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

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

LEA Name	Contact Name and Title	Email and Phone
Santa Clara Unified School District	Stella M. Kemp, Ed.D. Superintendent	skemp@scusd.net (408) 423-2005

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

Goal 1

All students will make measurable progress in mastering California Standards, and in graduating from high school college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 4-Year Cohort Graduation Rate [Source DataQuest and Dashboard) Includes DASS one-year grads, and starting 16-17 shows CA Dashboard colors for Non-DASS] **19-20** 2018-19 All: Maintain at 89% or higher, "Green". Hispanic: Increase to 86.6% or higher, "Green" Black or African American: Maintain at 95% or higher, "Green" English Learners: Increase to 86.2% or higher, "Green" Socioeconomically Disadvantaged: Increase to 86.2% or higher, "Green" Special Ed: Increase to 77.2% or higher, "Yellow"	2018-19 All: 87.1%, "Orange": Not met Hispanic: 83.2%, "Orange": Not met Black or African American: 90.6%, "Yellow": Not met English Learners: 70.2%, "Red": Not Met Economically Disadvantaged: 83.1%, "Orange": Not met Students with Disabilities: 70.5%, "Orange": Not met 2019-20 All: 87% Hispanic: 84% Black or African American: 89% English Learners: 73% Economically Disadvantaged: 83% Students with Disabilities: 70%

Expected	Actual
Baseline 2016-17 All: 84.9%, "Green" Hispanic: 80.7%, "Yellow" Black or African American: 86.0%, "Green" English Learners: 66.3%, "Yellow" Socioeconomically Disadvantaged: 78.9%, "Yellow" Students with Disabilities: 68.4%, "Yellow"	
Metric/Indicator AP Course Enrollment - Only grades 11-12, WHS and SCHS [Source: Aeries/local student information system] **19-20** 2018-19 All: 51% or above Hispanic: 36.6% or above Black or African American: 49% or above Economically Disadvantaged: 37.2% or above English Learners: 12% or above Students with Disabilities: 7.8% or above **Baseline** 2016-17 All: 52% Hispanic: 37.6% Black or African American: 42.3% Economically Disadvantaged: 40.3% English Learners: 8.7% Students with Disabilities: 10.8%	2018-19 All: 49.3%: Not met Hispanic: 31.8%: Not met Black or African American: 39%: Not met Economically Disadvantaged: 35%: Not met English Learners: 14.3%: Met Students with Disabilities: 7.8%: Met 2019-20 All: 50% Hispanic: 33% Black or African American: 48% Economically Disadvantaged: 35% English Learners: 8% Students with Disabilities: 5%
Metric/Indicator AP Exam Pass Rate - All AP Exams [Source: College Board] **19-20** 2018-19	2018-19 All: 69.6%: Met Hispanic: 62.2%: Met Black or African American: 41.9%: Not met

Expected	Actual
All: 65% or higher Hispanic: 56% or higher Black or African American: 51% or higher Economically Disadvantaged: 54% or higher English Learners: 82% or higher. Students with Disabilities: 70% or higher **Baseline** 2015-16 All: 66.0% Hispanic: 60.2% Black or African American: 64.0% Economically Disadvantaged: 55.2% English Learners: 85.7% Students with Disabilities: 60.5%	Economically Disadvantaged: 60.1%: Met English Learners: 56.7%: Not met Students with Disabilities: 70.0%: Met 2019-20 All: 73% Hispanic: 68% Black or African American: 64% Economically Disadvantaged: 61% English Learners: 42% Students with Disabilities: 64%
Metric/Indicator Cohort Graduates completing all courses required for UC/CSU Entrance [Source: CA Dashboard; 2017-18 Data reflects corrected Data not shown publicly] **19-20** 2018-19 All: 50% Hispanic: 34% Black or African American: 42% Economically Disadvantaged: 34% English Learners: 4% Students with Disabilities: 19% **Baseline** 2016-17 All: 44.2% Hispanic: 28.8% Black or African American: 32.4%	2018-19 All: 46.2% Not met Hispanic: 25.1%: Not met Black or African American: 41.4%: Not met Economically Disadvantaged: 34%: Met English Learners: 14.4%: Met Students with Disabilities: 13.7%: Not met 2019-20 All: 52% Hispanic: 34% Black or African American: 36% Economically Disadvantaged: 37% English Learners: 16% Students with Disabilities: 22%

Expected	Actual
Economically Disadvantaged: 32.8% English Learners: 18.2% Students with Disabilities: 10.2%	
Metric/Indicator SBAC ELA - Maintain or Improve distance from standard, Grades 3-8-in 2016-17; Grades 3-8 and 11 starting 2017-18 [Source: CA Dashboard] **19-20** 2018-19 All: 16.4 points above standard, "Green" Hispanic: 31 points below standard, "Yellow" Black or African American: 18 points below standard, "Yellow" Socioeconomically Disadvantaged: 25.7 points below standard, "Yellow" English Learners: 12.5 points below standard, "Yellow" Students with Disabilities: 79 points below standard, "Orange" **Baseline** 2016-17 All: 11.8 points above standard, "Green" Hispanic: 44.2 points below standard, "Orange" Black or African American: 24.9 points below standard, "Yellow" Socioeconomically Disadvantaged: 43.9 points below standard, "Orange" English Learners: 16.1 points below standard, "Orange" Students with Disabilities: 87.1 points below standard, "Red"	2018-19 All: 26.2 points above standard, "Green": Met Hispanic: 27.9 points below standard, "Yellow": Met Black or African American: 2 points below standard, "Green": Met Socioeconomically Disadvantaged: 23 points below standard, "Yellow": Met English Learners: 15.4 points below standard, "Yellow": Not Met (maintained) Students with Disabilities: 71.2 points below standard, "Orange": Met 2019-2020: CAASPP/ELA was not administered due to COVID-19 Local Metrics (Administration, Fall, 2020) 3-5: Students "On track" to meet grade level standard by end of school year, 2020 (based on mid-year assessment) All: 46% Hispanic: 28% Black or African American: 32% Socioeconomically Disadvantaged: 27% English Learners: 12% Students with Disabilities: 32% 6-8: Students meeting/exceeding grade level standard according to Fall, 2020 HMH Reading Inventory (Lexile level): All: 61% Hispanic: 43% Black or African American: 49% Socioeconomically Disadvantaged: 40% English Learners: 38% Students with Disabilities: 32%

Expected	Actual
Metric/Indicator SBAC Math - Maintain or Improve distance from standard, Grades 3-8-in 2016-17; Grades 3-8 and 11 starting 2017-18 [Source: CA Dashboard] **19-20** 2018-19 All: 0 points above standard, "Green" Hispanic: 62.5 points below standard, "Yellow" Black or African American: 59.8 points below standard, "Yellow" Socioeconomically Disadvantaged: 55.4 points below standard, "Yellow" English Learners: 30.8 points below standard, "Yellow" Students with Disabilities: 107 points below standard, "Orange" **Baseline** 2016-17 All: 1.2 points above standard, "Yellow" Hispanic: 63.9 points below standard, "Orange" Black or African American: 53.2 points below standard, "Orange" Socioeconomically Disadvantaged: 62.7 points below standard, "Orange" English Learners: 25.1 points below standard, "Orange" Students with Disabilities: 102.1 points below standard, "Red"	2018-19 All: 1.2 points below standard, "Green": Met (maintained) Hispanic: 66.8 points below standard, "Orange": Not met Black or African American: 52.1 points below standard, "Yellow": Met Socioeconomically Disadvantaged: 59.3 points below standard, "Orange": Not met English Learners: 33.9 points below standard, "Orange": Not met Students with Disabilities: 105.3 points below standard, "Orange": Met 2019-2020: CAASPP/MATH was not administered due to COVID-19 Local Metrics (Administration, Fall, 2020) 3-5 Students meeting/exceeding grade level standard according to winter, 2021 report card mark All: 78% Hispanic: 59% Black or African American: 65% Socioeconomically Disadvantaged: 59% English Learners: 60% Students with Disabilities:59%
Metric/Indicator SBAC ELA - Grade 11 Percent meeting/exceeding grade level standard [Source: caaspp.cde.ca.gov] **19-20** See above - Grade 11 has been combined with grades 3-8 **Baseline** 2015-16 Overall: 52.0% Hispanic: 35.0% Black or African American: 30.0%	See above - Grade 11 has been combined with grades 3-8 For 19-20 Local measures, Grade 11 was disaggregated above.

Expected	Actual
Socioeconomically Disadvantaged: 38.0% English Learners: 34.0% Students with Disabilities: 16.0%	
Metric/Indicator SBAC Math - Grade 11 Percent meeting/exceeding grade level standard [Source: caaspp.cde.ca.gov] **19-20** See above - Grade 11 has been combined with grades 3-8 **Baseline** 2016-17 Overall: 41.4% Hispanic: 19.6% Black or African American: 23.7% Socioeconomically Disadvantaged: 23.3% English Learners: 4.2% Students with Disabilities: 8.1%	See above - Grade 11 has been combined with grades 3-8
Metric/Indicator Middle Dropout numbers (Grades 7-8) [Source: DataQuest] **19-20** 2019-20 10 or fewer dropouts **Baseline** 2015-16 10 dropouts	This data is no longer being collected for LCAP/CA Dashboard.
Metric/Indicator High school 4-Year cohort dropout rates [Source: DataQuest] **19-20** 2018-19 All: 4%	2018-19 All: 7.4%: Not met Hispanic: 9.7%: Not met Black or African American: 6.3%: Not met English Learners: 17.2%: Not met

Expected	Actual
Hispanic: 5.1% Black or African American: 1% English Learners: 6.7% Socioeconomically Disadvantaged: 5.6% Students with Disabilities: 4.5% **Baseline** 2016-17 All: 5.4% Hispanic: 8.4% Black or African American: 7% Socioeconomically Disadvantaged: 8.2% English Learners: 12% Students with Disabilities: 5.1%	Socioeconomically Disadvantaged: 10.3%: Not met Students with Disabilities: 10.2%: Not met 2019-20 All: 7% Hispanic: 7% Black or African American: 5% English Learners: 10% Socioeconomically Disadvantaged: 8% Students with Disabilities: 7%
Metric/Indicator English Learner Reclassification Rates [Source: DataQuest] **19-20** 2019-20 15% **Baseline** 2017-18 12.9%	2019-20 15.2%: Met 2020-2021:
Metric/Indicator EL Progress to Proficiency [Source: CA Dashboard] **19-20** 2018-19 TBD when English Learner Proficiency Indicator (ELPI) is finalized in fall, 2019 **Baseline**	2018-19 54.1% making progress towards English language proficiency 2019-20: NA due to suspension of ELPAC/COVID-19.

Expected	Actual
16-17 47% of ELs moved up at least one level of proficiency on CELDT (Former AMAO 1)	
Metric/Indicator Implementation of content standards & ELD standards **19-20** 100% implementation of standards aligned, board adopted instructional resources & district created curriculum maps in all content areas, including ELD **Baseline** 100% implementation of standards aligned, board adopted instructional resources & district created curriculum maps in all content areas, including ELD	100% implementation of standards aligned, board adopted instructional resources & district created curriculum maps in all content areas, including ELD
Metric/Indicator Quarterly Williams Reports **19-20** Maintain 100% compliance **Baseline** 100% Compliance	100% Compliance
Metric/Indicator College and Career Indicator - Increase percent of students meeting "Prepared" status on the CCI [Source: CA Dashboard] **19-20** 2018-19 All: 47.6%, "Green" Hispanic: 30.3%, "Yellow" Black or African American: 38.6%, "Green" Socioeconomically Disadvantaged: 32.3%, "Yellow" English Learners: 13.2%, "Yellow" Students with Disabilities: 14.4%, "Yellow"	2018-19 All: 46%, "Yellow": Not met Hispanic: 25.7%, "Orange": Not met Black or African American: 43.8%, "Green": Met Socioeconomically Disadvantaged: 31.9%, "Orange": Not met English Learners: 11.7%, "Orange": Not met Students with Disabilities: 13.0%, "Orange": Not met 2019-20 All: 53% Hispanic: 27% Black or African American: 43% Socioeconomically Disadvantaged: 40%

Expected	Actual
Baseline 2016-17 All: 40.8% Hispanic: 23.3% Black or African American: 21.4% Socioeconomically Disadvantaged: 28.1% English Learner: 18.3% Students with Disabilities: 10.0%	English Learners: 19% Students with Disabilities: 16%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide professional learning for both certificated and classified staff to support the diversity of our students.	Substitute costs, hourly pay and travel and conference for professional development - elementary ed Res-0003 CC 021315 Supplemental/Concentration $108,000	Substitute costs, hourly pay and travel and conference for professional development - elementary ed Res-0003 CC 021315 Supplemental/Concentration $103,463
	Substitute costs, hourly pay and travel and conference for professional development - secondary ed Res-0003 CC 021320 Supplemental/Concentration $100,000	Substitute costs, hourly pay and travel and conference for professional development - secondary ed Res-0003 CC 021320 $104,314
	The $8000 is folded in to Action 1.1 $0	$0
	3.9 FTEs - 3.0 content area TOSAs, .5 Professional Support Program Mentor and .4 Teacher Librarian TOSA Res-0003 CC-000003 Supplemental/Concentration $632,000	3.9 FTEs - 3.0 content area TOSAs, .5 Professional Support Program Mentor and .4 Teacher Librarian TOSA Res-0003 CC-000003 Supplemental/Concentration $730,117

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide K-12 summer programs as additional support for students who need it.	Summer School Res-0003 CC 018700 Supplemental/Concentration $1,100,000	Summer School Res-0003 CC 018700 Supplemental/Concentration $861,965
Continue to provide before and after school support for students at risk.	Hourly pay for before/afterschool support teachers. Res-0003 CC 018730 Supplemental/Concentration $200,000	Hourly pay for before/afterschool support teachers. Res-0003 CC 018730 Supplemental/Concentration $130,590
Continue to provide academic, college and career counseling at each secondary site.	No additional cost. Will be moved to unrestricted general fund. $0	$0
Provide college and career exploration beginning in elementary school.	No additional cost. Will be moved to unrestricted general fund. $0	$0
	No additional cost. Will be moved to unrestricted general fund. $0	$0
Focus all staff on looking closely at data for struggling students in order to inform decisions about interventions, supports and services to accelerate student achievement in mathematics and literacy.	SEAL Coaches, substitute costs, SEAL contracts, Developing Bilingual teachers - subs, hourly pay Res-0003 CC 021131 Supplemental/Concentration $975,000	SEAL Coaches, substitute costs, SEAL contracts, Developing Bilingual teachers - subs, hourly pay Res-0003 CC 021131 Supplemental/Concentration $641,956
	K-2 Literacy Intervention Specialist Teachers at every elementary site, 3.0 Reading Recovery teachers, 2.0 Reading Recovery/Comprehensive Intervention Model Coach, professional development in early literacy for intervention staff. Res-0003 CC 021316 Supplemental/Concentration $2,265,000	K-2 Literacy Intervention Specialist Teachers at every elementary site, 3.0 Reading Recovery teachers, 2.0 Reading Recovery/Comprehensive Intervention Model Coach, professional development in early literacy for intervention staff. Res-0003 CC 021316 Supplemental/Concentration $2,083,549
	Data Technician 1.0 Res-0003 CC-000003	Data Technician 1.0 Res-0003 CC-000003

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental/Concentration $122,000	Supplemental/Concentration $123,929
The district will allocate funding to sites proportionally based on the population at each school. The district will monitor the alignment to LCAP and use of funds through the Single Plans for School Achievement (SPSAs). Each school will identify their at-risk student needs in budgeting, especially for EL, low-income and foster youth.	School actions/services monitored through SPSAs Res-0003 CC-000003 Supplemental/Concentration $3,672,081	School actions/services monitored through SPSAs Res-0003 CC-000003 Supplemental/Concentration $2,965,190

Goal Analysis

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

For summer school and before and afterschool, due to school closures, we were unable to provide the level of summer and afterschool programming that was originally planned resulting in less expenditures than were budgeted. The budget for SEAL is underbudget due to the inability to have Unit Development Days (12 days where teachers are refining their EL Units). The K-2 Literacy is under budget due to the inability to fill an open position during COVID. Sites also were unable to spend the portions of their budgets that included extra hourly and additional classified support due to COVID. For action 1.1, the expenditures exceeded amount budgeted due to the need for extensive professional development on distance learning instruction and best practices.

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

SCUSD provided multiple and extensive opportunities for certificated and classified professional development and collaborative work time to address our goals of making measurable progress in California Standards, ensuring academic success for all students with a special focus on at-risk students, and preparing students to be college and career ready. In 2019-20, we provided staff with 4 professional development days, minimum days, site-based collaboration time, district committees & opportunities to attend professional conferences. Professional development on educational technology, project based learning, computer science, engagement strategies, restorative practices, inclusion, trauma informed practices, and growth mindset were provided. Paraeducator Trainers working with the director of professional learning on technology and computer science supports for all para educators and student attendants. Selected high school and preschool staff participated in the California Inclusion Collaborative through the Santa Clara County Office of Education. We strengthened diversity of literary and non-fiction texts in all of our high school ELA classes, and developed a Common Core Scope & Sequence that integrates ELD Standards and accommodations/modifications for students with special needs. We provided two summer institutes for ELA teachers to develop curriculum related to their new course literature. Faculty in all of our secondary schools received training on Title IX. Many paraprofessionals, school registrars, and site/district secretaries received this training as well. Special education department focused PD on IEP and law compliance, transition/matriculation, ELCAP/CALPS assessment and reclassification, co-teaching models and inclusion. We continued to provide

professional learning for both certificated and classified staff to support the diversity of our students. Special Education Teachers on Special Assignment (TOSAs) collaborated with our Positive Behavior Interventions and Support (PBIS) coaches and our licensed Wellness therapists and counseling interns to support teachers in best practices in SEL and behavioral needs for elementary and secondary students.

Summer programs were conducted through distance learning with extensive support programs including Extended School Year for Pre-K through postsecondary, Elevate Math support for grades 3-9, Elevate CSI for grades 7-8, EL/Migrant academy for grades 2-12, Small group and individual literacy intervention for grades K-2, Literacy/SEL, classes for grades 6-8 and credit recovery in all content areas for grades 9-12. Before and after school small group instruction was provided for targeted students including English Learners, homeless and foster youth and low income students for grades K-8 and credit recovery for grades 9-12. Professional learning communities (PLCs) at sites used collaborative time to look at student data in order to inform their instructional decisions in mathematics, literacy and other content areas. Our data, assessment and accountability department provided professional learning and support in the area of data literacy.

Goal 2

All students will participate in engaging 21st Century learning environments that cultivate the 6 C's (Communication, Collaboration, Creativity, and Critical Thinking, Character Education & Citizenship) while promoting their social-emotional well-being.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of students reporting high levels of school connectedness in response to related questions on stakeholder surveys including the CA Healthy Kids Survey. **19-20** Projections will be established once the baseline data from the SEL survey is reviewed in Fall 2019. **Baseline** 16-17 Grade 5: 63% Grade 7: 62% Grade 9: 50.6% Grade 11: 47.5% Grades 9-12 Non-traditional schools: 49%	Year 1 (18-19) of the Social Emotional Learning (SEL/CCR) Survey showed • -67% of 3rd-12th grade students answered "positively" to questions associated with high levels of school connectedness. On the 1-5 scale for each question (with 5 being the most positive/"strongly agree") Responses that received less than 4 (warranting further attention were: • - "I feel like students at my school respect me."; • - "Students are treated equally when they break school rules." and • -"There is at least one adult at my school that I can talk to about my problems. Goals for improving school connectedness will be set once the 2nd year of SEL data is collected. Year 2 (19-20): • - 65% of 3rd-12th grade students answered "positively" to questions associated with high levels of school connectedness. On the 1-5 scale for each question (with 5 being the most positive/"strongly agree")

Expected	Actual
	Update to responses that received less than 4 (warranting further attention were): • - "I feel like students at my school respect me." • - "Students are treated equally when they break school rules." and • -"There is at least one adult at my school that I can talk to about my problems. Goals for improving school connectedness will be set once the 2nd year of SEL data is collected.
Metric/Indicator Percentage of students reporting desire to self-harm in response to related questions on stakeholder surveys including the CA Healthy Kids Survey. **19-20** Projections will be established once the baseline data from the SEL survey is reviewed. **Baseline** 16-17 Grade 9: 15.4% Grade 11: 15.4% Grades 9-12 Non-traditional schools: 20.6%	This data was not collected as part of new SEL survey.
Metric/Indicator Percentage of 5th grade students reporting not feeling safe at school and percentage of secondary students reporting feelings of harassment and bullying in response to related questions on stakeholder surveys including the CA Healthy Kids Survey. **19-20** Projections will be established once the baseline data from the SEL survey is reviewed. **Baseline** (15-16) Grade 5: 16%	Year 1 SEL (18-19): On the 1-5 scale, 5th graders averaged a 4.1 ("Agree") to the statement: "I feel safe at school." 6-12 student responses were an average of 3.6 in 6th and 7th grade and 3.8 in 8th-12th grade (Neither agree, nor disagree). A rating below 4 warrants further attention. This data will continue to be tracked and goals set for 20-21 based on the results of the 19-20 SEL survey. Year 2 SEL (19-20): On the 1-5 scale, 5th graders averaged a 4.1 ("Agree") to the statement: "I feel safe at school." 6-12 student responses were an average of 3.6 in 6th and 7th grade and 3.8 in 8th-12th grade (Neither agree, nor disagree). A rating below 4

Expected	Actual
Grade 7: 35% Grade 9: 31% Grade 11: 25% Grades 9-12 Non-traditional schools: 12% 16-17 Grade 5: 15% Grade 7: 38% Grade 9: 29% Grade 11: 29% Grades 9-12 Non-traditional schools: 20%	warrants further attention. This data will continue to be tracked and goals set for 20-21 based on the results of the 19-20 SEL survey.
Metric/Indicator Attendance [Source: Aeries/SCUSD Student Information System] **19-20** 2018-19 Overall: 95.8% Hispanic-Latino: 95.3% Black or African American: 96.5% Economically Disadvantaged: 95.4% English Learners: 95.9% Students with Disabilities: 94.4% **Baseline** 2016-17 Overall: 95.8% Hispanic/Latino: 94.7% Black or African American: 95.8% Economically Disadvantaged: 95.0% English Learners: 95.4% Students with Disabilities: 93.8%	2018-19 Overall: 95.4% Hispanic-Latino: 94.1% Black or African American: 95.9% Economically Disadvantaged: 94.1% English Learners: 95.0% Students with Disabilities: 93.3% 2019-20 Overall: 96.2% Hispanic-Latino: 95.2% Black or African American: 96.4% Economically Disadvantaged: 95.3% English Learners: 95.8% Students with Disabilities: 94.4%
Metric/Indicator	2018-19

Expected	Actual
Chronic Absenteeism - Grades K-8 Only [Source: CA Dashboard] **19-20** 2018-19 Overall: 6.6% Hispanic/Latino: 9.6% Black or African American: 6.4% Economically Disadvantaged: 9.6% English Learners: 7.7% Special Education: 11.5% **Baseline** 2016-17 Overall: 7.6% Hispanic/Latino: 10.6% Black or African American: 7.4% Economically Disadvantaged: 10.6% English Learners: 8.7% Special Education: 12.5%	Overall: 8.3%, "Yellow": Not met Hispanic/Latino: 10.9%, "Orange": Not met Black or African American: 5.4%, "Green": Met Economically Disadvantaged: 11.7%, "Orange": Not met English Learners: 9.5%, "Yellow": Not met Special Education: 15.1%, "Orange": Not met 2019-20 Overall: 5% Hispanic/Latino: 8% Black or African American: 7% Economically Disadvantaged: 9% English Learners: 6% Special Education: 10%
Metric/Indicator Suspension [Source: CA Dashboard] **19-20** 2018-19 Overall: 3.4% Hispanic/Latino: 5.8% Black or African American: 9.7% Economically Disadvantaged: 6.2% English Learners: 3.8% Special Education: 8.3% **Baseline** 2016-17 Overall: 4.1%, "Yellow" Hispanic/Latino: 6.8%, "Orange"	2018-19 Overall: 3.3%, "Orange" : Met Hispanic/Latino: 5.7%, "Orange": Met Black or African American: 7.0%, "Orange": Met Economically Disadvantaged: 5.7%, "Orange": Met English Learners: 3.6%, "Orange": Met Special Education: 7.3%, "Orange": Met 2019-20 Overall: 2.2% Hispanic/Latino: 3.8% Black or African American: 4.6% Economically Disadvantaged: 3.7% English Learners: 2.5% Special Education: 5.1%

Expected	Actual
Black or African American: 10.0%, "Red" Economically Disadvantaged: 7.1%, "Orange" English Learners: 4.1%, "Orange" Special Education: 9.2%, "Red"	
Metric/Indicator Expulsion - District Target is to expel 0.1% or fewer than 16 students overall. No targets were set for student groups, but the aim is to eliminate disproportionality within and between student groups. [Source: DataQuest] **19-20** 2018-19 Overall: 0.1% Hispanic-Latino: 0.1% Black or African American: 0.1% Economically Disadvantaged: 0.1% English Learners: 0.1% Special Ed: 0.1% **Baseline** 16-17 Overall: 0.15% Hispanic/Latino: 0.33% Black or African American: 0.42% Economically Disadvantaged: 0.31% English Learners: 0.14% Special Education: 0.35%	2018-19 Overall: 0.15%: Not met Hispanic-Latino: 0.27%: Not met Black or African American: 0.23%: Not met Economically Disadvantaged: 0.25%: Not met English Learners: 0.11%: Not met Special Ed: 0.12%: Not met 2019-20 Overall: .01% Hispanic-Latino: .04% Black or African American: 0 Economically Disadvantaged: 0 English Learners: 0 Special Ed: 0
Metric/Indicator Number of wireless devices **19-20**	2019-20 Overall number of student wireless devices: 15,395

Santa Clara Unified School District

Expected	Actual
17,000 chromebooks **Baseline** 3,000 chromebooks	The number is lower due to purging of older models as we replaced with more robust models.
Metric/Indicator Number of Access points **19-20** 575 access points **Baseline** 500 access points	2019-20 878 access points

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Support sites in implementing and collaborating on early behavior interventions.	Project Cornerstone Res-0003 CC-000003 Supplemental/Concentration $10,000 2.0 PBIS Coaches, PBIS supplies Res-0003 CC 031460 Supplemental/Concentration $343,000	Project Cornerstone Res-0003 CC-000003 Supplemental/Concentration $10,000 2.0 PBIS Coaches, PBIS supplies Res-0003 CC 031460 Supplemental/Concentration $318,311
Provide professional learning and coaching for staff on topics such as educational technology, project based learning, computer science, engagement strategies, restorative practices, inclusion, trauma informed practices, and growth mindset.	Travel/Conference/Professional Learning Res-0003 CC 077003 Supplemental/Concentration $137,000 Just-in-time support for digital resources - Ed Tech Program Specialist Res-0003 CC 077003 Supplemental/Concentration $45,000 Digital resources, supplies Res-0003 CC 077003	Travel/Conference/Professional Learning Res-0003 CC 077003 Supplemental/Concentration $55,197 Just-in-time support for digital resources - Ed Tech Program Specialist Res-0003 CC 077003 Supplemental/Concentration $67,162 Digital resources, supplies Res-0003 CC 077003

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental/Concentration $8,000	Supplemental/Concentration $13,382
Implement STEAM, Project Based Learning, and Computer Science programs, activities and opportunities in all schools.	STEAM/PBL Coach Res-0003 CC-000003 Supplemental/Concentration $159,000	STEAM/PBL Coach Res-0003 CC-000003 Supplemental/Concentration 187,171
	Contract for implementation of Computer Science Immersion schools, computer science materials/supplies Res-0003 CC-000003 Supplemental/Concentration $98,888	Contract for implementation of Computer Science Immersion schools, computer science materials/supplies Res-0003 CC-000003 Supplemental/Concentration $0
	No additional cost. Moved to unrestricted general fund. $0	$0
Increase supports for students with regard to mental health and wellness.	Counseling interns & wellness coordinators including additional support at Community Day School. Res-0003 CC 031450 Supplemental/Concentration $430,000	Counseling interns & wellness coordinators including additional support at Community Day School. Res-0003 CC 013450 Supplemental/Concentration $332,160
	No additional cost. Moved to unrestricted general fund. $0	$0
Provide supports to students/families to increase attendance at school.	No additional costs. $0	$0
Provide additional targeted support for English Learners, foster and homeless youth.	Homeless and Foster Youth Liaisons - 1.4 FTE Res-0003 CC-000003 Supplemental/Concentration $132,000	Homeless and Foster Youth Liaisons - 1.4 FTE Res-0003 CC-000003 Supplemental/Concentration $140,238
	English Learner and Categorical programs support staff Res-0003 CC-000003 Supplemental/Concentration $468,000	English Learner and Categorical programs support staff Res-0003 CC-000003 Supplemental/Concentration 712,354

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	English Learner Support & Assessment Technicians (ELSATs) and testing support staff. Res-0003 CC 031690 Supplemental/Concentration $1,135,000	English Learner Support & Assessment Technicians (ELSATs) and testing support staff. Res-0003 CC 031690 Supplemental/Concentration $1,109,060
Continue to provide IT support for implementation of educational technology.	No additional cost. Moved to unrestricted general fund. $0	$0

Goal Analysis

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

All of the under spent funds were due to COVID restrictions because of no travel, PBIS programs virtual instead of in person, and inability to do computer science immersion program. Areas where actuals exceeded budgeted amounts were also due to COVID because of the increased need for English Learner, Homeless and Foster Youth supports, and increase in TOSA support for writing digital content for teachers, and an increase in the need for digital supports and supplies.

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

Early Intensive Behavior Intervention (EIBI) staff support 4 elementary school sites, 4 BCBA/BCABA Specialists with the support of Behavior Technicians support all other school sites. Counseling services increased across many sites as well as increased Wellness Coordinator FTE at the middle school level. Project Cornerstone is supported at several elementary schools for struggling students to gain developmental assets to help them be more successful in the classroom and in life. PBIS coaches support the 11 schools who are currently implementing PBIS. A committee has been working on strengthening the Student Study Team process starting with the elementary schools and will continue by examining and assessing the secondary school processes in the coming year.

Professional development (PD) included Pro Act Training - Crisis Prevention and Intervention, Positive Behavior Intervention Support, and Restorative Practices Training for staff. Paraprofessionals received PD on trauma-informed practices and collaboration around behavioral strategies. All site staff participated in Kognito online training to increase their skills and understanding of trauma informed practices and suicide prevention including how to recognize and respond to signs of emotional distress. PD was also provided through our participation in the CA1 Initiative Inclusion Collaborative and our Special Education team conducted multiple training sessions on inclusion and growth mindset. Additional PD opportunities included trauma-informed practices and growth mindset, social emotional learning, suicide prevention, sexual misconduct prevention and Title IX. In the past two years, all secondary teachers received extensive PD on trauma-informed practices and growth mindset, and language/information from these trainings is embedded in

ongoing district PD. We have added an online, 24/7 mental health concierge services, Care Solace, that connects students/families/staff with mental health supports in the community. In addition, the district contracted with KARA, a non-profit agency that focuses on grief and loss. KARA trained Wellness staff, school counselors, and ERMHS therapists in grief and loss. Also, the district's mental health and wellness website has been updated to be more user-friendly and expanded to provide a wider range of support services that might be needed. The district has also provided parent and staff workshops on topics such as managing stress, building routines, health, and safety.

Wellness Associate time was increased to address the number of students with counseling on their IEP. Wellness and counseling staff have increased time in classrooms in order to provide Tier 1 supports.

An MTSS executive team was formed and began working with and coaching secondary staff in developing and implementing MTSS/SEL supports. The Wellness staff and Special Education staff collaborated regarding tiered supports for counseling. The Wellness staff provided a three part professional learning series on Restorative Practices that included a session on implicit bias. A new structure at the high school - a Tier 2 systems intervention - was implemented. Each high school has a Horizon class for students with serious behavioral and/or academic risks. Most Horizon classes are 2-3 class periods per day, and provide continuity and targeted support in social-emotional learning, literacy, and mathematics. This was patterned after the successful Middle School Matters program that is in its second year at each middle school as a Tier 2 support. Students also participate in weekly restorative justice circles facilitated by wellness coordinators. The Opportunity Program - a Tier 3 systems intervention - has long been in place and students with serious behavioral/academic risks are placed in this self-contained classroom. These students receive the same support and education as MSM students, as well as a higher level of counseling support and content instruction in other subjects.

The truancy letter process helped increase the focus on attendance across the district and has elevated the importance of positive attendance with all of our SCUSD families. Monthly School Attendance Review Board (SARB) hearings are conducted to monitor absenteeism. Wellness coordinators accompany attendance officers on home visits to assess family need. Social work student interns have partnered on selected cases and collaborate with the two School Community Liaisons to serve foster and homeless youth and their families. Additionally, families with attendance challenges resulting from housing insecurity are referred to a community liaison. Wellness staff has also been active in outreach to families through phone calls and home visits to connect with parents and offered parent education and parent support groups to help draw parents into the community so they feel engaged. The SCUSD Family Resource Center offered Parent Project classes in Spanish to help families understand the importance of consistent school attendance. Our Community Liaisons for our foster youth and children that are homeless provided outreach and support services to families. We continued our collaboration with the Bill Wilson Center to support rapid re-housing for homeless students. The Special Education department supports Community Advisory Committee meetings; the School Attendance Review Board process and is working with an outside agency to determine a protocol to support students with school phobia. IEP discussions intentionally include addressing regular attendance and have resulted in providing transportation to and from school in appropriate circumstances.

With regard to STEAM, Project Based Learning and Computer Science, six major areas were addressed, mainly through professional development opportunities. These initiatives were district-wide implementation of code.org curriculum (and deeper support and coaching at two elementary sites for the Code To The Future Curriculum), cohorts of the 'EdTech Innovators' - teachers that were early adopters willing to explore the issue of robotics resources and materials to address CS implementation, STEAM/Makerspace

Demo Lessons at sites with spaces/carts/kits, the creation and facilitation of the first Middle School PBL cohort led by the STEAM/PBL TOSA, a partnership with Mission College to host the 2020 STEAM Expo event so that students may demonstrate STEAM content mastery (This event was cancelled due to the pandemic but will resume this year), and our Chromebook 1:1 Rollout with baseline support offered by EdTech and IT. EdTech professional development opportunities included: Google Suite, Digital Tools for Differentiation, technological components of new Board-approved curriculum, using technology to provide immediate feedback, and digital citizenship/responsibility. Paraprofessionals also received PD on Google Suite. CTE provided Project Based Learning training and supported implementation of classroom projects throughout the year. In secondary, at the end of district staff development days, teachers completed a PD reflection to reflect upon their professional learning. One question elicited teacher requests for TOSA support. Requesting teachers received individualized TOSA support in the identified area of need. TOSA support included (for example) collaborative lesson/unit planning, delivering model lessons, use of technology applications, and observation/coaching cycles (including student observations). The Assistive Technology TOSA provides computer and training support to student and staff.

Goal 3

SCUSD will partner with family, business and community stakeholders to ensure that students are college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance at events, especially families of low income or English Learner students. **19-20** 300 at each district wide event **Baseline** 100 at each district wide event	19-20: Because all of our district wide events are held mostly in the spring (Parent Ed Conference, STEAM Expo, and Young Writer's Expo), all district wide events were cancelled due to COVID-19 pandemic.
Metric/Indicator Number of low income families served at the parent resource center. **19-20** 300 served **Baseline** 0 (newly opened)	2019-20: 389 low income families served
Metric/Indicator Number of community members participating in the District Advisory, CTE Advisory, Facilities and Budget committee meetings. **19-20** 2 per committee **Baseline**	2019-20: 2 per committee for the remaining committees of CTE advisory and District Advisory.

Expected	Actual
1 per committee	
Metric/Indicator Number of events where business partnerships interacted with students **19-20** 10 **Baseline** 5	Organizations volunteered for approximately 150 hours as guest speakers to bring real-world connections to lessons in dozens of classrooms, participated in a career fairs, conducted a school improvement project, or led an enrichment activity during school or in an after school program. They provided over $276,947 worth of in-kind contributions of materials for makerspaces, STEM Labs, robotics classes, supplies for district-managed after school child care program activities, fulfilling teacher requests for innovative learning project materials, and to support the SCUSD Annual STEAM Expo event. They made monetary contributions totaling over $146,000 that addressed economic inequities that may impact student learning, increase enrichment opportunities during the school day, expand learning opportunities after school, and meet basic humanitarian needs like providing school supplies, new shoes, food, and gift cards.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase meaningful engagement, through educational opportunities for parents & families (i.e. parent orientations, workshops, English Learner Conference), district events (i.e. STEAM expo, young writers fair, public school week awards, Triton Art exhibit) and volunteerism (i.e. committees, events).	No additional costs	$0
The Family Resource Center staff will continue to support our at-risk students and families in meeting basic needs and accessing community services	Family Resource Center staffing Res-0003 CC 021111 Supplemental/Concentration $145,000	Family Resource Center staffing Res-0003 CC 021111 Supplemental/Concentration $112,473

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue the work of the District Advisory Committee in partnering with district leadership to annually review and evaluate the LCAP and/or Strategic Plan goals and actions.	No additional costs	$0
Continue with all advisory committees including but not limited to PTA Council, CAC, DELAC, Student Councils, CTE Advisory Board, Facilities Needs Task Force, Budget Committee and District Advisory Committee. Members include business, community, parents, students, and staff.	No additional costs	$0
Support English Learner, Migrant and Immigrant parents with written and oral translation services.	Translator/Interpreter Res-0003 CC-000003 Supplemental/Concentration $136,000	Translator/Interpreter Res-0003 CC-000003 Supplemental/Concentration $139,703
Partner with local businesses for training, internships, career exploration, etc.	No additional costs	$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.

Budgeted staffing vs. actual was due to a new person who was at an early place on the salary schedule.

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

The Family Resource Center (FRC) continued to provide support services to families to promote student success and well being. The FRC provides food distribution, school supply materials, and other basic needs. The FRC has expanded its food distribution to meet the food insecurity needs of families. Also, the FRC has deepened partnerships with community based agencies to leverage resources. For example, the FRC hosts social work interns from San Jose State who provide case management to families, while meeting the university requirements for social work placements. The FRC also provides outreach and parenting classes for parents in both English and Spanish. Some areas of growth for the FRC include promoting more interest and attendance at the parent education events, especially those for Spanish speaking parents which tend to have low attendance. Our Special Education staff provided parent training in the areas of transition, behavior and the IEP process.

We continued to meet with all advisory committees including but not limited to PTA Council, CAC, DELAC, Student Councils, CTE Advisory Board, and the District Advisory Committee. Members include business, community, parents, students, and staff. The Migrant Education Program continued to hold parent meetings throughout the year. A challenge has been in recruiting and retaining parent participation in these meetings. Special Education Staff worked with CAC to involve parent participation in training on transitions and matriculation.

SCUSD has a Translation and Interpretation Team that provides effective written and oral translation services to the district. The district also offers various support services for English Language, Migrant and immigrant families, including: Language Line (over the phone interpretation service) for short interpretation needs such as short conversations with parents, check in's, confirm meeting times, parent- teacher conferences, etc. TransACT Parent Notices offers a robust collection of notices meeting all school district needs in more than 21 languages. Spanish speaking text and phone line for technology needs, and google translation of the district website. The services offered are valuable to the district and work together to offer a wide range of support services relative to language access. Live Spanish translation was provided at all school board meetings by our translation/interpretation team.

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
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	$125,000	198,852	No
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	$2,000	24,524	No
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$125,000	168,114	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	$1,200	21,789	No
Custodians: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	$8,470,628	8,185,662	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended.	$50,000	215,068	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk or 1:1 assessments.	$50,000	634,672	No
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	$180,000	198,604	No
Hand Sanitizing Stations: Additional sanitizing stations for locations where sink access is insufficient.	$120,000	57,445	No

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

Substantive differences in all areas of PPE were necessary as we determined the return to in-person learning protocols.

Analysis of In-Person Instructional Offerings

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

Safety Measures:
The district's planning to mitigate risk of transmission between students, staff, and other community members while on campus included a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:
Physical distancing of 6 feet at all times.
Face coverings at all times for students, staff and anyone coming on campus unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields are also available to teachers to enable students to see their faces and to avoid potential barriers to phonological instruction and face shields with a cloth drape are also available for those who are unable to wear face coverings for medical reasons.
Ventilation and Air Flow: New MERV-13 HVAC filters 2-3 times per year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24 hour cycle, including when windows and doors are open. Windows and doors are kept open, if possible, to increase airflow. Additional air filter units are also in place
Entrances and Exits: Parents/guardians remain in cars when picking up/dropping off students and multiple entrances are assigned for different grade levels. Visual cues, barriers, and signage direct traffic flow, maintain distancing in any lines, and minimize interaction between families.
Designated Isolation Rooms: Sites have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.

Classrooms: Classrooms are arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices are modeled and reinforced. Materials/supplies sharing are limited and activities that bring students close together are modified.
Common Areas: Signage, cones, and other visual cues are used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
Recess and Play spaces: Strategies for limiting the mixing of large groups include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
Proper disinfection procedures are followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs.Staff and students are encouraged and provided instructions for self-screening for symptoms at home.

Instruction:
Special Education In person assessment centers were created at sites in November 2020. The centers were successfully utilized by all assessors to meet the needs of students with regard to eligibility and compliance. The centers continue to be utilized as of today February 2021. At the end of March 2020, invited students returned to in-person distance learning at school. Students determined "at-risk" based on attendance, engagement, social emotional and academic needs were invited back. Parent had the option to have their students remain in at-home distance learning. Teachers are teaching a blend of synchronous and aschronous instruction for the minimum daily required instructional minutes. At elementary they are providing small group instruction and at secondary they are providing daily support times. Students and teachers remain at the 6ft. physical distance with masks and plexiglass shields. All support services are being provided virtually and music, PE and library also continue virtually in addition to the required daily instructional minutes. Wellness and behavior support staff are available and meeting with students as well.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home. Special and consistent outreach was made to families in order to improve services.	$2,300,000	3,814,971	Yes
Additional Technology to Support Distance Learning: Wifi hotspots, headsets, and laptops/devices for staff. Specialized equipment for teachers in order to reach all students in their class especially those that struggle to engage were provided in order to improve services.	$1,000,000	1,331,063	Yes
Assistive technology for Students with Disabilities to access distance learning instruction from home.	$8,000	0	No
Foster Youth Services: Maintain staffing and supports that specifically address Foster Youth needs.	$114,000	99,599	Yes
Homeless Youth Services: Maintain staffing and supports that specifically address homeless youth needs.	$114,000	82,691	Yes
English Learner Support: Maintain staffing and supports that specifically address English Learner needs including newcomer support, English Learner Support and Assessment Technicians for family outreach and support.	$1,312,000	1,414,817	Yes
Teachers on Special Assignment (TOSAs) and Para educator Trainers: Maintain existing staffing and supports to facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, effective use of district's essential standards documents, integration of SEL practices, use of learning management system, and implementation of targeted small group and individual sessions.	$7,311,999	6,926,023	Yes
Collaboration Time: Continue weekly hour of time for teachers to collaboration with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss	$108,000	149,121	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.			
Wellness Staff:Continue to address the social emotional needs of students and staff to keep staff and students engaged and healthy, especially those that may need additional support in order to improve and increase services.	$3,992,928	3,987,326	Yes
Special Education Para educators, Behaviorists, Speech & Language Pathologists and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	$26,165,444	24,466,227	No
Enrollment Center: Maintain existing staffing and supports so that students are efficiently transitioned into school system and between school sites. Staff hired are Spanish speaking in order to improve services for English Learners.	$339,983	352,448	Yes
Purchase of additional e-resources to allow teachers and students access to core curriculum: K-5 Reading, Writing, Phonics Units of Study, Sonday, Geometry, BioTech, Middle School Math, Civics, Econ, Spanish, AP Bio digital components.	$554,965	694,188	Yes
Purchase of additional digital tools to enhance distance learning and provide resources for asynchronous assignments: Learning A-Z, DyKnow, Screencastify, PearDeck.	$150,000	78,055	Yes
Purchase other support tools: Canvas - an enhanced learning management system, CyberHigh - credit recovery, EdCite and additional Reading Inventory licenses for assessment.	$200,000	328,445	Yes

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

The differences in staffing amounts is due to less hourly compensation needed since we could not bring students or teachers in person. Students with disabilities were able to bring any assistive technologies used at school to their homes so there was no need for additional expenses. Due to COVID, the need to increase the number of chromebooks, digital instructional materials and other related digital supports was much more than anticipated. English Learner supports were increased due to COVID as well.

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 LEARNING
Successes:
Santa Clara Unified's distance learning program for elementary students includes the following features of a high-quality program:
- Students are assigned a dedicated teacher and access to quality digital applications and resources, including Chromebook computers.
- Students have a structured and consistent daily schedule
- Each day includes live instruction and class connections with their teacher
- Each day has instructional blocks that include live synchronous instruction, small group, and independent student work
- In addition to the core subjects, students have interactive read-alouds, art, music, physical education, and library
- Students use digital curriculum resources, fully vetted for safety and student privacy, including Reading, Writing and Phonics Units of Study from Teachers College, Stepping Stones math, more online leveled books, and Rosetta Stone for English Language Development and many more.
- Students with specific learning needs receive tailored supports
- A balance of screen time and non-screen time is monitored through teacher lesson planning.

The elementary distance learning schedule design principles provides consistency across the district and allows for developmentally appropriate and responsive instruction. The schedule complies with state instructional minutes and extends instructional blocks to organize time to meet individual student needs. The distance learning schedule provides time for regular teacher collaboration for student success. Student-centered learning experiences for all students focus on essential standards for English language arts, mathematics, social science, science, arts and physical education. Students are expected to use online programs such as Dreambox, Learning A-Z, Rosetta Stone English (for ELs), and Typing Agent, for a minimum time each week.

Santa Clara Unified's distance learning program for secondary students include the following features of a high quality program:
- Students are assigned standards-based coursework that meets their individual needs in both core content areas and electives with highly qualified teachers
- Students have access to high quality digital applications and resources including Chromebooks
- Students use new digital curriculum components for specific courses, fully vetted for safety and student privacy
- Students have a structured and consistent weekly block schedule
- Each class period includes live instruction and class connections with the teacher
- Courses include synchronous ("live") and asynchronous learning, a variety of groupings, and independent work
- Students with specific learning needs receive tailored supports

The secondary distance learning schedule design principles provides consistency across the district. It includes extended block

periods allowing flexibility for in-depth and project-based learning, and to organize time to meet individual student needs which complies with state instructional minutes requirements. Our Monday schedule allows contact with all of each students' teachers, allowing teachers to develop and communicate the plan to the students for the week. The distance learning schedule structure provides time for regular teacher collaboration each morning during the week, along with flexibility for different staff meetings and professional development opportunities in the afternoon. The schedule also allows for a student support period which provides teachers with a flexible time to engage students who might need more support. Certain classes will receive priority for in-person, hands-on learning if and when there is a shift from distance to hybrid learning.

Santa Clara Unified has identified online curriculum, resources and best practices that will be used in a distance and hybrid learning format in order to ensure continuity. This includes; Textbook digital components, ALEKS, NewsELA, Typing Agent, CommonSenseMedia.org, Sites may supplement with site purchased digital tools and resources, Pre/post unit tests, Common assessments, Classroom observation, and Assignment feedback/grading.

Challenges:
- Teacher workload increased
- Student instructional minutes decreased
- Student engagement difficult with so much screen time

ACCESS TO DEVICES AND CONNECTIVITY
Successes:
Santa Clara Unified students participate in a 1:1 chromebook program. Therefore, every student is afforded a chromebook. Students who need a hotspot are also provided this support. When new students enroll, they are provided with a chromebook. If a chromebook is malfunctioning, the chromebook swap center is open Monday-Friday. A help-desk line is set up for families who are experiencing technical difficulties as well. The Family Resource Center continues to provide parent education to the community to promote access to their child's learning. Individual family outreach was conducted by site staff, homeless and foster youth, bilingual and migrant liaisons and the Family Resource Staff by phone and will continue this school year. Hot spots are being deployed for families who are unable to connect virtually.

Challenges:
- Hotspots were back ordered for some time.
- Bandwidth/outages created loss of instructional time.

PUPIL PARTICIPATION AND PROGRESS
Successes:
Pupil participation is determined based on multiple measures of a student's attendance and engagement in learning. Measures include log-in records to the Learning Management System (Google Classroom) and other on-line applications used by the teacher, submission of assignments to the teacher, and other forms of contact/interaction with the teacher to be determined by the site and teacher. Teachers document attendance/engagement for each student in the Student Information System (Aeries) every day for

elementary and every period for secondary. Attendance is taken during live synchronous sessions. When students miss 3 or more days, or 60% of the school year, a tiered intervention model is initiated. Each school site has an assigned point person to monitor student participation by tracking attendance on a regular basis. Student engagement in school work and overall learning is also be monitored by the classroom teacher who outreaches to the student/parent when concerns arise.

Teachers keep a weekly record documenting each student's synchronous or asynchronous engagement for each school day. This includes but is not limited to verification of participation, records of student assignments in the grade book, teacher logs, and Google Classroom daily schedules. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.
Teachers are responsible for assigning the time value of assignments given in their respective classes/courses. This allows for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs.

DISTANCE LEARNING PROFESSIONAL DEVELOPMENT
Successes:
Beginning in March 2020, professional development was provided every Friday which included such topics as distance learning tools and platforms, best practices in distance learning, meeting the needs of English Learners, and student engagement in distance learning. Two afternoons per week are dedicated to professional learning in the distance learning schedule. Weekly collaboration time is also outlined in the schedule to support site based and district cross collaboration. The district continues to provide time and resources before and during the school year for educators to build, plan and teach in an in-person, hybrid or distance learning environment. There has been a focus on social emotional student well being, effective use of digital learning tools, balanced assessment practices, equitable grading, and engaging instructional strategies designed to help students gain a deeper understanding of the essential standards. As is our practice, professional development is targeted based on teacher need based on surveys after each professional development opportunity provided. School and district administrators also engaged in professional learning focused on supporting teachers in providing consistent, rigorous instruction in every classroom and data driven collaborative cycles of inquiry.

Challenges
- Not enough time for professional development
- Increased screen time for staff
- Innovations coming so fast, it was hard to keep the professional learning up

STAFF ROLES AND RESPONSIBILITIES
Successes:
COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities continue to evolve as the district returns to in-person instruction. Following are the key changes to roles and responsibilities of staff:
Teachers: While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class.

In distance learning, teachers monitor student submission of assignments, presence within Google classroom, attendance at live, synchronous instruction, and other forms of contact determined at the site. They are also responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

Attendance Staff: Continue all of the job's core functions, though specific roles within these functions are adapted to the distance learning context. In order to monitor attendance, at the elementary level, the part-time attendance staff's hours have been shifted to later in the day.

Program Specialists: Have had to support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.

Behavior Specialists: Are available to sites for consultation on behavioral strategies that can be implemented in a virtual learning model.

Resource Specialists: Support a range of distance learning-related actions. Pushing into Google classrooms to assist teachers, opening their own Google classroom for individual or small group instruction will occur virtually.

Para educators: Those assigned to classrooms and those that are assigned to individual students are assisting students during distance learning and helping the teacher manage instruction. In accordance with the student's IEP, instructional aides provide support in breakout rooms and, as appropriate, during targeted synchronous instruction.

Wellness Staff: Support students virtually and utilize the new structures in place for student support such as our warm-line.

Office Staff, administrators: Continue to actively model, promote, and support all required public health measures. Set up physical distancing protocols for office visits, student materials pick up, and staff support.

District Office Staff: Continue to monitor State and local public health requirements, monitor staff COVID exposures and quarantine requirements, and positive cases.

Health Staff: Actively model, promote, and support all required public health measures. Set up quarantine areas in the event there is a COVID-19 case, monitor health measures.

Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact operations department if a large-scale disinfecting/cleaning is required.

Food Service Staff: Actively model and support all required public health measures. Implement one-way passage ways through meal delivery. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.

IT Staff: Provide tech services to families, including deployment of hotspots when needed. Provide a chromebook swap program.

Challenges:
- Staff workload overload at every level

SUPPORT FOR STUDENTS WITH UNIQUE NEEDS
Successes:
Support for English Learners includes designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum. Electronic resources have been added to support

students in their the acquisition of English. English Learners were prioritized for in-person learning. Other supports for English Learners and their families include:
- Virtual office hours with Family Resource Center and community partners
- Parent education courses in Spanish through the Family Resource Center
- Translation services
- English Language Support and Assessment Technicians support families to stay connected to school

Support for Low Income, Foster and Homeless Youth includes:
- New Identification of Students/Families in Transition
- Outreach by dedicated Foster and Homeless Youth Liaisons
- Prioritized enrollment and school site assistance and prioritized return to in-person learning
- Prioritized technology and internet access and support
- Monthly food distribution via the district Family Resource Center and/or provide referrals to address issues of food security and basic needs
- Referrals to food assistance programs and resources
- Transportation assistance
- Housing, medical, and dental assistance referrals
- Other family's need-specific referrals

Support for Special Education
Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided. For each Nonpublic School and Nonpublic Agency contracted partner, a new Master Contract was developed and signed for the 2020-21 school year. These Master Contracts address distance learning.
Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) guides the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments are utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This applies to instances or periods of quarantine or self-isolation as well. As needed, students are provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

Challenges:
- Most at risk youth faced with increased risk
- English Learners struggling with oral language
- Difficulty meeting the unique needs of students with an IEP
- Ability for homeless youth to find a quite place to log in
- Overall, increased their vulnerabilities

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer Programs: Credit recovery for high school, Social Justice and Elevate Math for struggling 6-9 grade students, Elevate Computer Science for non-traditional computer science student groups, EL/Migrant Summer Academy for newcomers and migrant students, Elevate Math for struggling 3-5th grade students.	$1,000,000	1,238,759	Yes
Continue staffing Literacy Intervention Specialists and Reading Recovery teachers to support struggling early readers.	$2,416,000	2,275,637	Yes
Data Dashboard and Software Tools: Maintain DataZone and Tableau data systems to support implementation of district's common assessment system and school closure dashboard.	$120,000	55,612	Yes

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

Staffing for Literacy Intervention Specialists budget differences are a result of the inability to hire in COVID. Increased summer programming in order to mitigate loss of schooling time resulted in expenditures exceeding budgeted funds. The maintenance costs of data software was overestimated.

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.

Though our summer programs were all virtual, we were able to serve 2,671 at risk students with our high schoolers earning 8,259 credits toward graduation. Though the number of students is slightly under our usual summer enrollment of approx. 3,000 students, we offered programming to our most vulnerable students which included social emotional, wellness and high engagement topics and courses. It was a challenge to recruit teachers for the summer program because of the fatigue they were already experiencing from distance learning during the school year. Our literacy intervention teachers, though we couldn't fill all positions due to COVID, worked tirelessly in online small group literacy intervention sessions. They continued with many of the struggling readers through the summer.

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.

There are number of successes and challenges in monitoring and supporting mental health and social and emotional well being this last year. The successes include: Updating the district website to offer a broader range of resources in the areas of mental health, offering CareSolace which is a 24/7 mental health concierge model of referral for mental health support services, recruiting three social work interns from the local university to provide additional mental health and case management services, continuing to offer virtual mental health sessions to students, extending mental health support to staff which included providing mental health and wellness training for certificate and classified staff. Students were provided with social and emotional lessons by their teachers after teachers were trained by wellness staff. Some of the challenges experienced were maintaining a safe and confidential virtual space for students to receive counseling, given that they were at home. Also, access to students during the virtual day was limited at times given that teachers and parents wanted to keep students engaged in online learning.

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.

One of the challenges in implementing pupil engagement stemmed from measuring student attendance versus student engagement within distance learning. The district was proactive in addressing this issue by training staff on how to promote and monitor student engagement using a multi-tiered system of support framework. Additionally, the district initiated the development of monthly site meetings, where student participation and engagement was tracked and best practices were discussed. Site administrators also monitored attendance on a regular basis and students with absences were called and provided home visits. Additionally, at the beginning of the school year the district engaged in home visits for students who were considered at risk for either school failure or might need social/emotional support.   With respect to family engagement, this year the Family Resource Center (FRC) increased food distribution efforts, tripling the number of food distribution events offered each month. Additionally, the FRC increased its partnerships with community agencies to provide students with shoes, clothing, school supplies, and other needed resources. The FRC also provided a wide range of parent outreach and education events in the areas of health promotion, stress management, parenting during a pandemic, to name a few. These trainings were offered in both English and Spanish.

Analysis of School Nutrition

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

Nutrition Services served its first curbside COVID19 Pandemic meal 3 days after school closed on Monday, March15. Since then, we have served over 2.6 million breakfast, lunch, supper and snacks since the pandemic began. We included in some of those meals, just over 53,000 pounds of produce has gone directly to our families from our SCUSD Farm. Reaching our students has proven to be

the most challenging part. We had 9 drive up locations and tried 2 bus locations for meal pick up. Even though the bus locations were planned in areas that are high free and reduced areas, participation was extremely low. At our peak, we served 3,940 meals in one day. This equates to 86% of our 4,549 students that are qualified as free and reduced. With free breakfast, lunch, supper, snack and weekend meals, we hoped for 100% of the number of free and reduced students. Having to serve curbside proved to be very challenging logistically. We needed different food and supplies to be able to package the food for bulk distribution. We began to purchase bulk items such as retail boxes of cereal, to be able to keep up with the volume of packaging this required. Through it all, our staff stayed safe, the district came together to support our distribution and we were honored to serve our students and community.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL): Maintain existing staffing and supports to implement district programs and support school initiatives. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context.	$339,726	339,530	Yes
Mental Health and Social and Emotional Well-Being	Nurses and Health Staff: Maintain existing staffing and supports to provide critical health information, referrals, and support. Support district's broader efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families.	$1,702,812	1,986,634	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	School Psychologists: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students including low-income, English Learners, Foster and Homeless youth.	$3,470,843	3,283,917	Yes
Pupil Engagement and Outreach	Family Resource Center: Maintain existing staffing and supports to provide students and families a centralized access point for support services including, but not limited to, monthly food distribution in conjunction with Second Harvest Food Bank, monthly clothes distribution, referrals to community support agencies, parent education classes.	$160,000	164,690	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals for students, including Foster and homeless youth, English Learners and low income, during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, packaging materials, and Personal Protective Equipment.	$40,000	44,400	Yes

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

Our students, families and staff suffered from increased mental health and social emotional issues related to the pandemic that caused isolation for so many which resulting in a need for more services. Actual expenditures in this area exceeded the budgeted amount in order to cover the additional staffing costs needed to serve students, families and staff. The budget for school psychologists to assess, screen and provide services to students was not fully expended due to the inability to bring students in for assessments and the limited ability to assess and provide services virtually.

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.

Given the pandemic, the important role of our health and wellness teams has been highlighted. For example, additional health assistants were hired to support school sites in anticipation return to school. Additionally, there was an increase in nurse FTE to support planning and monitoring of health services, contact tracking, health education and and liaising with the health department. These efforts have highlighted the need to maintain this increased staffing in the area of health. Additionally, PBIS and SEL staff have been activated to assist with setting safe and welcoming virtual environments, working with teachers to support student engagement and planning for socialization in return to school planning. The district will be expanding efforts in this area for the 2021-24 LCAP by addressing Multi-Tiered Systems of Support as well as continuing with SEL and PBIS. The FRC has also played a key role in the last year, addressing the basic needs of families, providing outreach and education, and serving as a one stop shop for family support (housing, food, school supplies, parenting classes and referrals). The importance of addressing issues of food insecurity and other basic needs will continue to be part of our LCAP plan.

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

SCUSD administered the Learning from Home (LFH) Survey in the Spring and Fall 2020. The results of the LFH survey assisted SCUSD with assessing student learning loss in the area of social and emotional wellness. The data was then used to plan for the following year as well as into 2021-24 for the LCAP.

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

The differences in staffing amounts is due to less hourly compensation needed since we could not bring students or teachers in person. Students with disabilities were able to bring any assistive technologies used at school to their homes so there was no need for additional expenses. Due to COVID, the need to increase the number of chromebooks, digital instructional materials and other related digital supports was much more than anticipated. English Learner supports were increased due to COVID as well. Staffing for Literacy Intervention Specialists budget differences are a result of the inability to hire in COVID. Increased summer programming in order to mitigate loss of schooling time resulted in expenditures exceeding budgeted funds. The maintenance costs of data software was overestimated. Our students, families and staff suffered from increased mental health and social emotional issues related to the pandemic that caused isolation for so many which resulting in a need for more services. Actual expenditures in this area exceeded the budgeted amount in order to cover the additional staffing costs needed to serve students, families and staff. The budget for school psychologists to assess, screen and provide services to students was not fully expended due to the inability to bring students in for assessments and the limited ability to assess and provide services virtually.

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.

During the 2019-20 and 2020-21 school year, much data and stakeholder engagement was collected to inform our planning stages of returning to in-person learning. Using all data and the continued focus groups, District Advisory Committee and District English Learner Advisory Committee input, we have reflected and planned for the 2021-24 LCAP. There is a focus on our R3 Recovery Plan - Reconnect, Re-engage and Recover which outlines the importance of reconnecting school communities, social emotional health and wellbeing for students and staff and supports for academics as priorities for the 2021-22 school year and beyond.

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:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

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

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

Actions Related to Pupil Learning Loss

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

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

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	12,420,969.00	10,942,284.00
	0.00	104,314.00
Supplemental/Concentration	12,420,969.00	10,837,970.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	12,420,969.00	10,942,284.00
	0.00	0.00
Res-0003 CC 013450	0.00	332,160.00
Res-0003 CC 018700	1,100,000.00	861,965.00
Res-0003 CC 018730	200,000.00	130,590.00
Res-0003 CC 021111	145,000.00	112,473.00
Res-0003 CC 021131	975,000.00	641,956.00
Res-0003 CC 021315	108,000.00	103,463.00
Res-0003 CC 021316	2,265,000.00	2,083,549.00
Res-0003 CC 021320	100,000.00	104,314.00
Res-0003 CC 031450	430,000.00	0.00
Res-0003 CC 031460	343,000.00	318,311.00
Res-0003 CC 031690	1,135,000.00	1,109,060.00
Res-0003 CC 077003	190,000.00	135,741.00
Res-0003 CC-000003	5,429,969.00	5,008,702.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	12,420,969.00	10,942,284.00
		0.00	0.00
Res-0003 CC 013450	Supplemental/Concentration	0.00	332,160.00
Res-0003 CC 018700	Supplemental/Concentration	1,100,000.00	861,965.00
Res-0003 CC 018730	Supplemental/Concentration	200,000.00	130,590.00
Res-0003 CC 021111	Supplemental/Concentration	145,000.00	112,473.00
Res-0003 CC 021131	Supplemental/Concentration	975,000.00	641,956.00
Res-0003 CC 021315	Supplemental/Concentration	108,000.00	103,463.00
Res-0003 CC 021316	Supplemental/Concentration	2,265,000.00	2,083,549.00
Res-0003 CC 021320		0.00	104,314.00
Res-0003 CC 021320	Supplemental/Concentration	100,000.00	0.00
Res-0003 CC 031450	Supplemental/Concentration	430,000.00	0.00
Res-0003 CC 031460	Supplemental/Concentration	343,000.00	318,311.00
Res-0003 CC 031690	Supplemental/Concentration	1,135,000.00	1,109,060.00
Res-0003 CC 077003	Supplemental/Concentration	190,000.00	135,741.00
Res-0003 CC-000003	Supplemental/Concentration	5,429,969.00	5,008,702.00

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

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	9,174,081.00	7,745,073.00
Goal 2	2,965,888.00	2,945,035.00
Goal 3	281,000.00	252,176.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$9,123,828.00	$9,704,730.00
Distance Learning Program	$43,671,319.00	$43,724,974.00
Pupil Learning Loss	$3,536,000.00	$3,570,008.00
Additional Actions and Plan Requirements	$5,713,381.00	$5,819,171.00
All Expenditures in Learning Continuity and Attendance Plan	$62,044,528.00	$62,818,883.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$9,123,828.00	$9,704,730.00
Distance Learning Program	$26,173,444.00	$24,466,227.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$35,297,272.00	$34,170,957.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	$17,497,875.00	$19,258,747.00
Pupil Learning Loss	$3,536,000.00	$3,570,008.00
Additional Actions and Plan Requirements	$5,713,381.00	$5,819,171.00
All Expenditures in Learning Continuity and Attendance Plan	$26,747,256.00	$28,647,926.00