



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

The performance and opportunity gap will be eliminated - all students will graduate college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ul style="list-style-type: none"> • Middle school promotion rates • Lexile scores • SBAC scale scores • On track to graduate • AP enrollment • AP passage rates • Graduation rates • A to G completion rates • CTE pathway completion • ELPAC <p>Dual Enrollment Reclassification rates</p> <ul style="list-style-type: none"> • Physical Fitness Test data • Credits accrual • Community college preregistration numbers 	<p>1. Not available due to COVID shutdown.</p> <p>2. The following measurements are based on the STAR Reading Lexile Assessment Students in this group grew at a typical rate (43% Student Growth Percentile) for the 20-21 school year. For the 20-21 school year, while 7.4% met the district benchmark, 65% still require urgent intervention based on the Renaissance assessment. Students in Read180 classes grew by an average of 20 Lexile points over the 2019-20 year.</p> <p>3. Not available due to COVID shutdown. 4. Not available due to COVID shutdown. 5. Not available due to COVID shutdown. 6. Not available due to COVID shutdown.</p> <p>7. 19-20: 88.6% all, 72.9 EL, 88.2 SED, 63.6% FY (n=11), 37.6% SWD, 84.8% HOM</p>

Expected	Actual
<p>19-20 All outcomes are inclusive of the following subgroups: EL, FY, Youth in Transition, SWD, SED, Latin@, White, Asian-American, and African-American. Data will be disaggregated by subgroups.</p> <ol style="list-style-type: none"> Increase middle school promotion rates by 4% from the previous year. Increase the percentage who meet individual Lexile growth targets. The average scale score distance from meeting math standards in grades 7 and 8 will increase by 10 scale score points from the previous year. The average scale score distance from meeting ELA standards in grades 7 and 8 will increase by 10 points from the previous year. The average scale score distance from meeting math standards in grade 11 will increase by 10 points from the previous year. The average scale score distance from meeting ELA standards in grade 11 will increase from +18.2 to +23.2. Increase the number of 9th-grade students on track for graduation by 10% Increase enrollment percentage of AP students by 5% from the previous year. Increase the completion rates of CTE pathways and number of certifications by 10 percent Increase students passing the AP test by 3%. Increase percent of 4-Year Cohort that completed A-G completion rates by 10% Increase graduation rates by 2% Increase the percentage of students making progress towards English proficiency by 3% Increase percentage and number of students who have met performance standards in five of six categories on the Physical Fitness Test by 3% <p>El Puente School:</p> <ol style="list-style-type: none"> Increase the percentage of students who earn 60 credits per year by 25% Increase the percentage of seniors who begin the school year 	<ol style="list-style-type: none"> 2156 students enrolled in 1 or more AP classes: 109 ELs, 18 SWD 28.3% of graduates completed CTE Pathway compared to 24.6% ELs , 28.3% SED, 5.9% FY, 23.1% SWD 1521 tested passed 1453 tests 50.3% A to G pass, 30% EL, 22.4% SWD 82.6% all, 67.3 EL, 63.8 SWD Not available due to COVID shutdown. Not available due to COVID shutdown. <p>El Puente:</p> <ol style="list-style-type: none"> 11 students earned 60 or more credits 32 cohort graduates <p>MTHS</p> <ol style="list-style-type: none"> 0 students earned 100 or more credits 2.74 cohort graduates

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Base program includes the following services: Instructional Programs-Teachers/Aides, School Administration, Libraries, Counseling, Other Pupil Services, Pupil Personnel Services, Alternative Education & Community Day School, Site Formula Funds, Testing, Research & Assessment, Transportation, Board, Superintendent, District Office & Business Services, Warehouse, Printshop, Equipment Reconditioning, Instructional Administration, and Instructional Technology.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$60,346,037</p> <p>2000-2999: Classified Personnel Salaries Base \$9,166,829</p> <p>3000-3999: Employee Benefits Base \$27,722,522</p> <p>4000-4999: Books And Supplies Base \$2,444,236</p> <p>5000-5999: Services And Other Operating Expenditures Base \$4,630,345</p> <p>6000-6999: Capital Outlay Base \$445,693</p> <p>7000-7439: Other Outgo Base - \$2,222,006</p>	<p>1000-1999: Certificated Personnel Salaries Base \$60,420,526.57</p> <p>2000-2999: Classified Personnel Salaries Base \$8,896,553.97</p> <p>3000-3999: Employee Benefits Base \$27,075,317.46</p> <p>4000-4999: Books And Supplies Base \$1,918,636.37</p> <p>5000-5999: Services And Other Operating Expenditures Base \$4,891,932.20</p> <p>6000-6999: Capital Outlay Base \$612,167.80</p> <p>7000-7439: Other Outgo Base - \$2,006,311.80</p>
<p>2. These funds will be used for any salary adjustments due to the cost of new employees and health & welfare benefits. Additional funds will be used to address any additional student services that may arise.</p>	<p>Salary and additional student services Supplemental and Concentration \$149,764</p>	<p>Salary and additional student services Supplemental and Concentration \$13,935.63</p>
<p>3. All students will have a 6-year academic plan to ensure a successful college and/or career pathway. Additional counselors were hired to reduce caseloads to ensure proper student placement, support for Foster Youth, ELs and SED are a priority. All 9th, 10th, and 11th-grade students will take the PSAT. AP Exams will be paid for all students enrolled in AP classes.</p>	<p>9.5 FTE Counselors Certificated Salaries and Benefits Supplemental \$1,038,648</p> <p>College Board Fees for PSAT and AP exams 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$323,000</p>	<p>9.5 FTE Counselors Certificated Salaries and Benefits Supplemental \$1,045,799.42</p> <p>College Board Fees for PSAT and AP exams 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$271,681.50</p>
<p>4. Teachers will collaborate weekly to assess student learning and ensure appropriate and timely interventions are in place for their students. Summer intersession and online credit recovery will be offered at all high schools. The district will provide additional custodial</p>	<p>Teacher PLC Cost Certificated Salaries and Benefits Supplemental \$660,842</p>	<p>Teacher PLC Cost Classified Salaries and Benefits Supplemental \$680,458.63</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>and security hours for interventions to ensure a safe learning environment after school hours and/or during intersessions. All comprehensive sites will provide intervention courses, Read 180/System 44, for students who struggle with reading and literacy skills. Additionally, middles school sites will provide a Math intervention course, Math Support, intended to strengthen essential math skills to prepare them for success in high school. All teachers also have access to online resources like Plato Courseware and Accelerated Reading for both intervention and enrichment purposes.</p>	<p>Course Lead Stipends Certificated Salaries and Benefits Supplemental \$325,008</p> <p>MESA 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$8,500</p> <p>PLATO credit recovery .2 FTE (HS) 1.0 FTE Alt Ed 1000-1999: Certificated Personnel Salaries Supplemental \$265,717</p> <p>Read 180 Materials 4000-4999: Books And Supplies Concentration \$20,061</p> <p>Read 180 Sections 1000-1999: Certificated Personnel Salaries Supplemental \$897,854</p> <p>PLATO, AR, Math Support, and Read 180/System 44 License Supplemental \$488,644</p> <p>Summer Intersession 1000-1999: Certificated Personnel Salaries Supplemental \$1,390,665</p> <p>Custodians, Campus Security Classified Salaries and Benefits Supplemental \$966,342</p> <p>Math Support sections Certificated Salaries and Benefits Supplemental \$341,340</p>	<p>Course Lead Stipends Classified Salaries and Benefits Supplemental \$401,605.64</p> <p>MESA 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$138,141</p> <p>PLATO credit recovery .2 FTE (HS) 1.0 FTE Alt Ed 1000-1999: Certificated Personnel Salaries Supplemental \$226,737</p> <p>Read 180 Materials 4000-4999: Books And Supplies Concentration \$27,320.66</p> <p>Read 180 Sections 1000-1999: Certificated Personnel Salaries Supplemental \$988,574</p> <p>PLATO, AR, Math Support, and Read 180/System 44 License Supplemental \$369,917.30</p> <p>Summer Intersession 1000-1999: Certificated Personnel Salaries Supplemental \$577,994.47</p> <p>Custodians, Campus Security Classified Salaries and Benefits Supplemental \$898,181.45</p> <p>Math Support sections Certificated Salaries and Benefits Supplemental \$383,972.77</p>
<p>5. In order to ensure a comprehensive model AVID program at every site with a focus on providing services to our targeted subgroups, the district will fund the AVID membership, tutors, subs, field trips, fingerprinting, supplies, and professional development. Every site will be funded based on the number of AVID sections they have.</p>	<p>AVID Tutors Classified Salaries and Benefits Supplemental \$92,899</p>	<p>AVID Tutors Certificated Salaries and Benefits Supplemental \$42,920.72</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Substitute costs Certificated Salaries and Benefits Supplemental \$5,635 Field Trips Transportation Cost Supplemental \$36,000 AVID Materials and Supplies 4000-4999: Books And Supplies Supplemental \$13,740 Membership Dues and Tutor Fingerprinting costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$43,031 AVID Summer Institute Travel and Conference Supplemental \$72,000 AVID Sections 1000-1999: Certificated Personnel Salaries Supplemental \$1,784,067	Substitute costs Certificated Salaries and Benefits Supplemental \$634.88 Field Trips Transportation Cost Supplemental \$5,396.50 AVID Materials and Supplies 4000-4999: Books And Supplies Supplemental \$8,878.26 Membership Dues and Tutor Fingerprinting costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$40,861 AVID Summer Institute Travel and Conference Supplemental \$29,791.25 AVID Sections 1000-1999: Certificated Personnel Salaries Supplemental \$1,969,844
<p>6. Teachers will be supported by two Instructional Coaches to ensure appropriate accommodations and modifications are implemented. Itinerant Para Educators will also be hired to support teachers. The Transition Partnership Program (TPP) is a CTE and work placement program established as a partnership between SUHSD and the Department of Rehabilitation. The TPP program provides students with disabilities, the tools, and support necessary to a successful transition from high school to post-secondary education or competitive employment. We will continue with our residency program to address the shortage of fully credentialed teachers working with our students with IEPs. Further, we will be providing professional development for our classified and certificated staff in topics such as co-teaching, behavioral emergency, restraint, compliance, and instructional strategies. In order to best meet the unique needs of our SWD students, supplemental materials will also be purchased.</p>	Para Educators Classified Salaries and Benefits Concentration \$314,600 SPED Instructional Coaches Certificated Salaries and Benefits Concentration \$239,816 Transition Partnership Program 5800: Professional/Consulting Services And Operating Expenditures Concentration \$36,965 Co-teaching summer lesson planning Certificated Salaries and Benefits Concentration \$55,085	Para Educators Classified Salaries and Benefits Concentration \$279,455.47 SPED Instructional Coaches Certificated Salaries and Benefits Concentration \$170,857.81 Transition Partnership Program 5800: Professional/Consulting Services And Operating Expenditures Concentration \$33,456 Co-teaching summer lesson planning Classified Salaries and Benefits Concentration \$34,344.92

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Teacher stipend and benefits Certificated Salaries and Benefits Concentration \$232,312</p> <p>Materials and Supplies 4000- 4999: Books And Supplies Concentration \$38,575</p> <p>Travel and Conference 5000- 5999: Services And Other Operating Expenditures Concentration \$48,600</p> <p>Summer School Teacher in Charge Certificated Salaries and Benefits Concentration \$8,344</p> <p>Substitutes 1000-1999: Certificated Personnel Salaries Concentration \$23,411</p> <p>Consultants 5800: Professional/Consulting Services And Operating Expenditures Concentration \$22,625</p>	<p>Teacher stipend and benefits Certificated Salaries and Benefits Concentration \$0</p> <p>Materials and Supplies 4000- 4999: Books And Supplies Concentration \$1,016</p> <p>Travel and Conference 5000- 5999: Services And Other Operating Expenditures Concentration \$17,353</p> <p>Summer School Teacher in Charge Certificated Salaries and Benefits Concentration \$0</p> <p>Substitutes 1000-1999: Certificated Personnel Salaries Concentration \$22,195.68</p> <p>Consultants 5800: Professional/Consulting Services And Operating Expenditures Concentration \$33,455.80</p>
<p>7. We will continue to provide materials and supplies to support the successful implementation of our NGS courses. We will also continue to expand our science fairs/expositions at all school sites.</p>	<p>Science Fair Coordinator Stipends Certificated Salaries and Benefits Supplemental \$16,533</p> <p>Science Fair, and NGS 2 Materials and Supplies 4000- 4999: Books And Supplies Supplemental \$114,000</p> <p>State Fair Travel costs Travel and Conference Supplemental \$14,400</p> <p>License Fee for Stemsopes 5000-5999: Services And Other Operating Expenditures Supplemental \$59,292</p>	<p>Science Fair Coordinator Stipends Classified Salaries and Benefits Supplemental \$10,887.64</p> <p>Science Fair, and NGS 2 Materials and Supplies 4000- 4999: Books And Supplies Supplemental \$88,361.40</p> <p>State Fair Travel costs Travel and Conference Supplemental \$2,607.60</p> <p>License Fee for Stemsopes 5000-5999: Services And Other Operating Expenditures Supplemental \$59,291.75</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>8. To ensure equity and access to rigorous education to meet the objectives of this goal, we will implement a comprehensive and consistent EL program district-wide. Students will take a pre and post assessment in their ELD, ALL, and ALD classes. EL Specialist will participate in ALD, ALL, and ELA/ELD framework training to provide support and implementation. EL Specialist will monitor and ensure appropriate student placement and academic success of all ELs, including those who reclassified within the last two years.</p>	<p>Director, EI Specialists, Subs, EWAs, and Stipends for PD Certificated Salaries and Benefits Concentration \$1,795,866</p> <p>EL Support Staff, Translator, EL Typist Clerks, ELPAC Testers, Paraprofessionals Classified Salaries and Benefits Concentration \$1,409,958</p> <p>Rosetta Stone 5800: Professional/Consulting Services And Operating Expenditures Concentration \$45,390</p> <p>Materials and supplies for our ELD, ALD, and ALL classes 4000-4999: Books And Supplies Concentration \$22,000</p>	<p>Director, EI Specialists, Subs, EWAs, and Stipends for PD Certificated Salaries and Benefits Concentration \$1,507,232.43</p> <p>EL Support Staff, Translator, EL Typist Clerks, ELPAC Testers, Paraprofessionals Classified Salaries and Benefits Concentration \$1,302,521</p> <p>Rosetta Stone 5000-5999: Services And Other Operating Expenditures Concentration \$66,373</p> <p>Materials and supplies for our ELD, ALD, and ALL classes 4000-4999: Books And Supplies Concentration \$9,573</p>
<p>9. We will continue with our 1:1 initiative at every school site. Site Ed Tech instructional coaches will collaborate with their Instructional Leadership Team to ensure technology is used as a tool to deliver effective instruction.</p>	<p>Ed Tech Coaches, Ed Tech Collaboration, Tech PD, Subs, PD Stipends and Certificated EWAs Certificated Salaries and Benefits Supplemental \$945,525</p> <p>Technology Conferences such as ITSE and CUE Travel and Conference Supplemental \$15,000</p> <p>Technology Supplemental \$1,590,020</p> <p>Materials and supplies for PD 4000-4999: Books And Supplies Supplemental \$9,050</p>	<p>Ed Tech Coaches, Ed Tech Collaboration, Tech PD, Subs, PD Stipends and Certificated EWAs Classified Salaries and Benefits Supplemental \$782,319.85</p> <p>Technology Conferences such as ITSE and CUE Travel and Conference Supplemental \$1,872</p> <p>Technology Supplemental \$1,619,300.86</p> <p>Materials and supplies for PD 4000-4999: Books And Supplies Supplemental \$249.84</p>
<p>10. Site allocation of Supplemental and Concentration Funding to be spent on targeted subgroups as indicated in the SPSA.</p>	<p>See Individual SPSA for actions and services Supplemental \$1,856,020</p>	<p>See Individual SPSA for actions and services Supplemental \$1,329,497.08</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
11. Personnel will maintain, monitor, and support school sites with their Supplemental/Concentration budgets.	Indirect Cost \$952,378	Indirect Cost \$855,578.34
12. Portables to ease the number of rotating teachers.	Lease of Portables 5000-5999: Services And Other Operating Expenditures Supplemental \$62,323	Lease of Portables 5000-5999: Services And Other Operating Expenditures Supplemental \$73,447.60
13. We support our Foster Youth students with materials and supplies, transportation from or to the school of origin (with district transportation, private transportation or MST bus passes), regular counseling updates, and required promotional materials (gown, cap, tassel). For the 2019-20 school year, we will coordinate college visits for both FY and provide YIT and FAFSA/Scholarship workshops.	Materials and Supplies 4000-4999: Books And Supplies Supplemental \$6,100 Transportation Cost Supplemental \$1,500	Materials and Supplies 4000-4999: Books And Supplies Supplemental \$2,481.20 Transportation Cost Supplemental \$0
14. Our CTE Coordinator will continue to work on aligning all of our CTE pathways, creating articulation agreements with local community colleges, monitoring implementation, and having data-driven conversations with stakeholders. In addition, professional development will be provided to all CTE teachers within their strands.	CTE Coordinator Certificated Salaries and Benefits Supplemental \$157,611 Subs 1000-1999: Certificated Personnel Salaries Supplemental \$26,164 Consultants 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$7,200	CTE Coordinator Certificated Salaries and Benefits Supplemental \$165,179.43 Subs 1000-1999: Certificated Personnel Salaries Supplemental \$0 Consultants 5800: Professional/Consulting Services And Operating Expenditures 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.

Action 1: The budgeted expenditures included vacancies. Once the positions are filled, the budget is updated to reflect accurate salary placement.

Throughout the year, the budget is revised to adjust materials and supplies with other operating services, according to the needs of the programs.

The increase in capital outlay includes vans purchased for the high schools to replace old vehicles.

Action 2: Less money was used as there were no changes to salary and benefits. We did purchase STAR reading assessment to support monitoring learning loss.

Action 3: Fewer students took an AP test due to the COVID shutdown in the spring.

Action 4: COVID relief funds were used to offset budgeted summer intersession expenses.

Action 5: Due to the pandemic, we were unable to participate in college field trips. We could not hire tutors for all our school sites during the 2020-21 school year for the following reasons: 1) teachers adapting to full distance learning 2) minimal applicants throughout the school year. In addition, we were unable to participate in our annual in-person summer institute; however, our teachers had the opportunity to participate in the first-ever AVID Digital Experience to continue their professional development for AVID implementation via distance learning.

Action 6: We did not hire a teacher in charge due to COVID. Salaries were less than projected. Co-teaching was supported with COVID relief funds.

Action 7: Due to COVID Science Fair events and scheduled conferences and PD were canceled.

Action 8: There was an increase in the use of Rosetta Stone in our EL Support classes.

Action 9: Due to COVID scheduled technology conferences like ISTE and CUE were held virtually significantly dropping the cost.

Action 10: Sites could not provide off-campus field trips throughout the school year; therefore, monies reserved for transportation and admission fees were not used. Furthermore, all professional development was offered virtually, reducing the conference cost by almost 80% per participant.

Action 13: Foster Youth students continued to receive materials and supplies from other COVID funding sources. The majority of our school year was held virtually; therefore, there was no cost in transportation services.

Action 14. We did not hire a consultant and there was no need for subs.

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

Action 3: Students successfully took the PSAT exams in the fall. Although fewer students took a remote AP exam, a number of students took and passed the exams with little support during the COVID shutdowns.

Action 4: The purchase of Math 180 and Freckle strengthened the quality of the Math Support curriculum. We were over budget in the number of course lead stipends we provided and were significantly over budget on our MESA program expenditures. Further analysis is needed.

Action 5: Although students were unable to participate in live college field trips, their college research continued via their distance learning lessons and class projects. Furthermore, students received materials and supplies using other COVID funding sources for the 2020-21 school year; supplies included but were not limited to pencil, pens, highlighters, mice, headphones, and other specific related course items. Although there were various obstacles during the school year, 100% of our AVID seniors completed the FAFSA application, 95.8% of them applied to a four-year college.

Action 6: Teachers were supported by two Instructional Coaches and Itinerant Para Educators this school year. The Transition Partnership Program (TPP) partnership between SUHSD and the Department of Rehabilitation continued with success. Our residency program resulted in another successful candidate for hire to address the shortage of fully credentialed teachers. We provided over 20+ professional development for our classified and certificated staff. Supplemental materials were purchased in order for our Moderate to Severe SWD to meet their unique needs.

Action 7: Three years now into the implementation of our Integrated Science pathway, our sites, and teachers have been fully supported with the lab and instructional materials for our new curriculum. An integrated, NGS middle school curriculum was adopted in 2020. We expect to have a new HS integrated science curriculum adopted in 2022.

Action 8: We adopted a new long-term designated ELD curriculum in 2017. Over the last three years, we have increased the rigor and alignment of ELD standards to our newcomer courses.

Action 9: Staffing two district Educational Technology Specialists along with Site Ed Tech Coaches has proven a huge success as evidence by our immediate ability to provide high-quality technology integration PD to our teachers throughout the pandemic. These positions have allowed us to seamlessly adopted a plethora of digital technology tools to support our teachers. BrightBytes data shows yearly positive growth in all stakeholders with the knowledge and abilities for effective use of technology.

Action 10: Due to distance learning the all sites increased software available for students, included but not limited to: online library books, social-emotional curriculum, educational software, scholastics subscriptions, and mindfulness projects. In addition, students were offered multiple extended learning opportunities, such as after-school tutorials, evening credit recovery, winter, and spring intersession. Furthermore, certificated staff had an opportunity to collaborate among grade levels to develop common lesson plans, assessments, and calibration and scoring.

Action 13: During the pandemic year our foster liaison monitored the needs of our foster youth and provided additional resources or supports as needed. This included constant communication with teachers and counselors, monitoring of students' grades through each grading period, and curbside delivery of school supplies, hygiene kits, and PPE kits. Finally, one hundred percent of our foster seniors applied for the FAFSA. All foster youth successfully promoted to high school and of the six seniors, five graduated in May and one expected to be a summer graduate.

Action 14. Successes: SUHSD completed the submission of two new courses: Cybersecurity and Advanced AG business to continue increasing pathways aligned with the labor market. SUHSD consolidated the partnership with NC3 and Kubota to offer Diesel Mechanics industry certifications aligned with Hartnell College. SUHSD in collaboration with K12 SWF pathway coordinators offered virtual tours to Hartnell and MPC expanding access to all. This summer, ROP will be offering first-time credit for priority populations: Migrant, ELs, SWD, teen parents, and students from the continuation of high school.

Challenges: SUHSD CTE program's biggest challenge was the conversion of our CTE PD to meet the needs of the distance learning modality, specifically to address the hands-on component of converting the skills into home projects.

Goal 2

Recruit, hire, retain, and develop faculty, staff, and leaders that are qualified, high performing, diverse, and culturally competent.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ul style="list-style-type: none"> • Retention rates of probationary teachers • Professional development attendance • ILT Learning walk participation rates • PLC implementation rubric 	<p>From 2019-20 to 2020-21 57 of 62 (91.9%) 1st year returned in 20-21 66 of 72 (91.7%) 2nd year returned in 20-21</p> <p>2020: % of teachers CM Trained N/A</p> <p>2020: % self-assessed on CM/GRR Rubric N/A</p> <p>2020: % participate in at least two forms of professional sharing N/A</p> <p>2020: % of staff participating in site PD N/A</p> <p>2020: 136 unique district PD events 2020: 1667 Total number of PD participants 2020: 407 unique PD Participants</p>

Expected	Actual
<p>19-20</p> <p>1. 95% of teachers with two or more years of teaching experience will have the complete training (5-days) of Constructing Meaning (CM) to include the crosswalks with Gradual Release of Responsibility (GRR).</p> <p>2. Of those CM trained by June 2018, teachers will self-assess three times throughout the school year on the SUHSD GRR/CM Instructional Rubric with the goal of: 80% will achieve the “Effective” level on each element of the district rubric for the Focus Lesson and Guided Practice, 80% will achieve the “Emerging” level on each element of the district rubric for Productive Group Work and Guided Instruction. Of those trained in 2017-2018, the target of 80% will apply only to the Focus Lesson. The Focus Lesson will be used for all initial instruction or review.</p> <p>3. All CM-trained teachers will participate in a minimum of two forms of professional sharing each year based on the SUHSD protocols. Professional sharing is defined as one of the following; 1) learning walk, 2) coaching cycle – one on one or as a cohort.</p> <p>4. All teachers will participate in some form of professional development (peer observation, viewing videos, monthly feedback, etc) to increase understanding of the application of CM.</p> <p>5. 100% of probationary teachers will return the following year.</p> <p>6. 85% of classified staff will attend some form of professional development</p> <p>7. 100% of core content course leads will participate in one ILT Learning Walk</p>	

Expected	Actual
<p>Baseline</p> <ol style="list-style-type: none"> In 2017, 94% of probationary teachers were reelected. In 2017, 77% of classified staff completed at least one form of PD. The 2017-18 AY will serve as the baseline for this action. In 2017, 54% of all CM-trained teachers participated in an ILT learning walk. The 2017-18 AY will serve as the baseline for this action. The 2017-18 AY will serve as the baseline for this action. 	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. In an ongoing effort to recruit and retain highly qualified staff, we will continue to provide financial support for teachers seeking to earn their BCLAD and CTE credential. Further, a bonus will be given to teachers in content areas of high demand such as ELD, Math, Science, ELA, and SPED. We also want to support innovation in teaching, thus we are funding a grant at every site for teachers to implement an innovative idea that will support the academic success of ELs and students with IEPs. We will continue to utilize our online recruitment and hiring software.</p>	<p>BCLAD/CTE fees and Exam Edge fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6,375</p> <p>Hiring Bonus to recruit highly qualified teachers 1000-1999: Certificated Personnel Salaries Supplemental \$550,000</p>	<p>BCLAD/CTE fees and Exam Edge fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$11,500</p> <p>Hiring Bonus to recruit highly qualified teachers 1000-1999: Certificated Personnel Salaries Supplemental \$638,221.61</p>
<p>2. The Educational Services staff will coordinate and provide professional development aligned to instructional district initiatives that support the academic success of all students. The curriculum Specialists will support teachers with the implementation of rigorous, standards-aligned curricula and assessments as well as the integration of technology in the classroom. Teachers and paraeducators will have multiple opportunities to participate in professional development.</p>	<p>Curriculum Specialists, Lead IC, and Director 1000-1999: Certificated Personnel Salaries Supplemental \$1,313,124</p> <p>Secretaries and Classified OT 2000-2999: Classified Personnel Salaries Supplemental \$156,425</p> <p>4000-4999: Books And Supplies Supplemental \$29,500</p>	<p>Curriculum Specialists, Lead IC, and Director 1000-1999: Certificated Personnel Salaries Supplemental \$1,389,760</p> <p>Secretaries and Classified OT 2000-2999: Classified Personnel Salaries Supplemental \$154,587.69</p> <p>4000-4999: Books And Supplies Supplemental \$29,311</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Travel and Conference Supplemental \$7,000 Print shop and copier rental 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$12,000 Innovation Teacher Grant 4000-4999: Books And Supplies Concentration \$40,000	Travel and Conference Supplemental \$3,796.12 Print shop and copier rental 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,861 Innovation Teacher Grant 4000-4999: Books And Supplies Concentration \$0
<p>3. Professional development for certificated and classified employees will be aligned to district initiatives- Constructing Meaning, Gradual Release of Responsibility, designated and integrated ELD instruction, technology integration, and the design and implementation of standards-aligned instruction, assessment, and intervention. Instructional coaches will support teachers with the implementation of instructional initiatives.</p> <p>Professional development topics support cultural competencies and pedagogical strategies that are inclusive to all students including our most vulnerable learners- English Learners, Students with Disabilities, Foster/Homeless Youth.</p> <p>Professional development content and adult learning strategies support and are aligned to our district Professional Learning Communities, PBIS, and Co-Teaching structures.</p> <p>Some examples of PD topics that are specific to teachers, TSAs, and paraprofessionals: Adaptive Schools Training, Read 180/System 44 Coaching, Instructional Coaching with an Equity Lens, ELD/ELA Framework, NGSS, NG ELD Standards, CCSS, Assessments, AVID, Physical Education, Health, California Youth Act, FAIR Education Act, Music and Art integration into CCSS, Co-Teaching, and CAFE, among others. Administrators will also participate in professional development with a focus on the theory of change, data-driven instructional leadership, and coherence. First and second-year principals will have a coach to support their growth as instructional leaders.</p>	Substitutes Certificated Salaries and Benefits Supplemental \$361,600 EWAs and stipends Certificated Salaries and Benefits Supplemental \$443,828 Consultants and Facility Rental 5000-5999: Services And Other Operating Expenditures Supplemental \$213,200 Itinerant Teachers Certificated Salaries and Benefits Supplemental \$1,000,000 Instructional Coaches Certificated Salaries and Benefits Supplemental \$980,393 4000-4999: Books And Supplies Supplemental \$47,600 Certificated and Classified Travel and Conference Supplemental \$378,860	Substitutes Classified Salaries and Benefits Supplemental \$193,290.29 EWAs and stipends Certificated Salaries and Benefits Supplemental \$408,053.13 Consultants and Facility Rental 5000-5999: Services And Other Operating Expenditures Supplemental \$191,141 Itinerant Teachers Certificated Salaries and Benefits Supplemental \$972,135.98 Instructional Coaches Certificated Salaries and Benefits Supplemental \$917,141 4000-4999: Books And Supplies Supplemental \$32,111 Certificated and Classified Travel and Conference Supplemental \$204,093

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4. New teachers who participate in Induction will be assigned a mentor. All teachers who participate in the program will have release time during their work day for peer observations. Certificated teacher lead will meet with new teacher to provide on-going support.</p>	<p>EWAs Certificated Salaries and Benefits Supplemental \$126,341</p> <p>Substitutes Certificated Salaries and Benefits Supplemental \$6,000</p> <p>UC Riverside Contract 5000-5999: Services And Other Operating Expenditures Supplemental \$148,050</p> <p>\$500/new teacher 4000-4999: Books And Supplies Supplemental \$50,000</p> <p>Travel and Conference Supplemental \$3,000</p>	<p>EWAs Certificated Salaries and Benefits Supplemental \$246,706.86</p> <p>Substitutes Certificated Salaries and Benefits Supplemental \$1,665.78</p> <p>UC Riverside Contract 5000-5999: Services And Other Operating Expenditures Supplemental \$120,150</p> <p>\$500/new teacher 4000-4999: Books And Supplies Supplemental \$33,751.67</p> <p>Travel and Conference Supplemental \$0</p>
<p>5. Human Resource and staff resources to ensure personnel are aligned with student achievement.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$792,644</p> <p>2000-2999: Classified Personnel Salaries Base \$540,663</p> <p>3000-3999: Employee Benefits Base \$456,675</p> <p>4000-4999: Books And Supplies Base \$47,105</p> <p>5000-5999: Services And Other Operating Expenditures Base \$436,391</p>	<p>0001-0999: Unrestricted: Locally Defined Base \$685,276.56</p> <p>2000-2999: Classified Personnel Salaries Base \$545,884.39</p> <p>3000-3999: Employee Benefits Base \$435,427.55</p> <p>4000-4999: Books And Supplies Base \$40,062.49</p> <p>5000-5999: Services And Other Operating Expenditures Base \$353,770.57</p>

Goal Analysis

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

Some funds earmarked for PD related expenses were not used due to COVID 19 related PD cancellations. Other funds were used to provide PD for teachers related to distance learning. The remaining funds will be rolled over to the 2021-2022 school year.

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

Site Instructional Coaching and District PD continue to be a strength in our district. Middle School site PD is strength due in great part to the mandatory quarterly PD. Conversely our high schools do not have mandatory PD dates and less site PD participation. The COVID 19 pandemic initially stalled PD but once we retooled and restructured our PD plan, we were able to lead with flexibility and innovation. The result was nearly doubling the number of PD participants from 2020-2021.

Goal 3

All students will be engaged in learning environments that are safe, caring, and healthy.

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)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ul style="list-style-type: none"> • Suspension/expulsion rates • ADA • Chronic absenteeism • CA Healthy Kids Survey (CHKS) 	<p>During the 2020-21 school year; SUHSD was in Distance Learning our suspensions and expulsions declined. The SUHSD did not process any expulsions during the school year. (ADD image of suspension via SWIS)</p> <p>School Climate Survey (SCS) from 20-21 (Instead of CHKS) This year, we identified four questions from the School Climate Survey to input in the LCAP Student Survey in order to not over-survey and duplicate efforts. Keep in mind that this is during a distance learning year. Here are the SCS questions and District data out of 7,348 student submissions:</p> <p>I know an adult at school that I can talk with if I need help. - Conozco a un adulto en la escuela con quien conversar si necesito ayuda. Strongly Disagree / Totalmente en desacuerdo 8.8% Somewhat Disagree / Un poco en desacuerdo 14.6%</p>

Expected	Actual
<p>19-20 1) Decrease the percentage of students being suspended by 3% from the previous year. 2) Decrease the number of students being expelled by 3% 3) ADA will increase by .5% from the previous year. 4) Decrease the chronic absenteeism rate by 2% each year. 5) All facilities will be rated “Exemplary” under Williams 6) 85% of students will report being connected to one adult on campus through</p> <p>Baseline 1) The official 2016 and 2017 suspension rate is not yet released. In 2017, there were 1276 suspension events. 2) The official 2016 and 2017 expulsion rate is not yet released. In 2017, there were 28 expulsions. 3) The 2016-17 ADA was 94.91% 4) Official chronic absenteeism is not available for the 2016-17 AY. In the 2015-16 AY, 411 students missed 15 or more days. 5) In 2017, 100% of the facilities were rated Exemplary. 6) In The last CHKS in 2015, an average of 46% rated school connectedness as high.</p>	<p>Somewhat Agree / Un poco de acuerdo 43.7% Strongly Agree / Totalmente de acuerdo 32.9%</p> <p>To what degree do you feel safe at school? Not Safe- No seguro 3% Somewhat safe- Algo Seguro 26.1% Safe- Seguro 52.1% Very Safe- Muy Seguro 16.8%</p> <p>To what degree do you feel your classrooms are safe learning environments? -¿Hasta qué punto cree que sus aulas son entornos de aprendizaje seguros? Not Safe- No seguro 2.1% Somewhat safe- Algo Seguro 20.9% Safe- Seguro 57.8% Very Safe- Muy Seguro 19.1%</p> <p>I feel my school sets clear rules for behavior. - Mi escuela dicta normas de comportamiento claras. Strongly Disagree / Totalmente en desacuerdo 2.8% Somewhat Disagree / Un poco en desacuerdo 8.9% Somewhat Agree / Un poco de acuerdo 45% Strongly Agree / Totalmente de acuerdo 43.2%</p> <p>2018-19 last reliable data 11.4% 15.0 EL 17.7 SWD 34.2 YIT</p> <p>2018-19 last reliable data 9.3 10.6 EL 12.1 SWD 19.9 YIT</p>

Expected	Actual
	2018-19 6.3% 9.7 EL 9.3 SPED 9.7 FY 10.4 Homeless 2018-19 0.07% 0.09 EL 0.12 SPED 0.0 YIT

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Base Programs consist of the following: Attendance, Health Services, Custodial and Operations, Athletics, District-wide Expenses and Facilities.	1000-1999: Certificated Personnel Salaries Base \$851,077 2000-2999: Classified Personnel Salaries Base \$6,204,631 3000-3999: Employee Benefits Base \$3,580,221 4000-4999: Books And Supplies Base \$98,263 5000-5999: Services And Other Operating Expenditures Base \$2,298,038 6000-6999: Capital Outlay Base \$21,585	1000-1999: Certificated Personnel Salaries Base \$931,067.54 2000-2999: Classified Personnel Salaries Base \$5,649,337.79 3000-3999: Employee Benefits Base \$2,957,545.68 4000-4999: Books And Supplies Base \$148,625.95 5000-5999: Services And Other Operating Expenditures Base \$2,020,808.86 6000-6999: Capital Outlay Base \$3,208,971.18

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	7000-7439: Other Outgo Base \$1,936,794	7000-7439: Other Outgo Base \$2,096,929
<p>2. Pupil Personnel Department will coordinate, implement and evaluate PBIS that includes school safety and positive school culture. We will purchase Wellness Center buildings to provide wrap-around services with several phases until our 5 high schools and 4 middle schools have a Wellness Center. Our community partners along with district staff will be located in one area to work interdependently and more effectively to address our students academic, social-emotional, and behavior modification needs. An Itinerant Teacher will be hired to support our students with IEPs that are enrolled in Home and Hospital and Carr Lake.</p>	<p>Attendance and PBIS clerks, PBIS Secretaries Classified Salaries and Benefits Supplemental \$1,411,915</p> <p>Director, PBIS Coordinator, Student Support Coordinator, 1HS Admin, 4 MS Admin, Itinerant Alt Ed Teacher, and PBIS Coaching release time Certificated Salaries and Benefits Supplemental \$1,357,850</p> <p>EWAs for ALICE, PBIS and SWISS Certificated Salaries and Benefits Supplemental \$39,443</p> <p>Transcript Analysis Service, ALICE, PBIS, and Discipline Procedure Trainers 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$71,250</p> <p>Training Materials and ALICE Materials 4000-4999: Books And Supplies Supplemental \$11,700</p> <p>EWAs for ALICE Classified Salaries and Benefits Supplemental \$14,517</p> <p>Transportation Classified Salaries and Benefits Supplemental \$1,319,440</p> <p>Probation Officers 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$715,114</p>	<p>Attendance and PBIS clerks, PBIS Secretaries Certificated Salaries and Benefits Supplemental \$1,285,477.10</p> <p>Director, PBIS Coordinator, Student Support Coordinator, 1HS Admin, 4 MS Admin, Itinerant Alt Ed Teacher, and PBIS Coaching release time Certificated Salaries and Benefits Supplemental \$1,267,065.31</p> <p>EWAs for ALICE, PBIS and SWISS Certificated Salaries and Benefits Supplemental \$26,285.99</p> <p>ALICE training not accomplished do to COVID 19 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$61,044.40</p> <p>Training not accomplished due to COVID 19 4000-4999: Books And Supplies Supplemental \$2,799.77</p> <p>Training not completed due to COVID 19 Classified Salaries and Benefits Supplemental \$9,605.55</p> <p>Transportation Classified Salaries and Benefits Supplemental \$1,178,817</p> <p>Probation Officers 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$635,130</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	PBIS Conference 5700-5799: Transfers Of Direct Costs Supplemental \$24,500	No conference due to COVID 19 5700-5799: Transfers Of Direct Costs Supplemental \$9,637.29
<p>3. Wrap around services will be provided to students in need of mental health services and/or medical health services such as vision and dental screening. Priority will be given to students identified as EL, FY, SED, Youth in Transition, Students with an IEP, and LGBTQ youth. This year we have added social workers that will help provide additional support within our wellness centers. Further, we have augmented services for our students, including Carr Lake.</p>	<p>Harmony at Home, Community Human Services, Monterey County Behavioral Health, Restorative Justice Practices 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,362,732</p> <p>Nurse, Alt Ed Psychologist, Intervention Specialists, Social Worker (1.5 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$1,722,304</p> <p>Wellness Centers 6000-6999: Capital Outlay Supplemental \$5,121,017</p>	<p>Harmony at Home, Community Human Services, Monterey County Behavioral Health, Restorative Justice Practices 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,315,111.47</p> <p>Nurse, Alt Ed Psychologist, Intervention Specialists, Social Worker (1.5 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$1,571,972.67</p> <p>Wellness Centers 6000-6999: Capital Outlay Supplemental \$4,579,092.23</p>
<p>4. The quality and effectiveness of school to home communication will be enhanced through weekly and monthly night parent meetings that will include topics based on a parent needs assessment survey. A Director of Communications was hired to ensure our community is aware of student achievement, parent conferences, and events. Our parent coordinator will work with site Community Liaisons to develop, implement and evaluate a comprehensive Parent Involvement Plan. Parents will be given the opportunity to attend conferences such as CABE and Strengthening Families. We will continue with our second annual Mental Health Awareness Parent Conference. Suicide prevention will be addressed and how it impacts student groups such as LGTBQ youth. Presentations will be in English and Spanish.</p>	<p>Director of Communications, Community Liaisons, Parent Coordinator, CABE EWAs, Child Care EWAs 2000-2999: Classified Personnel Salaries Supplemental \$1,109,120</p> <p>District Parent Conference and Strengthening Families curriculum materials and supplies 4000-4999: Books And Supplies Supplemental \$11,600</p> <p>CABE Travel and Conference Concentration \$74,700</p> <p>postage 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000</p>	<p>Director of Communications, Community Liaisons, Parent Coordinator, CABE EWAs, Child Care EWAs 2000-2999: Classified Personnel Salaries Supplemental \$979,606.74</p> <p>District Parent Conference and Strengthening Families curriculum materials and supplies 4000-4999: Books And Supplies Supplemental \$4,506.46</p> <p>CABE Travel and Conference Concentration \$8,616.23</p> <p>postage, field trips, prof./consulting services & operating expenses 5000-5999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Mental Health Conference EWA 1000-1999: Certificated Personnel Salaries Supplemental \$2,449	Services And Other Operating Expenditures Supplemental \$10,150.12 Mental Health Conference EWA 1000-1999: Certificated Personnel Salaries Supplemental \$2,686.93
5. Create a sense of belonging for all students through Link Crew and WEB as students' transition to middle school and high school.	Middle School WEB Coordinator EWAs 1000-1999: Certificated Personnel Salaries Supplemental \$33,376 High School Link Crew Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$158,408	Middle School WEB Coordinator EWAs 1000-1999: Certificated Personnel Salaries Supplemental \$19,645.66 High School Link Crew Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$154,559.58

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 pandemic, all parent conferences and workshops were held virtually. Therefore, no expenses were needed for materials and supplies, snacks, and travel for conferences. Yet, there was an increase of parent events throughout the school year: Parent Digital Academy, Mental Health Matters Conference, monthly parent workshops based on parent needs assessment, and 50+ parent and community liaisons participated in the virtual CAFE conference in March. ALICE training was not implemented due to distance learning, however, another more relevant training was held such as trauma-informed practices, and yoga/meditation classes were offered to students and staff. We were able to continue our PBIS program virtually, our staff was very creative and created virtual events, had virtual raffles and delivered prizes to students. Our mental health partners quickly transitioned to providing virtual therapy and counseling sessions. In some cases, they became family therapy sessions which resulted in positive student outcomes.

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

Our virtual conference and workshops exceeded our expectations. In our virtual conferences (Parent Digital Academy and Mental Health Matters) we average serving about 900 parents per week. The conferences were held Monday to Friday, offering two sessions per day, each session was offered consecutively in English and Spanish in the morning and evening. On the other hand, our monthly workshops were only offered in the evening, both in English and Spanish. The attendance averaged 75 parents per workshop. We were able to continue our PBIS program virtually, our staff was very creative and created virtual events, had virtual raffles and

delivered prizes to students. Our mental health partners quickly transitioned to providing virtual therapy and counseling sessions. In some cases, they became family therapy sessions which resulted in positive student outcomes. However, there were also some challenges with the transition to providing virtual services such as students not having privacy or a space they felt comfortable sharing. Some students opted to just communicate via email, while others waited until in person was possible. In the beginning, we also had challenges with families not having internet access and we had to provide hotspots and training for parents on the various platforms. Internet connectivity was definitely a challenge.

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
Student desk partitions will be purchased to ensure additional safety precautions when students return to the classroom.	\$500,000	\$632,807.90	No
The district will partner with a health organization to provide COVID-19 testing for staff and students on a voluntary basis.	\$250,000	\$0.00	No
The District will hire a COVID-19 District Liaison that will work closely with Monterey County Public Health Department and Human Resources.	\$150,000	\$74,190.16	No
The purchase of ehall pass to limit and monitor the number of students going to the office or restroom during class time.	\$30,600	\$30,600	No
UV-C Light disinfecting lamps will be purchased to disinfect instructional spaces that can not be disinfected with chemicals.	\$850,000	\$928,624.76	No
The purchase and installation of a Bi-polar ionization system will ensure clean air across campus. The system traps or deactivates the virus, mold, VOCs (volatile organic compounds) in the air.	\$2,200,000	\$2,177,542.75	No
The custodians received complete training (Cal/OSHA approved courses) on HazCom, PPE, application of chemicals, and respirators to ensure that all staff is current on practices and procedures. The District entered into a service contract with CINTAS to set up automatic dispensing units of chemicals approved by the EPA that were confirmed to kill the virus along with a microfiber wipes and mops program.	\$150,000	\$395,547.40	No
The purchase of non-contact thermal kiosks thermometers will be installed District-wide to ensure people entering our sites can complete the wellness check.	\$90,000	\$259,855.83	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
We support our Foster Youth students with materials and supplies, transportation from or to the school of origin (with District transportation, private transportation or MST bus passes), regular counseling updates, and required promotional materials (gown, cap, tassel).	\$8,000	\$20,325.36	Yes

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

To date, we have been able to secure free COVID-19 testing for our students and staff. However, we may need the funding in the future. We hired the COVID Liaison once the year had already started. Additional partitions were purchased increasing from 12 students to 16 students per classroom. UV-C lighting added a full-service contract for one full year to ensure no disruptions in service and the ability to continuously sanitize large spaces and specialty equipment. Custodians who missed the initial training required to repeat training opportunities to ensure that all staff was properly trained to OSHA standards. Additional training is required for new hires and staff turnovers. The initial budget was for handheld thermometers. The District was supplanted with no contact thermal kiosks to enable a faster check-in at the sites where multiple students are arriving at once. The kiosks are able to read 30 temperatures per minute.

Analysis of In-Person Instructional Offerings

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

Our foster and homeless students were given priority to start in-person instruction in our small cohorts in early March and continue through the end of the school year in our hybrid model. Of the grades received, 75% of our students passed all of their courses, 14% failed one course, and 11% failed all three courses. Bi-polar ionization ensures healthier and safer air in all of our classrooms and office spaces by clustering particles together making them easier to catch in the filtering system, by inactivating dangerous pathogens, and by producing side benefits such as cleaner smelling air and cost savings through the energy efficiency of the ventilation system. The challenge has been not all of our aging systems had ventilation routed to existing occupied spaces and additional work to the HVAC systems is required. For those spaces not ventilated the District had to install air purifiers until repairs and upgrades to the HVAC systems can be completed and continue to provide safe spaces for students and staff to occupy our impacted sites.

Multiple UV-C lighting units enable us to sanitize expensive specialty equipment in our labs and large spaces without risking the useful life of the equipment that might be damaged by applying corrosive and damaging chemicals while sanitizing equipment. The service provider is extremely responsive and units with damaged bulbs/connections have been replaced immediately without charge. The service contracts for disinfection chemicals and wipes have been widely used throughout the District by our custodial staff and assures safe occupancy of our buildings and fixtures. The service agreement ensures proper inventory is maintained through a changing usage rate based on school closures and openings. The challenge has been weekly auto-replacements have not always matched needs based on different modules of returning to school while the supplier is consistently providing full-occupancy service.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development continues to be provided to our teachers and para educators to ensure they feel they have the tools and skills to be successful in a DL environment. This includes three additional PD days during the summer to prepare for DL and ongoing PL for the remainder of the year.	1,000,000	\$482,891.08	No
The District purchased additional software applications for students in a Distance Learning environment.	\$200,000	\$213,027.77	Yes
Technology for students was purchased to ensure connectivity and to support them in creating a safe learning environment. Items such as chromebooks, hotspots with unlimited data, headphones and computer mice were purchased.	\$2,500,000	\$2,598,511.35	No
Purchased additional software applications for EL students and computer mice.	\$65,000	\$77,399.90	Yes
Technology for teachers and classified staff was purchased to ensure delivery of instruction remotely. Additional chromebooks, webcams, microphones, and monitors have been ordered.	\$1,560,000	\$1,685,588.32	No
Educational materials and supplies have been purchased for students to ensure they have the tools they need to be successful while learning from home.	\$250,000	\$338,897.21	Yes
District-wide Zoom license was purchased to support synchronous learning, parent workshops, and professional learning.	\$28,800	\$0.00	No
Our Educational Specialists are receiving additional compensation to support the changes in services due to Distance Learning.	\$145,000	\$182,077.07	Yes
Classified Staff overtime to prepare for textbooks and class schedule distribution.	\$15,000	\$27,016.12	No
Additional Technology for Students with Disabilities such as assistive technology to access Distance Learning instruction and iPads.	\$50,000	\$49,262.04	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
One Special Education Psychologist and two Program Specialists to continue providing appropriate services during Distance Learning	\$375,000	\$289,554.69	Yes
Mental Health Support Services for students continued through our partnerships with community agencies. All community partners continued services by adapting to virtual services. This was accomplished via Telehealth, HIPPA compliant platforms such as HIPPA compliant Zoom and Qliq which is a HIPPA complaint text platform.	\$1,328,643	\$1,328,643	Yes
Parent Digital Academy and ongoing parent workshops that include topics such as socio-emotional support, academic student support (i.e. attendance, grades, senior resources), virtual parent/student applications, and platforms. In addition, SUHSD Parents will also have an opportunity to participate in conferences such as California Association for Bilingual Education (CABE), Mental Health Matters, and Parent Project.	\$840,000	\$774,789.43	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.

We only had 3 additional days of PD and thus all the money was not expended. Google Meets was able to meet the needs of our teachers and students and therefore a District ZOOM account was no longer needed.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: Some of the biggest challenges we faced transitioning to distance learning were internet connectivity, revising the scope and sequences of our courses while maintaining the rigor via synchronous and asynchronous instruction, quickly having to learn the various instructional technology platforms, the lack of personal connection as many of our students did not feel comfortable having their cameras on and sometimes would not actively participate in class, and we had more students not passing their classes. On the other hand, some of the successes included the collaboration between labor unions and the district to address the challenges, power standards were identified, teachers were ready and willing to embark on uncharted territory, our students showed up, and more students participated in our credit recovery classes.

Access to Devices and Connectivity: Although all of our students already had a Chromebook, not all of them had reliable access to internet services. Some students had hot spots that they had borrowed from the district but we learned that they were not fast enough and needed more bandwidth. We were able to secure 1,000 additional hot spots that were more reliable but the challenge was the delivery date given that everyone was ordering them at the same time. In order to address that, the district placed buses at the school sites to provide access and later we opened up the schools to small cohorts with priority given to those that needed reliable access.

Pupil Participation and Progress: One of the biggest challenges with pupil participation was gauging how we defined “participation” because our students logged on but not all of them engaged in daily interactions with their teachers or peers. As a result, the district created various attendance codes to ensure relevant attendance and participation data were recorded on a daily basis. The School Attendance Review team plan was updated to ensure a timely site response to chronic absenteeism. This helped staff intervene and communicate with families in a timely manner. With regards to pupil progress, the district adjusted the common district assessments to reflect changes to pacing and the reduction in the standards due to the distance learning schedule. While the large majority of students participated in the district assessments, there were more instances of students not completing the tests than in prior years. The district, as in past practice, aggregated and shared district assessment results with teachers and administrators. This year, however, it was more challenging to engage in dialogue with teachers on student progress. Site administrators monitored grades and provided opportunities for intervention and to recover credits based on grade performance.

DL Professional Development: Our Educational Services department re-tooled and learned new methods and strategies for designing and facilitating virtual and asynchronous PD. Distance Learning and Educational Technology PD was provided in the Spring and Summer of 2020 to ensure all teachers were equipped and prepared to use newly adopted digital instructional resources. Close to 550 teachers participated in optional PD in the summer to prepare for the 2020-2021 school year. By the end of the year, more than 500 teachers and classified participated in more than 200 PD opportunities. There was a total of more than 3,000 PD participants.

Support for Pupils with Unique Needs: A challenge that we faced was the inability to ensure 100% of students had accessible and reliable internet connectivity within the first weeks of Distance Learning. Therefore, additional hotspots were purchased to provide to students in most need. We also, collaborated with the partnering district to provide bus locations with internet connectivity in central locations in our city. In addition, new Chromebooks were ordered to replaced outdated devices. To support wrap-around materials and supplies needs for foster, homeless, and migrant students they were provided with hygiene supplies, a personal protective kit (with disposable and cloth masks, hand sanitizer, anti disinfectant wipes), and a personnel lab desk. Students had the opportunity to pick their supplies from a central location in the district, and leftover supplies were sent to the student's designated school site and the community liaison made direct contact with the family to arrange pick-up or curbside drop-off. Over 667 kits were distributed during our drive-through distribution.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Adjusting district assessments to accommodate a distance learning environment.	\$50,000	\$23,304	No
Additional Credit Recovery Classes to mitigate credit loss due to DL and no spring intersession.	\$175,000	\$67,244.57	Yes
High school students will have the opportunity to make up credits through credit recovery classes, winter, spring, and summer intersessions. Middle school students will have the opportunity to participate in extended learning, winter and summer intersessions.	\$700,000	\$577,994.47	Yes
Purchased Tableau data system to support implementation of the District's common assessment system.	\$15,000	\$17,332.51	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.

A total of 493 hours (\$23,304) of extra work agreements were created for teams of teachers to revise district assessments for this year. Some of the factors that resulted in less than the planned expenditure were some assessments were eliminated for this year, some assessments simply eliminated certain items but made no other changes, and, since students took only 3 of the 6 classes a semester, the spring assessments were repeats of the fall semester. We had a limited number of Credit Recovery classes due to staffing.

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 district increased intersession staffing allocations, hours for intervention, as well as instructional materials to support sites in mitigating learning loss. Sites were flexible in offering intervention support and intersession opportunities after school, weekday evenings, and Saturdays. Numerous students were able to recover credits during the year. District assessments were adjusted to accommodate virtual assessment administration. Staff was provided with training in administering assessments virtually. It was determined that the STAR Reading and STAR Math assessments were a more viable option for the district than the state CAASPP tests. The STAR assessments have provided important data on the progress that our students made over the past year in distance

learning. One of the challenges in addressing learning loss is that not all students completed the formative assessments. It was also challenging because there was limited time to have a dialogue with teachers about student progress with the lack of data.

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.

Success

Counselors, Intervention Specialists, and School Social Workers reported much more parent involvement this year- many are reaching out for tips on how to support their students

Wellness checks made by counselors, intervention specialists, and school social workers

The development of Care and Compassion meetings (pre-SST)

The development and delivery of presentations on self-care, how to handle stress, recognizing when and how to ask for help

Making SEL lessons digital and in video form and making them accessible on the websites

Bulletins/newsletters to parents with tips on self-care

Training staff on Mental Health First Aid

Training parents at the Mental Health Matters conference. Over 600 parents participated in the eight-session virtual conference.

Trauma-Informed Training for educators facilitated by school social workers

Crisis Intervention Support by School Social Workers

Offering Telehealth therapeutic services from school social workers

Consultation and psycho-educational support for stakeholders in order to support the whole student

Workshop for parents offered by a licensed Family and Marriage Therapist- over 170 parent participants

Challenges

Having privacy during meetings with students. There was no privacy for students to share feelings/emotions with their counselors, intervention specialists, and school social workers

Not having a set of evidence-based resources/lessons at hand and having to ask counselors to create & deliver them while being tasked with so many other duties

Staff that is burned out themselves

Disengaged students and having difficulty connecting with them virtually

Both staff and students being “zoomed out,” fatigued after so many virtual meetings

The need for mental health services is much bigger than the resources we currently have. There always seems to be a long waitlist for the MCBH clinicians. They have a limited number of students they can have.

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.

Keeping students and families engaged in learning continued to be a key priority during the 2020-21 school year. As a district, we shared the responsibility with the sites and District to engage in various tiered efforts to continue engaging pupils and families in all aspects of the student's education.

Attendance-

Overall our attendance engagement plan was a success over the course of the school year; minor modifications were added to the attendance codes throughout the year. To support families in understanding attendance codes and procedures, the district provided parent workshops for families to review all the attendance codes, the process for reporting an absence, and guides to clear an absence. Furthermore, each attendance team at the site had a plan to ensure all families were reached if a student had multiple uncleared absences. This included automated phone calls and emails, personal phone calls, and if needed, curbside wellness checks for students.

Tiered Reengagement-

As part of the Distance Learning plan, all teachers used Google classroom as the main platform for virtual learning. Every first day of the week, teachers communicated to students a families the course expectations for the week by posting the assignment in the virtual classroom. To keep students and families informed of the student progress, student grades were up to date in our student information system for students and parents to have live view access in Student and Parent Vue. In addition, parents had the opportunity to receive weekly updates from their student classroom to view their assignments and progress. If parents had additional questions, they could communicate with their student teachers or counselor via email to request a meeting during their office hours. Over the course of the school year, 72% of our students indicated that they felt safe in the virtual classroom setting. To support the other 28% of these students, our support staff provided additional services, such as referral to our wellness center, created an action plan with counselor, student, and parent/guardian, home visits, and if needed, referred to outside agencies.

School site to families-

Although, holding parent meetings virtually seemed like a challenge at the beginning of the pandemic we worked collaboratively to ensure our families continued to be part of the different meetings, workshops, and student recognition events. Our district technology coaches provided staff with the necessary resources and professional development need to hold successful parent meetings. All school sites held all parent meetings virtually, this included an open house, grade level nights, ELAC, college awareness, and weekly parent meetings with the Community Liaison and other school personnel. At the district level, we were able to offer parent academies to support the understanding of the virtual learning platform of their students. Furthermore, we were able to offer a variety of workshops related to education, parenting, and social-emotional support. Finally, school sites and the District increased parent communication via email and mail, we also added electronic newsletters that included a variety of information: recognition of students, important upcoming events, resources, and other educational tips.

Analysis of School Nutrition

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

The successes are as follows: 1) starting July 1, 2020 through May 27, 2021 we served a total of 606,672 meals to students and the community from ten school sites, 2) on February 8, 2021 we extended services by delivering meals by bus to students living in remote locations; to date a total of 6,418 meals have been delivered and 3) collaborating with neighboring districts with meal schedules and holidays to ensure students and the community continue to receive meals.

The challenges the Food Service Department confronted are as follows: 1) mitigated COVID-19 and ensured the Food Service Staff remained safe at all times while preparing and distributing meals, 2) lead times for food purchasing, and 3) food shortages.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Food Services materials and supplies to increase the number of serving stations once we return to site learning. May include: food carts, scanners, personnel, sanitation supplies and PPE.	\$6,000,000	\$5,051,728.68	No
	To ensure equity and access to rigorous education to meet the objectives of this goal, we will implement a comprehensive and consistent EL program District-wide. Students will take a pre and post assessment in their ELD, ALL, and ALD classes. EL Specialists will participate in ALD, ALL, and ELA/ELD framework training to provide support and implementation. EL Specialists will monitor and ensure appropriate student placement and academic success of all ELs, including those who reclassified within the last two years.	\$3,300,000	\$3,146,515.16	Yes
	Teachers will collaborate weekly to assess student learning and ensure appropriate and timely interventions are in place for their students. The PLC teams are facilitated by a course lead.	\$1,500,000	\$1,104,560.90	No
	Additional counselors were hired to reduce caseloads to ensure proper student placement, support for foster youth, ELs and SED. Students will have an academic plan to ensure a successful college and/or career pathway.	\$1,100,000	\$1,022,925	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 distance learning we did not purchase materials and supplies for a la carte offerings and staff lunches.

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.

We learned a great from implementing our distance learning and hybrid models this school year. Some of the most critical learnings include:

- Our ability to collaborate and provide virtual professional development; synchronously and asynchronously
- Our ability to effectively implement digital tools and resources to support staff collaboration and student learning. Some examples of those tools include Google Classroom, Google Hangouts, Go Guardian, NearPod, EdPuzzle
- Our teachers' ability to design and facilitate safe and effective virtual learning environments
- The need to intentionally create spaces during and after the school day that support the mental health and wellbeing of our staff and students

Some examples of how this learning has informed our 2021-2024 LCAP goals and action are:

- Our continued purchase and use of critical digital tools and resources that support student learning.
- Budgeting for a professional development plan that is flexible and can provide teachers with various in-person and virtual spaces for collaboration and learning.
- Purchase of a social-emotional learning curriculum.
- Increase of social workers and psychologists

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 utilize grades, on-track credit reports, District assessments, the English Learner Proficiency Assessments for California (ELPAC), attendance reports, Synergy Multi-Tiered System of Supports (MTSS) early warning system, and surveys to identify students for supplemental instruction and support, with a special emphasis on the outcomes for English learners, students with disabilities, and homeless and foster youth. Grade and on-track credit reports will primarily be used to identify students for summer school sessions. Students will be identified and monitored using district assessments such as common math finals and English beginning and end-of-year assessments. STAR Reading assessments will be administered three times during the year to monitor growth in reading ability, and STAR Math assessments will be used to gauge growth in numeracy. Positive Behavior Intervention and Support (PBIS) teams and counselors will review discipline and survey data to provide targeted social and emotional support. Referrals for students needing additional supports may be made by the student, parents/caregivers, teachers, and other school personnel. These referrals will be routed to the appropriate staff member through our integrated systems of support teams. In addition, our Synergy MTSS early warning system will help us quickly identify students needing extra support using matrices built by our District. Administrators and student support staff will use this system to ensure students are offered appropriate interventions and services on time.

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

There was no substantive differences.

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.

Based on our data analysis, our areas and student groups of priority are:

- Mathematics
- English Language Learners
- Students with Disabilities

Using stakeholder feedback, we will focus our impact on staff development and support as well as supporting the mental well-being of staff and students. The following new or revised actions/services have been directly informed by our data analysis and stakeholder feedback:

- Refinement of student learning outcomes and metrics to focus on English Learners and Students with Disabilities.
- Refining professional development structure to better integrated district initiatives in order to improve clarity, coherence, and communication.
- Increase professional development opportunities for paraeducators and administrators.
- Increase of special education and bilingual paraeducator hours.
- Purchase of Star Math to better assess student mathematic strengths, needs, and growth.
- Implementation of Complex Instruction as a pedagogical stance for mathematics instruction and student learning.
- Increase of extra work agreement hours to support after school intervention.
- Development of Civic Engagement pathways for the State Seal of Civic Engagement.
- Development of a Literacy Plan and the creation of a district Literacy Specialist position.
- Hiring of additional school psychologists and social workers.
- Purchase of social-emotional learning curriculum.
- Purchase of common parent communication tools.

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	159,287,894.00	156,152,172.54
	952,378.00	855,578.34
Base	119,797,743.00	120,882,530.13
Concentration	4,428,308.00	3,513,771.00
Supplemental	33,947,701.00	30,877,496.44
Supplemental and Concentration	161,764.00	22,796.63

* 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	159,287,894.00	156,152,172.54
	2,958,162.00	2,199,011.05
0001-0999: Unrestricted: Locally Defined	0.00	685,276.56
1000-1999: Certificated Personnel Salaries	70,157,297.00	68,913,785.71
2000-2999: Classified Personnel Salaries	17,177,668.00	16,225,970.58
3000-3999: Employee Benefits	31,759,418.00	30,468,290.69
4000-4999: Books And Supplies	3,003,530.00	2,347,685.07
5000-5999: Services And Other Operating Expenditures	7,913,239.00	7,813,279.10
5700-5799: Transfers Of Direct Costs	24,500.00	9,637.29
5800: Professional/Consulting Services And Operating Expenditures	2,642,182.00	2,540,381.17
6000-6999: Capital Outlay	5,588,295.00	8,400,231.21
7000-7439: Other Outgo	-285,212.00	90,617.20
Certificated Salaries and Benefits	10,138,020.00	8,441,128.61
Classified Salaries and Benefits	5,529,671.00	5,771,487.44
License	488,644.00	369,917.30
Technology	1,590,020.00	1,619,300.86
Transportation Cost	37,500.00	5,396.50
Travel and Conference	564,960.00	250,776.20

* 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	159,287,894.00	156,152,172.54
		952,378.00	855,578.34
	Supplemental	1,856,020.00	1,329,497.08
	Supplemental and Concentration	149,764.00	13,935.63
0001-0999: Unrestricted: Locally Defined	Base	0.00	685,276.56
1000-1999: Certificated Personnel Salaries	Base	61,989,758.00	61,351,594.11
1000-1999: Certificated Personnel Salaries	Concentration	23,411.00	22,195.68
1000-1999: Certificated Personnel Salaries	Supplemental	8,144,128.00	7,539,995.92
2000-2999: Classified Personnel Salaries	Base	15,912,123.00	15,091,776.15
2000-2999: Classified Personnel Salaries	Supplemental	1,265,545.00	1,134,194.43
3000-3999: Employee Benefits	Base	31,759,418.00	30,468,290.69
4000-4999: Books And Supplies	Base	2,589,604.00	2,107,324.81
4000-4999: Books And Supplies	Concentration	120,636.00	37,909.66
4000-4999: Books And Supplies	Supplemental	293,290.00	202,450.60
5000-5999: Services And Other Operating Expenditures	Base	7,364,774.00	7,266,511.63
5000-5999: Services And Other Operating Expenditures	Concentration	48,600.00	83,726.00
5000-5999: Services And Other Operating Expenditures	Supplemental	487,865.00	454,180.47
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	12,000.00	8,861.00
5700-5799: Transfers Of Direct Costs	Supplemental	24,500.00	9,637.29
5800: Professional/Consulting Services And Operating Expenditures	Concentration	104,980.00	66,911.80
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	2,537,202.00	2,473,469.37
6000-6999: Capital Outlay	Base	467,278.00	3,821,138.98
6000-6999: Capital Outlay	Supplemental	5,121,017.00	4,579,092.23
7000-7439: Other Outgo	Base	-285,212.00	90,617.20
Certificated Salaries and Benefits	Concentration	2,331,423.00	1,678,090.24
Certificated Salaries and Benefits	Supplemental	7,806,597.00	6,763,038.37
Classified Salaries and Benefits	Concentration	1,724,558.00	1,616,321.39

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Classified Salaries and Benefits	Supplemental	3,805,113.00	4,155,166.05
License	Supplemental	488,644.00	369,917.30
Technology	Supplemental	1,590,020.00	1,619,300.86
Transportation Cost	Supplemental	37,500.00	5,396.50
Travel and Conference	Concentration	74,700.00	8,616.23
Travel and Conference	Supplemental	490,260.00	242,159.97

* 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	121,584,076.00	118,400,377.35
Goal 2	8,146,774.00	7,616,698.69
Goal 3	29,557,044.00	30,135,096.50

* 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	\$4,228,600.00	\$4,519,494.16
Distance Learning Program	\$8,357,443.00	\$8,047,657.98
Pupil Learning Loss	\$940,000.00	\$685,875.55
Additional Actions and Plan Requirements	\$11,900,000.00	\$10,325,729.74
All Expenditures in Learning Continuity and Attendance Plan	\$25,426,043.00	\$23,578,757.43

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$4,220,600.00	\$4,499,168.80
Distance Learning Program	\$5,103,800.00	\$4,794,006.87
Pupil Learning Loss	\$65,000.00	\$40,636.51
Additional Actions and Plan Requirements	\$8,600,000.00	\$7,179,214.58
All Expenditures in Learning Continuity and Attendance Plan	\$17,989,400.00	\$16,513,026.76

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$8,000.00	\$20,325.36
Distance Learning Program	\$3,253,643.00	\$3,253,651.11
Pupil Learning Loss	\$875,000.00	\$645,239.04
Additional Actions and Plan Requirements	\$3,300,000.00	\$3,146,515.16
All Expenditures in Learning Continuity and Attendance Plan	\$7,436,643.00	\$7,065,730.67