

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

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

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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

Each student in the District will "be at standard" in ELA and Math or receive the appropriate academic, social, and/or emotional support services to succeed.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual																														
<p>Metric/Indicator Year-end SBAC scores via Dashboard; Results from annual stakeholder survey</p> <p>19-20 Increase in students meeting standard by 3% over 2019-20; High results on year-end satisfaction survey</p> <p>Baseline ELA 66.03%; Math 52.08%</p> <div><div><p>ELA</p><p>Percent of students within each achievement level</p><table><caption>ELA Achievement Levels</caption><thead><tr><th>Achievement Level</th><th>Standard</th><th>Percentage</th></tr></thead><tbody><tr><td>Level 4</td><td>Standard Exceeded</td><td>24.72%</td></tr><tr><td>Level 3</td><td>Standard Met</td><td>41.31%</td></tr><tr><td>Level 2</td><td>Standard Nearly Met</td><td>20.26%</td></tr><tr><td>Level 1</td><td>Standard Not Met</td><td>13.72%</td></tr></tbody></table></div><div><p>Mathematics</p><p>Percent of students within each achievement level</p><table><caption>Mathematics Achievement Levels</caption><thead><tr><th>Achievement Level</th><th>Standard</th><th>Percentage</th></tr></thead><tbody><tr><td>Level 4</td><td>Standard Exceeded</td><td>24.12%</td></tr><tr><td>Level 3</td><td>Standard Met</td><td>27.96%</td></tr><tr><td>Level 2</td><td>Standard Nearly Met</td><td>28.59%</td></tr><tr><td>Level 1</td><td>Standard Not Met</td><td>19.33%</td></tr></tbody></table></div></div>	Achievement Level	Standard	Percentage	Level 4	Standard Exceeded	24.72%	Level 3	Standard Met	41.31%	Level 2	Standard Nearly Met	20.26%	Level 1	Standard Not Met	13.72%	Achievement Level	Standard	Percentage	Level 4	Standard Exceeded	24.12%	Level 3	Standard Met	27.96%	Level 2	Standard Nearly Met	28.59%	Level 1	Standard Not Met	19.33%	<p>The actual measurable outcome for the 2019-20 CAASPP ELA and Math statewide academic assessments were not available due to the impact of COVID-19 and Executive Order N-30-2, issued on March 17, 2020, that suspended standardized assessments for 2019-20.</p> <p>On the 2020 Spring Community Survey, 92% of respondents marked a 3 (61%) or 2 (31%) on a three-point rating that "the district provides appropriate support systems (academic, social-emotional, etc.) to help struggling students." Only 8% disagreed.</p>
Achievement Level	Standard	Percentage																													
Level 4	Standard Exceeded	24.72%																													
Level 3	Standard Met	41.31%																													
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Level 1	Standard Not Met	19.33%																													

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Full-time Intervention Teacher at Spreckels Elementary School (SES) to support struggling students (especially low SD and Low Performing Students per block grant) in ELA and Math with a modified teaching schedule to support an after-school math program	<p>Certificated Staff (0.5 FTE) Salary 1000-1999: Certificated Personnel Salaries Title I 45,149</p> <p>Certificated Staff (0.5 FTE) Benefits 3000-3999: Employee Benefits Title I 16,039</p> <p>Certificated Staff (0.5 FTE) Salary 1000-1999: Certificated Personnel Salaries Other 45,149</p> <p>Certificated Staff (0.5 FTE) Benefits 3000-3999: Employee Benefits Other 16,039</p> <p>Instructional Materials 4000-4999: Books And Supplies LCFF Supplemental 5,000</p>	<p>Certificated Staff (0.5 FTE) Salary 1000-1999: Certificated Personnel Salaries Title I 48,722</p> <p>Certificated Staff (0.5 FTE) Benefits 3000-3999: Employee Benefits Title I 15,542</p> <p>Certificated Staff (0.5 FTE) Salary 1000-1999: Certificated Personnel Salaries Other 48,722</p> <p>Certificated Staff (0.5 FTE) Benefits 3000-3999: Employee Benefits Other 15,542</p> <p>Instructional Materials 4000-4999: Books And Supplies Lottery 1,614</p>
Maintain intervention staffing and services, both during and after school, at Buena Vista Middle School (BVMS) to support struggling students in reading and math.	<p>Certificated Staff (1.12 FTE) Salary 1000-1999: Certificated Personnel Salaries Title I 65,821</p> <p>Certificated Staff (1.12 FTE) Benefits 3000-3999: Employee Benefits Title I 24,333</p> <p>Instructional Materials 4000-4999: Books And Supplies LCFF Supplemental 5,000</p>	<p>Certificated Staff (1.12 FTE) Salary 1000-1999: Certificated Personnel Salaries Title I 70,524</p> <p>Certificated Staff (1.12 FTE) Benefits 3000-3999: Employee Benefits Title I 26,021</p> <p>Instructional Materials 4000-4999: Books And Supplies LCFF Supplemental 0</p>
Maintain Response to Intervention (RTI) professional development (PD) for all teachers to include social, emotional, and behavioral components.	<p>Travel and Conference 5000-5999: Services And Other Operating Expenditures Title I 5,000</p> <p>Consultants 5800: Professional/Consulting Services And Operating Expenditures Title I 10,000</p>	<p>Travel and Conference 5000-5999: Services And Other Operating Expenditures Title I 0</p> <p>Consultants 5800: Professional/Consulting Services And Operating Expenditures Title I 11,439</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Staff (sub days) Salary 1000-1999: Certificated Personnel Salaries Title I 2,500 Certificated Staff (sub days) Benefits 3000-3999: Employee Benefits Title I 1,605	Certificated Staff (sub days) Salary 1000-1999: Certificated Personnel Salaries Title I 5,600 Certificated Staff (sub days) Benefits 3000-3999: Employee Benefits Title I 434
Full-time superintendent to work with site principals to expand district data systems for monitoring progress of students performing below standard.	Contract Services 5000-5999: Services And Other Operating Expenditures LCFF Base 2,004	Contract Services 5000-5999: Services And Other Operating Expenditures LCFF Base 2,004
Maintain social, emotional, and behavioral support, through Harmony at Home and/or other contracted services, to meet the needs of struggling students including those with Individualized Education Plans (IEP's) and help train staff members.	Contract Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 61,880	Contract Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 31,721 Contract Services 5800: Professional/Consulting Services And Operating Expenditures Title I 20,000 Contract Services 5800: Professional/Consulting Services And Operating Expenditures Special Education 10,159
Provide district transportation services to Socioeconomically Disadvantaged (SD) students.	Pupil Transportation 5700-5799: Transfers Of Direct Costs LCFF Supplemental 21,000	Pupil Transportation 5700-5799: Transfers Of Direct Costs LCFF Supplemental 13,298
Full-time Superintendent to work with Site Principals, Special Education (SPED) Coordinator, and Intervention Teachers to oversee the effective operations of the district's SPED (to include County and/or Non-Public School placements) and Intervention programs.	Certificated Staff (5.0 FTE) Salary 1000-1999: Certificated Personnel Salaries Special Education 357,298 Classified Staff (7.75 FTE) Salary 2000-2999: Classified Personnel Salaries Special Education 324,311	Certificated Staff (5.0 FTE) Salary 1000-1999: Certificated Personnel Salaries Special Education 319,578 Classified Staff (7.75 FTE) Salary 2000-2999: Classified Personnel Salaries Special Education 342,677

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated and Classified Staff Benefits 3000-3999: Employee Benefits Special Education 319,651 Instructional Materials 4000-4999: Books And Supplies Special Education 11,879 Travel and Conferences and Contract Services 5000-5999: Services And Other Operating Expenditures Special Education 92,736 Other Tuition 7000-7439: Other Outgo Special Education 473,276	Certificated and Classified Staff Benefits 3000-3999: Employee Benefits Special Education 328,261 Instructional Materials 4000-4999: Books And Supplies Special Education 3,863 Travel and Conferences and Contract Services 5000-5999: Services And Other Operating Expenditures Special Education 68,241 Other Tuition 7000-7439: Other Outgo Special Education 356,700
Provide curriculum and teacher training for students (both SPED and non-SPED) struggling in reading and/or who have been identified as having dyslexia.	Instructional Materials 4000-4999: Books And Supplies Lottery 5,000	Instructional Materials 4000-4999: Books And Supplies Lottery 1,022

Goal Analysis

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

Due to the impact of COVID-19 and the quick shift to distance learning in March of 2020, some actions/services were not fully implemented as planned in the 2019-2020 school year. In order to support students, particularly those with high needs, the district implemented alternative actions and services to immediately respond to the quickly evolving needs of our learning community. Specifically, \$22,000 in the budget for instructional materials was not spent when instruction went online in the spring. \$7000 was not spent on transportation due to the suspension of district bus service during the third trimester. Also, after SPED certificated hiring was completed, \$37,000 of the projected budget was not spent based on the new hires' placement on the salary schedule. Lastly, conferences and travel were suspended in the last trimester resulting in an overbudget of \$24,000.

The following Actions/Services were implemented to mitigate the impact of COVID-19, and were not originally part of the 2019-2020 LCAP:

1. Transition to virtual support for academic and social/emotional support
2. Purchase of additional Chromebooks and wifi hotspots for home use

3. Increase cleaning and sanitation of schools/classrooms/LEA buildings to prevent the spread of COVID-19 to ensure the safety of staff and students.

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

The overall success and challenges in implementing the actions/services from the 2019-20 LCAP were as follows:

Despite school closures in March, the district was still able to support struggling students, academically and socially/emotionally, throughout the entire year. The transition to virtual support in March required learning new protocols and platforms, but the process proceeded as smoothly as possible.

Although there was an overbudget for SPED staffing, all positions were filled and students with disabilities received all direct and related services throughout the year, first in-person and then virtually. The shift to virtual platforms required additional expenses and training.

A few of the actions/services that were not fully implemented due to the impact of COVID-10 were transporting students the entire year and providing the full offering of intervention classes at the middle school. Also, student monitoring data had to be modified due to the lack of standardized tests/benchmark results.

Goal 2

All English Language Learners will be provided with appropriate support services so all students meet the reclassification criteria by the time they graduate 8th grade or sooner.

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 CAASPP ELA results for English Learners Reclassification Data 2019 ELPAC results: 14.6% Level 4 34.6% Level 3 43.6% Level 2 7.3% Level 1 19-20 Increase the number of reclassified ELL students from 2019-20 by 2; Increase in the number of Level 3 & 4 students on ELPAC; 3% increase CAASPP ELA scores for English Learners	The actual measurable outcomes for the 2019-20 CAASPP ELA and Math statewide academic assessments and Summative ELPAC were not available due to the impact of COVID-19 and Executive Order N-30-2, issued on March 17, 2020, that suspended standardized assessments for 2019-20. The district did not redesignate any students due to the lack of data.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A full-time ELD Teacher and full-time General Education Instructional Aide at SES to support struggling English Language Learners (ELL)	Certificated Staff (1.0 FTE) Salary 1000-1999: Certificated Personnel	Certificated Staff (1.0 FTE) Salary 1000-1999: Certificated Personnel

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
using intensive and systematic intervention programs. Teacher will also assume responsibilities of family liaison previously provided in Action 4.	Salaries LCFF Supplemental 66,808 Certificated Staff (1.0 FTE) Benefits 3000-3999: Employee Benefits LCFF Supplemental 30,178 Classified Staff (0.65 FTE) Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental 20,150 Classified Staff (0.65 FTE) Benefits 3000-3999: Employee Benefits LCFF Supplemental 20,991 Instructional Materials 4000-4999: Books And Supplies LCFF Supplemental 11,775	Salaries LCFF Supplemental 75,915 Certificated Staff (1.0 FTE) Benefits 3000-3999: Employee Benefits LCFF Supplemental 29,195 Classified Staff (0.65 FTE) Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental 20,960 Classified Staff (0.65 FTE) Benefits 3000-3999: Employee Benefits LCFF Supplemental 21,077 Instructional Materials 4000-4999: Books And Supplies LCFF Supplemental 168
Continue ELD PD for ELD Teacher and all classroom teachers, including two full staff development days for ELD PD. Implement new ELA/ELD materials and instructional strategies learned at additional PD days.	Certificated Staff (2 PD days) Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental 35,239 Certificated Staff (2 PD days) Benefits 3000-3999: Employee Benefits LCFF Supplemental 7,187 Certificated Staff (sub days) Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental 2,700 Certificated Staff (sub days) Benefits 3000-3999: Employee Benefits LCFF Supplemental 554 Travel and Conferences/Contracted Services	Certificated Staff (1 PD days) Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental 13,094 Certificated Staff (1 PD days) Benefits 3000-3999: Employee Benefits LCFF Supplemental 2,649 Certificated Staff (sub days) Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental 560 Certificated Staff (sub days) Benefits 3000-3999: Employee Benefits LCFF Supplemental 87 Travel and Conferences/Contracted Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures LCFF Supplemental 10,000 Instructional Materials 4000-4999: Books And Supplies LCFF Supplemental 7,500	5000-5999: Services And Other Operating Expenditures LCFF Supplemental 5,020 Instructional Materials 4000-4999: Books And Supplies LCFF Supplemental 0
Purchase replacement technological devices and/or remote wifi access points for ELL students' home use and encourage daily use of devices to improve students' 21st century learning skills; provide technology training to interested ELL families.	Contract Services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental 4,800	Contract Services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental 3,114
Duties of ELL liaison to be incorporated into the new FT ELD teacher (Goal 2: Action 1)		
Continue the teacher schedule at BVMS to offer designated ELD instruction on a daily basis. Use various planning days to have teacher share best practices with other teachers for integrated ELD instruction.	Certificated Staff (0.14 FTE) Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental 11,112 Certificated Staff (0.14 FTE) Benefits 3000-3999: Employee Benefits LCFF Supplemental 4,180 Instructional Materials 4000-4999: Books And Supplies LCFF Supplemental 6,341	Certificated Staff (0.14 FTE) Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental 11,674 Certificated Staff (0.14 FTE) Benefits 3000-3999: Employee Benefits LCFF Supplemental 4,272 Instructional Materials 4000-4999: Books And Supplies LCFF Supplemental 168
Maintain social, emotional, and behavioral support, through Harmony at Home to meet the needs of struggling ELD students including those with Individualized Education Plans (IEP's) and help train staff members.	Contract Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental 0	Contract Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental 2,223
Provide free after-school transportation to ELL students so they can take part in enrichment opportunities and academic support classes.	Pupil Transportation 5700-5799: Transfers Of Direct Costs LCFF Supplemental 10,000	Pupil Transportation 5700-5799: Transfers Of Direct Costs LCFF Supplemental 0
Both school sites will pilot new, state-adopted ELD materials to provide more effective designated ELD. instruction.	Instructional Materials 4000-4999: Books And Supplies LCFF Supplemental 5,000	Instructional Materials 4000-4999: Books And Supplies LCFF Supplemental 0

Goal Analysis

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

Due to the impact of COVID-19 and the quick shift to 100% distance learning in March 2020, the budgeted Actions/Services were not fully implemented as planned in the 2019-2020 school year. In order to support students (particularly low-income, English learners, and foster youth students), families, and staff during this time, the district implemented alternate actions and services to immediately respond to the quickly evolving needs of our learning community. Specifically, a new curriculum adoption for ELD materials was postponed until 2021-22 to allow for an appropriate review process and this resulted in an over-budget of \$24,000. \$34,000 in staff development-related services was not spent since the April staff development day was canceled due to Covid-19. All other in-person professional development was also suspended. Transportation costs were also over-budgeted by \$10,000 since bus service and travel were halted as well.

The following Actions/Services were implemented to mitigate the impact of COVID-19, and were not originally part of the 2019-2020 LCAP:

1. Transition to virtual support for academic and social/emotional support
2. Purchase of additional Chromebooks and wifi hotspots for home use
3. Increase cleaning and sanitation of schools/classrooms/LEA buildings to prevent the spread of COVID-19 to ensure the safety of staff and students.

Additional social/emotional support was offered to struggling students which resulted in \$2200 that was not originally budgeted.

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

The overall success and challenges in implementing the actions/services from the 2019-20 LCAP were as follows:

ELD support for struggling students was maintained throughout the year although it transitioned from in-person to virtual during the last trimester (post-March 13 closures). Due to the transition to distance learning, many more Chromebooks and wifi hotspots were purchased and provided for home use than initially planned. The district's technology department collaborated with the ELD department to provide specific training and support for ELL families' use of the technology.

Due to the school closures, after-school transportation for enrichment opportunities and after-school support did not take place. Additionally, the district postponed the piloting of new ELD materials until schools return to in-person instruction to allow for an appropriate adoption process. Finally, the last professional development day for ELD scheduled for April 13 had to be canceled due to Covid-19.



Goal 3

Each student in the district will have access to enrichment activities (e.g. art, music, language, drama, etc.) as prioritized by the district's stakeholders

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number and diversity of enrichment opportunities offered to students 19-20 Maintain enrichment opportunities at the 2018-19 level	Many diverse enrichment opportunities were offered to all district students during the first two trimesters of the 2019-20 school year until school closures in March. After that, only music was offered virtually.

Expected

Actual

Baseline

In addition to full music and sports programs, each school site also offers a variety of enrichment opportunities during and after-school such as cooking, coding, choir, and various other clubs.

school such as: cooking, sewing, choir, and various other classes.



Extracurricular Enrichment

Day	Activity	Grades	Cost	Time
MONDAYS-	Garden Club	1 st -5 th grades (Sep 16-Nov 4)	Donation	2:45
	Amigos Spanish Club	1 st -5 th grades (Sep 16-Nov 4)	Fee based	2:45
TUESDAYS -	BV Band	4 th - 8 th grades (Sep 10-May)	No fee	7:30
	Explore STEM	1 st grade (Sep 17-Oct 29)	No fee	2:30
	Epicurean Adventure	1 st -3 rd grades (Sep 17-Oct 15)	Fee Based	2:45
WEDNESDAYS -	BV Band	4 th - 8 th grades (Sep 10-May)	No fee	7:30
	STEM Lego Challenge	3 rd -5 th grades (Sep 18-Oct 23)	Fee based	1:20
	Intro to STEM Lego	K-2 nd grades (Nov 6-Dec 18)	Fee based	1:20
	BV Chorus	4 th - 8 th grades (Sep 11-May)	No fee	1:30
	Let's Code It Programming!	2 nd -5 th grades (Sep 18-Nov 6)	Fee Based	1:10
	Chess Scholars	K-5 th grades (Sep 18-Nov 6)	Fee Based	1:10
THURSDAYS -	BV Band	4 th - 8 th grades (Sep 10-May)	No fee	7:30
	Children's Choir	K-3 rd grades (Sep 12-May)	No fee	2:45
	Geography Club	2 nd - 3 rd grades (Sep 19-Oct 24)	No fee	2:45
	Crazy 8s Math Club	3 rd -5 th grades (Sep 5-Oct 17)	No fee	2:45
	Good News Club	K-5 th grades (Sep 12-May)	No fee	2:45
	Creative Art Class	1 st -5 th grades (4 sessions)	Fee based	2:45
	Ariel	TK-5 th grades (Oct 10-Nov 14)	Fee based	2:45
FRIDAYS -	BV Band	4 th - 8 th grades (Sep 10-May)	No fee	7:30
	Children's Choir	K-3 rd grades (Sep 12-May)	No fee	2:45
	Library Club	4 th & 5 th grades (Sep 13-Oct 18)	No fee	12:15







Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide and advertise a variety of enrichment opportunities (before, during, and after school) by recruiting teachers and partnering with parent groups and outside agencies.	Certificated Staff (varies hourly) Salary 1000-1999: Certificated Personnel Salaries LCFF Base 10,000 Certificated Staff (varies hourly) Benefits 3000-3999: Employee Benefits LCFF Base 2,042 Consultants 5000-5999: Services And Other Operating Expenditures LCFF Base 17,870 Instructional Materials 4000-4999: Books And Supplies LCFF Base 1,500	Certificated Staff (varies hourly) Salary 1000-1999: Certificated Personnel Salaries LCFF Base 4,881 Certificated Staff (varies hourly) Benefits 3000-3999: Employee Benefits LCFF Base 1,013 Consultants 5000-5999: Services And Other Operating Expenditures LCFF Base 16,220 Instructional Materials 4000-4999: Books And Supplies LCFF Base 430
Continue to partner with SUEF, PTO, BV Bobcat Club, and other local agencies to maximize the district's enrichment opportunities.	No cost	No cost
Continue to employ a FT Music and Choir Teacher.	Certificated Staff (1 FTE) Salary 1000-1999: Certificated Personnel Salaries Other 70,476 Certificated Staff (1 FTE) Benefits 3000-3999: Employee Benefits Other 21,341 Instructional Materials 4000-4999: Books And Supplies Other 1,400 Travel and Conferences 5000-5999: Services And Other Operating Expenditures Other 500 Contract Services 5000-5999: Services And Other Operating Expenditures Other 3,200	Certificated Staff (1 FTE) Salary 1000-1999: Certificated Personnel Salaries Other 74,530 Certificated Staff (1 FTE) Benefits 3000-3999: Employee Benefits Other 22,292 Instructional Materials 4000-4999: Books And Supplies Other 917 Travel and Conferences 5000-5999: Services And Other Operating Expenditures Other 66 Contract Services 5000-5999: Services And Other Operating Expenditures Other 651

Goal Analysis

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

Due to the impact of COVID-19 and the quick shift to 100% distance learning in March 2020, the budgeted Actions/Services were not fully implemented as planned in the 2019-2020 school year. In order to support students (particularly low-income, English learners, and foster youth students), families, and staff during this time, the district implemented alternate actions and services to immediately respond to the quickly evolving needs of our learning community.

The actions not fully implemented (funds not fully expended) were Certificated staff not fully able to provide enrichment opportunities due to distance learning setting (-\$5,000). However, we did expend \$4,000 more to provide salaries for the full-time music teacher who continued her instruction virtually during the final trimester.

The following Actions/Services were implemented to mitigate the impact of COVID-19, and were not originally part of the 2019-2020 LCAP:

1. Transition to virtual support for academic and social/emotional support
2. Purchase of additional Chromebooks and wifi hotspots for home use
3. Increase cleaning and sanitation of schools/classrooms/LEA buildings to prevent the spread of COVID-19 to ensure the safety of staff and students.

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

The overall success and challenges in implementing the actions/services from the 2019-20 LCAP were as follows:

The district provided a robust offering of enrichment opportunities for all students for the first two trimesters of the year. For the last trimester, however, enrichment offerings were suspended due to Covid-19. Only music was continued virtually.

An analysis of enrichment activities offered pre-Covid showed that the district maintained its diversity and number based on the previous year. See illustration above.

Goal 4

Common Core State Standards implementation in all TK-8 classrooms

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Full implementation of CCSS 19-20 Continue to support full implementation of CCSS and NGSS Baseline All math classes have fully implemented CCSS and instructional materials. 4th-8th grade ELA classes are currently adopting new CCSS-aligned instructional materials. (TK-3 already have adopted aligned materials.) Science classes have begun to transition to New Generation Science Standards.	CCSS and NGSS are implemented in all district classes, TK-8. Ongoing support is provided to teachers. Both schools are in the process of adopting or piloting new materials for Science.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue providing Common Core State Standards (CCSS) PD and release time to all teachers to enhance skills and collaborate with colleagues. PD should focus on best instructional practices, integrating technology, and differentiation of instruction, especially in Math.	Certificated (sub costs - varies) Salary 1000-1999: Certificated Personnel Salaries Title II 12,150	Certificated (sub costs - varies) Salary 1000-1999: Certificated Personnel Salaries Title II 810

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated (sub costs - varies) Benefits 3000-3999: Employee Benefits Title II 2,478 Consultants 5000-5999: Services And Other Operating Expenditures Title II 15,000	Certificated (sub costs - varies) Benefits 3000-3999: Employee Benefits Title II 95 Consultants 5000-5999: Services And Other Operating Expenditures Title II 938
Adopt an instructional calendar that allows weekly CCSS collaboration and maintains five staff development days.	no cost	no cost
Provide necessary resources and publisher-provided PD to best support CCSS and NGSS instruction in all Core classes. Continue evaluating new Science and Social Studies/History adoptions throughout the year with goal to adopt in upcoming year(s) at SES. Pilot Science and adopt Social Studies/History at BVMS.	Instructional Materials 4000-4999: Books And Supplies Other 34,772 Contract Services 5000-5999: Services And Other Operating Expenditures Title II 1,100	Instructional Materials 4000-4999: Books And Supplies Other 86,942 Contract Services 5000-5999: Services And Other Operating Expenditures Title II 3,000
Continue articulation with SUHSD regarding CCSS preparation and alignment	Certificated Staff (sub costs - varies) Salary 1000-1999: Certificated Personnel Salaries Title II 1,350 Certificated Staff (sub costs - varies) Benefits 3000-3999: Employee Benefits Title II 266	Certificated Staff (sub costs - varies) Salary 1000-1999: Certificated Personnel Salaries Title II 0 Certificated Staff (sub costs - varies) Benefits 3000-3999: Employee Benefits Title II 0
Recruit and train teachers to serve on district Instructional Leadership Teams (ILT's) that support CCSS implementation.	Certificated Staff (10 stipends) Salary 1000-1999: Certificated Personnel Salaries LCFF Base 5,000 Certificated Staff (10 stipends) Benefits 3000-3999: Employee Benefits LCFF Base 1,020	Certificated Staff (10 stipends) Salary 1000-1999: Certificated Personnel Salaries LCFF Base 5,250 Certificated Staff (10 stipends) Benefits 3000-3999: Employee Benefits LCFF Base 1,090
Provide financial assistance to ELL and Socioeconomically Disadvantaged students for 7th Grade Science Camp and 4th Grade Gold Rush Trip.	Contract Services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental 3,000	Contract Services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Partner with MCOE and other local agencies to promote the History/Social Standards standards for Civic Learning	No Cost	No Cost

Goal Analysis

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

Due to the impact of COVID-19 and the quick shift to 100% distance learning in March 2020, the budgeted Actions/Services were not fully implemented as planned in the 2019-2020 school year. In order to support students (particularly low-income, English learners, and foster youth students), families, and staff during this time, the district implemented alternate actions and services to immediately respond to the quickly evolving needs of our learning community.

The following actions and services were not fully implemented: Professional development (substitutes for release time, extra hours for staff, hiring a consultant for professional development- \$27,000) was limited due to school closures. Also, field trips were canceled due to shelter in place orders in March 2020 (\$3,000). However, an additional \$50,000 was expended to support English learner students by purchasing Chromebooks and wifi hot spots for home use.

The following Actions/Services were implemented to mitigate the impact of COVID-19, and were not originally part of the 2019-2020 LCAP:

1. Transition to virtual support for academic and social/emotional support
2. Purchase of additional Chromebooks and wifi hotspots for home use; specifically, an additional \$50,000 was expended to support English language learner students by purchasing the extra Chromebooks and hot spots.
3. Increase cleaning and sanitation of schools/classrooms/LEA buildings to prevent the spread of COVID-19 to ensure the safety of staff and students.

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

The overall success and challenges in implementing the actions/services from the 2019-20 LCAP were as follows:

The majority of scheduled professional development took place with the exception of the April 13th ELD PD which was canceled due to school closures. Additionally, the piloting and adoption process for new science textbooks at both sites was postponed until the 2020-21 school year.

The 4th-grade field trip to the Gold Country was canceled, although the 7th graders did attend Science Camp in November.

Articulation with SHS and Civic Learning programs was also limited due to the shortened, in-person year and drastic change in district priorities.

Goal 5

Increase parent and community involvement in school/district events

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 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Sign In sheets for events like Back to School Night, Open House, etc.; satisfaction surveys.</p> <p>19-20 Increase in participation based on new parent satisfaction survey given during 2018-19 school year</p> <p>Baseline On the parent satisfaction survey given during the 2018-19 school year, 80% of parents felt welcome at their children's school sites; 79% said they were active in their children's education; 79% said the district does a good job of communicating information about various activities and important timelines; and 83% said the district offers a variety of opportunities for parents to be involved.</p>	<p>On the same parent satisfaction survey given during the 2019-20 school year, 78% (decrease of 2%) of parents felt welcome at their children's school sites; 70% (decrease of 9%) said they were active in their children's education; 80% (an increase of 1%) said the district does a good job of communicating information about various activities and important timelines; and 81% (decrease of 2%) said the district offers a variety of opportunities for parents to be involved. Overall, survey results remained high and positive.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Publish a calendar of diverse school/district events using multiple communication formats.	Contract Services 5000-5999: Services And Other Operating Expenditures LCFF Base 3,000	Contract Services 5000-5999: Services And Other Operating Expenditures LCFF Base 0
Regularly obtain feedback and share district progress with all advisory committees (e.g. School Site Councils, District English Learner Advisory Committee, Facilities Committee, Stakeholders Committee, etc.). Expand participation in district committees such as the Equity Committee, Safety Committee, etc.	Supplies 4000-4999: Books And Supplies LCFF Base 500 Supplies 4000-4999: Books And Supplies LCFF Supplemental 500	Supplies 4000-4999: Books And Supplies LCFF Base 0 Supplies 4000-4999: Books And Supplies LCFF Supplemental 0
Promote the district's volunteer assistance policy.	Contract Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 2,000	Contract Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 2,707
Continue to offer parent education opportunities (e.g. Cyber-Education, Nutrition, etc.) and parent-student interaction events (e.g. Reading/Math Nights, Father-Daughter Dance, etc.).	Contract Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 2,000	Contract Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 0
Maintain new district website.	Contract Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 300	Contract Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 0
Continue working with neighbors and local first responders	Contract Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 2,000	Contract Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 0
Implement the recommendations of the Wellness Council to hold health-related activities and parent education nights, including Harvest of the Month.	Contract Services 5000-5999: Services And Other Operating Expenditures LCFF Base 5,550	Contract Services 5000-5999: Services And Other Operating Expenditures LCFF Base 0

Goal Analysis

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

Due to the impact of COVID-19 and the quick shift to 100% distance learning in March 2020, the budgeted Actions/Services were not fully implemented as planned in the 2019-2020 school year. In order to support students (particularly low-income, English learner, and foster youth students), families, and staff during this time, the district implemented alternate actions and services to immediately respond to the quickly evolving needs of our learning community. The following Actions/Services were implemented to mitigate the impact of COVID-19, and were not originally part of the 2019-2020 LCAP:

1. Transition to virtual support for academic and social/emotional support
2. Purchase of additional Chromebooks and wifi hotspots for home use
3. Increase cleaning and sanitation of schools/classrooms/LEA buildings to prevent the spread of COVID-19 to ensure the safety of staff and students.

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

The overall success and challenges in implementing the actions/services from the 2019-20 LCAP were as follows:

All school and district events were well attended during the first two trimesters of the year before school closures in March. The district partnered with parent groups to offer a variety of enrichment opportunities for students. Many Wellness Committee activities, including weekly informational flyers, were conducted all year. However, it was decided to discontinue the Harvest of the Month program due to logistical issues.

However, during the last trimester after school closures, most parent/community meetings were postponed or held virtually. Priorities shifted to supporting families with distance learning.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hiring of 1 FTE (temporary) Intervention Certificated staff to identify and provide support for students demonstrating significant learning loss	98,932	54,256	Yes
Increase of 14 professional development hours for all district teachers in the area of distance learning to mitigate student learning loss	41,696	29,565	No
Purchase of additional hand-washing stations, hand-sanitizing stations, Plexiglas dividers, and other types of personal protective equipment and supplies	93,043	87,902	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.

To address the different needs and schedules at both school sites, the district hired two part-time Intervention Teachers for the equivalent of 1.0 FTE. However, due to staffing timeline delays, the interventions teachers were hired later than expected, resulting in the difference in budgeted/actual expenditures. In terms of the optional 14 hours of professional development, most teachers (but not all) took advantage of the offering.

Analysis of In-Person Instructional Offerings

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

Both Intervention Teachers supported small groups of struggling students throughout the school year, first virtually (August-April 9) and then in-person when the district transitioned to Phase 2 of its reopening plan. Most certificated staff members, but not all, took advantage of the additional 14 hours of professional development in the area of distance learning instructional strategies. Additional

hand-washing stations, hand-sanitizing stations, Plexiglas dividers, and other types of PPE and supplies were purchased and installed/distributed at all district sites.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Addition of 14 hours of professional development in distance learning for each certificated employee (duplicate action - for budget and estimated actuals see In-Person Instructional Offerings)			
Hiring of 1 FTE (temporary) Intervention Certificated staff to work with at-risk students demonstrating learning loss (duplicate action - for budget and estimated actuals see In-Person Instructional Offerings)			
Cost of live-screening CSUMB volunteers to work with students demonstrating learning loss	2,000	4,892	Yes
Social Emotional Consultant to provide trainings for families experiencing new conflicts due to distance learning and/or Covid-19	563	500	No
Purchase of new teacher devices (and other distance learning equipment) and instructional supplies for all teachers to support the increased demands of distance learning	145,155	111,045	No
Purchase of additional student devices and wifi hotspots to support families without devices and/or internet connectivity	26,645	33,016	Yes

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

The district was able to recruit more college service learners to help struggling students than initially projected. This resulted in nearly 2x the budgeted funds for live-screening that is required for volunteers to work with students. In terms of devices, the district's initial projections were pretty close to the actuals, with the exception of overbudgeting close to 30K for new teacher devices. Student devices, however, were underbudgeted by nearly \$7000.

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.

When the district realized that the older teacher devices were having troubles handling the new and increased demands of distance learning (enhanced platforms, increased video demands, etc.), it quickly purchased upgraded devices that allowed for a much more efficient delivery of instruction. Also, although the district quickly identified any families who needed extra devices and/or hotspots, in a few cases more elaborate "fixes" were required, including working with the high school district for certain families and contacting services providers like Comcast. Overall, however, the district feels that all students were accounted for during distance learning and had the appropriate tools to "connect" to distance learning. As mentioned previously, the majority of teachers took advantage of the optional 14 hours of extra professional development on the topic of distance learning that allowed them to enhance their day-to-day instructional delivery.

1. Continuity of instruction: The district was able to effectively transition to distance learning in many ways. First, training was provided for students, parents, and staff in the instructional technology applications being used to make sure expectations were clear and universally implemented. The district also identified any students/families without proper technology equipment or wifi access and provided the necessary resources. Using engagement logs and technology monitoring equipment, the district was confident that 100% of students/families could access distance learning.
2. Access to devices and connectivity: See above
3. Pupil participation and progress: Teacher and site administrators reviewed attendance and engagement data on a regular basis to monitor participation and progress. Only a few students were identified early on who were not signing into class and participating regularly. Numerous attempts (by teachers and administration) were made to re-engage students. An in-person connectivity cohort of students was established early on at the middle school for students who, after repeated attempts to re-engage, still were struggling with distance learning.
4. DL professional development (PD): The district negotiated an additional 14 hours of PD in distance learning best practices for all certificated teachers. Most teachers took advantage of the opportunity.
5. Staff roles and responsibilities: During DL, staff had to be flexible and often had to work "out of class." Memorandums of Understanding were negotiated with both bargaining units to address this need and redeploy staff to needed areas. For example, bus drivers supervised the connectivity cohort at the middle school.
6. Support for pupils with unique needs: The district monitored the progress of students with unique needs throughout distance learning and took steps to assist. Monitoring systems, as outlined in previous LCAPs, were used to track progress and identify struggling students. All students with disabilities (SWD) received all services outlined in their IEP's during distance learning virtually

(and later in a small in-person cohort at the middle school). Considering the federal IDEA guidelines did not change during distance learning, all efforts were made to provide full services to SWD.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1 FTE (temporary) Intervention Certificated staff (duplicate action - for budget and estimated actuals see In-Person Instructional Offerings)			
Investment in enhanced student data systems to monitor learning loss	2,010	2,010	No
Purchase of additional distance learning technology (e.g. new computers, second monitors, headphones, document cameras, etc.) and instructional supplies to provide teachers with enhanced tools to provide virtual small groups instruction and assess students (duplicate action - for budget and estimated actuals see Distance Learning Program)			
Cost of having all CSUMB college volunteers live-scanned (duplicate action - for budget and estimated actuals see Distance Learning Program)			
Extended school year for identified students, but especially academically at-risk students like EL's, foster youth, low socioeconomic, etc.	38,181	38,181	Yes
Provide training for instructional aide(s) in diagnosing and remediating early reading loss	695	695	Yes
Additional hours for English language development teacher to contact and support EL students and families over the summer	4,066	4,062	Yes

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

There were no 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.

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.

The enhanced data systems allowed for quick identification of students who were initially struggling with distance learning and experiencing learning loss. The purchase of additional devices, for both teachers and students/families, allowed the district to account for 100% of students during distance learning. Those students who were experiencing early learning loss were identified and provided small group support by the newly hired intervention teachers. One instructional aide was trained in the SIPP's intervention program and supported the new intervention teachers and struggling students.

Analysis of Mental Health and Social and Emotional Well-Being

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

The district continued its partnership with Harmony at Home to provide social-emotional support for struggling students. During school closures, counseling services were provided virtually, which was successful in most cases. However, due to some home situations, virtual counseling could not be offered to all referred students. When the district transitioned to its hybrid in April 2021, a combination of in-person and virtual counseling was provided with an emphasis on meeting in-person with students who did not benefit from earlier virtual therapy. The district also expanded its contract with Harmony at Home this school year to include more therapy time for Spanish-speaking families. The district also extended its contract with Harmony at Home to provide counseling to identified students over the summer so progress would not be interrupted.

At the beginning of the 2020-21 school year, the district sponsored a series of parent education seminars on the topic of social-emotional health during school closures. Due to strong parental feedback, sessions were added to the original slate of offerings.

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.

All pupil and family engagement and outreach during the 2020-21 school year was done virtually. In most cases, this form of communication was successful and even increased past participation in certain types of meetings (e.g. IEP's, parent-teacher meetings, etc.). All virtual Reopening Committee meeting presentations were also posted on the district's website after the meetings were held to broaden the community's access to relevant information and updates. Due to the increase in participation for certain types of meetings, the district will continue offering virtual access as appropriate.

Tiered re-engagement strategies and outreach to families when students were not meeting compulsory education or engaging in instruction: Repeated attempts at all levels (registrar/secretaries, teacher, site principal, and district superintendent) were made to reengage any struggling students. In some cases, the district partnered with local agencies to offer resources to struggling families. Counseling referrals through the district's partnership with Harmony at Home were made for any student/family that demonstrated excessive social-emotional conflict. Attendance logs indicated that attendance/engagement rates actually improved during distance learning (2020-21 school year) compared to past in-person years.

Analysis of School Nutrition

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

The district provided grab-and-go lunches to any interested families at no cost throughout the entire school year on a two-day-a-week basis. Pick up times and days were adjusted throughout the year to increase participation in the program. One challenge to lunch service occurred when students returned to the in-person hybrid in April. Any students who remained on campus the entire day (Special Education students, English Learners, etc.) had to bring a lunch from home due to the limitations of the grab-and-go format.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

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 impact of school closures and absence of in-person instruction for the majority of the school year, the district will address learning loss and social-emotional trauma by implemented a three-phase "bridging program" that is outlined in the 2021-24 LCAP. Phase 1 will include 1:1 or small group tutoring for the students identified as experiencing the greatest degree of learning loss; Phase 2 will include a late summer/early fall summer program to help transition struggling students into the 2021-22 school year; and Phase 3 will develop a three-year intervention program that will run during the instructional day, after-school, and over the summers. Specific staffing and program enhancements will be spelled out in the 2021-24 LCAP. The district will also increase its social-emotional support by adding a full-time district counselor beginning in 2021-22.

There were a few positive lessons learned as well during distance learning. For example, teachers will continue to use digital platforms to maximize the effectiveness of instruction, the district will expand its outreach and communications by adding virtual components, and flexible/remote work will be offered to staff if it is determined it increases productivity.

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

The district will enhance its data monitoring systems (included in 2021-24 LCAP) to make sure the progress of all students, especially those with unique needs, is assessed. The district will pull from multiple data sources (classroom achievement, test scores, attendance rates, teacher/parent observations, etc.) to identify students experiencing learning loss and "bridging" interventions will be offered to remedy the loss.

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

To bridge any connectivity divide, the district will continue to allocate significantly more funds than expected on student/teacher devices and wifi hotspots. Additionally, additional staffing (tutors, summer school teachers, additional intervention teachers, two more instructional aides, a full-time counselor, and an additional middle school Core teacher) will be included in the 2021-24 LCAP to help implement the various bridging intervention programs that will address learning loss for the next three years.

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.

Lessons learned and experiences encountered during the 2019-20 and 2020-21 school year, and school closures specifically, will influence the development of the district's future LCAP's. Specifically, future LCAP's will include goals, actions, and expenditures to address learning loss and social-emotional difficulties associated with the Covid-19 pandemic and closure of in-person school for more than one year. Special emphasis will be placed on enhanced monitoring systems to track the progress and interventions of all struggling students, including unduplicated students as well as others negatively affected by the pandemic. Due to a lack of standardized testing data the past two years, upcoming LCAP's will also include more local assessments and metrics to evaluate progress on goals.

Specific to learning loss, future LCAP's will be integrated with the state's Expanded Learning Opportunities Grant to maximize opportunities to provide a variety of "bridging" activities (e.g. tutoring, after-school programs, summer school, etc.) for a larger percentage of students than past years. The bridging program will identify additional staff members as well to carry out the new duties and goals.

Also, the transition to distance learning reinforced the continued need for the district to prioritize ongoing professional development and technology devices (for both students and staff) in future LCAP's.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	116,666.00	65,316.00
	289,015.00	203,474.00
	5,000.00	2,636.00
	192,877.00	249,662.00
	1,579,151.00	1,429,479.00
	170,447.00	198,282.00
	32,344.00	4,843.00

* 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		
	730,752.00	679,860.00
	344,461.00	363,637.00
	467,904.00	467,570.00
	96,167.00	95,124.00
	163,760.00	99,254.00
	31,000.00	13,298.00
	78,180.00	78,249.00
	473,276.00	356,700.00

* 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		
		15,000.00	10,131.00
		115,859.00	101,243.00
		115,625.00	123,252.00
		357,298.00	319,578.00
		113,470.00	124,846.00
		13,500.00	810.00
		20,150.00	20,960.00
		324,311.00	342,677.00
		3,062.00	2,103.00
		63,090.00	57,280.00
		37,380.00	37,834.00
		319,651.00	328,261.00
		41,977.00	41,997.00
		2,744.00	95.00
		2,000.00	430.00
		41,116.00	336.00
		5,000.00	2,636.00
		36,172.00	87,859.00
		11,879.00	3,863.00
		28,424.00	18,224.00
		17,800.00	8,134.00
		3,700.00	717.00
		92,736.00	68,241.00
		5,000.00	0.00
		16,100.00	3,938.00
		31,000.00	13,298.00
		68,180.00	34,428.00
		0.00	2,223.00
		0.00	10,159.00
		10,000.00	31,439.00
		473,276.00	356,700.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,910,670.00	1,741,684.00
Goal 2	254,515.00	190,176.00
Goal 3	128,329.00	121,000.00
Goal 4	76,136.00	98,125.00
Goal 5	15,850.00	2,707.00

* 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	\$233,671.00	\$171,723.00
Distance Learning Program	\$174,363.00	\$149,453.00
Pupil Learning Loss	\$44,952.00	\$44,948.00
Additional Actions and Plan Requirements	\$452,986.00	\$366,124.00
All Expenditures in Learning Continuity and Attendance Plan	\$452,986.00	\$366,124.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$134,739.00	\$117,467.00
Distance Learning Program	\$145,718.00	\$111,545.00
Pupil Learning Loss	\$2,010.00	\$2,010.00
Additional Actions and Plan Requirements	\$282,467.00	\$231,022.00
All Expenditures in Learning Continuity and Attendance Plan	\$282,467.00	\$231,022.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$98,932.00	\$54,256.00
Distance Learning Program	\$28,645.00	\$37,908.00
Pupil Learning Loss	\$42,942.00	\$42,938.00
Additional Actions and Plan Requirements	\$170,519.00	\$135,102.00
All Expenditures in Learning Continuity and Attendance Plan	\$170,519.00	\$135,102.00