skills necessary to access the District's core educational programs and to meet grade level expectations.	Program Materials and Supplies • Student Organizational Folders (Grades K-2) • Student Organizational Binders (Grades 3-8) • Note-Taking Templates • KleenSlates • DOK Wheels 4000-4999: Books And Supplies Sup/Con $22,500 Thinking Maps, and Support Programs (Reflex Math) 5000-5999: Services And Other Operating Expenditures Sup/Con $20,000	Program Materials and Supplies 4000-4999: Books And Supplies Sup/Con 7937. Thinking Maps, and Support Programs (Reflex Math) 5000-5999: Services And Other Operating Expenditures Sup/Con 41,989
These actions and services have been moved to Goal 1.20	N/A N/A N/A N/A N/A N/A N/A N/A	0 0 0 0 0 0 0 0
Extended Learning Time. The District will provide strategic and/or intensive academic intervention before, during, and/or or after the regular school day/year for all students who are not meeting, or at risk of not meeting, grade level performance expectations.	• Extended School Day Academic Intervention • Extended School Year Academic Intervention	Supplemental Pay 1000-1999: Certificated Personnel Salaries Sup/Con 370,141

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(Costs for this action/service has been coordinated with Title I funds) 1000-1999: Certificated Personnel Salaries Sup/Con $150,000	
	Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds) 3000-3999: Employee Benefits Sup/Con $27,195	Extended School Year Academic Intervention 3000-3999: Employee Benefits Sup/Con 182,185.
	Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds) 2000-2999: Classified Personnel Salaries Sup/Con $37,658	Extended School Year Academic Intervention 2000-2999: Classified Personnel Salaries Sup/Con 21,939.
	Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds) 3000-3999: Employee Benefits Sup/Con $7,098	Extended School Year Academic Intervention 3000-3999: Employee Benefits Sup/Con 5,109
	Extended School Year Academic Intervention	Extended School Year Academic Intervention 4000-4999: Books And Supplies Sup/Con 7,954

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(Costs for this action/service has been coordinated with Title I funds) 4000-4999: Books And Supplies Sup/Con $10,000	
	Extended School Year Academic Intervention 5000-5999: Services And Other Operating Expenditures Sup/Con $3,680	Extended School Year Academic Intervention 5000-5999: Services And Other Operating Expenditures Sup/Con 0
Class-Size Reduction. The District will strategically reduce class sizes to address the Social/Emotional needs of students most at- risk of not meeting grade level expectations as measure by the IAB's and IAC's	Additional Classroom Teachers - Class Size Reduction • Grade K • Grade 1 • Grade 2 • Grade 3 • Grade 4 Grade 5 1000-1999: Certificated Personnel Salaries Sup/Con $407,060	Additional Classroom Teachers - Class Size Reduction 1000-1999: Certificated Personnel Salaries Sup/Con 255,603
	Additional Classroom Teachers - Class Size Reduction • Grade K • Grade 1 • Grade 2 • Grade 3 • Grade 4 Grade 5 3000-3999: Employee Benefits Sup/Con $158,703	Additional Classroom Teachers - Class Size Reduction 3000-3999: Employee Benefits Sup/Con 103,679.
Paraprofessional Support. The District will strategically utilize paraprofessionals to assist the classroom teacher in reinforcing instruction, providing primary language support to English Learners, and	Comprehensive Instructional Aides - hire new aides	2000-2999: Classified Personnel Salaries Sup/Con 214,482

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
implementing the Individual Education Plan (IEP) for students who are receiving special education services, to effectively enable all students to access and master the core academic content and performance standards.	(Costs associated with this action/service have been coordinated with Special Education Funds) 2000-2999: Classified Personnel Salaries Sup/Con $289,012 Comprehensive Instructional Aides (Costs associated with this action/service have been coordinated with Special Education Funds) 3000-3999: Employee Benefits Sup/Con $59,825	3000-3999: Employee Benefits Sup/Con 49,950.
This action has been abandoned.	Supplemental Pay • Individual Student Learning Plans (ISLP) Team Members 1000-1999: Certificated Personnel Salaries Sup/Con $0 Supplemental Pay • Individual Student Learning Plans (ISLP) Team Members 3000-3999: Employee Benefits Sup/Con $0 Program Software 5000-5999: Services And Other Operating Expenditures Sup/Con $0	action abandoned

Goal Analysis

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

Goal 2 and Actions affected by the pandemic.

Due to the COVID-19 Pandemic and the Shelter in Place Orders, VSD shifted from traditional In-Person Instruction to Distance Learning. The district was forced to pivot in a different direction overnight. All action items continued and were implemented through Distance Learning and utilizing 1:1 devices. Paraprofessional support also continued utilizing technology. Extended learning times were difficult because the students were not engaged during these long extended periods.

Goal 2 addressed Priority 4: Pupil Achievement and Priority 8 : Pupil Outcomes. Budgeted funds for Actions and Services not implemented were used to support students, families, teachers, and staff to ensure :
*All students were provided an iPad and internet connectivity if needed
*Increased and targeted professional development for all focused on Distance Learning, student engagement, and social-emotional learning, COVID -19 protocols, and safety.
*Implementation of a Learning Management System (LMS), Canvas
*Supplemental resources for acceleration and mitigation of learning loss
*support for families (technology and academic)
*Increased nutritional services to provide continued meal services throughout all phases of instruction
*Increased stakeholder engagement through surveys and mail correspondence to ensure the needs of families were being met.

VSD abandoned the continued Marzano implementation for the district. There was ZERO staff buy in, or support, and conclusive data , to substantiate effectiveness for our unique student population.

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

All actions were deemed successful pre-pandemic.
2.1 Academic Skill Building provided for all students with organization binders designed to assist student in developing effective academic skill building and organizational strategies. Due to the COVID-19 Pandemic, and the Executive Order to Shelter in
Place, the students did not receive the full effect of the Academic Skill Building.
2.2 Extended Learning Time and opportunities were offered to all students, the challenge was to keep the students engaged with a new platform.
2.3 Class size Reduction was utilized and effective. Due to the low class sizes teachers were able navigate the educational process efficiently using Canvas and Google classroom. Instructional aides were also provided for student support.
2.4 Paraprofessional Support was utilized successfully district wide. Instructional aides reinforced instruction, provided primary language support for EL students, and support services for students who received special education.

Goal 3

Engagement. On an annual basis, all schools will provide a safe and supportive environment necessary to promoting a sense of connectedness among all parents, faculty, staff, and students, which in turn will produce a more positive and engaging school character and culture.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority 3 - Parent Involvement (Qualitative) • ----Efforts to Seek Parent Input in Decision Making ;Regulatory and Non-Regulatory Committees--- Promotion of Parent Participation in Programs for Unduplicated Pupils and Special Need Subgroups Capacity Building Opportunities State Priority 5-Pupil Engagement • --Positive student attendance rate • --Chronic absenteeism rate • --Middle School drop out rates Note: High school drop out rates (not applicable); High school graduation rates (not applicable) State Priority 6:- School Climate • --Student expulsion rate • --Student suspension rate • --Attitudinal survey data	State Priority 3 - Parent Involvement (Qualitative) Due to the COVID19 Pandemic, and the Governor's Order to Shelter in Place, Parent Involvement was limited to activities prior to March 2020. There the outcomes was not accurately gauged because it was not a full school year. Efforts to Seek Parent Input in Decision Making was utilized through survey throughout the year. In addition to surveys, parent groups such as DELAC and SSC was held virtually after March 2020. State Priority 5: Pupil Engagement 2019 CA Dashboard . Positive Student Attendance Rate. 95.7% Chronic Absenteeism Rate; 7.9% Middle School Dropout Rate: 0

Expected	Actual
19-20 State Priority 3 - Parent Involvement. 2019-2020 Students shall receive student store bucks for having their parents to come to Regulatory/ Non-regulatory meetings, workshops, parent conference, and any other meetings where parent participation is requested. For the 2019-2020 school year, at least 80% of parents, including parents of "unduplicated students" and "students with exceptional needs", will have participated in at least one capacity building activity. State Priority 5: Pupil Engagement. • ----Positive Student Attendance Rate. For the 2019-2020 school year, the positive student attendance rate shall be at least 97.0%. • ----Chronic Absenteeism Rate. For the 2019-2020 school year, the chronic absenteeism rate shall not exceed 2%. • ----Middle School Dropout Rate. For the 2019-2020 school year, the middle school dropout rate shall be 0%.	State Priority 6 - School Climate 2019 Dashboard/Data Quest/CALPADS . Expulsion Student Suspension Rate: 2.9% Attitudinal Survey Data. 63%

Expected	Actual
Baseline State Priority 3 - Parent Involvement. During the 2016-2017 school year, 73% (368 of 488) parents, including parents of "unduplicated students" and "students with exceptional needs", participated in at least one capacity building activity, while 2% (12 of 488) of parents participated in at least one regulatory and/or non-regulatory advisory committee meeting. State Priority 5 - Pupil Engagement. During the 2016-2017 school year, the positive student attendance rate was 95.35%, with a chronically absent rate of 4.25%. Additionally, the middle school dropout rate was 0%. Note. High school dropout rates (not applicable); High school graduation rates (not applicable). State Priority 6 - School Climate. During the 2016-2017 school year, the expulsion rate was 0% (one student), while the suspension rate was 4%. Additionally, the percent of certificated faculty and staff reporting a "High" or "Satisfactory" sense of school connectedness on the Comprehensive School Climate Survey was 72%. However, the District did not administer the survey to parents and students.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Capacity Building. The District will plan and implement activities designed to build the capacity of families and community members to support student learning.	Family Learning Nights 1000-1999: Certificated Personnel Salaries Sup/Con $5,040 Family Learning Nights 3000-3999: Employee Benefits Sup/Con $914	1000-1999: Certificated Personnel Salaries Sup/Con 2520. Family Learning Nights 3000-3999: Employee Benefits Sup/Con 586.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Translation / Child Care Services • Family Learning Nights • Parent-Teacher Conference 2000-2999: Classified Personnel Salaries Sup/Con $10,000	Translation / Child Care Services 2000-2999: Classified Personnel Salaries Sup/Con 0
	Translation / Child Care Services • Family Learning Nights • Parent-Teacher Conference 3000-3999: Employee Benefits Sup/Con $2,070	Translation / Child Care Services 3000-3999: Employee Benefits Sup/Con 0
	Program Materials - supplies • Family Learning Nights • Young Author's Fair • Parent-Teacher Conference 4000-4999: Books And Supplies Sup/Con $2,000	Program Materials - supplies 4000-4999: Books And Supplies Sup/Con 3,237.
	SchoolWise Alert System 5000-5999: Services And Other Operating Expenditures Sup/Con $2,046	School Wise 5000-5999: Services And Other Operating Expenditures Sup/Con 2,850.
	School Wise -Parent Portal 5000-5999: Services And Other Operating Expenditures Sup/Con $1,364	School Wise -Parent Portal 5800: Professional/Consulting Services And Operating Expenditures Sup/Con 0
	First Day Packets 4000-4999: Books And Supplies Sup/Con $2,800	First Day Packets 4000-4999: Books And Supplies Sup/Con 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Regulatory and Non-Regulatory Committee Participation. The District will ensure all parents are provided with opportunities to participate in the District Parent Advisory Committee, District English Learner Advisory Committee, School Site Council, and English Learner Advisory Committee meetings. This annual measurable outcome will be measured by the number and quality of capacity building activities conducted by the District and the number of parents participating in such opportunities.	Supplemental Pay (Translation / Child Care Services) • District Advisory Committee • Parent Advisory Committee • District English Learner Advisory Committee • School Site Council • English Learner Advisory Committee • Meeting to the Board of Trustees 2000-2999: Classified Personnel Salaries Sup/Con $3,280	Supplemental Pay (Translation / Child Care Services) 2000-2999: Classified Personnel Salaries Sup/Con 0
	Supplemental Pay (Translation / Child Care Services) • District Advisory Committee • Parent Advisory Committee • District English Learner Advisory Committee • School Site Council • English Learner Advisory Committee • Meeting to the Board of Trustees 3000-3999: Employee Benefits Sup/Con $679	Supplemental Pay (Translation / Child Care Services) 3000-3999: Employee Benefits Other 0
	Program Materials • District Advisory Committee • Parent Advisory Committee	Program Materials 4000-4999: Books And Supplies Sup/Con 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	• District English Learner Advisory Committee • School Site Council • English Learner Advisory Committee • Meeting of the Board of Trustees 4000-4999: Books And Supplies Sup/Con $1,000	
This action/service has been combined in the Regulatory and Non-Regulatory Committee Participation action/service above in Goal 3, Action 2	4000-4999: Books And Supplies N/A	0
This action/service has been combined in the Capacity Building action/service above in Goal 3, Action 1. N/A N/A	N/A	0 0
The District will implement and monitor a comprehensive Positive Behavioral Interventions and Supports (PBIS) program to improve the quality of the schools by changing and/or reinforcing personal and organizational decision-making and behavior.	Supplemental Pay • Character Counts Team Member Collaboration 1000-1999: Certificated Personnel Salaries Sup/Con $0 Supplemental Pay • Character Counts Team Member Collaboration 3000-3999: Employee Benefits Sup/Con $0 Program Materials and Supplies • Character Counts 4000-4999: Books And Supplies Sup/Con $0	Supplemental Pay 1000-1999: Certificated Personnel Salaries Sup/Con 0 Supplemental Pay 3000-3999: Employee Benefits Sup/Con 0 Program Materials and Supplies 4000-4999: Books And Supplies Sup/Con 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental Pay • PBIS Team Member Collaboration 1000-1999: Certificated Personnel Salaries Sup/Con $0	Supplemental Pay 1000-1999: Certificated Personnel Salaries Sup/Con 0
	Supplemental Pay • PBIS Team Member Collaboration 3000-3999: Employee Benefits Sup/Con $0	Supplemental Pay 3000-3999: Employee Benefits Sup/Con 0
	Supplemental Pay 4000-4999: Books And Supplies Sup/Con $10,000	Supplemental Pay 4000-4999: Books And Supplies Other 2,926.
	PBIS Professional Development 5000-5999: Services And Other Operating Expenditures Sup/Con $74,496	PBIS Professional Development 5000-5999: Services And Other Operating Expenditures Sup/Con 1,500.
Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs. Truancy Reduction and Abatement. The District will implement and monitor a comprehensive student attendance program to increase positive student attendance and persistence. Including additional transportation as needed for students to specific programs and daycare facilities.	Supplemental Pay • Student Attendance Review Team Member Collaboration • Parent Meetings 1000-1999: Certificated Personnel Salaries Sup/Con $15,000 Supplemental Pay • Student Attendance Review Team Member Collaboration • Parent Meetings	Supplemental Pay • Student Attendance Review Team Member Collaboration • Parent Meetings 1000-1999: Certificated Personnel Salaries Sup/Con 0 Supplemental Pay • Student Attendance Review Team Member Collaboration • Parent Meetings

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Sup/Con $2,720 Supplemental Pay • Student Attendance Review Team Member Collaboration • Parent Meetings 2000-2999: Classified Personnel Salaries Sup/Con $1,200 Supplemental Pay • Student Attendance Review Team Member Collaboration • Parent Meetings 3000-3999: Employee Benefits Sup/Con $249 Program Materials and Supplies • Student Attendance Review Team/Supplies / Incentives 4000-4999: Books And Supplies Sup/Con $2,000 Student Transportation Cost (minus Transportation Funding) 5000-5999: Services And Other Operating Expenditures Sup/Con $350,000 Saturday School Attendance Recovery 1000-1999: Certificated Personnel Salaries Sup/Con $10,000	3000-3999: Employee Benefits Sup/Con 0 Supplemental Pay • Student Attendance Review Team Member Collaboration • Parent Meetings 2000-2999: Classified Personnel Salaries Sup/Con 0 dupliucate of employee benefits 0 Program Materials and Supplies • Student Attendance Review Team/Supplies / Incentive 4000-4999: Books And Supplies Sup/Con 677. Student Transportation Cost (minus Transportation Funding) 5000-5999: Services And Other Operating Expenditures Sup/Con 2,500. Saturday School Attendance Recovery 1000-1999: Certificated Personnel Salaries Sup/Con 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Saturday School Attendance Recovery 3000-3999: Employee Benefits Sup/Con $1,718	Saturday School Attendance Recovery 3000-3999: Employee Benefits Sup/Con 0
Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs. Co-Curricular Activities. The District will implement and monitor a comprehensive program of co-curricular activities, as a means of developing the "whole student," as well as connecting students to the school and its instructional programs.	Supplemental Pay • Battle of the Books Coordinator/Coach • Math Field Day Coordinator/Coach • National History Day Coordinator/ Coach • Oral Language Festival Coordinator/ Coach • Science Faire Coordinator • Spelling Bee Coordinator/Coach • Student Council Advisor • Yearbook Advisor • Newspaper Advisor National Jr. Honor Society-Advisor 1000-1999: Certificated Personnel Salaries Sup/Con $10,000 Supplemental Pay • Battle of the Books Coordinator/Coach • Math Field Day Coordinator/Coach • National History Day Coordinator/ Coach • Oral Language Festival Coordinator/ Coach • Science Faire Coordinator	Supplemental Pay- Extra Curricular 1000-1999: Certificated Personnel Salaries Sup/Con 16,100. Supplemental Pay-Extra Curricular 3000-3999: Employee Benefits Sup/Con 3,227.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

	• Spelling Bee
	  Coordinator/Coach
	• Student Council Advisor
	• Yearbook Advisor
	• Newspaper Advisor
	National Jr. Honor Society -
	Advisor
	
	 3000-3999: Employee Benefits
	Sup/Con $1,813
	
	Supplemental Pay - Van/Bus
	Drivers
	• Battle of the Books
	  Competition
	• Math Field Day
	  Competition
	• National History Day
	  Competition
	• Oral Language Festival
	  Competition
	• Science Faire
	  Competition
	• Spelling Bee Competition
	
	 2000-2999: Classified Personnel
	Salaries Sup/Con $10,000
	
	Supplemental Pay - Van/Bus
	Drivers
	• Battle of the Books
	  Competition
	• Math Field Day
	  Competition
	• National History Day
	  Competition
	• Oral Language Festival
	  Competition
		Supplemental Pay-Van Bus Driver
		2000-2999: Classified Personnel
		Salaries Sup/Con 0
		
		Supplemental Pay-Van Bus Driver
		3000-3999: Employee Benefits
		Sup/Con 31

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	• Science Faire Competition • Spelling Bee Competition 3000-3999: Employee Benefits Sup/Con $1,813 Transportation - Mileage • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition • National Jr. Honor Society 4000-4999: Books And Supplies Sup/Con $5,000 Program Materials and Supplies • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition	Transportation- Mileage Extra Curricular Activities 4000-4999: Books And Supplies Sup/Con 3,170. Program Materials and Supplies 5000-5999: Services And Other Operating Expenditures Sup/Con 1,109.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Sup/Con $5,000 Supplemental Pay - Van/Bus Drivers • Educational Field Trips	Supplemental Pay - Van/Bus Drivers • Educational Field Trips
	2000-2999: Classified Personnel Salaries Sup/Con $5,600 Supplemental Pay - Van/Bus Drivers • Educational Field Trips	2000-2999: Classified Personnel Salaries Sup/Con 0 Supplemental Pay - Van/Bus Drivers • Educational Field Trips
	3000-3999: Employee Benefits Sup/Con $1,160 Transportation - Mileage • Educational Field Trips	3000-3999: Employee Benefits Sup/Con 0 Transportation - Mileage • Educational Field Trips
	5000-5999: Services And Other Operating Expenditures Sup/Con $3,418 Program Materials, Supplies, Fees • Educational Field Trips	5000-5999: Services And Other Operating Expenditures Sup/Con 1109. Program Materials, Supplies, Fees • Educational Field Trips
	4000-4999: Books And Supplies Sup/Con $3,200	4000-4999: Books And Supplies Sup/Con 3,170.
Extra-Curricular Activities. The District will implement and monitor a comprehensive program of extra-curricular activities, as a means of developing the "whole student," as well as promoting positive peer relations, reducing the frequency of inappropriate behaviors, and connecting students to the school.	Supplemental Pay • Athletic Director • Flag Football Coach • Volleyball Coach • Basketball Coach • Soccer Coach Softball Coach	Supplemental Pay-Extra curricular 1000-1999: Certificated Personnel Salaries Sup/Con 22,300.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	• Choir Director • Drumline Director • Band Director • Colorguard Director 1000-1999: Certificated Personnel Salaries Sup/Con $28,700 Supplemental Pay • Athletic Director • Flag Football Coach • Volleyball Coach • Basketball Coach • Soccer Coach Softball - Coach • Choir Director • Drumline Director • Band Director • Cologuard Director 3000-3999: Employee Benefits Sup/Con $5,203 Supplemental Pay - Van/Bus Drivers • Extra-Curricular Activities 2000-2999: Classified Personnel Salaries Sup/Con $15,750 Supplemental Pay - Van/Bus Drivers • Extra-Curricular Activities 3000-3999: Employee Benefits Supplemental $3,260 Transportation - Mileage	Supplemental Pay-Extra curricular 3000-3999: Employee Benefits Sup/Con 3,826. Supplemental Pay - Van/Bus Drivers • Extra-Curricular Activities 2000-2999: Classified Personnel Salaries Sup/Con 3416. Supplemental Pay - Van/Bus Drivers • Extra-Curricular Activities 3000-3999: Employee Benefits Sup/Con 1256. Transportation - Mileage

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	• Extra-Curricular Activities 5000-5999: Services And Other Operating Expenditures Sup/Con $4,600 Program Materials and Supplies • Extra-Curricular Activities 4000-4999: Books And Supplies Sup/Con $5,000	• Extra-Curricular Activities 5000-5999: Services And Other Operating Expenditures Sup/Con 962. Program Materials and Supplies • Extra-Curricular Activities 4000-4999: Books And Supplies Other 1931.
After School Education and Safety (ASES). The District will provide literacy, academic enrichment and safe constructive alternatives for students through the After School Education and Safety (ASES) Program. Festivals, Carnivals, and Fairs. The District will schedule and conduct festivals, carnivals, and/or fairs designed to connect faculty, staff, students, parents, and members of the community to the District, and thereby enriching people's lives, increasing social interaction, nurturing one-on-one relationships, building life-long bonds, and fostering greater connectedness to the District, schools, and the educational programs.	Sub-agreement for Services with the Boys and Girls Club of Kern County 5000-5999: Services And Other Operating Expenditures ASES (6010) $317,309 Program Materials and Supplies Festivals, Carnivals, Fairs 4000-4999: Books And Supplies Base $10,000 Parent/Educational Training 5000-5999: Services And Other Operating Expenditures Sup/Con $15,000 Cene Con Sus Hijos 5000-5999: Services And Other Operating Expenditures Sup/Con $10,000 Licensed Vocational Nurse for District 5800: Professional/Consulting Services And Operating Expenditures Supplemental $80,000	Sub-agreement for Services with the Boys and Girls Club of Kern County 5000-5999: Services And Other Operating Expenditures ASES (6010) 310,728. Program Materials and Supplies Festivals, Carnivals, Fairs 4000-4999: Books And Supplies Other 11,739. Parent/Educational Training 5000-5999: Services And Other Operating Expenditures Sup/Con 9,168. Cene Con Sus Hijos 5000-5999: Services And Other Operating Expenditures Sup/Con 0 Licensed Vocational Nurse for District 5800: Professional/Consulting Services And Operating Expenditures Sup/Con 12,698.

Goal Analysis

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

Goal 4 and Actions affected by the pandemic:

3.1 Family Community Engagement which is usually our strongest component of engagement was the most affected by Pandemic and Shelter in Place Orders by Governor Newsom. Because this rural community was one of the most infected populations in the state of California, which resulted in death in many of our families. The Shelter in place was mandated and followed by this community. VSD pivoted to providing for the basic needs of the community, delivering food daily to the families bus stops, which are mostly located in the most rural locations.

3.2 Leadership Building: Parents, not fully utilized due to working parents schedules and pandemic. VSD tried to utilize virtual platform but several connectivity issues.

3.10 Vocational Nurse not hired due to the lack of LVN, but services were provided through KCSOS. During the pandemic community health institutions assisted our families. These medical entities went above and beyond to provide the families with additional services in the health field.

Parent Involvement is one of VSD strongest components of engagement. The parents and community are reliant of the district for engagement because of the location which is isolated from the larger community. The district provides many opportunities for engagement such as : Trunk or Treat, Color Run, Carnivals, Posada/Christmas festivities, Christmas Gifts and food distribution, Thanksgiving Festivities and feast, Thanksgiving food boxes distribution, among other school related and educational. While, most opportunities for parents were realized, the Pandemic affected continued parent engagement after the March 2020 Stay at Home Ordered were issued..

VSD continued to support Parents engagement by communication. Letters, Robo-Calls, Webpage continued to be sent home or posted. providing essential information to our stakeholders. Parents that were involved in committees and decision making were provided devices to ensure participation. Due to difficulties in connectivity, many strategies were implemented to resolve issues such as hot spots, or providing Spectrum services. Connectivity issues persisted in some rural areas that were deemed "dead zones" due to proximity of cell towers.

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

All actions were deemed effective pre-pandemic:

3.1 Family Community Engagement was successful with family/community support and attendance PRIOR to Pandemic. After the Pandemic and Stay at Home orders were issued, parent participation ceased. The rural school community, that consist of low socioeconomic , migrant, field workers continued to work as the COVID cases rose and resulted in deaths in our area. The families struggled with day care and supervision of their children while they continued to provide for their families. Food insecurities became an issue due to the fact that the students were home all day. Efforts pivoted to providing for the families. Meals were delivered to the bus stops where they were distributed to the families. VSD also distributed food boxes, water, face masks, and other PPE to the families on a regulars basis for the remainder of the school year, during Spring Break, and through the summer with a Seamless Summer Program. The food distribution was extremely successful with families lined up for a mile to receive the goods. Challenges were that surrounding communities also came for the food distribution, our VSD families were unable to receive food boxes due to the high demand. We tried many variations of delivery to ensure that all of our VSD families needs were met.

3.5 PBIS initial training was provided for all staff/students were success while students were at school for In-Person instruction. VSD was able to pivot from demerit discipline to Positive Interventions. Training the students and staff to an alternate mindset was successful, After Shelter in Place orders, and students were distance learning, the challenges in behaviors were different because they were being played out on line. Successes included the site administrators continued to work on PBIS strategies virtually and rewarded the students with appropriate incentives; drive thru Student of the Month celebrations , Prizes, Pizzas, and Ice Cream. and other incentives.

3.7 School Connectedness: Extra Curricular Activiti's were implemented successfully with many students participating. This action was successful before the Pandemic because our VSD students do not have the opportunity to play in club sports, or any activities outside the school due to low socio-economic status. The participation rates and opportunities for extra curricular activities are wide ranging including a wide span of grade levels. The students take advantage of all

the sports programs offered and the district provides transportation after all extra curricular activities. Challenges occurred after March 2020, when the Shelter in Place activates were enacted. All extra curricular activities came to a halt. The majority of the sports programs had already been exhausted.

3.8 ASES Implemented successfully implementing Program from the Boys and Girls Club prior to Pandemic. The students were offered a wide array of enrichment activities and programs afterschool and across all grade levels. Transportation is provided for all those who participate. This program is successful because our students population is limited in resources and who otherwise not be exposed to programs such as Folklorico Dancing, Drum Line, and other enrichment programs. The challenge was after the Shelter in Place orders. The Boys and Girls Club pivoted to help the district provide services to our students. The personnel provided services such as technology assistance, instructional aides, and other services to assist our students with the virtual platform

3.10 School and Community Events were successful and well attended pre-pandemic. The successes included well attended events due to the District being the focal point of the community. Since the housing/residences are also rurally located the district provides the resources for the community. There are no activities for this community, no library, no park, no medical facilities, and the public transportation is a rural bus with limited access points.. Challenges included the Shelter in Place orders which crippled this community from socializing with their peers and others outside of this community. Students were unable to go outside and play because many of them live in Low Income Housing Projects or Migrant Camps which housed many COVID infected people who were unable to isolate due to large and/or multi-generational families who dwelled together is small housing units. Also the fear of the unknown contributed to families anxiety. All events were cancelled, which also included Kindergarten and Eighth grade graduation ceremonies, due to high COVID rates in our area

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
Hire Technology Director and support to improve service to to all students including English Learners, Low income, Homeless, and Migrant students.	210,000.	90,681.	No
Increase learning opportunities beyond the traditional day to mitigate learning loss, Principally directed towards low income, ELL, and Homeless students. Supplemental pay for teachers, custodians and bus drivers.	500,000.	314,098.	No
Supplemental digital programs to assist in mitigating the learning loss for low income, ELL, Homeless, and Migrant Students.	175,000.	192,106.	No
Purchase of Personal Protective Equipment (PPE) to enhance and increase health and safety measures for student and staff. Cleaning supplies to provide and allow for the proper sanitation of classrooms, offices and school campuses. COVID-19 related signage.	75,000.	56,988.	No
Reconfiguration of classrooms, offices and school grounds to allow for safe distancing and improved health measures, Including plexiglass barriers.	150,000.	270,949.	No
Custodial duties to include regular and increased cleaning of common and high touch-point areas within the district and school site	50,000.	15,784.	No
Targeted professional development provided to staff to support in-person and distance learning for ELL, low income, homeless, and Foster students	50,000.	15,000.	No

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

The Vineland School District closed all school sites on March 18, 2020 in response to Governor Newsom issued Executive Order N26-20 in response to the COVIS-19 Pandemic. VSD created a 2020-2021 School Opening and Safety Plan under Covid-19 Conditions in

which we were committed to reopening in a safe and secure manner. When the State Tier allowed for in-person instruction, students returned in a Hybrid groups following all safety precautions and protocols provided by the CPHD. Students returned as follows:
SPED: October 28, 2019
K-2:   March 8, 2020
3-6:   March 15, 2020
7-8   April 6, 2021

Due to Covid-19 Relief funding sources such as GEER; Governor's Emergency Relief Funding, CR; Corona Relief Funding; Learning Loss Mitigation, ESSER #1; Elementary and Secondary School Emergency Relied Fund, these funds were utilized due to one time funding and hard deadlines for usage of funds, specifically Technology Director position.

Substantial difference in planned action were the following:
1.Technology Director and the start up cost to implement a variable program. VSD has NEVER had a position that was part or full time to service the needs of the district. VSD hired a "contractor" from another district to only repair broken devices. The budget was inflated because the exact number was unknown and it was a "working" budget.
2. Increased Learning Opportunities. Due to the pandemic and the reality of COVID-19 Pandemic in the highest infection rate in the county and the state , due to our families being employed as agricultural workers, the budget was a "working" one. The reality of providing services in homes where everyone was infected , was extremely difficult to non-existent. Due to many unknown factors, the budget was built to provide as many opportunities as possible to mitigate learning loss..
3. Targeted Professional Development. VSD is a unique district in which the majority of the students, prior to the pandemic, had no devices. After the pandemic, the district pivoted overnight to one-on-one devices. The staff in the primary grades were now mandated to teach on a platform that they were not familiar with and to students who were not yet exposed to technology. The families are low socio economic and have no devices in their homes including internet connectivity.
The staff was provided professional development to support in-person and distance learning for our unduplicated students. KCSOS also provided many valuable resources for no cost. Our staff was feeling overwhelmed with all the Professional Development and having to navigate and provided services with a unfamiliar platform, in a highly infected ares, with connectivity issues. VSD decided to focus on the essentials, providing Professional development to assist the staff to empower the students and their learning, therefore all the budget was not utilized.

Analysis of In-Person Instructional Offerings

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

In-person instruction success:
* District office have on file and posted on their websites their COVID-19 Site Specific Plan for reopening for stakeholders to review.
* All safety precautions were aligned with the state recommendations and were in effect for the return in-person instruction.
* Distant-learning instruction was aligned with in-person learning instruction.
* The enthusiasm of staff and students returning back to in-person instruction.

* State standard curriculum was adapted to allow a smooth transition from distance learning environment to in-person learning environment.
* No school wide closures due to Covid-19 infections for students and staff.

In-person instruction challenges:
* Threshold of COVID-19 positive test, Kern County has been designated as a Purple Tier county for the for the majority of the school year;
* Transportation challenges (limited seating on the school buses)
* Low student motivation
* Lack of space to bring back more students
* Maintaining consistent attendance
* 50 of VSD students returned to in-person learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Custodial duties to include regular and increased cleaning of common and high touch-point areas within the district and school site. (also listed in In-Person Offerings)	50,000.	17,431.	No
Targeted professional development provided to staff to support in-person and distance learning (also listed in In-Person Offerings)	50,000.	0	No
Support of instruction with in-person and distance learning to include technology equipment, educational platforms, wifi hotspots, and any other supports that enhance and enrich curriculum for general education, special education, and career technical education.	412,192.	407,413.	No
Additional services to assist staff and families with the navigation of in-person and distance learning	50,000.	760.	No

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

All actions in this section were deemed effective in a distance learning environment. ALL students were provided technology devices and resources o be able to access distance learning classes. VSD provided additional support by providing supplemental educational resources that were accessible digitally.

Due to Covid-19 Relief funding sources such as GEER; Governor's Emergency Relief Funding, CR; Corona Relief Funding; Learning Loss Mitigation, ESSER #1; Elementary and Secondary School Emergency Relied Fund, these funds were utilized due to one time funding and hard deadlines for usage of funds

Planned budget and expenditure for Targeted Professional Development was not utilized due to KCSOS providing valuable professional development at no cost to all districts. Also, many of our supplemental digital intervention programs offered PD as part of the cost of the program., and CCSS publishers that VSD adopted offered their resources.The teachers were feeling overwhelmed with all the PD because they were working from home, many experiencing stress and anxiety, and not feeling successful as an educator with this new digital platform and way of delivering instruction.

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.

Due to the world wide Covid-19 Pandemic and Governor Newsom's Shelter in Place Orders in March 2020. VSD pivoted into Distance Learning mode immediately during the Spring of 2020, Summer 2020, and continued into the Fall of 2020-2021. VSD has experienced challenges and success in implementing distance learning in the following areas:

Challenges: VSD is located in rural Kern County, located specifically in the middle of agricultural fields. Our students live between the area of Lamont and Arvin, which is also in the most rural part of Kern County. The majority of our students have NO internet service for two reasons;1) the extra cost of the service to the poorest community in Kern County and the State. 2) not available to the area due to no tower service. This area also has "dead zones" which the local internet/cable company is unable to provide services. The challenges are real and VSD had to provide solutions, so our challenges also turned into our successes.

Successes: ALL students in grades TK-8 were provided devices. Students were then provided "hot spots" for their devices. The school offices, administrators, district staff, and counselors ,were all deployed to students residences (all COVOD precautions taken) , to assist the students with the connectivity. There were students who could not utilize The hot spots, so the district provided Spectrum services at no cost the families. Other challenges were that a due to large families, the "hot spots" could only support a limited number of devices. So, the district provided as many devices as necessary to ensure all students had connectivity.

Continuity of Instruction:
Successes:
1. Daily class instruction for academic collaboration for 4 hours.
2. Teachers and students provided the resources to teach in a distance learning environment.
3. Teachers not assigned to regular classrooms (Music and PE) assisted the regular classroom teachers with distance learning.
4. All staff enthusiastic for our students to be successful with this distance learning platform.
5. VSD was able to pivot overnight to 1:1 devices. The district did not have access district wide to technology. Challenges were to provide internet connectivity in rural areas that "hotspots" were ineffective. VSD had dead zones, and we provided internet connectivity through Spectrum, and paid for the monthly services.

Challenges:
1.Low student engagement and motivation
2.Lack of student participation.
3.Parents/Students did not see the value in Distance Learning; and parents took their older, school aged children, to work in the fields.
4.Building a sense of belonging ; school connectedness. This rural area was severely affected by the Pandemic. Many families experienced death. Isolation was not an option for these large families living in small housing like, mobile homes   and trailers.
5. Education was not a priority, survival skills took precedence.

Pupil Participation
Success:
1.Daily Engagement Reports (DER) for each student in synchronous and asynchronous learning.
2. Incentives for staff and students for attendance.
3. Daily school video "announcements" in grades 5-8 filled with activities.
4. School personnel made home visits/welfare checks.
5. Student of the Month, ASB, and other school related activities continued virtually. Drive thru certificates were distributed and other incentives, and prizes.

Challenges:
1.Students are very reluctant to engage via on-line instruction verbally.
2. Students unable to fully engage due to family responsibilities. (babysitting, working in the fields.)
3. Only one Counselor in the district to assist with Pupil Participation home visits.
4. Students did not want to turn on their cameras.
5. Students did not have a space dedicated to their studies due to many siblings in the household.
6. Older siblings left to care for younger siblings while the families continued to work.

Staff Roles and Responsibilities
Successes
1. Staff roles and responsibilities adapting to the learning environment as they support student well-being, academic development, and foster student learning remotely without being able to meet with students face-to-face.
2. Virtual tutoring for students in the afternoon.
3, Teachers not assigned to regular classrooms (Music and PE) assisted the regular classroom teachers with distance learning and substitute teaching.
4. Planning instruction and/or services for synchronous and asynchronous learning
5. Collaboration amongst colleagues
6. Monitoring student progress and activity and providing academic support

Challenges:
1.District had only one Counselor.
2. Urgency of providing professional development for distance learning.
3. Providing training for technology resources in a limited time frame.

Support for Pupils with Unique Needs
Successes

Additional communication for families with pupils with unique needs.
1. Instructional support services provided by paraprofessionals to help teacher with individual instruction.
2. Continuous efforts to meet the needs and provide services for pupils with unique needs.
3. Supporting ELs in a distance learning environment to allow students to access the content in their primary language.by paraprofessionals.
4. Bilingual Instructional Assistants utilized to provide support to ELs while they are participating in asynchronous learning and to check-in on ELs who have disengaged from distance learning..
5. Special Education Director reviewing the options and strategies most appropriate for the student to address progress on goals and needed supports.
6. All students with IEPs were provided the option of at-home devices as an offer of FAPE, including assistive technology devices and/or services as dictated by a student's individual needs.
7. Teletherapy offered as an option for student services.
8. After scheduled school hours, additional support for specialized academic instruction (SAI) and assessments was available.
9. Mentoring/tutoring that are designed to help foster youth and homeless pupils.

Challenges:

1.Students with special needs need extra help with technology.
2. Lack of student engagement for pupils with unique needs.
3. State and federal mandated testing has posed many challenges.
4. Providing differential instruction for pupils with unique needs via distance learning.

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Teachers will implement district-wide assessment and personalized instruction systems LEXIA/CORE5- Power-UP for English language arts and Reflex Math/IXL Math, STAR Reading and Math, to mitigate gaps in learning by providing educators resources and data to support targeted interventions and progress monitoring	150,000.	152,654.	Yes
Distance Learning Summer Sessions to assist with mitigating Spring learning loss	150,000.	280,609.	Yes
Educeri-ELD to provide supplemental resources for ELL student to mitigate learning loss.	8,500.	22,417.	Yes
Supplemental Intervention Programs; Standard Plus ELA/Math; Brain POP: Brain Pop ELL; Star Fall: AR, to target specific areas of learning loss for unduplicated students.	50,000.	39,559.	Yes
LAS and ELPAC assessments for appropriate placement for ELL students .	3,000.	1,959.	No

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

Due to Covid-19 Relief funding sources such as GEER; Governor's Emergency Relief Funding, CR; Corona Relief Funding; Learning Loss Mitigation, ESSER #1; Elementary and Secondary School Emergency Relied Fund, these funds were utilized due to one time funding and hard deadlines for usage of funds

Substantive difference between budget and actual for Summer School. VSD was forced to raise Supplemental Pay from $40 per hour to $55 per hour due to all districts in Kern County raising their pay. Because VSD is located in a rural community, 30-45 minutes from the realest city, Bakersfield, it would be advantageous for the teaching staff to work in town for more money, less driving time, and less gas for their vehicle.

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.

Analysis of pupil learning loss using available local data and feedback from all stakeholders including parents, students, teachers and staff :

Successes:
1. Utilization of district and school site standards-based measurement tools to determine what students need to learn.
2. The ability for parents/guardians to observe synchronous class presentations with the students.
3. Learning loss mitigation plans to identify and assess learning loss.
4. Digital programs to help mitigate learning
5. VSD staff ability to monitor the effectiveness of services and supports provided to address learning loss throughout the school year through
6. STAR Renaissance data, formative assessments, summative assessments, and qualitative/anecdotal data.
7. Utilizing data collected by teachers to collaborate with colleagues, drive instruction, and determine student needs in terms of intervention and/or enrichment.
8. Evaluating quantitative and qualitative data collected to drive instruction

Challenges:
1. Difficulty of learning loss until that loss is measurable in a quantifiable way.
2. Due to the pandemic the limitation of offering in-person learning for summer school 2020 courses
3. Providing non-traditional summer school offering for students for who are at risk of NOT graduating.
4. Limitation of space and transportation for in-person learning for summer school.
5 Isolation, depression, and despair: some students experienced due to the pandemic which caused illness and loss of life .
6. Students not engaging in daily instruction.
7. Loss of school connectedness.

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.

Vineland School District, which is rural and isolated area of Bakersfield has unique challenges due to the rate of COVID-19 infections and deaths. Both staff and students have been personally affected by the pandemic, with many people losing family members to the Pandemic. This is a very real and personal analysis of everyone's mental and social and emotional well-being of the staff, community, and students of VSD.

VSD was one of the first districts in Kern County to get our entire staff vaccinated with Pfizer. We then mobilized to vaccinate our community immediately. This effort was highly successful and the community responded by attending our mobile clinics. Administrators, staff, and counselors worked closely with students and parents to address all SEL and mental health issues. VSD offered individual , group, and family counseling as needed. There were also referrals to community partners for those more extreme cases.

Mental Health and Social and Emotional Well-Being using available local data and feedback from all stakeholders including parents, students, teachers and staff :
Successes:
1. School Counselor provided SEL videos to all grade levels , as appropriate to their grade level.
2. Flip grid technology was utilized by the students to participate in SEL lessons.
3. All school sites has access to District Psychologist, district counselor, and local school mental health supports.
4. District Counselor created Webpage for parents and students for additional resources for SEL, and Mental Health Well-Being.

Challenges:
1. Families not participating .

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.

Successes using available local data and feedback from all stakeholders including parents, students, teachers and staff :

During the pandemic, All administrators, staff, community liaisons, and Migrant I&R, have stayed connected with VSD families providing ongoing information and referring parents to the following resources
  - The District's webpage and Facebook, which highlight resources that are available during school closure for COVID-19. Resources are posted in one place for parents and families to quickly access relevant information.

- VSD nutritional services and student lunch distribution process information.
- Free or discounted internet and Wi-Fi service information for families in need of support in this area.
- City and county wide meal distribution/food give away and California Pandemic-EBT card information.
- Connecting families in need with community collaborators such as Garden Pathways, United Way, Community Action Partnership of Kern, Boys' & Girls' Club, Dignity Health, and Youth 2 Leaders.
- Local/State disaster relief assistance for immigrants;
- Kern County Superintendent of Schools/Federal COVID-19 mobile testing units;
- Daily announcements for students were built into the school day to keep students informed.

Challenges:
1. Parents not participating
2. Parents not feeling comfortable with technology.
3. Students feeling isolated because of distance learning.

Analysis of School Nutrition

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

The VSD was able to provide meals to all students immediately after the closure of the schools on March 18, 2020. Due to food insecurities with our families, nutrition is crucial to our students and community. The VSD took many factors into account when the decision was made to do what's in the best interest of our students and families. The majority of our families are employed in agriculture, and would be unable t0 "pick up" food for their children from our school sites, so the decision was made to deliver the meals, breakfast and lunch, to the bus sites for distribution. The Cafeteria and MOT staff worked collaboratively on a schedule of delivery and mode of transportation, using our district vehicles that accommodate the delivery of the meals. The families responded positively, and our "Grab and Go" meals participation percentage rates were the BEST in Kern County. There were many days/weeks where over 100% of our student population was participated due to the Summer Seamless Option Program. There were many high school students who are unable to go to their school site to retrieve meals because of the distance and location, but because of convenience, they were able to participate. Also, small children were able to participate in our Nutritional Program, all kids ages 2-18 , had access to nutritional meals provided by the Vineland School District.

Data indicates the following on Nutrition; Student Percentages Average of Meals served daily :
March 2020- 83%-113%

April 2020-   73%-113%
May 2020-   64%-87%
June 2020-   58%-78%
July 2020-   59%-68%
August 2020-   45%56%
September 2020   57%-62%
October 2020   60%-68%
November 2020   63%-67%

These percentages were significant in the county, because the average of meals being served throughout the Kern Districts was approximately 30%. VSD percentages were above the county and state averages.

A survey was deployed to the parents and community about food distribution. The data indicated that a drive thru "pick up" distribution would be beneficial because it would be weekly. The decision was then made to do one distribution per week that consisted of 26 meals per child. Breakfast, snack, lunch, and dinner., was provided in bulk form for the Parents to prepare. This mode of distribution was so successful and families came from all areas to VSD food distribution. We scheduled hours of distribution for working families, and also allowed for families to reserve their food for a later "pick up" time.

Data indicates the following per weekly distribution :
December 22,2020 - 13,748 meals
December 29, 2020- 14,000 meals
January 5, 2020-   15,092 meals

The weekly distribution was also very successful, because meals were served in bulk, and VSD was allowed to serve on weekends and holidays, due to the Seamless Summer Program. . The percentages were extremely high, above Kern County averages, due to the local surrounding communities participating. VSD served many students who were from surrounding school districts including, Arvin, Lamont, and some in Bakersfield.
Using available local data and feedback from all stakeholders including parents, students, teachers and staff :
The challenges were as follows;
1. Long lines of cars. Traffic congestion. Irate people because we would exhaust our food supply because of high demand
2. VSD families not receiving food. Summer Seamless Program made food available to all 2-18 years of age, which made demand high.
3. Inaccurate child count information leading to excessive food being distributed per family. VSD was serving community members and was not familiar with the families and how many members of that family.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stakeholder Engagement	Mail charges due to COVID related notices, parent letters, communication, to improve communication services to all parents/guardians.	5,000.	11,292.	No
Mental Health and Social and Emotional Well-Being	New SEL Program and Professional development for students and staff to improve Social Emotional Services for all unduplicated students	16,000.	23,004.	No
School Nutrition	Increase in nutritional services to provide services during all phases of Distance Learning for all unduplicated students	92,000.	58,708.	No
Distance Learning Program (Distance Learning Professional Development)	Update all classrooms with Technology is operable to increase educational services to all unduplicated services.	677,693.	592,338.	No
Distance Learning Program (Distance Learning Professional Development)	Replace and update Technology Infrastructure to increase education services for all students.	250,000.	195,000.	No
Pupil Learning Loss (Pupil Learning Loss Strategies)	Distance Learning Summer Sessions curriculum to mitigate learning loss for unduplicated services.	20,000.	30,375.	No
Pupil Learning Loss	Purchase new adoption of Science and History/Social Studies.	140,000.	77,000	No

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.

Due to Covid-19 Relief funding sources such as GEER; Governor's Emergency Relief Funding, CR; Corona Relief Funding; Learning Loss Mitigation, ESSER #1; Elementary and Secondary School Emergency Relied Fund, these funds were utilized due to one time funding and hard deadlines for usage of funds

Substantive Differences in Budget and Expenditures:
1. Stakeholder Engagement: Over budget due to the fact that all communications was accomplished through mail and Robocall-calls.. Due to all the community and stakeholder engagements like: food distribution, community vaccinations, water distribution, drive thru events, and the new fee of zoom, and other foreseen cost, this was over budget.
2 Mental Health And Social Emotional Well Being- Over budget due to the fact that VSD had nothing in place to support these services. Extra resources were needed to reach out to our students and community, A District counselor webpage was created to assist the students mentally and provided a self referral system . Also other resources were provided for our staff to effectively navigate our students through given SEL issues. Building a foundation for SEL to grown upon, was costly to the budget.
3. School Nutrition was under budget because we able to utilize our extra personnel, the Boys and Girls Club , who Is contracted for ASES after school program, to assist our Cafeteria Staff. Also No Kid Hungry provided a grant that our Nutrition Department was able to fully utilize.
4. Distance Learning Program; Update ALL Classrooms: VSD estimated the cost to implement technology in the classroom district wide. The classroom were ill equipped with technology That did not work, like Smart Boards that were 10 years old and had been given to the district. They could not be repaired because the parts were no longer made. There were no voice amplifier int he classroom, no Smart televisions, and teachers had old devices.. Not every classroom in the district has the updated technology, but those with students are fully updated .
5. Pupil Learning Loss: Distance Learning Summer School. Over budget because we ran several programs over the summer and the decision was made to give the teachers the curriculum to lower their anxiety about teaching and what exactly to teach. Curriculum Associated provided an appropriate learning materials for the Summer Sessions.
6. Pupil Learning Loss: Purchase 2 new adoptions . VSD only purchased the Science adoption that alighted to the NGSS, The staff only was able to view and come to a consensus on one adoption, due to the Pandemic.

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.

Due to the Covid-19 Pandemic, many lessons were learned. VSD was FORCED to implement technology 1:1 student ratio, which was a great pivot for the district. We also transitioned to a new mode of teaching: Distance Learning, and we now know that this mode can be implemented effectively in times of needs. We learned that we are all resilient; students and staff alike. The goals and action plans were implemented with the effort to close the achievement gap that this Pandemic has created and also the social-emotional learning , and mental well-being that may have a lasting effect on this generation of students.

LCAP 1.Academic Achievement. This goal is an integral component of academic success and closing the achievement gap. Teachers must be provided the educational tools and professional development to be successful. This goal provides for state adopted instructional material, professional development, programs, Reading Teachers, classroom budget for teachers, English Learner and Special Education supports, and updating school libraries.

LCAP 1.2 Provides for Educational Technology. VSD will provide for a Director of Technology, technology assistant, and a working budget to enhance our educational program. The cost of damaged devices, repairs, and replacement was a lesson learned in a district that had limited technology.

LCAP Goal 2: Social Emotion Learning. An entire Goal and action items was dedicated solely to Social Emotional Learning. The Vineland School District was significantly impacted by the Pandemic, in which many family experienced illness and death caused by COVID-19. Families, students, and staff, have experience isolation, depression, and anxiety. VSD is committed to the social emotional well- being of our students and families. VSD recognizes that SEL is an integral part of education and human development.

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

Student data will be analyzed frequently to address learning loss, especially for students with unique needs. Teachers have collaboration time with each other every Monday in order to identify learning loss gaps and areas to be addressed. Students will be assessed quarterly using STAR reading, and STAR math
Students with unique needs will be prioritized to ensure they are receiving intervention and support they need.
All Staff will receive PD in Universal Design Learning and also MATH so that these students may receive comprehensible input daily.
New Supplemental programs that are standards based and aligned to the Core, will be purchased for pupils will unique needs.

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.

Substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirements have been explained within each section of the Annual Update for the LCP.

LCAP 1.3 Provides for a GATE Program.
LCAP 1.5 Kinder Bridge Program provides for new student entering Kindergarten, never been exposed to educational setting, no preschool experience.
LCAP 1.11 Provides for additional supports for Special Education students, such as staffing and additional programs.
LCAP 1.12 Provides for additional supports for English Learners, such as personnel, programs, and professional development.
LCAP 1.13 Provides for additional support for Homeless and Foster Youth students.

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.

Due to the COVID-19 pandemic, many of the normal, typical data points were unable to be collected in the 2019-2020 school year. Despite the limitations in collecting these data points, the Vineland School District shifted to a new norm and provided families with the resources and instruction they needed.

The importance of being a 1:1 device district , with regards to technology, has been paramount to the successes we experienced this year. The resilience of parents, students, and staff and the ability to pivot to a new way of instruction through Distance Learning was certainly showcased throughout this school year. Incorporating these newfound skills into the classrooms as we transition back to in-person learning will be important for developing and planning 2021-2024 LCAP
.
Areas of concern identified through analysis of the 2019-2020 LCAP and 2020-2021 LCP and using available local data and feedback from all stakeholders including parents, students, teachers and staff :
* Learning loss
* Distance Learning Attendance
* Student support at home
* Social-emotional well-being
* Student engagement / School Connectedness
* Parent involvement

These areas of concern have been instrumental is helping to develop the 2021-2022 LCAP and address these issues. The Pandemic has created additional roadblocks for our students in obtaining their education and have added extra stressors. VSD is committed to serving our student population and staff to address all areas of concern. Stakeholder feed back included concern about learning loss through the Distance Learning Platform. Our VSD students are two plus years behind grade level, and many points below the standard, before the Pandemic, and now the achievement gap has been exacerbated. All stakeholders agree that strengthening the Educational Program, addressing the currents needs of our students and Closing the achievement gap is crucial, All Goals and Action items are VSD's attempt to address all needs of the stakeholders'

*Goal 1 Academic Achievement:-14 action items
This goal ensures the academic achievement of all students by fully implementing all adopted state standards, ensuring students are receiving highly quality teaching and learning by highly qualified teachers, who are supporting their   students in a multi-tier system of supports to reach grade level mastery of all content area, which include the necessary 21st century skills.
*Goal 2 Social Emotional Learning- 4 action items.
This goal provides for the social emotional well-being of our students and families. SEL is an integral part of education and human development. The district will ensure students develop positive self identities and establish and
Maintain supportive relationships that are essential for learning.

*Goal 3 Family and Community Engagement
This goal provides to increase The level of parent engagement and pop to build stronger relationships, levels of participation and engagement with families, to ensure responsive and high quality student learning.
*Goal 4 School Connectedness and School Safety- 8 action items.
This goal provides for the district to be committed to building a stronger school to student connectedness in which all students feel Safe and adults and peers in the school care about their learning as well as them as individuals. This goal also ensures that VSD students will learn in a clean, safe, and well equipped school.

Highlights and successes identified through analysis of the 2019-2020 LCAP and 2020-2021 LCP: and using available local data and feedback from all stakeholders including parents, students, teachers and staff :
* Successful implementation of Nutritional Services
* Successful Community connection for Resources; Mobile Health Clinics
* Increased parent/teacher communication through the use of Connect Ed
* Creative ways to keep students engaged (i.e. virtual assemblies, virtual parent nights, prize patrol to distance learning students)
* Implementation of devices 1:1 throughout VSD. Deploying hot spots to those in need, and also to provided connectivity to those students in "dead zones" utilizing Spectrum services.

Instructions: Introduction

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

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

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

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

Analysis of Pupil Learning Loss

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

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

    o As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	7,685,167.00	6,537,795.00
	0.00	0.00
ASES (6010)	317,309.00	310,728.00
Base	3,773,515.00	3,664,874.00
Other	0.00	50,551.00
Special Education (6500)	432,910.00	303,084.00
Sup/Con	2,518,434.00	1,618,161.00
Supplemental	83,260.00	0.00
Title I (3010)	467,492.00	417,720.00
Title I (3060)	0.00	65,262.00
Title II (4035)	48,247.00	65,180.00
Title III (4201)	0.00	42,235.00
Title III (4203)	44,000.00	0.00

* 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	7,685,167.00	6,537,795.00
	0.00	0.00
0000: Unrestricted	0.00	0.00
1000-1999: Certificated Personnel Salaries	2,380,428.00	3,262,397.00
2000-2999: Classified Personnel Salaries	601,927.00	397,397.00
3000-3999: Employee Benefits	1,336,040.00	1,521,856.00
4000-4999: Books And Supplies	886,109.00	208,271.00
5000-5999: Services And Other Operating Expenditures	1,890,719.00	651,176.00
5800: Professional/Consulting Services And Operating Expenditures	80,000.00	12,698.00
7000-7999: Other Outgo	509,944.00	484,000.00

* 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	7,685,167.00	6,537,795.00
		0.00	0.00
0000: Unrestricted	Other	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	1,142,233.00	2,066,870.00
1000-1999: Certificated Personnel Salaries	Special Education (6500)	189,186.00	191,605.00
1000-1999: Certificated Personnel Salaries	Sup/Con	824,484.00	732,793.00
1000-1999: Certificated Personnel Salaries	Title I (3010)	221,900.00	271,129.00
1000-1999: Certificated Personnel Salaries	Title II (4035)	2,625.00	0.00
2000-2999: Classified Personnel Salaries	Base	53,655.00	660.00
2000-2999: Classified Personnel Salaries	Special Education (6500)	64,005.00	0.00
2000-2999: Classified Personnel Salaries	Sup/Con	452,500.00	275,075.00
2000-2999: Classified Personnel Salaries	Title I (3010)	31,767.00	121,662.00
3000-3999: Employee Benefits	Base	921,036.00	988,136.00
3000-3999: Employee Benefits	Other	0.00	0.00
3000-3999: Employee Benefits	Special Education (6500)	7,358.00	69,908.00
3000-3999: Employee Benefits	Sup/Con	342,143.00	398,550.00
3000-3999: Employee Benefits	Supplemental	3,260.00	0.00
3000-3999: Employee Benefits	Title I (3010)	61,690.00	0.00
3000-3999: Employee Benefits	Title I (3060)	0.00	65,262.00
3000-3999: Employee Benefits	Title II (4035)	553.00	0.00
4000-4999: Books And Supplies	Base	593,609.00	55,737.00
4000-4999: Books And Supplies	Other	0.00	16,596.00
4000-4999: Books And Supplies	Sup/Con	187,000.00	113,461.00
4000-4999: Books And Supplies	Title I (3010)	105,500.00	22,477.00
5000-5999: Services And Other Operating Expenditures	ASES (6010)	317,309.00	310,728.00
5000-5999: Services And Other Operating Expenditures	Base	553,038.00	69,471.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	33,955.00
5000-5999: Services And Other Operating Expenditures	Special Education (6500)	172,361.00	41,571.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5000-5999: Services And Other Operating Expenditures	Sup/Con	712,307.00	85,584.00
5000-5999: Services And Other Operating Expenditures	Title I (3010)	46,635.00	2,452.00
5000-5999: Services And Other Operating Expenditures	Title II (4035)	45,069.00	65,180.00
5000-5999: Services And Other Operating Expenditures	Title III (4201)	0.00	42,235.00
5000-5999: Services And Other Operating Expenditures	Title III (4203)	44,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Sup/Con	0.00	12,698.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	80,000.00	0.00
7000-7999: Other Outgo	Base	509,944.00	484,000.00

* 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	5,452,034.00	4,854,091.00
Goal 2	1,192,731.00	1,260,968.00
Goal 3	1,040,402.00	422,736.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,210,000.00	$955,606.00
Distance Learning Program	$562,192.00	$425,604.00
Pupil Learning Loss	$361,500.00	$497,198.00
Additional Actions and Plan Requirements	$1,200,693.00	$987,717.00
All Expenditures in Learning Continuity and Attendance Plan	$3,334,385.00	$2,866,125.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,210,000.00	$955,606.00
Distance Learning Program	$562,192.00	$425,604.00
Pupil Learning Loss	$3,000.00	$1,959.00
Additional Actions and Plan Requirements	$1,200,693.00	$987,717.00
All Expenditures in Learning Continuity and Attendance Plan	$2,975,885.00	$2,370,886.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss	$358,500.00	$495,239.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$358,500.00	$495,239.00

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
Vineland School District	Cindy Castro Superintendent	cicastro@vineland.k12.ca.us 6619792629

Plan Summary [2021-22]

General Information

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

The Vineland School District was formed on May 9, 1890, as a one school district serving approximately fourteen students. There were several factors that led to the expansion of the school district. First, during the 1920's there was large- scale agricultural development in the area which attracted migrant farm workers . Then, during the 1930's, the Great Depression and Dust Bowl , several families relocated to the Sunset Weedpatch Labor Camp due to lack of housing. In September of 1940, the Arvin Federal Emergency School was created by the County Superintendent of Schools, Leo B. Hart, to serve the children from a large migrant labor camp that had been established in the area. The declared emergency that had given birth to Superintendent Hart's creation could, by law, last no more than five years, and so the Arvin Federal Emergency School was forced out of existence in 1944 and was absorbed by the Vineland School District. The earthquake of 1952 destroyed the one-story brick building at Vineland School and all but one of the original buildings on the Weedpatch site. Between 1952-1957 the district reconstructed the two schools' buildings and renamed Weedpatch School as Sunset School. To state that the Vineland School

District has historical significance in Kern County, is an understatement. History books and movies were made about the "Dust Bowl" and the "Okie" migration to Kern County.

Today, the Vineland School District consists of two school sites; Vineland , which serves grades Transitional Kindergarten through through the Fourth, and Sunset School which serves grades Fifth through Eighth. VSD encompasses 33 square miles in rural/agricultural area of Southeast Kern County. The District and School is isolated and is miles from the nearest town or city, and is located among agricultural fields and next to a Migrant Labor Camp in which families move from city to city, following the crops to work. This "Weedpatch" area of Kern County, is one of the most economically disadvantaged in the county, and the state of California, earns well below the state poverty level . The area lacks resources such as parks, libraries, medical facilities, grocery stores, and community centers. The School District is the focal point of the community providing activities, celebrations, social and medical services, and nutrition to the families.

The Vineland School District is committed to providing rewarding and memorable experiences for all students in a safe , caring, nurturing, and healthy environment where all they can reach their maximum potential in intellectual, social, emotional, and physical knowledge, skills, and competencies to become positive, contributing members of society. We believe all students can succeed. The following demographics and percentages represent our "high need" of student groups, as designated by the state.

**Total enrollment (670)

*Unduplicated students (99.9%)

**English Learners (60%),

**Socio-Economically Disadvantaged (99%)

**Migrant (6%)

**Students with Disabilities (9.5%)

This data reflects the challenges that VSD must meet in order to ensure that all students' needs are met to achieve academic achievement. The alignment of the LCAP, Goals, Action Items, and funding allocations are essential to "improve or increase"

services so that all students graduate from high school, prepared for college, or enter the workforce. The Vineland School District is committed to providing a comprehensive and rigorous curriculum to all students, with appropriate supports and interventions for those who need assistance reaching the core program.

Reflections: Successes

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

2019 Fall California School Dashboard and Model Five by Five Placement Reports is the criteria for determining STRENGTHS:.

English Language Arts: Priority 4

Change- The following student groups maintained or increased in change level:

1. All Students-Maintained (+2.3 points)

2. English Learner -Maintained (+1.2 points)

3. Socioeconomically Disadvantaged - Maintained (+2 points)

4. Hispanic- Maintained (+1.2 points)

5. Students with Disabilities -Increased (+15.3 points)

6. Reclassified English Learners- Increased (+21.9 points)

7. English Only-Increased (+7.6 Points)

Math: Priority 4

Change- The following student groups increased in change level:

1. All Students-Increased (+6.3 points)

2. English Learner -Increased (+5.0 points)

3. Socioeconomically Disadvantaged - Increased (+15.7 points)

4. Hispanic- Increased (+5.4 points)

5. Students with Disabilities- Increased (+5.7points)

Chronic Absenteeism: Priority 5

Change- The following student groups declined or maintained in change level:

1. All Students-Declined (-1.3%)

2. English Learner- Declined (-0.9%)

3. Hispanic- Declined (-0.7%)

4. Socioeconomically Disadvantaged- Declined (-1.3%)

5. Students with Disabilities-Maintained (0.4%)

Suspension: Priority 6

Change- The following student groups declined or declined significantly in change level:

1. All Students - Declined (-1.5%)

2. English Learners - Declined (-1.0%)

3. Socioeconomically Disadvantaged - Declined (-1.5%)

4. Students with Disabilities - Declined (-0.5%)

5. Hispanic - Declined (-1.3%)

2020 Trend Data Snapshot for The Vineland School District is the criteria for determining STRENGTHS:

Trend Data Snapshot- English Language Arts: 2017-2019

ELA DFS (Ethnicity)

1.Hispanic student group outcome data show student growth in ELA.

ELA DFS (Student Program)

2.All student group outcome data shows student growth in ELA from 2017 to 2019.

ELA Met or Exceeded Standard(Ethnicity)

3.Ethnic student group outcome data shows an increase in student performance for ELA Met or Exceeded standard.

Trend Data Snapshot -Math

MATH DFS (Ethnicity)

1.:Hispanic student group outcome data increased from 2017 to 2019.

MATH DFS (Student Program)

2. All student group outcome data increased in Mathematics from 2017 to 2019. SWD student group showed the largest increase in student performance with an increase from 2017 to 2019.

MATH Met or Exceeded Standard(Ethnicity)

3. Ethnic student group outcome data shows an increase in student performance for Mathematics Met or Exceeded standard.

Suspension Rate (Ethnicity)

1. Outcome data for ethnic student groups show the Suspension rate decreased.(2016-2020)

Suspension Rate (Student Program)

1. Outcome data for student program groups show the Suspension rate decreased. (2016-2020) (SWD, SED, All Students<,EL, Migrant)

Chronic Absence Rate (Ethnicity)

1, White student group outcome data show decreased Chronic absence from 2018 to 2019.

VSD has had many successes in student achievement according to our 2019 Dashboard .There has been growth in student achievement in ELA and Math across all student groups. The growth has been slow and consistent over a multi year span. The focus on student attendance and school connectedness has also been a factor in academic achievement. Chronic absenteeism and suspension rates declined , due to successfully implementing PBIS , and eliminating the punitive demerit discipline System. VSD will continue to build strong equitable programs for all student groups.

VSD has implemented research based intervention programs to assist those students who are "at risk" and also provided many extra learning opportunities during Spring Break, Intercession, and extended Summer School. Students are given every opportunity to succeed. Equity is provided at any costs at VSD. Students are provided with 21st century technology in all the classrooms in the district. We have also hired personnel who are experienced and can immediately use their expertise to VSD.

Reflections: Identified Need

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

The Fall 2019 California School Dashboard Report is the criteria for identifying NEEDS for the following information:

All Students Performance Level in Orange:

1. English Language Arts

ELA-Student Groups Performance Level in Red

1. English Learners

ELA-Student Groups Performance Level in Orange

1. Hispanic
2. Socioeconomically Disadvantaged
3. Student with Disabilities

2020 Trend Data Snapshot is the criteria for determining NEEDS:.

Declining Enrollment:

1.Total Student enrollment DECLINED from 2018 - 2020
2. SED student group decreased enrollment while the Migrant Education student group increased enrollment.
3. Hispanic student group decreased enrollment from 2018 to 2020.

ELA

ELA Met or Exceeded Standard (Student Program)

1.English Learner and SWD student groups outcome data decreased while all other student groups increased in student performance

MATH

MATH Met or Exceeded Standard (Student Program)

1.Migrant Education outcome data decreased in Mathematics from 2018 to 2019 while all other student groups remain relatively stable.

Chronic Absence Rate (Student Program)

1.Foster Youth student group increased Chronic absences while all other student groups remain relatively stable.(2016-2019)

Research is overwhelming that instructor effectiveness is key to improving outcomes for all students, so the Vineland School District LCAP will provide for Professional Development and instructional coaching in content and culturally relevant pedagogy to improve academic outcomes for our ALL Learners. School Connectedness is key to academic achievement, absenteeism and attendance, an emphasis will be placed on creating an environment that is conducive to learning and the necessary strategies to increase the extent in which students feel connected to school. VSD will continue to implement Positive Behavioral Intervention and Supports, PBIS, to create a safe learning environment which promotes Positive Discipline. School Connectedness, and Social Emotional Learning.

LCAP Highlights

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

Through analysis of our state and local data and input from staff and stakeholders, we identified four goals for the next three years.

GOAL 1- Academic Achievement -The Vineland School District is committed to ensuring the academic achievement of all students by fully implementing all adopted state standards, ensuring students are receiving high quality teaching and learning by highly qualified teachers, who are supporting their students in a multi-tiered system of supports to reach grade level mastery of all content areas, which include the necessary 21st century skills.

GOAL 2- Social Emotional Learning:-The Vineland School District is committed to social emotional well being of our students and families. VSD recognizes that SEL is an integral part of education and human development.

GOAL 3- Family and Community Engagement:-The Vineland School District will increase the level of parent engagement and opportunities to build stronger relationships, levels of participation and engagement with families, to ensure responsive and high quality student learning.

GOAL 4- School Connectedness and School Safety. - The Vineland School District is committed to building a stronger school -to -student connectedness in which all students feel safe, and adults' and peers in the school care about their learning as well as them as individuals.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

The Vineland School District involved all stakeholders in the development of this LCAP through a series of meetings and surveys. During each meeting, the District Superintendent discussed LCFF, needs of the District, received stakeholder data, and current actions and goals.

All meetings were held virtually due to the high rate of COVID-19 infection rate in our area.

Students:

All students in grades 4-8 were provided a survey through google forms which they could access digitally. Their LCAP surveys were then processed, and the district looked for :common trends". The students are always happy to give their input and they are brutally honest! The majority of students participated because the teachers allowed them class time too complete.

Community:

The South Kern Partnership held a virtual meeting consisting of the four nearby school districts and approximately 20 public agencies, which included community members, to discuss the needs of the students and the educational community. The input was insightful because the public agencies were already working with families and knew their specific needs. The District took the information and shared it with other LCAP Stakeholder for another perspective.

Parent Committees: SSC/DLAC

Parents were given several surveys and opportunities for input. This years parent involvement wasn't as successful because of the Pandemic and parents being busy with life and meeting their child's basic needs, which now included day care while they were distant learning. The parents that did participate were given devices so that they could zoom with the District. The parents met quarterly and were given data and other information, and responded with input. The LCAP draft was written with their input and presented for additional comments and/or approval.

Staff (including teachers, principals and administrators, and other school personnel):

The staff was directly involved in all facets of the LCAP. The District had " State of the District" Meeting at least once a month where all staff was regularly updating me about their needs. The LCAP draft was written and presented to all staff and all suggestions were taken into account for the final draft of the LCAP. The Final LCAP draft was then shared with the staff at a meeting. Also surveys were given to all staff who wanted to give input anonymously.

Board of Trustees:

Board was updated quarterly with data which included, surveys from all stakeholders; community, staff, parents, and students . Board was also asked for input. All data was disaggregated and "Common Tends "were identified. The LCAP draft was presented to the Board and then the Final LCAP was Submitted for approval 10 days later.

SELPA

Meeting with Special Education Director quarterly to assess the needs of the Special Education students. The District also met with the SELPA Director to review the LCAP draft as it pertains to the Special education population. The plan was submitted, reviewed, and accepted by SELPA .

Meetings held virtually for Community, Parents, Staff, Bargaining Units, Parent Groups, to solicit feedback and input. Dates:

*March 4, 2021

*April 12, 2021

*June 4, 2021

*June 7, 2021

*June 10, 2021

* end of every Quarter.

Surveys deployed to Community, staff, and students to solicit feedback. Dates:

*April 12, 2021

A summary of the feedback provided by specific stakeholder groups.

All data collected through meetings and surveys was compiled and summarized by the District. The following themes emerged for the 2021-2024 LCAP through the analysis of all stakeholder data. The themes that captured the stakeholder data input were Academics, Additional learner support, Additional Student activities, New State Standards Text Adoptions, Parent Education, School Connectedness, Professional Development, Facilities updates: restrooms and playgrounds, school safety and climate.

A common trend was Facilities: All groups agreed that the school facilities needed to be updated; Specifically, they referred to the restrooms and playgrounds at both sites. All stakeholders also agreed with implementing more technology across the grade levels.

Staff feedback was competitive salaries, and new textbook adoptions.

Students feedback was more extra curricular activities, and better and bigger servings of cafeteria food.

Community feedback was more community services available for the students, especially mental health.

Parent feedback was more help with school and homework, and parent education.

All input was taken into consideration and the items which were deemed as "common trends" were all actions implemented into the 2021-2022 LCAP.

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

The District began to design the Local Control Accountability Plan based on the goals identified through current reality and data as well as stakeholder input. Meeting were held, ideas were shared ,and valuable input was given . Common trends became evident.

Input from Meetings and surveys:
Students :Improved facilities, bigger lunch, and more activities like sports.
Staff: better wages; classroom budget, more resources
Parents: Additional educational support, more activities for students.
Community: more community resources.

The "Common Trends" which were across the Stakeholder spectrums were implemented into the LCAP. Facilities was one concern across all surveys , understandably, due to the fact that the district and school sites are old and in need of modernization. Also the theme of additional resources for all students were stated as a need. Staff wants to be supported with additional school resources such as supplemental material and programs to meet the needs of all students. Parents were concerned about their child's education and was also advocating for extra educational resources. Students wanted a sense of normalcy , and to find a way to reconnect to school and their peers, and therefore requested more extra curricular activities.

This information was shared among all stakeholders and drafts were written. The draft was a working document which was shared with all stakeholders including the Board of Trustees and community.

Final document was shared with the Board and the community and the LCAP was approved. There were several opportunities for feedback and input throughout the year. All common trends were addressed in the LCAP.

Goals and Actions

Goal

Goal #	Description
1	Academic Achievement -The Vineland School District is committed to ensuring the academic achievement of all students by fully implementing all adopted state standards, ensuring students are receiving high quality teaching and learning by highly qualified teachers, who are supporting their students in a multi-tiered system of supports to reach grade level mastery of all content areas, which include the necessary 21st century skills.

An explanation of why the LEA has developed this goal.

Goal 1 : Student academic data reflects the need to have a goal that increases student achievement. The 2019 California Dashboard indicates that ALL STUDENTS in English Language Arts performed in the ORANGE Tier; 64.6 points BELOW the Standard. ALL STUDENT in Mathematics performed in the YELLOW Tier, 88.5 points BELOW the Standard.

We intend to strengthen our instructional program by recruiting, developing, and retaining highly qualified teachers, provide a rigorous standards aligned curriculum, supported by technology and interventions for students who need them. The metrics included below will be used to measure progress towards this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 1: Basic Services A. Teachers ; appropriately	PRIORITY 1: Basic Services A. 74% of all teachers in the district are fully credentialed. 100%				PRIORITY 1:BASIC SERVICES A. IN 2023-24; 100% of all teachers in the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assigned and fully credentialed in the subject areas for the pupils they are teaching based on local data.	are appropriately assigned • 26/35 of teachers are fully credentialed • 100% are appropriately assigned to the subject area where they are credentialed.				district will be appropriately assigned and fully credentialed.
B. Standards-aligned instructional material for every student, as measured by Williams Act textbook sufficiency report.	B. Pupil access to to standard aligned material. * Based on the Williams Settlement Review date 9/9/20 , two sites received a rating of 100% sufficiency in pupil access to standards aligned materials/ textbook .				B. Pupil access to to standard aligned material. *Maintain rating of 100% Sufficiency of Textbooks and Instructional Materials Based on the Williams Visit Report for 2023-2024 for two sites.
C . School Facilities are maintained in good repair as rated by the Williams FIT Report.	C. Facilities Based on the Facilities Inspection Tool , FIT, from the Williams Review date 9/9/20 two sites rated Exemplary .				C. Facilities 2023-2024 Maintain EXEMPLARY rating by Williams Visit.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 2: IMPLEMENTATION OF STANDARDS A. Implementation of the state board academic content and performance standards.	PRIORITY 2: IMPLEMENTATION OF STANDARDS A. Implementation of the state board academic content and performance standards. * Based on the Reflection Tool administered in the Fall of 2019, the results indicate the following: 1. ELA- Full Implementation 2. ELD (Aligned to ELA Standards)- Full Implementation. 3. Mathematics- Full Implementation. 4. Next Generation Science Standards-				PRIORITY 2: IMPLEMENTATION OF STANDARDS A. Implementation of the state board academic content and performance standards. * Based on the Reflection Tool administered in the Fall of 2023, the results will indicate the following: FULL IMPLEMENTATION AND SUSTAINABILITY ON ALL : 1. ELA 2. ELD (Aligned to ELA Standards)- 3. Mathematics-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
B. How programs and services will enable English Language Learners to access the CCSS & ELD standards for purpose of gaining academic content knowledge and English Language Proficiency as measured by master schedule and lesson plan reviews.	Exploration and Research 5. History Social Studies-Exploration and Research B. *100% of EL students had access to CCSS and ELD standards during Designated and Integrated ELD throughout the 2020-2021 year.				4. Next Generation Science Standards 5. History Social Studies B. 2023-2024 *100% of EL students will have access to CCSS and ELD standards during Designated and Integrated ELD throughout the 2023-2024 year.
PRIORITY 4 PUPIL ACHIEVEMENT A, Student Performance on	PRIORITY 4 PUPIL ACHIEVEMENT				PRIORITY 4 PUPIL ACHIEVEMENT A, Student Performance on CAASPP ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP as reported on the California School Dashboard CAASPP ELA CAASPP Math CAST- Science	A, Student Performance on CAASPP ELA Due to COVID-19 Pandemic, 2019-2020 CAASPP data is not available. 2018-2019 CAASPP Data: ELA ALL: -64.5 BELOW STANDARD EL:-76.1 BELOW STANDARD SED: -64.5 BELOW STANDARD SWD: -120.4 BELOW STANDARD 2018-2019CAASPP Data: MATH ALL: -88.5 BELOW STANDARD				2023-2024 CAASPP-ELA ALL: -34.5 BELOW STANDARD EL:-46.1 BELOW STANDARD SED: -34.5 BELOW STANDARD SWD: -90.4 BELOW STANDARD 2023-2024 CAASPP - MATH ALL: -58.5 BELOW STANDARD SED: -58.6 BELOW STANDARD EL:-65.1 BELOW STANDARD SWD: -104.1 BELOW STANDARD 2023-2024 CAST • Science 25% Met or Exceeded Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 4B % of pupils who have successfully completed A-G requirements NA PRIORITY 4C % of pupils who have successfully completed CTE pathways. NA PRIORITY 4D % of pupils who have successfully completed both B & C NA PRIORITY 4E: % of EL's who make progress towards English Proficiency	SED: -88.6 BELOW STANDARD EL:-95.1 BELOW STANDARD SWD: -134.1 BELOW STANDARD CAST: SCIENCE 6.67% Met or Exceeded Standard PRIORITY 4B % of pupils who have successfully completed A-G requirements NA PRIORITY 4C % of pupils who have successfully completed CTE pathways. NA PRIORITY 4D				PRIORITY 4B % of pupils who have successfully completed A-G requirements NA PRIORITY 4C % of pupils who have successfully completed CTE pathways. NA PRIORITY 4D % of pupils who have successfully completed both B & C NA PRIORITY 4E: % of EL's who make progress towards English Proficiency The Fall 2023 California Dashboard indicates English Language Learner Progress 60% of EL students are making progress towards English Language Proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 4F EL Classification Rate as reported on Data Quest PRIORITY 4G % of pupils who pass AP Exams with a score of 3 or higher	% of pupils who have successfully completed both B & C NA PRIORITY 4E: % of EL's who make progress towards English Proficiency The Fall 2019 California Dashboard indicates English Language Learner Progress 53.3% of EL students are making progress towards English Language Proficiency. Performance Level-MEDIUM Proficiency Assessment from ELPAC. The 2019 ELPAC Levels results are baseline. Level 4 - 0%				Performance Level-MEDIUM Proficiency Assessment from ELPAC. The 2023 ELPI Levels results are baseline. Level 4 - 10% Level 3 - 60% Level 2 : 20.6% Level 1: 10% PRIORITY 4F EL Classification Rate 2023-2024 10% PRIORITY 4G % of pupils who pass AP Exams with a score of 3 or higher NA PRIORITY 4H: % of pupils who demonstrate preparedness for college by the Early Assessment of College Preparedness (EAP) NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NA PRIORITY 4H: % of pupils who demonstrate preparedness for college by the Early Assessment of College Preparedness (EAP) NA	Level 3 - 52.8% Level 2 : 30.6% Level 1: 16% PRIORITY 4F EL Classification Rate 2020-2021 4.5% PRIORITY 4G % of pupils who pass AP Exams with a score of 3 or higher NA PRIORITY 4H: % of pupils who demonstrate preparedness for college by the Early Assessment of				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	College Preparedness (EAP) NA				
PRIORITY 7: COUSE ACCESS A. Access to and enrollment in a brood course of study as measured by a review of master schedules. B. Programs and services developed and provided to low income, English Learners, and Foster youth pupils as measured by classroom observations. C. Programs and services developed and provided to	PRIORITY 7: COUSE ACCESS A. 100% of all students will continue to have access to a broad course of study in all subject areas. B. All UNDUPLICATED pupils will continue to utilize CCSS with fully included intervention and language development support. C. All students with exceptional needs will continue to utilize CCSS Units of Study with fully included				PRIORITY 7: COUSE ACCESS A. 100% of all students had access to a broad course of study in all subject areas. B. Continue to provide unduplicated pupils continued to utilize CCSS Units of Study with fully included intervention and language development support . C. Continue to provide students with exceptional needs CCSS units of study, aligned curriculum, including intervention

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students with disabilities as measured by classroom observations.	intervention and language development support.				and language development support as described in their IEP.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to state standard instructional materials	1. Purchase new NGSS Science /HSS Adoption/consumables so ensure that all students have access to the CCSS. 2. New Adoption Training for teachers to provide most updated CCSS. 3. On -going Professional Development to provide quality education to all students.	$220,000.00	No
2	Technology	1. 1:1 Implementation Training to ensure that all students have equal access to technology. 2. Director of Technology Educational Salary to provide educational technology to all students and staff. 3. Provide all software licenses district wide and needed technology supplies for implementation to all students. 4. 1:1 device implementation; replacement/repairs for all students to be able to access technology. 5. Hardware for installation for 1:1 implementation to benefit all student instruction.	$450,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		6. Replace /install 21st century technology for Classrooms to benefit student instruction. 7. Hire New 5.5 technology assistant for repairs/inventory, etc.to assist staff and students with repairs and inventory control.		
3	GATE -enrichment	1. Supplemental pay for certificated staff for GATE Enrichment Program/services for this unique student population. 2. Supplies for GATE Program that benefits the GATE student population. 3. Field Trips and other enrichment activities that benefit the GATE student population.	$30,160.00	No
4	Tutoring-intervention	1 .Supplemental pay for certificated staff providing after school tutoring services for students who are experiencing the achievement gap. 2. Supplemental instructional materials in ELA and Math to assist in closing the achievement gap for the "at risk" student population.	$46,817.00	Yes
5	Provide Kindergarten Bridge Program- early intervention	1. Supplemental pay for two certificated teachers who will provide instruction to incoming kindergarten students who have not had access to a pre-school preparatory program. The program will be implemented the month prior to the beginning of the school year. 2.Supplemental pay for two classified instructional aides to assist in the Kindergarten Bridge classroom..	$11,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3. Supplies for Kindergarten Bridge Program. 4. Transportation costs for the Kindergarten Bridge Program.		
6	ELA Intervention	1. Salary for 2 Reading Teachers to provide specialized services for those students who are at risk, and require additional services to close the achievement gap. 2. Benefits for 2 Reading Teachers 3. Salaries for 2- 5.5. Instructional aides to provide additional support service for the at risk student population. 4. Benefits for 2- 5.5 Instructional Aides 3. Supplies for 2 Reading Teachers 4. Purchase Intensive Intervention Reading Program that are supplemental to assist in closing the achievement gap. 5. Purchase furniture for 2 Reading Teachers/students for a new program that will conducive to the learning environment.	$425,000.00	Yes
7	class size reduction	K-8 Certificated Salaries (16) to benefit studenst with smaller class sizes and to provide additional one on one time with the teacher. K-8 Certificated Benefits (16)	$3,709,689.00	Yes
8	Classroom budget	1. Provides site budget for supplemental instructional materials for teachers to enhance the educational program to benefit all students.	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. Provides site budget for school office for supplemental educational supplies that are unique to the sites due to grade span which will benefit all students.		
9	Accelerated Math Program/ Algebra	1. Provides for curriculum and supplies for the student population that needs an accelerated Math program that is aligned to the High school. 2. Provides for Professional Development for the new Algebra Textbook.	$7,000.00	Yes
10	Recruitment and Retention of Highly Qualified Teachers	1. Provides for Certificated Master Stipends to retain highly qualified teachers that will benefit all students to minimize turn over rate of teachers. 2.Provides for Certificated Bilingual Authorization Stipend to retain highly qualified teachers that will benefit all students to minimize turn over rate of teachers. 3.Provides for Certificated Longevity Stipend to retain highly qualified teachers that will benefit all students to minimize turn over rate of teachers. 4. Provides for Benefits to retain highly qualified teachers that will benefit all students to minimize turn over rate of teachers. 5. Provides for Teacher Induction Program (New Teachers)to retain highly qualified teachers that will benefit all students to minimize turn over rate of teachers. 6. Provides for Mentor Support- Certificated Stipends to retain highly qualified teachers that will benefit all students to minimize turn over rate of teachers.	$69,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		7. Provides for Grade Level Chairs -Mentors to assist with quality educational planning to support student learning. 8. Provides for Costs of Tests: Rica /CSETS to retain highly qualified teachers that will benefit all students to minimize turn over rate of teachers.		
11	Support Services for Special Education	1. Provides for Salary classified personnel/aides/support staff-SPED clerk to assist Special Education students. 2. Provides for Benefits Classified personnel to assist Special Ed students 3. Provides for Special Ed Consultant to assist Sped Teacher/personnel and program to benefit the educational program for students. 4. Provides for supplies for Special Ed students to benefit the SPED program. and students 6. Provides for Supplemental New Programs: Twinkl; Unique to benefit the education of SPED students	$91,000.00	No
12	Support Services for English Learners	1, Provides for Salary Classified personnel to support EL students during Language Acquisition programs. 2. Provides for Benefits for Classified Personnel to support EL students. 3. Provides for Professional Development for Classified and Certificated personnel to enhance educational program and provided	$346,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		pedagogies appropriate for EL students during their language acquisition program. 4. Provides for supplemental ELD Programs to acquire language proficiency for EL students.		
13	Homeless and Foster Youth:	1. Provides for Transportation costs for homelessness and foster youth. 2. Provides for Classified personnel salary/benefits to assist Homeless and Foster youth in all facets of meeting all students basic needs. EX:Operational School Bell and Community events to benefit this unduplicated student population. 3. Provides for Supplies for basic needs; clothing, toiletries, etc for homeless and Foster students.	$15,000.00	Yes
14	Upgrade School Library	1. Provides for new updated media center to enhance the learning of all students. 2. Provides for updated furniture for libraries for new model media center that will be conducive to learning.	$250,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	GOAL 2- Social Emotional Learning:-The Vineland School District is committed to the social emotional well- being of our students and families. VSD recognizes that SEL is an integral part of education and human development. The district will ensure students develop positive self identities and establish and maintain supportive relationships that are essential for learning.

An explanation of why the LEA has developed this goal.

The COVID-19 Pandemic had a major impact on our LEA including our students, families, and community. This part of Kern County had the highest rates of COVID infection in the county and even the state of California. The rates were so high because of our demographics and several other factors. The families are employed in agriculture, the majority working as field laborers, living in multi-generational households, or multi-family households. The Latino Community had the highest rate of COVID-19 which resulted in many deaths in our areas. The students have had to deal with illness, death, and financial and food insecurities, which have resulted in depression, anxiety, isolation, and fear . Providing SEL for our community will help to heal the whole child so that they are able to to develop healthy identities., manage emotion, establish and maintain supportive relationships that are essential for engaging in learning.

By implementing a Social Emotional Learning Program the district will be able gauge the students mental well being ; pre and post data. Also having a counselor at each school site will be beneficial to our students because we can Now provide direct services instead of referring out to outside agencies. The data from the counselors will also be beneficial.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 6: SCHOOL CLIMATE	PRIORITY 6: SCHOOL CLIMATE				PRIORITY 6: SCHOOL CLIMATE

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A PUPIL Suspension Rate Ca School Dashboard PRIORITY 6B: PUPIL EXPULSION RATE PRIORITY 6C; OTHER LOCAL MEASURES Ca. Healthy Kids Survey: Annual District Survey	A. PUPIL Suspension Rate 2019 Dashboard Suspension Rate ALL:2.9% GREEN SWD: 9.2% ORANGE EL: 3.2% YELLOW SED:2.9% GREEN PRIORITY 6B: PUPIL EXPULSION RATE 2019-2020 Expulsion Rate DataQuest 0% PRIORITY 6C; OTHER LOCAL MEASURES 2019-2020 Ca. Healthy Kids Survey:				A PUPIL Suspension Rate 2023-2023 Dashboard Suspension Rate % Rates Decline and color improve to GREEN ALL:1.0% GREEN (Maintain) SWD: 1.0% GREEN EL: 1.0% GREEN SED:1.0% GREEN (Maintain) PRIORITY 6B: PUPIL EXPULSION RATE 2023-24 Expulsion Rate: Data Quest Maintain Expulsion Rate of 0 % PRIORITY 6C; OTHER LOCAL MEASURES

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Social and Emotional Learning 56% Agree or Strongly Agrees to the following statements: 63.2% Agree "at my school there is staff who really cares about me and who I can talk to "				2034-2024 Ca. Healthy Kids Survey Social and Emotional Learning 75% Agree or Strongly Agrees 75% Agree "at my school there is staff who really cares about me and who I can talk to "

Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue Counseling Services:Provide Additional School Counselor	1. Provides for salaries for 2 counselor to assist "at risk" students with social emotional and counseling needs 2. Provides benefits for 2 Counselor to assist "at risk students" with social emotional and counseling needs 3.Provides for PD for Counselors to assist with unduplicated student population 4. Provides for Supplies for Counselors to assist and provide services for unduplicated students.	$218,592.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Provide SEL Program	1. Provides Program for SEL to assist all unduplicated students with their social and notional well-being to enhance their learning opportunities. 2. Provides for PD for SEL to train all staff on the SEL component of education for all students. 3. Provides for Supplies for SEL program to assist the implementation of this new program for all students.	$8,000.00	Yes
3	School Psychologist	1. Provides for Salary for Psychologist to assist and provide services with Special Education students. 2. Provides for Benefits for Psychologist to assist and provide services for Special Education students. 3. Provides for Supplies for Psychologists to assist and provide services for Special Education students. 4. Provides PD for Psychologist to assist and provide services for Special Education students.	$109,296.00	No
4	Professional Development for Staff -SEL	1. Provides for on-going PD for all staff; supplemental certificated salaries/benefits to support all student with their SEL needs. 2. Provides supplies for staff to support all students with their SEL needs. 3. Provides for Consulting services to educate all staff on SEL program	$60,000.00	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.

Goals and Actions

Goal

Goal #	Description
3	Family and Community Engagement:-The Vineland School District will increase the level of parent engagement and opportunities to build stronger relationships, levels of participation and engagement with families, to ensure responsive and high quality student learning.

An explanation of why the LEA has developed this goal.

The Vineland School District continues to be the "hub" of the community due to the isolation of this area known as "Weedpatch" The district has been experiencing declining enrollment and we believe by strengthening our commitment to the community and offering services which are desperately needed due to the lack of resources will strengthen student learning and parent commitment and engagement. The action and metrics indicated here will help to achieve this goal of engagement and will halt declining enrollment .

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 Parent and Family Engagement A. Seek Parent input in making decisions for the school district and each individual school site, as measured by local data.	2019-2020 Source: (LCAP Parent Survey) A. Districtwide Parent Participation Rate using LCAP Surveys; 25%				2023-2024 Source" LCAP Surveys A. LCAP Parent survey Increase to 50% districtwide within a 3-year time span

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A. Parents feeling welcomed and connected to their student's school, as measured by LCAP parent survey.	A. 82 % of parents feeling welcome and connected to their student's school.				A. Increase by 1% of the baseline; parents feeling welcome and connected to their student's school.
B. Promote Parent Participation in programs for low income, English learners and foster youth pupils as measured by meeting sign-in sheets.	B. Migrant PAC Participation Rate: 25% DELAC Participation Rate:25%				B. Migrant PAC Participation Rate:50% DELAC Participation Rate:50%
C. Promote parental participation in programs for students with disabilities , as measured by IEP meeting attendance records.	C. 100% of parents participated in IEP meetings.				C. 100% of parents participated in IEP meetings. .

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Education Resource Center	1. Provide Salary Classified::Community Liaison to assist parents and community at the New Parent Center to enhance the education of all students by empowering and educating the parents on new programs and workshops to assist their students. 2.Provides for Benefits for Classified Community Liaison. 3..Provides for Consultant services to provide: parenting classes, nutrition, community services, and topics on education to enhance the learning of parents.. 4..Provides for Supplies to assist the Parent Center to assist parents and students in the district. 5. Provides for Operational Costs of the Parent Center. 6..Provides for Furniture/equipment for the parent center. 7. Provides for on-going repairs to the Parent Center. (Repairs to the floor, window blinds, update restroom) 8. Provides for Community Closet to assist the families and students in need of clothing and basic necessities . 9. Provides for assistance for Food Pantry for those students who experience food scarcity .	$70,000.00	Yes
2	Utilize Parent Communication Tools	1.Provides for effective and timely communication to all Parents in the District using School Wise to deliver Robo-Calls to all parents in the district , using the parents primary language and texts messages. 2, Provides for supplies to communication to all parents and community using fliers and notices. 3. Provides for Marquee for District and any maintenance issue to communicate to all stakeholders: Community and ppparents. 4. Provides for communication to parents/community using Banners and signs.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		5. Provides for reports in English and Spanish for all stakeholders using Translation Services-DTS.		
3	Community Activities	The Vineland School District is the hub of the community, because of the rural location and isolation from a town or city. The district is committed to building a sense of learning community by providing resources and activities for the community like: Health/Dental Clinics, Posadas, Color Run, Thanksgiving Celebration, Christmas Give-away, Graduation Festivities, Movie Night, and Cesar Chavez Beautification Day. 1. Provides for salaries for classified personnel to assist with these activities that benefit all students to help build a sense of school connectedness. 2. provides for supplies for activities. 3. Provides for transportation for parents that have none.	$24,000.00	Yes
4	Educational learning opportunities	Continue to provide educational learning opportunities and communication for parents: Back to School Night, Parent conference, and other learning opportunities to support parent understanding of instructional priorities to benefit the education of all students. 1. Provides for communication for parents for Translation services: classified salary 2. Provides for Certificated Salaries/Benefits for parent PD 3. Provides for Supplies for parents PD 4. Provides for Professional Services for parent workshops to benefit educational services for all students.	$6,000.00	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.

Goals and Actions

Goal

Goal #	Description
4	GOAL 4- School Connectedness and School Safety. - The Vineland School District is committed to building a stronger school to student connectedness in which all students feel safe and adults' and peers in the school care about their learning as well as them as individuals. VSD students will learn in a clean, safe, and well equipped school.

An explanation of why the LEA has developed this goal.

Student/parent surveys indicated a need for more activities for the students. There were also concerns of safety at school in regards to bullying. Also many references were made by all stake holders about the need to update and repair facilities, namely students restrooms.

The district will improve school connectedness and safety by implementing PBIS district wide, offering opportunities for student engagement, and maintain safe grounds and environments. The data and metrics used below will provide data to accurately measure progress towards this goal.

Student data/surveys indicated on the LCAP and California Healthy Kids Survey, that the students in the intermediate grades did not feel safe at school, they specifically "called out" bullying as an issue. The surveys also indicated that the students did not fell "connected" or "cared" for by school personnel. This indicated a lack of school connectedness and school safety. The district will improve school connectedness and safety by implementing PBIS district wide, offering opportunities for student engagement, and maintain safe grounds and environments. The data and metrics used below will provide data to accurately measure progress towards this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2019-2020 Priority 5 A. School attendance rate (CALPADS) B. Chronic absenteeism rates	Priority 5 2019 Dashboard A. School attendance rate at 95.7% B. Chronic absenteeism rates 7.9%				Priority 5 A. IMPROVE school attendance rate at 97% B. REDUCE Chronic absenteeism rates to 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(2019 CA. DASHBOARD) C. Middle school dropout rates (LOCAL DATA) D. High school dropout rates - N/A E. High school graduation rates. - N/A Priority 6 A. Suspension Rates (CA. Dashboard) B. Pupil expulsion rates. C. Student Survey on the sense of safety and school connectedness. (yearly)grades 4-8 LCAP Survey CHKS	C. Maintain middle school dropout rates at 0% D. High school dropout rates - N/A E. High school graduation rates. - N/A Priority 6 2019 Dashboard A. Suspension rates to 2.9% B. Pupil expulsion rates. 0 C. Student Survey Sense of school safety and connectedness. 2020-2021 LCAP survey-73.1% students will report feeling safe and connected to their school.				C. Maintain middle school dropout rates at 0% D. High school dropout rates - N/A E. High school graduation rates. - N/A Priority 6 2019 Dashboard A. Decrease Suspension rates to 2% B. Maintain no pupil expulsion rates. 0 C. Student Survey INCREASE (%) from 2020-2021 LCAP survey-90% of students feel safe at school/ INCREASE (%) from 2020 CHKS -53% "Anti Bullying Climate"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8 A. CA. Physical Fitness Report	2020 CHKS -53% Priority 8 A.2018-2019 PFT 5th Grade HFZ Aerobic Capacity: 41.9% Body Composition : 35.1% Abdominal Strength: 83.8% Trunk Extension Strength:93.2% Upper Body Strength: 41.9% Flexibility:86.5% 7th Grade HFZ Aerobic Capacity to 44.3% Body Composition to 34.3% Abdominal Strength to 91.4% Trunk Extension Strength at 98.6%				2023-2024 PFT 5th Grade HFZ Increase Aerobic Capacity: 70% Increase Body Composition:50% Increase Abdominal Strength:90% Increase Trunk Extension Strength-95% Increase Upper Body Strength -50% Increase Flexibility-90% 7th Grade HFZ Increase Aerobic Capacity :50% Increase Body Composition:40% Increase Abdominal Strength :95% Increase Trunk Extension Strength:99%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Upper Body Strength 48.6% Flexibility to 81.4%				Increase Upper Body Strength-50% Increase Flexibility :85%

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	opportunities for student engagement.	Continue to provide additional opportunities for student engagement; clubs, sports, and other extracurricular activities for all students by providing the following actions 1. Supplemental Certificated stipends are provided to staff when involved in after school activities such as clubs and the after school sports programs which connect more students to their school . 2. Expand Athletic Program program to 4th grade 3. Add cheerleading to both sites 4. Supplemental Classified stipend is provided to staff when involved in after school activities such as clubs and the after school sports programs. 5. Supplies provided for numerous clubs and sports activities/uniforms 6. Provide Transportation 7.Provide for student success; trophies and medals.	$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	School Safety	To provide for school safety for all students to maintain a school environment conducive to learning. The following actions will be implemented: 1.Provide to parents and community the Annual Comprehensive School Safety Plans that are developed and updated with consultation from stakeholder groups, which are translated in the primary language for our parents by a consulting service . 2. Install cameras at school sites. 3. Implement a Bully reporting system.	$60,000.00	No
3	Deferred Maintenance	1. Various maintenance projects throughout the district to ensure facilities are in good working order and conditions, to create an environment conducive to learning. Actions provides for the following: *replace/repair aged HVAC units throughout the district * Repair, restore, remodel. student restrooms * Cafeteria remodel due to No Air Conditioning unit: swamp cooler *paint both sites *New asphalt for parking lots	$500,000.00	No
4	Ongoing & Major Maintenance	Stakeholder data showed a strong interest for facilities to be updated and maintained in order for all campuses to have equal access to	$500,000.00	No

Action #	Title	Description	Total Funds	Contributing
		services to ensure safe and uniform learning environments to principally benefit all unduplicated pupils. 1..Professional Consulting Services are provided for ongoing maintenance to aging school sites 2..Operating Expenditures required on existing campuses not including any new projects 3.Supplies needed for ongoing maintenance such as soap, cleaning supplies, etc. for programs and facilities added to principally benefit unduplicated pupils 6.Supplies needed for routine on-going maintenance paid from base		
5	PBIS implementation District Wide	To create a safe learning environment for all unduplicated students. Positive Discipline to lower suspension rate and help all students navigate through problem solving so that they can focus on academic achievement. The following actions will be implemented: 1. PD to assist in the proper implementation of PBIS District Wide-Tier 2 and Tier 3 2.Incentives - PBIS incentives are provided at all school sites as positive rewards to students 3.On-Going training for staff (classified and certified) continues on an annual basis to ensure all staff are trained for proper implementation.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Music Teacher-Enrichment:/ Arts	Education in the Arts to benefit unduplicated students. Research shows that students who participate in the ARTs do better in school/academics. The following actions to support the goal: 1.Salary Credentialed Music Teacher 2. Benefits for Credentialed Teacher 3. Supplies/instruments 4. PD	$119,000.00	No
7	Field Trips	To provide additional learning opportunities using field trips to all unduplicated students. The following action will be implemented: 1.Salary Bus Driver -classified 2. Benefits classified 3. Transportation costs-Mileage 4. Fee/costs for field trips	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Update students playground	Update playground and other outside facilities for all unduplicated students to create sense of school connectedness. Actions are as follows: 1. Repair/replace Playground structure 2. Construct shade structures 3. Create outside eating area/benches and tables	$200,000.00	No

Goal Analysis [2021-22]

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

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

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.

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

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
41.41%	2,307,482.

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

Required Descriptions

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

The Vineland School District consists of 99,9% unduplicated students. Closing the achievement gaps and students outcomes accomplished with strategic intervention and high quality curriculum will ensure all students will matriculate and be prepared for a broad course of study. Students must attend school everyday and be supported with highly qualified staff who are supportive and effective employees in a safe school environment. The District wide goals that navigate the Vineland School Districts LCAP targets resources and improving outcomes through greater monitoring and accountability.

The District is principally directing its LCFF Supplemental and Concentration Grant funds to support unduplicated students as determined by district's goals and action steps to focus on professional development, student interventions, Improving attendance, funding district support or teacher positions, providing extra curricular activities/ services to students, improving safety and facilities, and expanding parent programs. The Vineland School District has identified 99.9% of our pupils as either low income, English learner or foster youth; and as these pupils are enrolled proportionately throughout the district. VSD has determined that the most effective use of its LCFF Supplemental and Concentration Grant funds would be to implement and support State Priorities and enhance educational services for all students in the Vineland School District.

Our VSD LCAP is supported by extensive stakeholder engagement and countless hours of a broad stakeholder group of parents, staff, students, community, bargaining units, parent groups, and Board of Trustees. These supplemental and concentration funds are principally directed to support unduplicated students in the Vineland School District using the following actions as we strive to meet the unique needs of our students:

Goal 1: Academic Achievement -The Vineland School District is committed to ensuring the academic achievement of all students by fully implementing all adopted state standards, ensuring students are receiving high quality teaching and learning by highly qualified teachers, who are supporting their students in a multi-tiered system of supports to reach grade level mastery of all content areas, which include the necessary 21st century skills.

A review of the needs, conditions, and circumstances of our English learners indicates that they have a performance color of red on the California School Dashboard, while the "all student" group has a performance color of orange. Current English learner's distance from standard is 112.9 points in ELA, while the "all student" group has a distance from standard of 64.5 points. ELs performance in ELA has also decreased while all other student groups have increased. In Math, Current ELs distance from standard is 115.7 points, while the "all student" group has a distance from standard of 88.5 points.
Additionally, through stakeholder feedback, we have found that our English learners often have less access to books and technology at home, enter school with a lower literacy level in English, and tend to have less access to preschool before entering Kindergarten.
In consideration of this performance gap, we will:

* Provide Educational Technology to ensure all students, including English learners, are able to access the educational resources necessary to master all content areas (Action 1.2)
* Tutoring-Intervention will be provided to "at risk" students in order to close the achievement gap described above. (1.4)
* Kinder Bridge Program-Early Intervention to ensure all students, including English learners, are prepared to engage socially and academically in Kindergarten (Action 1.5)
* Reading Intervention to provide the necessary supports to students struggling with reading skills as evidenced by diagnostic and formative assessments in order to close the achievement gap. (Action 1.6)
* Class Size Reduction, which will benefit students by providing teachers with more time to provide one-on-one supports. (Action 1.7)
*Recruitment and retention of highly qualified teachers to ensure teachers who work with our students are well equipped to meet the unique learning needs of all students including English learners. Without additional benefits, we find it difficult to retain highly qualified teachers because of the district's remote location. (Action 1.10)
*Transporation and supports for Homeless and Foster Youth who may lack basic resources and reliable transportation to school. (Action 1.13)
*Upgrade Library Collections and Library Spaces to ensure students have access to a wide range of texts and are motivated to become lifelong readers, which would have a positive impact on academic achievement. (Action 1.14)
*Provide Accelerated Math Program: Algebra (Action 1.9)

We believe these actions will be effective in increasing the academic achievement of all students. However, because of the significant performance gap among English learners and because the actions meet the needs associated with these performance gaps, we believe these actions will help to close this achievement gap on the CAASPP ELA and Math as described in the metrics for Goal 1.

The following actions from Goal 1 have been carried over from the 2019-20 LCAP: Action 1.7 and 1.10. These actions have been determined to be effective based on the following data>

From 2017 to 2019, the following growth has been reported on the California School Dashboard:

ELA: English learners had a 17 point increase from 93.1 points below standard to 76.1 points below standard. Socioeconomically disadvantaged students had a 22.7 point improvement, from 87.2 points below standard in 2017 to 64.5 points below standard in 2019. Math: English learners had an 18.3 point improvement, from 113.4 points from standard in 2017 to 95.1 points below standard in 2019. Socioeconomically disadvantaged students had a 21.8 point improvement, from 110.4 points from standard in 2017 to 88.6 points from standard in 2019.

Goal 2: Social Emotional Learning:-The Vineland School District is committed to the social emotional well- being of our students and families. VSD recognizes that SEL is an integral part of education and human development.

A review of the needs, conditions, and circumstances of our VSD students shows Suspension Rates having a performance color on the 2019 California Dashboard are as follows: English Learners: Yellow, while "All Students" are in Green.
Additionally through Stakeholder feedback and the current condition of the community, in regard to the COVID-19 Pandemic that is still affecting our community, Social Emotional Learning provides the following benefits to our students. 1. Improvement in students' social and emotional skills, attitudes, relationships, academic performance, and perceptions of classroom and school climate. 2) Long-term improvements in students' skills, attitudes, prosocial behavior, and academic performance. and 3.Decline in students' anxiety, behavior problems, and substance use.

In consideration of the increased suspension rates of English learners and the reported SEL needs of our students, we will:

* Provide Counselors to ensure all students are receiving the extra resources for mental, emotional, physicals, social, coping strategies, and other counseling needs. (Action 2.1)
* Provide Social Emotional Learning Programs to ensure all students are receiving Social and emotional competencies that are taught, modeled, and practiced and lead to positive student outcomes that are important for success in school and in life. (Action 2.2)
* Provide on-going PD for SEL for all Staff to ensure that all students will be receiving high quality SEL instruction and supportive services. (Action 2.4)

We believe these actions will be effective in decreasing suspensions and increasing the academic achievement of all students because social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

There were no actions carried over from 2019-2020 LCAP

Goal 3: Family and Community Engagement:-The Vineland School District will increase the level of parent engagement and opportunities to build stronger relationships, levels of participation and engagement with families, to ensure responsive and high quality student learning

A review of our current parent engagement shows the following: First and foremost, there was LOW participation rate with the parents in completing the 2020 parent survey, with only 25% of our families participating. Parent surveys indicated that 82% of the parents agree/strongly agree that Parents are provided many opportunities to participate.94% agree/strongly agree that the school communicates with parents about programs and events in a timely manner.

Additionally, through stakeholder feedback, we have found that parent/community involvement is a crucial component to student success and academic achievement.

In order to improve academic performance of our unduplicated pupils, we will improve parent engagement by implementing the following actions:

* Provide Parent Education Resource Center to empower and educate parents on ways to assist their students. We believe this will ultimately increase student achievement. (Action 3.1)
* Utilize Parent Communication Tools to effectively communicate with parents of all students including low socio-economic and English learners in a timely manner and in their primary language. (Action 3.2)
* Continue Community Activities/Outreach Programs to effectively engage parents and the community to build rapport and build capacity that will benefit student achievement. (Action 3.3)
* Continue Educational Learning Opportunities and Communication for Parents.to assist them to navigate their child/s education and provide them with opportunities for meaningful engagement with the school/district. (Action 3.4)

We believe these actions will be effective in increasing academic achievement for all students as a result of parent involvement/engagement. Due to the district and community being located in a rural area, there are no parks, no libraries, and limited public transportation, therefore the Vineland School District fills the needs of the community.

The following actions from Goal 3 have been carried over from the 2019-2020 LCAP : Action 3.2 and 3.10. These actions have been deemed effective on the following data:
Surveys from the parents indicating Parent Opportunities have been provided.82% and 94% indicate that the school communicates in a timely manner with parents. Additionally, the following increases in academic performance show these actions have been effective in improving the academic performance of unduplicated pupils. From 2017 to 2019, the following growth has been reported on the California School Dashboard:
ELA: English learners had a 17 point increase from 93.1 points below standard to 76.1 points below standard. Socioeconomically disadvantaged students had a 22.7 point improvement, from 87.2 points below standard in 2017 to 64.5 points below standard in 2019.
Math: English learners had an 18.3 point improvement, from 113.4 points from standard in 2017 to 95.1 points below standard in 2019. Socioeconomically disadvantaged students had a 21.8 point improvement, from 110.4 points from standard in 2017 to 88.6 points from standard in 2019.

Goal 4: - School Connectedness and School Safety - The Vineland School District is committed to building a stronger school to student connectedness in which all students feel safe, and adults' and peers in the school care about their learning, as well as them as individuals .VSD students will learn in a clean, safe, and well equipped school.

A review of the needs, conditions, and circumstances of our unduplicated students shows the following performance colors for Suspension Rates on the 2019 California Dashboard: English Learners: Yellow, while "All Students" are in Green. Stakeholder feedback surveys also included requests for additional opportunities for extra curricular activities for all students. Because the VSD student population. are low income, the majority falling way below the poverty line, according to city data, students do not have the resources or money to play on "club" teams, or have private music lessons, or any other activity that costs money, The district is their only sources of enrichment for sports, music, and clubs, among other things. In order to decrease student suspensions and increase student engagement among unduplicated pupils, we plan to:

* Continue to provide additional opportunities for student engagement through clubs, sports, and other activities our unduplicated pupils might not otherwise have access to participate in such activities. (Action 4.1)
* PBIS District Wide to ensure safety and to implement a positive school climate appropriate to school aged students, not a punitive discipline system. (Action 4.5)
* Field Trips for Every Grade Level to provide students with enrichment learning activities outside of the community in which they reside which they may not otherwise have access to experience. (Action 4.7)

We believe these actions will be effective in increasing the school connectedness of all students, especially our unduplicated pupils through the strategies of student engagement and student safety. We will use the data as outlined in the current LCAP, to measure survey data, as a source of effectiveness.
We believe because of the students lack of access to extra curricular activities, and other resources, the opportunities provided by the district will enhance school connectedness, student engagement, attendance, thus leading to academic achievement.for all students.

The following actions from Goal 4 have been carried over from the 2019-2020 LCAP: Action 4.7 . This action has been determined to be effective by survey data.

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

Supplemental and Concentration investments continue to be targeted to the unduplicated student population (99.9%) low-income, English learner and foster youth students in the Vineland School District. Funds are aimed to fulfill the commitment of providing essential resources to remove opportunity gaps and close achievement gaps that currently exist for these youth, augmenting personnel and academic supports to improve their learning environment and drive academic outcomes.

The decision to use the Supplemental/Concentration funds in this manner is based on the input from multiple stakeholder groups consisting of employee, parent, community and students. These funded programs directed principally toward at-risk students, i.e., English learners, socio-economically disadvantaged and foster youth are supported by evidence based practices that ensure staff is properly serving the targeted youth and improving academic, college, career and life readiness outcomes.

These expenditures aim to improve the educational experiences of low-income pupils, English learners, reclassified fluent English proficient (RFEP) pupils, and foster youth by augmenting the comprehensive services they require to attain academic success, close the achievement gap, and demonstrate college and career readiness.

In addition to the actions and services being provided LEA-wide or Schoolwide, the actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to all services for all students.

* Provide English Learner Support by providing additional classified staff to support the academic needs of ELs and providing professional development to staff who work with English learners to ensure they are equipped to meet the language needs of this student group. (Action 1.12)

*Provide transportation costs for foster youth, as well as supplies to meet students' basic needs. We will also provide classified personnel salary/benefits to support foster youth. (Action 1.13)

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$7,766,354.00				$7,766,354.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$5,958,802.00	$1,807,552.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Access to state standard instructional materials	$220,000.00				$220,000.00
1	2	English Learners Foster Youth Low Income	Technology	$450,000.00				$450,000.00
1	3	GATE students	GATE -enrichment	$30,160.00				$30,160.00
1	4	English Learners Foster Youth Low Income	Tutoring-intervention	$46,817.00				$46,817.00
1	5	English Learners Foster Youth Low Income	Provide Kindergarten Bridge Program- early intervention	$11,500.00				$11,500.00
1	6	English Learners Foster Youth Low Income	ELA Intervention	$425,000.00				$425,000.00
1	7	English Learners Foster Youth Low Income	class size reduction	$3,709,689.00				$3,709,689.00
1	8	English Learners Foster Youth Low Income	Classroom budget	$40,000.00				$40,000.00
1	9		Accelerated Math Program/ Algebra	$7,000.00				$7,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	Recruitment and Retention of Highly Qualified Teachers	$69,300.00				$69,300.00
1	11	Students with Disabilities	Support Services for Special Education	$91,000.00				$91,000.00
1	12	English Learners	Support Services for English Learners	$346,000.00				$346,000.00
1	13	Foster Youth	Homeless and Foster Youth:	$15,000.00				$15,000.00
1	14	English Learners Foster Youth Low Income	Upgrade School Library	$250,000.00				$250,000.00
2	1	English Learners Foster Youth Low Income	Continue Counseling Services:Provide Additional School Counselor	$218,592.00				$218,592.00
2	2	English Learners Foster Youth Low Income	Provide SEL Program	$8,000.00				$8,000.00
2	3	English learners, Low-income	School Psychologist	$109,296.00				$109,296.00
2	4	English Learners Foster Youth Low Income	Professional Development for Staff -SEL	$60,000.00				$60,000.00
3	1	English Learners Foster Youth Low Income	Parent Education Resource Center	$70,000.00				$70,000.00
3	2	English Learners Foster Youth Low Income	Utilize Parent Communication Tools	$10,000.00				$10,000.00
3	3	English Learners Foster Youth Low Income	Community Activities	$24,000.00				$24,000.00
3	4	English Learners Foster Youth Low Income	Educational learning opportunities	$6,000.00				$6,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	1	English Learners Foster Youth Low Income	opportunities for student engagement.	$70,000.00				$70,000.00
4	2	All	School Safety	$60,000.00				$60,000.00
4	3	All	Deferred Maintenance	$500,000.00				$500,000.00
4	4	All	Ongoing & Major Maintenance	$500,000.00				$500,000.00
4	5	English Learners Foster Youth Low Income	PBIS implementation District Wide	$50,000.00				$50,000.00
4	6	All	Music Teacher-Enrichment:/ Arts	$119,000.00				$119,000.00
4	7	English Learners Foster Youth Low Income	Field Trips	$50,000.00				$50,000.00
4	8	All	Update students playground	$200,000.00				$200,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$5,936,898.00	$5,936,898.00
LEA-wide Total:	$5,602,989.00	$5,602,989.00
Limited Total:	$108,317.00	$108,317.00
Schoolwide Total:	$225,592.00	$225,592.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Technology	LEA-wide	English Learners Foster Youth Low Income		$450,000.00	$450,000.00
1	4	Tutoring-intervention	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$46,817.00	$46,817.00
1	5	Provide Kindergarten Bridge Program- early intervention	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Vineland KINDER	$11,500.00	$11,500.00
1	6	ELA Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	$425,000.00	$425,000.00
1	7	class size reduction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,709,689.00	$3,709,689.00
1	8	Classroom budget	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	$40,000.00
1	9	Accelerated Math Program/ Algebra	Schoolwide		All Schools Specific Schools: SUNSET 8	$7,000.00	$7,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	10	Recruitment and Retention of Highly Qualified Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	$69,300.00	$69,300.00
1	12	Support Services for English Learners	LEA-wide	English Learners	All Schools	$346,000.00	$346,000.00
1	13	Homeless and Foster Youth:	LEA-wide	Foster Youth		$15,000.00	$15,000.00
1	14	Upgrade School Library	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,000.00	$250,000.00
2	1	Continue Counseling Services:Provide Additional School Counselor	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Vineland K-4	$218,592.00	$218,592.00
2	2	Provide SEL Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	$8,000.00
2	4	Professional Development for Staff -SEL	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	$60,000.00
3	1	Parent Education Resource Center	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	$70,000.00
3	2	Utilize Parent Communication Tools	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
3	3	Community Activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,000.00	$24,000.00
3	4	Educational learning opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	$6,000.00
4	1	opportunities for student engagement.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	$70,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	5	PBIS implementation District Wide	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
4	7	Field Trips	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly

reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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