

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

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

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

Goal 1

Create a learning environment where students feel safe and can flourish as they develop skills needed to be competitive in the 21st Century global market through full implementation of Common Core State Standards and effective use of technology.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 100% Highly Qualified Teachers - data to indicate the ability to attract and retain high-quality teachers. Need to be competitive with surrounding districts with compensation package offered to teachers. Increase the number of first-choice candidates accepting employment with SWSD by at least 26.85%. Decrease the number of consultants filling teacher positions in specialty areas by at least 26.85%. 100% Textbook Sufficiency 100% Facilities Reports receive Good/Exemplary ratings overall Libraries open for an additional hour at each site.	Rate of Teacher Misassignment: State Priority Met * The SWSD was 100% in compliance by providing teachers who are fully credentialed and were appropriately assigned to students. Priority Met * The SWSD increased the number of first-choice candidates accepting employment with South Whittier School District by at least 90% (Nine out of ten first-choice candidates accepted employment). Metric Met * The SWSD was not able to decrease the number of consultants filling teacher positions in specialty areas (Speech & Language) by at least 20%. We currently have 3 Speech & Language teachers and 3 consultants. Metric Not Met Student Access to Standards-aligned Instructional materials: State Priority Met * The rate of 100% compliance was verified by Williams's visits and administrative audits.

Expected	Actual
<p>19-20 Rate of Teacher Misassignment:</p> <ul style="list-style-type: none"> * Maintain the rate of 100% compliance of fully credentialed and appropriately assigned teachers. * Increase number of first choice candidates accepting employment with South Whittier School District by at least 45%. * Decrease number of consultants filling teacher positions in specialty areas by at least 20% <p>Student Access to Instructional Materials:</p> <ul style="list-style-type: none"> * Based on Williams Textbook /Instructional materials audits, 100% of teachers indicate compliance with a sufficiency of materials <p>School Facilities in Good Repair:</p> <ul style="list-style-type: none"> * Based on 2019 -2020 audit ratings of "Good" on all school sites and district facilities, 100% of school sites and district facilities will maintain a "Good" or better rating in the 2020 - 2021 school year. <p>Implementation of State Standards:</p> <ul style="list-style-type: none"> * Based on teacher surveys, dialog with site principals, union leaders and district administrators, teachers indicate an increased knowledge of State Standards and strategies to increase student engagement and participation. * Based on dialog with site principals, assessment data is being studied and analyzed to determine intervention groups and areas requiring additional teaching opportunities. * Based on the need to provide our students access to the internet and additional resources, all our school libraries will be open at least (7) hours at each site. 	<ul style="list-style-type: none"> * The goal of 100% of our students having access to State Standards-aligned instructional materials was met. <p>School Facilities in Good Repair: State Priority Met</p> <ul style="list-style-type: none"> * A rating of "Good" or better was maintained for all schools and district facilities. * Upgrades were completed at some of our sites and work on bigger projects continues as part of our bond work. <p>Implementation of Academic and Performance Standards: State Priority Met</p> <ul style="list-style-type: none"> * All Kindergarten - 8th-grade teachers assessed students in English Language Arts and mathematics, using benchmark assessments aligned to grade-level standards. Metric Met * Assessment data is studied and analyzed after each assessment. Data is used to determine intervention groups and areas requiring additional teaching opportunities. Metric Met * All libraries were utilized to full capacity during the school day as measured by schedules, principal observations, and sign-in sheets. Metric Not Met *Based on the need to provide our students access to the internet and additional resources, all libraries were open at least (7) hours at each site. Metric Not Met -Refer to action 12. * Distance Learning presented additional needs to provide some students with devices and internet access. Students were provided with Chromebooks and hotspots as needed. Metric Met <p>Implementation of State Standards: Met</p> <ul style="list-style-type: none"> * Based on teacher surveys, dialog with site principals, union leaders, and district administrators teachers indicated increased knowledge of State Standards and strategies to increase student engagement, participation, and rigor.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>G1.A1 Each student will be provided high-quality learning experiences through a broad course of study and full implementation of the Common Core Standards</p> <p>Staffing: Certificated Teachers, Base level of instructional support.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served</p> <p>Scope of Services LEA-wide</p> <p>Locations</p>	<p>2019 - 2020 = staffing ratios grades 4-8, LCFF GSA requirements, grades TK - 3 making progress towards 24:1 1000-1999: Certificated Personnel Salaries Base \$9,472,661</p> <p>Teachers 3000-3999: Employee Benefits Base \$3,782,033</p>	<p>2019 - 2020 = staffing ratios grades 4-8, LCFF GSA requirements, grades TK - 3 making progress towards 24:1 1000-1999: Certificated Personnel Salaries Base \$8,501,469</p> <p>Teachers 3000-3999: Employee Benefits Base \$3,677,203</p>
<p>G1.A2 Each student will be provided a high-quality learning experience through a broad course of study and full implementation of the Common Core State Standards</p> <p>Staffing: Administration / Management - Certificated and Classified</p>	<p>Base (93%) , Title I (7%) 1000-1999: Certificated Personnel Salaries Base \$1,698,204</p> <p>Base (93%) , Title 1 (7%) 3000-3999: Employee Benefits Base \$ 705,985</p>	<p>Base (94%), Title I (6%) 1000-1999: Certificated Personnel Salaries Base \$1,703,543</p> <p>Base (94%), Title I (6%) 3000-3999: Employee Benefits Base \$678,453</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served</p> <p>Scope of Services LEA-wide</p> <p>Locations</p>	<p>Classified Management 2000-2999: Classified Personnel Salaries Base \$396,616</p> <p>Classified Management 3000-3999: Employee Benefits Base \$187,290</p>	<p>Classified Management 2000-2999: Classified Personnel Salaries Base \$431,646</p> <p>Classified Management 3000-3999: Employee Benefits Base \$190,737</p>
<p>G1.A3 Certificated Support -</p> <p>Psychologists, Instructional Coaches, Teacher on Special Assignment, Physical Education Teachers, Resource Specialist Teacher, Certificated Support</p> <p>Psychologist and Psychologist Intern provide support with culture and climate and helping to create a learning environment where students feel safe. Our psychologists are members of our PBIS sites teams and support the implementation plan. In addition, our psychologist provides increased and improved services at all our sites with our Multi-tiered System of Support for our low-income pupils, English Learners, and Foster Youth.</p> <p>Hire a Licensed Clinical Social Worker to build a comprehensive mental health program for SWSD. The program will include supervision of interns to be placed at each site.</p>	<p>2.5 - Psychologist (30%) 2 additional psychologist (100%), 3-Instructional Coaches - (2) GMS and (1) elementary Coaches (1) TOSA Technology, (2) PE Teachers and, (13) Part-Time Hourly Certificated support, RSP 15%, extended instructional minutes for kindergarten students (33%) 1000-1999: Certificated Personnel Salaries LCFF TSF \$1,769,600</p> <p>2.5 - Psychologist (30%) 2 additional Psychologist (100%) Instructional Coaches - (1) GMS and 4 additional Coaches (1) TOSA Technology, (2) PE Teachers and Technology Intervention Teacher/ Elementary,</p>	<p>2.5 - Psychologist (30%) 2 additional psychologist (100%), 3-Instructional Coaches - (2) GMS and (1) elementary Coach (1) TOSA Technology, (2) PE Teachers and, (11) Part-Time Hourly Certificated support, RSP 15%, extended instructional minutes for kindergarten students (33%) 1000-1999: Certificated Personnel Salaries LCFF TSF \$1,712,403</p> <p>2.5 - Psychologist (30%) 2 additional Psychologist (100%) Instructional Coaches - (1) GMS and 4 additional Coaches (1) TOSA Technology, (2) PE Teachers and Technology Intervention Teacher/ Elementary,</p>

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<p>Extended Kindergarten day by 33% beyond the required number of minutes.</p> <p>1 - Elementary Instructional Coaches and Teacher on Special Assignment / Technology provide direct professional development for teachers at all sites. The focus for professional development will continue to be the successful implementation of Common Core State Standards with an emphasis on English Language Arts / English Language Development and Mathematics. This year Instructional Coaches will include professional development in the area of English Language Development, technology, and Mathematical Practice Standards. Instructional Coaches will organize and maintain intervention programs at all school sites- interventions will support our identified target students. In addition, a Technology Teacher on Special Assignment (TOSA) will provide support in the area of technology integration and provide our students with the tools to be career and college ready.</p> <p>13 - Part-Time Hourly Certificated Support, teachers will provide support in our primary classrooms (Kindergarten - 2nd Grade)</p> <p>2 -Instructional Coach will provide support at our middle school with specified professional development needs, intervention, mathematics, and ELD.</p> <p>English Language Arts / English Language Development Teacher - Graves Middle School</p> <p>FTE ScienceTeacher -Graves Middle School</p> <p>Maintain the master schedule that eliminates most combination classes (TK/K exception).</p>	<p>RSP 15% , extended instructional minutes for kindergarten students (33%) 3000-3999: Employee Benefits LCFF TSF \$660,467</p> <p>Mileage 5000-5999: Services And Other Operating Expenditures LCFF TSF \$7,800</p> <p>(5) Instructional Coaches funded 100% from Title I 1000-1999: Certificated Personnel Salaries Title I \$480,997</p> <p>(5)Instructional Coaches funded 100% from Title I 3000-3999: Employee Benefits Title I \$187,518</p>	<p>RSP 15% , extended instructional minutes for kindergarten students (33%) 3000-3999: Employee Benefits LCFF TSF \$579,116</p> <p>Mileage 5000-5999: Services And Other Operating Expenditures LCFF TSF \$5,473.40</p> <p>(5) Instructional Coaches funded 100% from Title I 1000-1999: Certificated Personnel Salaries Title I \$465,116</p> <p>(5) Instructional Coaches funded 100% from Title I 3000-3999: Employee Benefits Title I \$185,100</p>

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<p>Physical education program to address student wellness needs. Staff will serve grades Kindergarten - Sixth-grade students. (2 PE Teachers) An additional teacher will provide intervention for our students using technology-based programs.</p> <p>Resource Specialist Program teachers to provide increased services beyond the base level of service for our at-risk students. RSP teachers support intervention programs at our sites to support low-income students, English Learners, and Foster Youth.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>G1.A4 Classified Support Staff:</p> <p>Health Clerks: All sites have access to a Health Clerk at each site. There is a need to hire Licensed Vocational Nurses in order to meet the needs of our students with medical conditions. Health Clerks will provide basic first-aid services and health education to students as well as make referrals to community agencies where basic health services, vision, hearing, dental, and mental health care can be assessed.</p> <p>Physical Education Instructional Aides and Assessment Aides - provide improved and increased support.</p>	<p>Each school will receive support from a Health Clerk at each site, Instructional Aides, Assessment Aides, Physical Education Instructional Aides, District Clerk Typist, and Campus Monitor. 2000-2999: Classified Personnel Salaries LCFF TSF \$505,140</p> <p>Health Clerks, Instructional Aides, Physical Education Instructional Aides, District Clerk Typist, 3000-</p>	<p>Each school receives support from a Health Clerk at each site, Instructional Aides, Assessment Aides, Physical Education Instructional Aides, District Clerk Typist, and Campus Monitor. 2000-2999: Classified Personnel Salaries LCFF TSF \$419,972.69</p> <p>Health Clerks, Instructional Aides, Physical Education Instructional Aides, District Clerk Typist, and Campus Monitor. 3000-3999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Clerk Typist - Records kept will be accurate and improved which will enable quick response to parent requests. In addition, Clerk will provide resources for student and families.</p> <p>Additional Instructional Aides to support our Multi-Tiered System of Supports.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>3999: Employee Benefits LCFF TSF \$215,445</p> <p>Health Supplies 4000-4999: Books And Supplies LCFF TSF \$3,000</p> <p>Speech & Language Support 5000-5999: Services And Other Operating Expenditures LCFF TSF \$4,050</p>	<p>Employee Benefits LCFF TSF \$155,032.55</p> <p>Health Supplies 4000-4999: Books And Supplies LCFF TSF \$0</p> <p>Speech & Language Support 5000-5999: Services And Other Operating Expenditures LCFF TSF \$1,726.49</p> <p>Substitute 1000-1999: Certificated Personnel Salaries LCFF TSF \$150.00</p>
<p>G1.A5 Provide access to school libraries. Library Clerks will provide to our students and their families additional time in our libraries, in order for them to access resources such as research materials, internet and technology.</p>	<p>Library Clerks: 7 hours for elementary sites, 11 months, 8 hours at Graves Middle School 12 months.</p> <p>Note: Limited library resources are available in our community making it difficult for low income and English Language Learner students to access resources outside of the school setting.</p> <p>2000-2999: Classified Personnel Salaries LCFF TSF \$244,086</p> <p>Library Clerks 3000-3999: Employee Benefits LCFF TSF \$155,401</p>	<p>Library Clerks were provided for all sites. 2000-2999: Classified Personnel Salaries LCFF TSF \$260,257.60</p> <p>Library Clerks 3000-3999: Employee Benefits LCFF TSF \$163,040.45</p>

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<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>G1.A6 Increase and improve the level of direct service to schools from maintenance and operations department. Maintenance staff salaries and operating costs. Maintain additional maintenance person to provide additional support to sites.</p> <p>Custodial materials and supplies.</p> <p>Services, Utilities, housekeeping items, and communication.</p> <p>Maintain automated work order system, this system provides an efficient way to track and effectively provide maintenance service to all our sites. The system will prioritize work orders to ensure timely response to emergency and needed repairs as per Williams requirements.</p>	<p>Maintenance staff salaries, benefits, and operating costs:</p> <p>Note Site custodians, 2 district maintenance worker, 1 Director of Maintenance and Operations (20% of Director salary) 2000-2999: Classified Personnel Salaries Base \$1,207,005</p> <p>Maintenance Staff 3000-3999: Employee Benefits Base \$ 654,178</p> <p>Supplies and Materials 4000-4999: Books And Supplies Base \$236,826</p> <p>Housekeeping items / services, work order system. 5000-5999: Services And Other Operating Expenditures Base \$1,037,975</p>	<p>Maintenance Staff 2000-2999: Classified Personnel Salaries Base \$1,152,831</p> <p>Maintenance Staff 3000-3999: Employee Benefits Base \$698,082</p> <p>Supplies and Materials 4000-4999: Books And Supplies Base \$123,821</p> <p>Housekeeping items / services, work order system 5000-5999: Services And Other Operating Expenditures Base \$962,093</p>

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<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served</p> <p>Scope of Services LEA-wide</p> <p>Locations</p>		
<p>G1.A7 Maintenance and operations secretary: Position will serve both maintenance, operations, and business departments. Secretary will facilitate organization of increase and improved services to all sites. Secretary will provide increased and improved services in addition to our base level of service.</p> <p>Maintenance and Operations personnel: One position will be a split Maintenance / Gardener position. Currently, there are two gardeners to maintain all eight district sites and another position is a maintenance position. These positions will provide gardener and maintenance services that are to provide improved and increased services beyond the base (2 additional positions)</p>	<p>Maintenance and operations secretary. 2000-2999: Classified Personnel Salaries Base \$50,232</p> <p>Maintenance and operations secretary 3000-3999: Employee Benefits Base \$16,323</p> <p>Gardener and Maintenance position -Included in Goal 1 Action 6 2000-2999: Classified Personnel Salaries Base \$0</p> <p>Gardener and Maintenance position -Included in Goal 1 Action 6 3000-3999: Employee Benefits Base \$0</p>	<p>Maintenance and operations secretary 2000-2999: Classified Personnel Salaries Base \$</p> <p>Maintenance and operations secretary 3000-3999: Employee Benefits Base \$</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>G1.A8 Replace textbooks and materials in all content areas.</p> <p>Year 3 of payment plan for newly adopted Journeys and Amplify program. This program ensures that our low income and English Learners do not fall further behind grade level peers within and outside our district.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served</p> <p>Scope of Services LEA-wide</p> <p>Locations</p>	<p>Replacement costs for damages and replacement of consumables. Journeys and Amplify. Purchase Spanish books for our Dual Language classes. 4000-4999: Books And Supplies Base \$30,000</p>	<p>Replacement costs for damages and replacement of consumables. 4000-4999: Books And Supplies Base \$55,086</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>G1.A9 Purchase non-fiction Common Core-aligned library books.</p> <p>Purchase materials for our low-income students that address their individual needs for remediation. Materials purchased will be used during sessions designed for intervention.</p> <p>Purchase hands-on science materials to support the core program. (\$1000.00 per elementary site and \$2000.00 for Graves Middle School)</p> <p>6th Grade Science Camp, provide camper registration. In addition, provide for student transportation and equipment and luggage transportation.</p> <p>Extra pay for staff attending Outdoor Science School.</p> <p>Purchase Physical Education materials and supplies to provide a comprehensive and integrated program.</p> <p>Provide teachers with \$200.00 per teacher to fund materials needed for the implementation of Common Core State Standards and 21st Century skills. (additional \$5,000 district-wide)</p>	<p>English Language Development Program, intervention materials, materials for hands-on science, physical education materials & supplies, common core instructional materials 4000-4999: Books And Supplies LCFF TSF \$50,000</p> <p>Teachers Extra Pay to attend Outdoor Science School 1000-1999: Certificated Personnel Salaries LCFF TSF \$28,000</p> <p>Staff Extra Pay to attend Outdoor Science School 2000-2999: Classified Personnel Salaries LCFF TSF \$12,000</p> <p>Staff Extra Pay to attend Outdoor Science School 3000-3999: Employee Benefits LCFF TSF \$11,000</p> <p>6th Grade Science Camp - 300 incoming 6th grade students 5000-5999: Services And Other Operating Expenditures LCFF TSF \$35,150</p>	<p>English Language Development Program, intervention materials, applications for distance learning, physical education materials for social distancing, common core instructional materials. 4000-4999: Books And Supplies LCFF TSF \$53,669.67</p> <p>Outdoor Science School was canceled due to COVID-19. 1000-1999: Certificated Personnel Salaries LCFF TSF \$0</p> <p>Outdoor Science School was canceled due to COVID-19 2000-2999: Classified Personnel Salaries LCFF TSF \$0</p> <p>Outdoor Science School was canceled due to COVID-19 3000-3999: Employee Benefits LCFF TSF \$0</p> <p>6th Grade Science Camp - Canceled due to COVID-19 5000-5999: Services And Other Operating Expenditures LCFF TSF \$38,407.48</p>

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<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>G1.A10 Purchase new student furniture for all our sites. Current furniture is old and in need of repairing. Improvements will be made to allow for collaboration and intervention and to provide our students with access to 21st century classrooms. Purchases will be done in phases based on available funding.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Communication Materials 5000-5999: Services And Other Operating Expenditures LCFF TSF \$8,700</p> <p>Physical improvements at all sites to create 21st Century classrooms.</p> <p>Paid by Bond 5000-5999: Services And Other Operating Expenditures Other \$97,500</p>	<p>Communication Materials 5000-5999: Services And Other Operating Expenditures LCFF TSF \$0</p> <p>School improvements at all sites. 5000-5999: Services And Other Operating Expenditures Other \$0</p>
<p>G1.A11 Reduce class size and increase course access for low income, English Learners and Foster Youth by increasing staffing, above the required class size for the upper grade (4th - 8th) and available program offerings at Graves Middle School. Adhering to Educational Code Section 41376 and 41378.</p> <p>English Language Arts / English Language Development Teacher - Graves Middle School</p>	<p>Additional Teachers 1000-1999: Certificated Personnel Salaries LCFF TSF \$690,783</p> <p>Additional Teachers & Instructional Aides 3000-3999: Employee Benefits LCFF TSF \$298,591</p>	<p>Additional Teachers 1000-1999: Certificated Personnel Salaries LCFF TSF \$570,857.05</p> <p>Additional Teachers & Instructional Aides 3000-3999: Employee Benefits LCFF TSF \$214,254.88</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>FTE Science Teacher -Graves Middle School</p> <p>FTE Spanish Teacher - Graves Middle School</p> <p>Culinary Arts Elective - 2 periods</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served</p> <p>English Learners</p> <p>Foster Youth</p> <p>Low Income</p> <p>Scope of Services</p> <p>LEA-wide</p> <p>Locations</p> <p>All Schools</p>	<p>Support for class size reduction 2000-2999: Classified Personnel Salaries LCFF TSF \$103,390</p> <p>Travel & Conference Mileage 5000-5999: Services And Other Operating Expenditures LCFF TSF \$100</p> <p>Materials & Supplies for Culinary Arts Class 4000-4999: Books And Supplies LCFF TSF \$7,400</p>	<p>Support for class size reduction 2000-2999: Classified Personnel Salaries LCFF TSF \$98,249.19</p> <p>Travel & Conference Mileage 5000-5999: Services And Other Operating Expenditures LCFF TSF \$0</p> <p>Culinary Arts Class was not offered 4000-4999: Books And Supplies LCFF TSF \$0</p>
<p>G1.A12 Provide technology and enhancements for our unduplicated student group. Targeted students will participate in one to one computer program. Purchase of Chromebooks.</p>	<p>Applications & site licenses, technology enhancements 4000-4999: Books And Supplies LCFF TSF \$4,000</p> <p>Contract & services for instructional technology 5000-5999: Services And Other Operating Expenditures LCFF TSF \$1,500</p>	<p>Applications & site licenses, technology enhancements 4000-4999: Books And Supplies LCFF TSF \$4,047.45</p> <p>Contract & services for instructional technology 5000-5999: Services And Other Operating Expenditures LCFF TSF \$0</p>

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<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>G1.A12 District Nurse will provide increased and improved services to our students by providing resources to students and their families.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Nurse 50% Contract paid by Medical Admin Activities (MAA) 5000-5999: Services And Other Operating Expenditures Other \$27,700</p> <p>Nurse Contract 3000-3999: Employee Benefits LCFF TSF \$0</p>	<p>Nurse 40% 1000-1999: Certificated Personnel Salaries Other \$36,011</p> <p>Nurse Contract 3000-3999: Employee Benefits LCFF TSF \$8,010</p>
<p>G1.A14 Assessment Aides - Provide early intervention aide for students prior to and throughout testing for Special Education.</p> <p>Additional Speech and Language Teacher to provide support for our Special Education students. This Action has been moved to Goal 1 Action 1</p>	<p>Assessment Aide -Para Educator working as assessment aide 2000-2999: Classified Personnel Salaries Base \$12,566</p>	<p>Assessment Aides 2000-2999: Classified Personnel Salaries Base \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Two additional Special Education Teachers to provide additional support to our Special Education students and our targeted students. This AcTion has been moved to Goal 1 Action 1.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served Students with Disabilities</p> <p>Location(s) All Schools</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served</p> <p>Scope of Services LEA-wide</p> <p>Locations</p>	<p>Assessment Aide -Para working as assessment aide 3000-3999: Employee Benefits Base \$4,073</p> <p>Speech/Language Pathologist (1FTE) Included in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Speech/language Pathologist (1FTE) Included in Goal 1 Action 1 3000-3999: Employee Benefits Base \$0</p> <p>Special Education RSP Teachers (2FTE) Included in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Special Education RSP Teachers (2FTE) Included in Goal 1 Action 1 3000-3999: Employee Benefits Base \$0</p>	<p>Assessment Aide 3000-3999: Employee Benefits Base \$0</p>

Goal Analysis

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

The funds that were budgeted for personnel in Action #5 were slightly less due to staff turnover at the end of the school year. Additionally, there was a decrease in expenditures for mileage due to school closures. Furthermore, funds were unspent in Action 4 due to the lack of need for instructional aides, health supplies, and speech and language support due to school closures. Action 9 allocated funds to pay our teachers extra pay for attending outdoor science school and due to the pandemic, there was a need to cancel the trip for our 6th-grade students. The registration deposits had already been paid therefore we are working with the company

to obtain the return of all of our deposits. Although there were funds that were not spent on the intended action under this goal there was a need to purchase technology enhancements such as educational applications, site licenses, and computer programs to support our students during distance learning. (See expenditures in Action 12). These much-needed expenditures supported our students to be able to better connect with their teachers and enhance their technological abilities. Additionally, it provided students access to computer applications that are common core aligned, and designed to be intuitive to support all learning levels and provide support for effective use of technology.

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

The successes in implementing these actions/services to achieve this goal in creating a learning environment where students feel safe and develop the skills they need to be successful were evident in the level of participation that we had with our students. Distance learning brought with it the opportunity to learn new programs such as See Saw, Moby Max, Google Classroom and Zoom students were engaged and participating at a high level. Some of the challenges that were experienced was the lack of devices and hot spots for some of our families. There was a need to provide devices and hot spots for some of our students and even then we still had families with multiple users in the same household and one hot spot was not sufficient.

Goal 2

Provide opportunities and support for all students as they develop and expand their knowledge across a broad course of study which will prepare them for college and the workforce. Increased and improved services will be provided for all sub groups.

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

Annual Measurable Outcomes

Expected	Actual
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Expected	Actual																																																
<p>19-20 CAASPP</p> <p>* CAASPP Participation Rate 96% or higher - Our SBAC participation rate for Spring 2020 was 96% or higher.</p> <p>* CAASPP Proficiency English Language Arts proficiency targets have been identified from baseline data to demonstrate continuous growth. There will be an increase of 5% from 2020 results of students meeting or exceeding proficiency.</p> <p>* CAASPP Proficiency Math proficiency targets have been identified from baseline data to demonstrate continuous growth. There will be an increase of 5% from 2020 results of students meeting or exceeding proficiency.</p> <p>English Learner Progress Towards Proficiency:</p> <p>ELPAC</p> <p>Baseline Data:</p> <table><tr><td>Level 1</td><td>27.33%</td></tr><tr><td>Level 2</td><td>21.35%</td></tr><tr><td>Level 3</td><td>31.31%</td></tr><tr><td>Level 4</td><td>20.62%</td></tr></table> <p>Level 4 will increase by 2%.</p> <p>* ELPAC Participation Rate 99% or higher -</p> <p>* EL Reclassification Rate increase by 5%. Number of students reclassified 2020 -</p> <p>D/F grades at Graves Middle School - maintain or decrease.</p> <p>Other Student Outcomes:</p> <p>Pre-K through Second Grade:</p> <p>* Based on students' performance level used as a baseline the</p>	Level 1	27.33%	Level 2	21.35%	Level 3	31.31%	Level 4	20.62%	<p>CAASPP</p> <p>* CAASPP was canceled due to COVID-19.</p> <p>* CAASPP Proficiency English Language Arts proficiency targets have been identified from baseline data to demonstrate continuous growth. CAASPP was canceled due to COVID-19 for Spring 2020. 2018 - 2019 results 37.25% met or exceeded standards for ELA</p> <p>* CAASPP Proficiency Math proficiency targets have been identified from baseline data to demonstrate continuous growth. CAASPP was canceled due to COVID-19 for Spring 2020. 2018 -2019 results 24.96% met or exceeded standards for mathematics</p> <p>English Learner Progress Towards Proficiency: Metric Met</p> <p>ELPAC</p> <table><tr><td colspan="2">Baseline Data:</td><td colspan="2">Spring and Fall</td></tr><tr><td colspan="2">Make-Ups 2020 (407 students)</td><td colspan="2">All EL, most recent scores</td></tr><tr><td>Level 1</td><td>27.33%</td><td>Level 1</td><td>24%</td></tr><tr><td>Level 1</td><td>19.8%</td><td></td><td></td></tr><tr><td>Level 2</td><td>21.35%</td><td>Level 2</td><td>24%</td></tr><tr><td>Level 2</td><td>25.5%</td><td></td><td></td></tr><tr><td>Level 3</td><td>31.31%</td><td>Level 3</td><td>60%</td></tr><tr><td>Level 3</td><td>30.9%</td><td></td><td></td></tr><tr><td>Level 4</td><td>20.62%</td><td>Level 4</td><td>16%</td></tr><tr><td>Level 4</td><td>23.7%</td><td></td><td></td></tr></table> <p>Level 4 will increase by 2%.</p> <p>* ELPAC Participation Rate 99% or higher - participation rate was 37.6% due to school closure due to the pandemic.</p> <p>* EL Reclassification Rate increase by 5%. The number of students reclassified 2020 - 181 students (15.9%) Metric Met reclassification increased by 15.9%</p>	Baseline Data:		Spring and Fall		Make-Ups 2020 (407 students)		All EL, most recent scores		Level 1	27.33%	Level 1	24%	Level 1	19.8%			Level 2	21.35%	Level 2	24%	Level 2	25.5%			Level 3	31.31%	Level 3	60%	Level 3	30.9%			Level 4	20.62%	Level 4	16%	Level 4	23.7%		
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>G2.A1 Substitutes to support data conferences and collaboration meetings.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Substitutes 1000-1999: Certificated Personnel Salaries LCFF TSF \$84,675</p> <p>Substitutes 3000-3999: Employee Benefits LCFF TSF \$6,396</p> <p>Contracted Substitutes 5000-5999: Services And Other Operating Expenditures LCFF TSF \$45,000</p>	<p>Substitutes 1000-1999: Certificated Personnel Salaries LCFF TSF \$51,975</p> <p>Substitutes 3000-3999: Employee Benefits LCFF TSF \$10,801</p> <p>Contracted Substitutes 5000-5999: Services And Other Operating Expenditures LCFF TSF \$19,798</p>
<p>G2.A2 Purchase Chromebooks for AVID and AVID Excel students.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Chromebooks one to one program for Targeted Students. 4000-4999: Books And Supplies LCFF TSF \$4,300</p>	<p>Chromebooks for Targeted Students 4000-4999: Books And Supplies LCFF TSF \$0</p>
<p>G2.A3 Computer hardware, software and technical support provided to staff to support program implementation, including Juno amplifying</p>	<p>Computer hardware / software supply replacement costs. 4000-</p>	<p>Computer hardware / software supply replacement costs. 4000-</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>system Teachers will be given the support needed to meet the challenges of integrating technology into their instructional practices.</p> <p>Maintain Technology position with an 8-hour technician.</p> <p>Maintain Data Integrity Specialist position to support sites with Standards-Based Report Cards, Aeries Grade book and other data dis-aggregation needs.</p> <p>These expenditures provide improved and increased services beyond the base level for our low-income students, English Learners and Foster Youth.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>4999: Books And Supplies LCFF TSF \$114,600</p> <p>Computer software services. 5800: Professional/Consulting Services And Operating Expenditures LCFF TSF \$15,000</p> <p>Technology and Data Support 2000-2999: Classified Personnel Salaries LCFF TSF \$181,170</p> <p>Technology and Data Support 3000-3999: Employee Benefits LCFF TSF \$89,602</p>	<p>4999: Books And Supplies LCFF TSF \$121,301</p> <p>Computer software services. 5800: Professional/Consulting Services And Operating Expenditures LCFF TSF \$0</p> <p>Technology and Data Support 2000-2999: Classified Personnel Salaries LCFF TSF \$149,992</p> <p>Technology and Data Support 3000-3999: Employee Benefits LCFF TSF \$83,239</p>
<p>G2.A4 Intervention and enrichment programs.</p> <p>Additional District Support</p> <p>Document Tracker \$3,050</p> <p>District Website \$9000</p>	<p>Intervention and enrichment programs and related costs to be funded through site discretionary funds. Includes after school coaches. 5000-5999: Services And Other Operating Expenditures LCFF TSF \$80,605</p>	<p>Intervention and enrichment programs and related costs to be funded funded through site funds. Includes after school coaches. 5000-5999: Services And Other Operating Expenditures LCFF TSF \$6,768</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Renaissance STAR 360 \$80,605 (3-year Contract)</p> <p>Learning Dynamics \$15,257</p> <p>Illuminate - School City \$74,554 (3-year Contract)</p> <p>Note: 4000 - 5000</p> <p>Tutoring / Intervention</p> <p>THINK Together program provides an extended day for our students. Approximately 100 students per site are given the opportunity to participate in our after-school program.</p> <p>Provide coaches to support our after-school sports program.</p> <p>Provide summer learning opportunities for our English Language Learners and at-risk students.</p>	<p>Additional district support - Includes Summer Program materials & supplies. (Site support) 4000-4999: Books And Supplies LCFF TSF \$57,700</p> <p>Tutoring Intervention - before and after school 5000-5999: Services And Other Operating Expenditures Title I \$86,568</p> <p>Cost of THINK Together 5000-5999: Services And Other Operating Expenditures ASES Grant \$874,692</p> <p>After school Coaches 5000-5999: Services And Other Operating Expenditures LCFF TSF \$0</p> <p>Summer School 1000-1999: Certificated Personnel Salaries LCFF TSF \$95,000</p> <p>Summer School Supplies and Materials - Included under 4000's 4000-4999: Books And Supplies LCFF TSF \$0</p> <p>Summer School Benefits 3000-3999: Employee Benefits LCFF TSF \$3,111</p>	<p>Additional district support - Includes materials for summer learning. 4000-4999: Books And Supplies LCFF TSF \$36,366</p> <p>Intervention - before and after school 5000-5999: Services And Other Operating Expenditures Title I \$0</p> <p>Think Together 5000-5999: Services And Other Operating Expenditures ASES Grant \$927,751</p> <p>After school Coaches 5000-5999: Services And Other Operating Expenditures LCFF TSF \$0</p> <p>Intervention 1000-1999: Certificated Personnel Salaries LCFF TSF \$6,760</p> <p>Summer School Supplies and Materials 4000-4999: Books And Supplies LCFF TSF \$1,719</p> <p>Intervention 3000-3999: Employee Benefits LCFF TSF \$1,517</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>G3.A5 Maintain current level of support with AVID program cost for AVID and AVID Excel program at Graves Middle School for 2019 - 2020 school year as well as maintain the current level of support at Monte Vista for AVID Elementary.</p> <p>Provide 4 AVID Tutors to provide support with tutorials.</p> <p>Additional District Support:</p> <p>Project Lead The Way \$51,215 -Funded under Site Discretionary</p> <p>AVID & AVID Excel \$8,300</p> <p>Talking Teaching \$29,000 (Title II)</p>	<p>AVID Tutors 2000-2999: Classified Personnel Salaries LCFF TSF \$53,012</p> <p>AVIDTutors 3000-3999: Employee Benefits LCFF TSF \$6,214</p> <p>AVID Program Costs:</p> <p>Note Program designed for low income, first-generation college going students. Costs include program materials and training costs and the cost of tutors.</p> <p>Total includes -Additional District Support 5000-5999: Services And Other Operating Expenditures LCFF TSF \$8,300</p>	<p>AVID Tutors 2000-2999: Classified Personnel Salaries LCFF TSF \$33,315</p> <p>AVID Tutors 3000-3999: Employee Benefits LCFF TSF \$3,905</p> <p>AVID Program Costs 5000-5999: Services And Other Operating Expenditures LCFF TSF \$13,994</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations Specific Schools: Graves Middle School and Monte Vista Specific Grade Spans: 4th - 8th</p>		
<p>G2.A6 Monitor progress of reclassified English learners for four years after reclassified date to ensure continued progress.</p> <p>Provide each site with support for an extra pay assignment for an English Language Development Coordinator. This extra pay assignment will be paid at up to 10 additional hours a month which will include time to meet with the Director of Assessment, Accountability & Parent Engagement to collaborate and discuss data and students needs.</p> <p>PBIS (Positive Behavior Intervention Support) teacher leaders will receive an extra pay assignment of up 10 hours per month to support the implementation of PBIS. The teacher will be responsible for the planning and organization of monthly team meetings.</p>	<p>ELD Coordinators and MTSS Teacher Leaders Extra Pay assignment (10 hours per month) 1 per site 1000-1999: Certificated Personnel Salaries LCFF TSF \$18,000</p> <p>ELD Coordinators and MTSS Teacher Leaders - Combined 3000-3999: Employee Benefits LCFF TSF \$8,000</p> <p>ELD Coordinators and MTSS Coordinators - support staff 2000-2999: Classified Personnel Salaries LCFF TSF \$12,000</p>	<p>ELD Coordinators and MTSS teachers Leaders 1000-1999: Certificated Personnel Salaries LCFF TSF \$3,846</p> <p>ELD Coordinators and MTSS Teacher Leaders 3000-3999: Employee Benefits LCFF TSF \$1,131</p> <p>ELD Coordinators and MTSS Coordinators - support staff 2000-2999: Classified Personnel Salaries LCFF TSF \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>G2.A7 SWSD teachers will participate in collaborative inquiry using Plan-Do-Analyze- Reflect Model. Our underserved group's proficiency will increase greatly with our teacher's ability to make their learning relevant and meaningful. (subs needed for Instructional Leadership Teams meetings)</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>PDAR Collaboration and Professional Development - TTN 5000-5999: Services And Other Operating Expenditures Other \$20,000</p> <p>Substitutes and Extra Pay 1000-1999: Certificated Personnel Salaries LCFF TSF \$23,652</p> <p>Substitutes and Extra Pay 3000-3999: Employee Benefits LCFF TSF \$5,235</p>	<p>PDAR Collaboration and Professional Development - TTN 5000-5999: Services And Other Operating Expenditures Other \$0</p> <p>Substitutes and Extra Pay 1000-1999: Certificated Personnel Salaries LCFF TSF \$12,188</p> <p>Substitutes and Extra Pay 3000-3999: Employee Benefits LCFF TSF \$2,662</p>
<p>G2.A8 Provide needed materials and supplies / equipment repair costs, etc. for Visual and Performing Arts offerings.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF TSF \$0</p>	<p>Music Services 5000-5999: Services And Other Operating Expenditures LCFF TSF \$30,848</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Arts for all Materials:</p> <p>Note: Arts materials and supplies for elementary and middle school to support the arts as outlined in the CCSS. \$2000 per elementary school (6); \$2000 for middle school. Limited opportunities exist for low income students in the arts outside of the school day. 4000-4999: Books And Supplies LCFF TSF \$10,000</p>	<p>Art Materials 4000-4999: Books And Supplies LCFF \$6,166</p>
<p>G2.A9 Basic materials and supplies budget to sites</p>	<p>Budget item moved to Goal 2 Action 4</p>	
<p>G2.A10 Provide materials and supplies for improved and increased services for targeted students. Purchase Renaissance Star 360 -moved to action 4 Provide intervention and increased services for our targeted students.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Materials and supplies for increased and improved services - site budgets. 4000-4999: Books And Supplies LCFF TSF \$129,553</p> <p>Intervention - site discretionary (1000 - 5000) 1000-1999: Certificated Personnel Salaries LCFF TSF \$69,745</p> <p>Intervention - site discretionary (1000 - 5000) 3000-3999: Employee Benefits LCFF TSF \$24,065</p> <p>Intervention Support 2000-2999: Classified Personnel Salaries LCFF TSF \$65,639</p> <p>Consulting services 5000-5999: Services And Other Operating Expenditures LCFF TSF \$37,431</p>	<p>Materials and supplies for increased and improved services - site budgets. 4000-4999: Books And Supplies LCFF TSF \$74,991</p> <p>Intervention - site 1000-1999: Certificated Personnel Salaries LCFF TSF \$61,550</p> <p>Intervention - site 3000-3999: Employee Benefits LCFF TSF \$21,418</p> <p>Intervention Support 2000-2999: Classified Personnel Salaries LCFF TSF \$49,005</p> <p>Consulting Services 5000-5999: Services And Other Operating Expenditures LCFF TSF \$22,145</p>

Goal Analysis

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

The funds budgeted for substitutes in Action #1 were greatly reduced as well as the need to contract with a substitute service. Additionally funds allocated for before and after school intervention was greatly reduced as was the need to hire coaches for afterschool school sports programs. Our 2020 summer school program was canceled due to the COVID-19 school closure as well as our afterschool music program was cut short. Funds were used to support families with Chromebooks and hotspots.

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

The successes in implementing these actions and services were met until March 13th, all schools were providing intervention programs, teachers were using the collaborative inquiry process (Plan, Do, Analyze, Reflect) on a regular basis as well as they were attending conferences and workshops until the safer at home mandate.

Goal 3

Provide professional development opportunities for all staff to develop professional efficacy, to ensure high-quality instruction is provided to all students.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>19-20 The measures stated below reflect staff practices which will result in improved instruction for students.</p> <p>100% of staff trained on Common Core standards and 21st Century learning - Our Instructional Coaches have provided professional development to 85% of our teachers at least two times this year. Professional Development included Common Core, 21st Century skills, Mathematical practices, Project Based Learning, Thinking Maps and Close Reading, GLAD, and Standards-Based Grading.</p> <p>100% of staff will be trained on best instructional practices for Title I and English learners. There is a need to offer higher quality professional development in the area of English Language Development.</p> <p>100% of new employees will be trained on district practices, programs, and initiatives - all new employees received orientation and an overview of district initiatives.</p> <p>90% of substitute teachers will be trained on district practices, programs, and initiatives</p> <p>85% of classroom teachers will receive follow-up training from an instructional coach in a small group or 1:1 - 85% of our teachers received support in a variety of configurations such as small group, one to one, co/plan - co/teach and demonstration lessons.</p> <p>A minimum of monthly data conferences/grade level collaboration meetings will be held at each school site</p>	<p>The measures stated below reflect staff practices that resulted in improved instruction for students.</p> <p>100% of staff trained on Common Core standards and 21st Century learning - Our Instructional Coaches have provided professional development to 85% of our teachers at least two times this year. Professional Development included Common Core, 21st Century skills, Mathematical practices, Thinking Maps, and Close Reading, GLAD, Integrated and Designated ELD, and Standards-Based Grading. Additionally, all staff was provided with professional development to support distance learning. This professional development included professional development on Zoom, Google Classrooms, and additional online and digital resources. Metric Met</p> <p>100% of the staff was trained on best instructional practices for Title I and English learners. Metric Met There continues to be a need to offer higher quality professional development in the area of English Language Development especially in the area of integrated ELD at the middle school level.</p> <p>100% of new employees were trained on district practices, programs, and initiatives - all new employees received orientation and an overview of district initiatives. All employees received Distance Learning professional development. Metric Met</p> <p>70% of substitute teachers will be trained on district practices, programs, and initiatives - Met Not Met</p> <p>85% of classroom teachers will receive follow-up training from an instructional coach in a small group or 1:1 - 85% of our teachers received support in a variety of configurations such as small group, one to one, co/plan - co/teach, and demonstration lessons. Metric Met</p>

Expected	Actual
	A minimum of monthly data conferences/grade-level collaboration meetings will be held at each school site. Metric Met

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>G3.A1 Provide professional development for all stakeholders at all grade levels K-8 on district initiatives, scientific research-based strategies and identified areas of need. Training will focus on providing support for our target populations. Includes contract for Capturing Kids Hearts.</p> <p>Extra-pay assignments for staff to attend and/or provide training on best practices for improving instruction for low-income students and English learners during the summer, on weekends and after school hours.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Travel and Conference - Professional Development 5000-5999: Services And Other Operating Expenditures LCFF TSF \$129,249</p> <p>Extra Pay Assignemnts 1000-1999: Certificated Personnel Salaries LCFF TSF \$12,300</p> <p>Extra Pay Assignemnts 3000-3999: Employee Benefits LCFF TSF \$2,197</p> <p>Professional Development resources 4000-4999: Books And Supplies LCFF TSF \$6,300</p>	<p>Travel and Conference - Professional Development 5000-5999: Services And Other Operating Expenditures LCFF TSF \$134,062</p> <p>Extra Pay Assignments 1000-1999: Certificated Personnel Salaries LCFF TSF \$2,145</p> <p>Extra Pay Assignments 3000-3999: Employee Benefits LCFF TSF \$418</p> <p>Professional Development resources 4000-4999: Books And Supplies LCFF TSF \$3,676</p>
<p>G3.A2 Increase school year for staff by 6 days additional time scheduled for the purpose of professional development and related activities focused on best instructional practices for low income, English Language Learners and Foster Youth. Teacher work days 186</p>	<p>Professional Development Time 1000-1999: Certificated Personnel Salaries LCFF TSF \$1,023,264</p>	<p>Professional Development Days 1000-1999: Certificated Personnel Salaries LCFF TSF \$1,030,115</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Professional Development Time 3000-3999: Employee Benefits LCFF TSF \$243,692</p>	<p>Professional Development Days 3000-3999: Employee Benefits LCFF TSF \$232,913</p>
<p>G3.A3 Increase school year for classified staff for the purpose of professional development and related activities.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Professional Development Days - Classified 2000-2999: Classified Personnel Salaries LCFF TSF \$26,932</p> <p>Professional Development Days - Classified 3000-3999: Employee Benefits LCFF TSF \$9,063</p> <p>Travel & Conference 5000-5999: Services And Other Operating Expenditures LCFF TSF \$1,700</p>	<p>Professional Development Days 2000-2999: Classified Personnel Salaries LCFF TSF \$54,294</p> <p>Professional Development Days 3000-3999: Employee Benefits LCFF TSF \$26,668</p> <p>Travel & Conference 5000-5999: Services And Other Operating Expenditures LCFF TSF \$0</p>

Goal Analysis

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

The funds budgeted for this action and service were implemented and used to support students, families, teachers and staff. Although the subject or area of focus were modified in order to meet the needs of all stakeholders during school closures these funds were implemented and used for the intended purpose. Professional development days were used to prepare our teachers and staff for distance learning. Professional development sessions were successful both before and after school closures.

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

There were many successes that occurred during the implementation of professional development opportunities for our teachers and staff both before and after school closures. Soon after the school closures, it was important for us to provide our teachers with the tools needed to effectively run a distance learning program. Many staff members that had experience with Zoom, Google Classroom, Moby Max, See Saw, Google Slides, GoGuardian, and many others stepped up and provided teachers with hands-on experience on how to use these programs. SWSD created our Distance Learning Plan Instructional Agreements that provided information on relationships, teaching & attendance, feedback, professionalism online, google classroom expectations, and grading. Of course, there were also challenges that occurred, teachers and staff were expected to pivot and change their way of teaching from one day to the next. There were growing pains and frustration for some however, SWSD teachers and staff have become much more tech-savvy and are using more technology than ever before.

Goal 4

Strengthen communications with parents and community members by providing resources and opportunities for parents' active engagement in their student's education.

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
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Expected	Actual
<p>19-20 Parent Involvement:</p> <ul style="list-style-type: none"> * Based on parents' input on the California School Parent Survey, 40% of parents indicated that parents feel that school encourages them to be an active partner in their child's education. Survey results for 2019 -2020 will increase by 10%. * Based on parents' input on California School Parent Survey, 45% of parents indicate that the school treats all students with respect. Survey results for 2019 - 2020 will increase by 10% * Based on parents' input on California Healthy Kids Survey, 44% indicates that parents feel welcome to participate at school. Survey results for 2019 -2020 will increase by 10% * Based on feedback from administrators there are approximately 320 active parents in School Site Councils and district level PAC & DELAC committees and parent education opportunities combined. SWSD will maintain or increase the number of active parents. <p>Student Engagement:</p> <p>Pupil Attendance</p> <ul style="list-style-type: none"> * Based on average daily attendance rate of 96% for the 2018-2019 school year, the average daily attendance will be maintained or increase to 96%. <p>Chronic Absenteeism:</p> <ul style="list-style-type: none"> * Based on the rate of chronic absenteeism rate of for the 2018 - 2019 school year, decrease chronic absenteeism by 2.5% for 2019 - 2020 school year. <p>Middle School Dropout</p> <ul style="list-style-type: none"> * Based on the middle school drop rate of 0% for 2018-2019, the dropout rate for 2019 -2020 will remain at 0% 	<p>Parent & Student Involvement:</p> <ul style="list-style-type: none"> * Based on parents' input on the California Healthy Parent Survey, 46% of parents indicated that they feel that school encourages parent involvement in their child's education. Survey results for 2019 -2020 increased by 6%. * Based on parents' input on California Healthy Kids Survey, 48% of parents indicate that they feel that there are caring adults in school, and students are treated with respect. Survey results for 2019 - 2020 increased by 14% * Based on parents' input on California Healthy Kids Survey, 46% indicates that parents feel welcome to participate at school. Survey results for 2019 -2020 increase by 3% * Based on feedback from administrators there are approximately 420 active parents in School Site Councils, Town Hall Meetings and district level PAC, DAC & DELAC committees, and parent education opportunities combined. SWSD will maintain or increase the number of active parents. SWSD will continue to offer a virtual option when offering parent meetings. <p>Student Engagement:</p> <p>Pupil Attendance</p> <ul style="list-style-type: none"> * Based on an average daily attendance rate of 96% for the 2019-2020 school year, the average daily attendance will be maintained or increase to 96%. Metric Met <p>Chronic Absenteeism:</p> <ul style="list-style-type: none"> * Based on the rate of chronic absenteeism rate for the 2018 - 2019 school year, decrease chronic absenteeism by 2.5% for the 2019 - 2020 school year. The chronic absenteeism rate for 2019-2020, prior to the pandemic, was at 2.9% (based on 18 or more absences). <p>Middle School Dropout</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>G4.A1 Provide parent education workshops on identified topics of need and local interest.</p> <p>Extra pay assignments - certificated</p> <p>Extra pay assignments - classified</p> <p>Materials, equipment, incentives, and rewards. These expenditures will be paid using our Homeless Grant.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Trainer pay 1000-1999: Certificated Personnel Salaries Other \$0</p> <p>Trainer Pay 2000-2999: Classified Personnel Salaries Other \$0</p> <p>Supplies, Parent Involvement 4000-4999: Books And Supplies Other \$0</p> <p>Parent Involvement 5000-5999: Services And Other Operating Expenditures Other \$0</p> <p>Trainer pay 3000-3999: Employee Benefits Other \$0</p> <p>Trainer pay 3000-3999: Employee Benefits Other \$0</p>	<p>Trainer pay 1000-1999: Certificated Personnel Salaries LCFF TSF \$240</p> <p>Trainer pay 3000-3999: Employee Benefits LCFF TSF \$54</p> <p>Supplies, Parent Involvement 4000-4999: Books And Supplies Other \$0</p> <p>Parent Involvement 5000-5999: Services And Other Operating Expenditures Other \$0</p> <p>Trainer Pay 3000-3999: Employee Benefits Other \$0</p> <p>Duplicate</p>
<p>G4.A2 Provide wide reaching oral communication to parents in their home language, regarding school and district business.</p>	<p>Aeries Communication Contract: \$9,000</p> <p>Melissa Soto Contract: \$63,800 Note: All phone messages / Texts are sent home in the identified home language. 5000-5999: Services And Other Operating Expenditures LCFF TSF \$72,800</p> <p>Printing 4000-4999: Books And Supplies LCFF TSF \$7,000</p>	<p>Aeries Communication Melissa Soto Contract: 5000-5999: Services And Other Operating Expenditures LCFF TSF \$60,712</p> <p>Printing 4000-4999: Books And Supplies LCFF TSF \$3,686</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>G4.A3 Provide Parent / Community Liasion</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Parent Community Liaison - Title III - Funding Source change 2000-2999: Classified Personnel Salaries Other \$0</p> <p>Parent Community Liaison - Title III- Funding Source change 3000-3999: Employee Benefits Other \$0</p> <p>Parent Community Liaison 2000-2999: Classified Personnel Salaries LCFF TSF \$112,099</p> <p>Parent Community Liaison 3000-3999: Employee Benefits LCFF TSF \$21,970</p> <p>Catering 5000-5999: Services And Other Operating Expenditures LCFF TSF \$2,300</p>	<p>Parent Community Liaisons 2000-2999: Classified Personnel Salaries LCFF TSF \$105,974</p> <p>Parent Community Liaisons 3000-3999: Employee Benefits LCFF TSF \$20,280</p> <p>Catering 5000-5999: Services And Other Operating Expenditures LCFF TSF \$142</p>
<p>G4.A4 District translator will provide written communication to all stakeholder groups in English and Spanish.</p>	<p>Translator 2000-2999: Classified Personnel Salaries LCFF TSF \$22,341</p> <p>Translator 3000-3999: Employee Benefits LCFF TSF \$15,541</p>	<p>Translator 2000-2999: Classified Personnel Salaries LCFF TSF \$23,600</p> <p>Translator 3000-3999: Employee Benefits LCFF TSF \$16,036</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>G4.A5 Sites will provide incentives for perfect and improved attendance. (\$1,000 per site) Student Engagement - attendance</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Attendance Incentives 4000-4999: Books And Supplies LCFF TSF \$10,500</p> <p>Youth Conference 5000-5999: Services And Other Operating Expenditures LCFF TSF \$0</p>	<p>Attendance Incentives 4000-4999: Books And Supplies LCFF TSF \$3,888</p> <p>Attendance Incentives 5000-5999: Services And Other Operating Expenditures LCFF TSF \$357</p>
<p>G4.A6 District provides safe and efficient transportation for our students to promote attendance and prevent tardiness. Student Engagement - attendance</p>	<p>Transportation 5000-5999: Services And Other Operating Expenditures LCFF TSF \$188,139</p>	<p>Transportation 5000-5999: Services And Other Operating Expenditures LCFF TSF \$206,856</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		

Goal Analysis

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

The funds budgeted for these services and actions were mostly implemented. Parent education workshops continued via Zoom, communication to families became even more important, families needed information on a regular basis, they needed information on their children's academic program as well as information on resources that were available to provide support for their families. Our Community Liaisons were instrumental in providing much-needed resources. Additionally, SWSD created hotlines to support families with technology as well as support the social-emotional needs of our students and their families.

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

Prior to school closures, parent engagement had increased and workshop and meeting attendance was increasing. SWSD attendance continued on an upward trend and communication with families via Facebook, Instagram, and Twitter increased. The success of implementing these services and actions came with the fact that it was all hands on deck type of approach. All support staff such as our technology team, psychologists, counselors, and our licensed clinical social worker provided support to our students and families via our helplines. Communication was frequent, we wanted to make sure our students and families had everything they needed. The challenge was that we were unable to reach all of our families due to the limitations of Chromebooks and the internet.

Goal 5

Provide a comprehensive system of support services to facilitate student success, both academically and personally.

State and/or Local Priorities addressed by this goal:

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

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>19-20</p> <p>School Climate</p> <p>Student Suspension Rate</p> <p>* Based on the suspension rate of 71 suspensions for 2018 -2019 school year, there will be a decrease of 10% in the suspension rate for 2019 -2020.</p> <p>Student Expulsion Rate</p> <p>Based on the expulsion rate of 0% for the 2018 -2019 school year, maintain 0% expulsion rate.</p> <p>Other Local Measures</p> <p>* Based on the California Healthy Kids Survey it is reported 56% that students state that feel connected to the school. There is a need to increase survey results by 10%.</p> <p>* Based on the Healthy Kids Survey it is reported 32% of the adults state that their school is a supportive and inviting place for staff to work. There is a need to increase survey results by 10%.</p> <p>* Positive Behavior Intervention Support - School site personnel will be fully implementing Behavior Expectations to be aligned with their mission and vision statements. Site visitations will indicate successful implementation of PBIS as determined by PBIS implementation rubric.</p> <p>Referrals to Community Agencies -developed strong partnerships with Whole Child, SPIRIT Family services, and Interfaith Food Bank.</p>	<p>School Climate</p> <p>Student Suspension Rate</p> <p>* Based on the suspension rate of 71 suspensions for the 2018 - 2019 school year, there will be a decrease of 10% in the suspension rate for 2019 -2020. Metric Met</p> <p>Student Expulsion Rate</p> <p>Based on the expulsion rate of 0% for the 2018 -2019 school year, maintain a 0% expulsion rate. Metric Met</p> <p>Other Local Measures</p> <p>* Based on the California Healthy Kids Survey it is reported 70% that students state that feel connected to the school. There is a need to increase survey results by 5%.</p> <p>* Based on the Healthy Kids Survey it is reported 36% of the adults state that their school is a supportive and inviting place for staff to work. Although there was a 2% there still continues to be a need to increase survey results by 10%.</p> <p>* Positive Behavior Intervention Support - School site personnel will be fully implementing Behavior Expectations to be aligned with their mission and vision statements. Site visitations will indicate successful implementation of PBIS as determined by the PBIS implementation rubric. Metric Met as measured by fidelity implementation tools at each site.</p> <p>Referrals to Community Agencies -developed strong partnerships with Whole Child, SPIRIT Family services, and Interfaith Food - partnership remain strong, agencies are components of our Tier II and Tier III interventions.</p>

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>G5.A1 Materials, supplies and services to improve school climate.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Materials and supplies 4000-4999: Books And Supplies Base \$400</p> <p>Services 5000-5999: Services And Other Operating Expenditures Base \$3,400</p>	<p>Materials and supplies 4000-4999: Books And Supplies Base \$0</p> <p>Services 5000-5999: Services And Other Operating Expenditures Base \$0</p>
<p>G5.A2 Purchase Olweus Anti-bullying materials for all teachers \$2000 per site</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Olweus Anti-bullying materials.:</p> <p>Note: Each teacher will have a complete set of materials used at their grade level. 4000-4999: Books And Supplies LCFF TSF \$11,000</p>	<p>Materials for Social-Emotional Learning 4000-4999: Books And Supplies LCFF TSF \$8,472</p> <p>Olweus Anti-bullying 5000-5999: Services And Other Operating Expenditures LCFF TSF \$400</p>
<p>G5.A3 Implement Positive Behavior Intervention Support program to improve school climate for all students. PBIS focuses on improving communication skills and fosters positive interventions to address behavior problems. These skills are often lacking in students experiencing poverty and other life challenges.</p>	<p>PBIS Implementation - will be paid from CA-SUMS Grant 5000-5999: Services And Other Operating Expenditures LCFF TSF \$0</p>	<p>PBIS Implementation 5000-5999: Services And Other Operating Expenditures LCFF TSF \$7,778</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>G5.A4 Implement Positive Behavior Intervention Support program to improve school climate for all students.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Subs/Program costs for MTSS training: Program costs-Title II</p> <p>5000-5999: Services And Other Operating Expenditures Other \$41,679</p>	<p>Substitutes / Program costs for MTSS training. Title II 5000-5999: Services And Other Operating Expenditures Other \$40,537</p>
<p>G5.A5 Survey stakeholder groups</p>	<p>Purchase California Healthy Kids Survey:</p> <p>Note: Administer surveys to staff, students, and parents in their home language to provide low income and parents of EL students with meaningful opportunities to provide input to the school program</p>	<p>California Healthy Kids Survey 5000-5999: Services And Other Operating Expenditures LCFF TSF \$2,872</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF TSF \$0</p>	
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services</p> <p>Locations</p>		
<p>G5.A7 PBIS (Positive Behavior Intervention Support) teacher leaders will receive an extra pay assignment of 10 hours per month to support the implementation of PBIS. the teacher will be responsible for the planning and organizing of monthly team meetings.</p>	<p>PBIS Teacher Leaders Extra Pay Assignments (10 hours per month) 1 teacher per site 1000-1999: Certificated Personnel Salaries LCFF TSF \$15,000</p> <p>PBIS Teacher Leaders 3000-3999: Employee Benefits LCFF TSF \$3,454</p>	<p>MTSS Teacher Leaders are under Goal 2 Action 6 \$0</p> <p>MTSS Teacher Leaders are under Goal 2 Action 6 \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		

Goal Analysis

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

Funds budgeted for this goal and actions were mostly implemented and used to support students, families and staff. There was an increase in cost in administering the California Healthy Kids Survey as well as services for PBIS implementation.

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

SWSD teachers and staff have all been trained on Capturing Kids Hearts and Second Step. This training played an important part in building school culture and climate while in-person was taking place however it played an even more important role as we moved into distance learning. SWSD did not experience any challenges with these actions because these actions were implemented since the beginning of the year and therefore continued as we moved to distance learning. These two programs are embedded into the daily structure of the instructional day and created the foundational structure in student and family participation. SWSD teachers were able to connect with students on a daily basis, check in on their social and emotional well-being, and provide additional supports as needed.

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, plexiglass shields, hand sanitizer, cleaning equipment, portable sinks, and other equipment to promote social distancing. Thermometers, and additional supplies to respond to students who display any signs of illness, disinfecting materials such as spray bottles, and masks, signage, posters and floor decals. Maintenance and Operations will modify school settings to promote physical distancing when schools reopen for the safety of students and staff.	\$851,967	\$582,671.00	No
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.	\$30,000	\$10,356.00	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.

SWSD continued with our planned actions and budgeted expenditures as we prepared for in-person instruction. Personal protective equipment, plexiglass shields, hand sanitizer, cleaning equipment, portable sinks, and other equipment were purchased and installed at all schools and district offices. Additional supplies such as thermometers, signage, posters, and floor decals were purchased in preparation for students returning to school. Our Maintenance and Operations staff modified school settings to promote physical distancing including removing furniture, relocating outdoor benches, and installing air filters. Actions are estimated actual expenditures based on school reopening needs.

Analysis of In-Person Instructional Offerings

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

The challenges in implementing in-person instruction continued to be the extremely high COVID rates in Los Angeles county and most importantly in the South Whittier community. In the fall we were able to provide an elementary learning hub to approximately 100 students. The purpose of this learning hub was to provide our students with a safe place to learn. Our Think Together partners provided structure, consistency and support as needed to these students. Participating students consisted of some of our homeless and foster youth, our English Learners, low-income, and students who were struggling with participation and engagement. Students were provided with breakfast, lunch and upon dismissal were provided supper. Additionally, during this time we were able to offer in-person after school support to some of our English learners, approximately 40 students participated in this program. ELL's attended in-person two days a week, the goal of this program was to focus on the listening and speaking domains. Stakeholders reported high engagement and participation. Right around our winter break the COVID numbers started to increase and therefore out of an abundance of caution we closed our learning hub and English Learner intervention programs.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The District will provide devices and hot spots for low income students, Foster Youth, English learners, and then will consider the needs of all other students and staff, in order to ensure access to distance learning opportunities. The District will also purchase headphones, webcams and Juno amplifying systems.	\$2,000,000	\$2,153,306.00	Yes
Student Intervention Support (district-wide instructional support) Certificated & Classified staff extra pay assignments, including after-school sessions and summer school.	\$420,000	\$183,533.00	Yes
The District will provide a intervention programs to meet the needs of our at-promise students (Sipps, Read Naturally, Leveled Literacy Intervention Program, Do the Math Intervention)	\$80,000	\$74,901	Yes
The District will provide a variety of digital apps (Zoom, SeeSaw, MobyMax, Apex, Accelerated Education, Ellevation, etc.) to teachers to enhance instructional delivery in an online model.	\$200,000	\$108,598.00	Yes
Administrators and teachers will receive professional development in the use of i-Ready platform to ensure fidelity of implementation of the District Assessment and Intervention System.	\$136,029	\$37,240.00	Yes
Special Education staff will participate in professional development to increase effectiveness in instructional practices and teacher efficacy. Teacher salary compensation.	\$866,000	\$980,854.00	No

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

Actions and expenditures were implemented as planned for the distance learning program. There was a strong need for our low-income students, Foster Youth, English learners to have access to devices and the internet therefore SWSD provided these student groups with Chromebooks and hotspots in order for them to be able to fully participate in distance learning. Additionally, SWSD purchased all new Chromebooks for every district student, we want to ensure that all students have access to fully functioning and upgraded devices. Furthermore, SWSD purchased headphones for every student and webcams

and Juno amplifying systems for every classroom. SWSD purchased a variety of digital applications that provide additional resources for higher engagement and greater differentiation during distance learning. Intervention materials such as SIPPS, Read Naturally and Leveled Literacy were also purchased and used for intervention during this time.

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.

Starting on the first day of the 20-21 school year on August 13, all seven District schools opened with a distance learning model in place. District-issued devices were distributed to all students prior to the first day of school on August 13. Every student received a Chromebook. Internet hotspots were provided for families without connectivity in their homes. Through the use of Student Attendance and Participation Logs, school staff members have closely monitored student connectivity every day to ascertain which families need additional support with devices and connectivity. Names of students who are not attending daily virtual classroom sessions are submitted to the principal, community liaison, or secretary of each school to ensure that families are supported with any needs related to devices, connectivity, or technology training. South Whittier School District students have daily synchronous instruction from their teachers during distance learning. Teachers assess pupil progress through daily formative assessments, student work products submitted via their Google Classroom, Seesaw, Moby Max learning management systems, unit tests, and District interim assessments administered through the Renaissance student data system.

SWSD had success in the area of Continuity of Instruction, teachers worked collaboratively to identify power standards and worked during their collaborative inquiry process to plan lessons that address these power standards. Additionally, SWSD students continued taking the STAR 360 assessments in English Language Arts and Mathematics according to our assessment calendar. This data was used to inform instruction and form intervention groups. Thanks to the support of community partners and the Los Angeles Office of Education, SWSD was successful in securing devices and hotspots for all students while the devices that we purchased are on backorder (estimated delivery late May 2021). Pupil participation was high among SWSD students, we had approximately 10% of our students who were having difficulty engaging and participating, therefore our Community Liaisons along with other key SWSD key personnel reached out to these students and their families and were able to provide additional resources that were needed. All SWSD employees received professional development on several occasions (8/11/20, 10/12/20, 1/5/21, 3/18/21 & 4/16/21). Professional development offerings all were aligned with distance learning and the current needs of staff, students, and families. Our part-time hourly interventionist as well as our instructional aides worked additional hours in order to provide support with intervention. Additionally, our community liaisons worked additional hours to support our students and families who were having a difficult time participating and engaging via distance learning. In the fall SWSD opened our Carmela Hub. This learning lab served as a safe place that provided a stable learning environment, meals and snacks, and adult support for our low-income, homeless youth, foster youth, and our English learners. In early March we were able to open our Learning Lab at Graves Middle School. This lab served 65 of our neediest students who were completely disengaged and struggling to stay connected. Along with receiving academic support, they

were provided social-emotional support from their counselors and our wellness team. Furthermore, paid for teacher salary compensation.

The greatest challenges were observed with our students with unique needs and individualized educational plans. Some of these students had a difficult time connecting and interacting via distance learning. English learners, foster students, and students experiencing homelessness all had their unique challenges although when provided with the needed resources they were able to participate in the learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The District will purchase i-Ready to provide differentiated instruction for student groups and use the progress monitoring system. Refer to page 21.	\$0	\$0	No

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

Although SWSD wanted to purchase i-Ready in order to facilitate differentiated instruction and the creation of intervention groups due to lack of funds we were not able to make this purchase. STAR 360 will continue to be of our assessment tool that drives instruction and differentiation.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The successes in addressing pupil learning loss this school year have been the range of actions and strategies that have been implemented to address learning loss and accelerate the learning progress of students, including:

- Ongoing formative and interim assessments to measure student progress and identify learning gaps
- Data analysis meetings to identify necessary interventions and form small groups for targeted academic support
- Supplemental supports using Ellevation, intervention materials
- Support sessions provided by support personnel

All students in grades K- 8 are participating in Renaissance STAR 360 Reading and Math programs, which assesses each student and places them on an individualized learning path. Students receive personalized instruction based upon their needs with a focus on accelerating progress. Every student was assigned a baseline goal as well as an end-of-year goal, focused on closing the gaps and bringing them up to grade-level proficiency in reading, math, and English language proficiency. Program reports are generated and reviewed by classroom teachers, Instructional Coaches, English Learner Coordinators, and site administrators to identify those who are most at-risk and plan interventions accordingly.

South Whittier School District staff has been focused and intentional when addressing the needs of English learners, low-income,

foster youth, students with exceptional needs, and students experiencing homelessness. Data from these student groups have been analyzed and students have been offered and provided appropriate interventions and supports.

The challenges in addressing pupil learning loss this school year has been the limited time that we have had in-person instruction with students.

Analysis of Mental Health and Social and Emotional Well-Being

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

SWSD Wellness Services successfully provided all of its services in a virtual setting. MSW Interns engaged students in a variety of tiered supports, including virtual check-ins, brief supportive counseling, and group counseling to all students that were referred to receive social and emotional support. Although we were able to connect with several students, there were barriers/challenges related to connecting to parents and students. In attempts to remedy this, letters were mailed to all families whose children were referred, providing them with an opportunity to connect with our team in case they were interested in receiving the support that was being offered. Our LCSW is currently providing a 7-week Parent Support Group district-wide to provide a space for parents to connect with one another and learn strategies to support not only their children's social and emotional well-being, but their own mental health as well.

Staff members have participated in professional development training, focused on how to care for their social and emotional well-being such as Taking Time to Breathe, provided by Thriving YOUNiversity, and Capturing Kids' Hearts Recharged. Our District LCSW provided opportunities for staff to receive social-emotional support via a monthly Staff Wellness Connection group, and one-on-one staff virtual check-ins. Additional resources have been shared with staff on a monthly basis to encourage monitoring and practice of self-care strategies such as sending monthly Self-Care Calendars.

The South Whittier School District stakeholders recognize the need to prioritize and support the mental health and social and emotional well-being of students and staff during these challenging times. To address these needs, the following services and programs have been implemented.

- Staff was provided training on trauma-informed care and classroom strategies
- Ongoing implementation of district-adopted Second Step social-emotional learning program
- Crisis support by district and school psychologists, counselors, and licensed clinical social workers

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.

During the pandemic, a major challenge was related to technology, available devices, and electronic communication with our families. In a parent survey, our parents told us that they needed access to a device for every child in their household and access to the internet. This was also apparent in the challenges that teachers shared in their survey results as we offered a Distance Learning program at the end of the 2019-2020 school year. Using this information, we created a robust re-engagement program to target chronic absenteeism during Distance Learning. On the 2019 California Dashboard, our chronically absent attendance rate was at 9.2% of our population. We have found that during the 2020-21 school year through the month of February, we have a 4.8% chronic absence rate and a 3.1% unexcused chronically absent rate. We have focused on tiered supports to encourage our families to engage

during the pandemic and this started with providing each student with a device as well as a hot spot for when the internet was a challenge. Tiered 1 re-engagement strategies include daily phone calls, emails, parent training, and the use of GoGuardian to connect with students who are absent from class. Tier 2 supports include the use of a site attendance team to help reconnect with families and offer support that could include tech support, mental health support, food security, community referrals, monthly attendance letters, and weekly goal setting for attendance. Tier 3 supports include home visits, access to a distance learning hub, letters home, team meetings, and supports through a Licensed Clinical Social Worker for re-engagement strategies. The district has developed an entire Attendance Protocol for Distance Learning that is used by teachers, principals, community liaisons, attendance clerks, secretaries, and the mental health team in order to reconnect with the 77 families with unexcused chronic absences. Home visits were made to each family. Despite the number of challenges that our families have while engaging in Distance Learning, we feel that we have been successful with meeting the needs of many of them.

Analysis of School Nutrition

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

Since March 2020 Nutrition Services has been working to provide grab-and-go meals for our families. All staff is following protocols and safety rules. We have been very successful with our grab-and-go meals program. We are able to service all students, 4-18 years of age, and our count has gone up. We are able to provide boxes with 7 days of meals for students during the Holidays and provide ½ gallon milk cartons as well as bags of whole produce. The Supervisor of Nutrition Service highly appreciates all the staff and the excellent job they are performing.

We had some challenges in providing school nutrition. We needed to accommodate parents in picking up grab-and-go meals for students due to different lunch schedule times during the day. We changed the days and times and are serving multiple meals at a time. Now parents only have to come two days out of the week, so far it's been working. We did have some challenges with the parents not wearing their masks when they came to pick up the meals. All three sites put out signs and let the parents know masks needed to be worn for the safety of all. Now all parents are doing their part.

Stakeholder feedback was taken into account regarding the time and locations where families were able to pick up lunches, modifications to hours were made in order to meet the needs of our families.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Pupil Participation and Progress)	Community Liaisons will make wellness checks to homes when student(s) have not reported to their online class, are absent 60% or more and /or if engagement is low, in order to foster relationships to engage or re-engage the student in learning.	\$16,800	2,401.00	Yes
Mental Health and Social and Emotional Well-Being	Employee wellness strategies will be provided to certificated staff during a professional development session to support mental health or social-emotional needs (Thriving YOUiversity)	\$3,000	\$3,000	Yes
Mental Health and Social and Emotional Well-Being	Care Solace, this action provides an online platform to connect students and families in need with high-quality substance abuse and mental health services. Services include community-based programs and resources, and TeleHealth services.	\$4,804	\$4,804	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.

All planned and additional planned actions were expended. Our community liaisons played an active role in re-engaging our students and families as well as making wellness checks or students and families who were struggling and needed additional resources. Social-emotional support was provided on a regular basis for all our students. Teachers used the EXCEL model from Capturing Kids Hearts as well as lessons from Second Steps as resources to check-in with students and provide opportunities for students to self-monitor and access their social-emotional needs. As a district we understand the importance of the social-emotional well-being of our staff therefore all staff members participated in professional development from Thriving YOUiversity. Furthermore, SWSD partnered with Care Solace. This is an electronic platform that helps students and their families connect with high-quality substance abuse and mental health services. These services include community-based programs and resources as well as Tele-Health services.

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.

In this unprecedented year, we have had to be very innovative and flexible in order to meet student needs. Lessons learned as a result of spending an entire year of distance learning include:

- The need for ongoing support for student devices and connectivity. Even when students return to school on a full-time basis, they are now much more fluent with the use of technology for learning and assessment. We will build on this asset that has been gained and continue to develop student skills in this area to support career and college readiness.
- The wellness team at the district and school level have led to powerful collaboration among team members including principals, health services staff, psychologist/counselor, instructional aides, community liaisons, teachers, and secretaries. We will seek to build on this foundation by maintaining the necessary personnel to continue to support students, families, and staff.
- Online learning tools such as Renaissance, Google Classroom, Moby Max, and Seesaw have provided key data documentation of student work and progress. It will be important to maintain this moving forward with an ongoing investment in high-quality instructional programs and materials.
- The need for intervention services for small groups has always been critical and will be important to include in the 2021-2024 LCAP in the form of small group support, after-school interventions, and a summer program.

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

Diagnostic assessments will be administered to all students at the start of each school year to measure learning status and evaluate student academic needs in English language arts, mathematics, and English language development. Assessment measures will include:

- Ongoing formative and interim assessments to measure student progress and identify learning gaps
- Ongoing data analysis days/meetings to identify necessary interventions and form small groups for targeted academic support
- Writing calibration opportunities
- Students with unique needs will be assessed using modifications and accommodations as needed

Learning loss will be addressed in the 2021-2024 LCAP through the following actions and expenditures:

- Ongoing formative and interim assessments to measure student progress and identify learning gaps
- Grade level data days/meetings to identify necessary interventions and form small groups for targeted academic support
- Small group instruction and interventions, with student identification, instructional support, and progress monitoring facilitated by instructional coaches, English learner coordinators, classroom teachers, interventionists, and support staff
- Supplemental supports using Ellevation, Moby Max, SeeSaw and Renaissance
- After-school interventions and support programs
- Summer program

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.

Funds have been implemented as planned, including the funds allocated for support services, including specialized staff and programs to support low-income, English learners, and foster youth.

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.

A comprehensive data review of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan has informed the development of the 2021-2024 LCAP centered on three core goals:

1. Annual survey data and stakeholder input highlight the need to maintain and continue to strengthen our engagement programs to ensure that students and parents have ownership and a deep investment in the educational process. This is first and foremost, as it forms the foundation for meaningful learning. The COVID-19 pandemic provided limited opportunities for students to engage in collaborative learning activities that support social-emotional development and wellness. This will need to be a key priority moving forward. Goal 5 of the 2021-2024 LCAP will encompass this priority: South Whittier School District will provide a comprehensive Multi-Tiered System of Support (MTSS) within academics, behavior, and social-emotional services to facilitate student success, which includes increased and improved services for all student groups.
2. Student achievement data from 2018-19 State assessments and local progress monitoring data during this current year show an ongoing need to provide a range of student supports in order to achieve academic and language proficiency, particularly for English Learners, low-income students, and those receiving Special Education services. As a school district with 89.9% low-income students and 35% English learners, we believe that all of the work that we do and the services we provide must be conducted with the needs of these students in mind. While the District's core LCAP expenditures benefit all students, actions in the 2021-2024 LCAP provide targeted programs and services that ensure a high-quality, rich, and engaging instructional program and comprehensive prevention and intervention services for low-income, English learners, foster youth, and other at-risk students. The challenges of educating all students online during the COVID-19 pandemic have magnified the need to ensure that robust supports are in place for all students. Goal 2 of the 2021-2024 LCAP will encompass this priority: ALL South Whittier School District students will utilize research-based practices and a cycle of continuous improvement based on data to support a broad course of study, which will prepare students for the 21st-century global market.
3. As outlined in the State priority areas, "Basic Services" have been an established requirement in prior LCAPs, and emerges as a key focus area moving forward due to several factors:
 - The "In-Person Learning" section of the Learning Continuity and Attendance Plan highlights additional classroom configuration and disinfecting requirements to ensure safe and healthy school facilities as students return to in-person learning. While safe, well-maintained facilities have always been a District priority, it is clear that significant resources will need to be allocated to ensure that these high standards continue to be maintained.
 - The "Conditions of Learning" state priority area includes standards implementation, which is facilitated by a high-quality, standards-based curriculum across all content areas.

- Our experience of distance learning this school year during the COVID-19 pandemic, the fact that online assessments are now the norm in education, and that the use of technology is an integral part of daily personal and professional life has made it clear that a robust technology infrastructure must be a key component of any educational system. Goal 1 of the 2021-2024 LCAP will encompass this priority: South Whittier School District will create a learning environment where students feel safe within a strong and positive school culture that is collaborative, unbiased, and inclusive of all student groups.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	29,312,870.00	26,887,184.90
	0.00	0.00
ASES Grant	874,692.00	927,751.00
Base	19,495,767.00	18,174,964.00
LCFF	0.00	6,166.00
LCFF TSF	8,000,449.00	7,051,539.90
Other	186,879.00	76,548.00
Title I	755,083.00	650,216.00

* 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	29,312,870.00	26,887,184.90
	0.00	0.00
1000-1999: Certificated Personnel Salaries	15,481,881.00	14,158,368.05
2000-2999: Classified Personnel Salaries	3,004,228.00	2,779,136.48
3000-3999: Employee Benefits	7,316,844.00	6,970,070.88
4000-4999: Books And Supplies	682,579.00	496,889.12
5000-5999: Services And Other Operating Expenditures	2,812,338.00	2,482,720.37
5800: Professional/Consulting Services And Operating Expenditures	15,000.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	29,312,870.00	26,887,184.90
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	11,170,865.00	10,205,012.00
1000-1999: Certificated Personnel Salaries	LCFF TSF	3,830,019.00	3,452,229.05
1000-1999: Certificated Personnel Salaries	Other	0.00	36,011.00
1000-1999: Certificated Personnel Salaries	Title I	480,997.00	465,116.00
2000-2999: Classified Personnel Salaries	Base	1,666,419.00	1,584,477.00
2000-2999: Classified Personnel Salaries	LCFF TSF	1,337,809.00	1,194,659.48
2000-2999: Classified Personnel Salaries	Other	0.00	0.00
3000-3999: Employee Benefits	Base	5,349,882.00	5,244,475.00
3000-3999: Employee Benefits	LCFF TSF	1,779,444.00	1,540,495.88
3000-3999: Employee Benefits	Other	0.00	0.00
3000-3999: Employee Benefits	Title I	187,518.00	185,100.00
4000-4999: Books And Supplies	Base	267,226.00	178,907.00
4000-4999: Books And Supplies	LCFF	0.00	6,166.00
4000-4999: Books And Supplies	LCFF TSF	415,353.00	311,816.12
4000-4999: Books And Supplies	Other	0.00	0.00
5000-5999: Services And Other Operating Expenditures	ASES Grant	874,692.00	927,751.00
5000-5999: Services And Other Operating Expenditures	Base	1,041,375.00	962,093.00
5000-5999: Services And Other Operating Expenditures	LCFF TSF	622,824.00	552,339.37
5000-5999: Services And Other Operating Expenditures	Other	186,879.00	40,537.00
5000-5999: Services And Other Operating Expenditures	Title I	86,568.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF TSF	15,000.00	0.00
		15,000.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	25,101,285.00	23,145,858.90
Goal 2	2,229,265.00	1,755,151.00
Goal 3	1,454,697.00	1,484,291.00
Goal 4	452,690.00	441,825.00
Goal 5	74,933.00	60,059.00

* 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	\$881,967.00	\$593,027.00
Distance Learning Program	\$3,702,029.00	\$3,538,432.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$24,604.00	\$10,205.00
All Expenditures in Learning Continuity and Attendance Plan	\$4,608,600.00	\$4,141,664.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$881,967.00	\$593,027.00
Distance Learning Program	\$866,000.00	\$980,854.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,747,967.00	\$1,573,881.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$2,836,029.00	\$2,557,578.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$24,604.00	\$10,205.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,860,633.00	\$2,567,783.00