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

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

LEA Name	Contact Name and Title	Email and Phone
Santa Paula Unified School District	Gina Ramirez Director of State and Federal Projects	gramirez@santapaulaunified.org (805) 933-8800

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

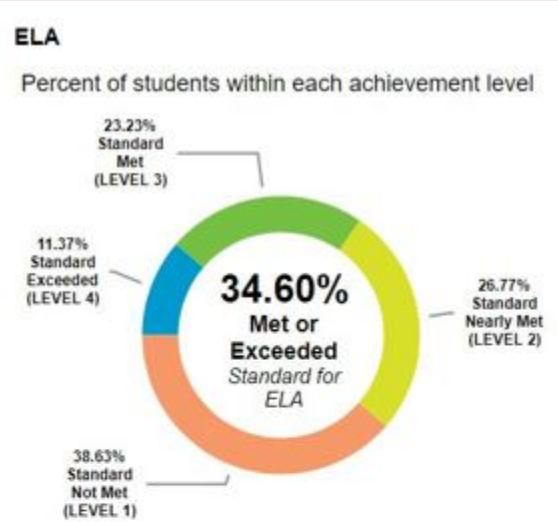
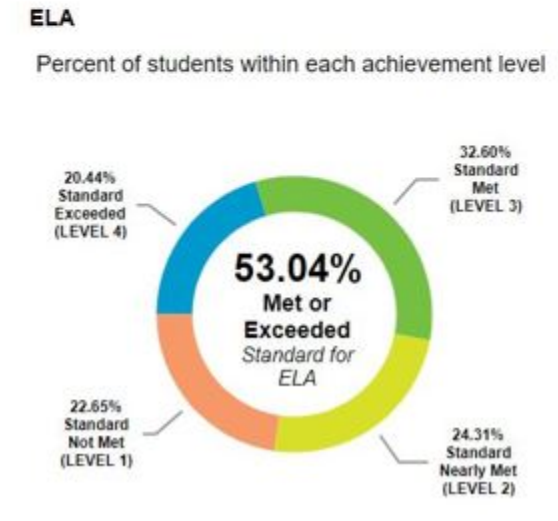
Increase academic achievement at all grade levels in ELA and Math and Implement State Standards in all core subjects.

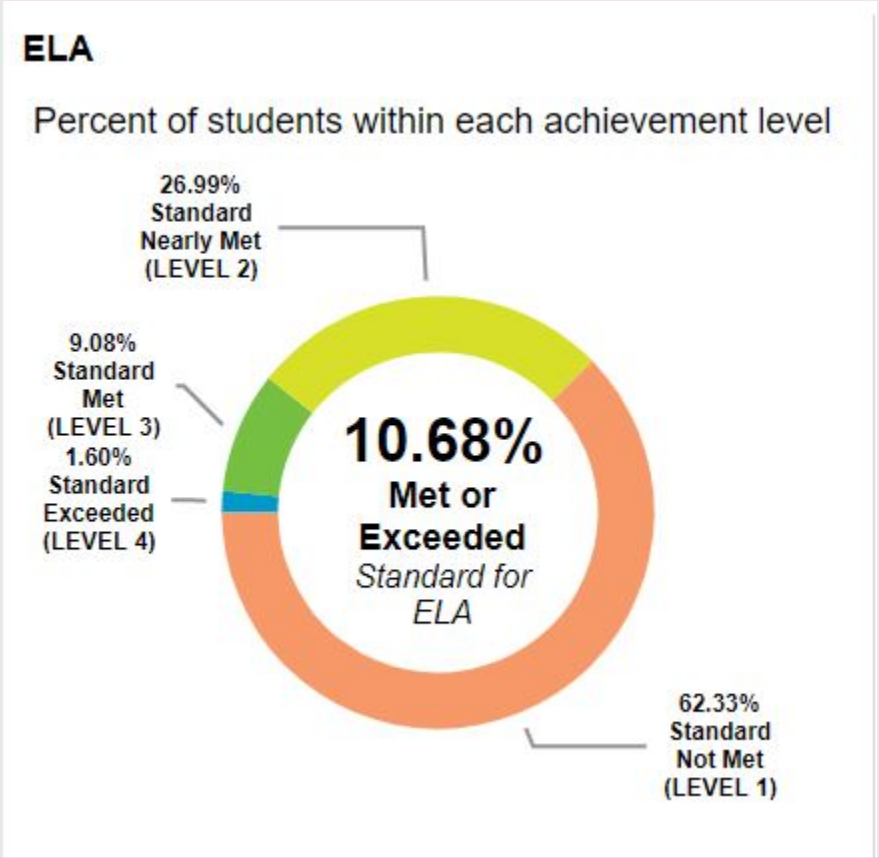
State and/or Local Priorities addressed by this goal:

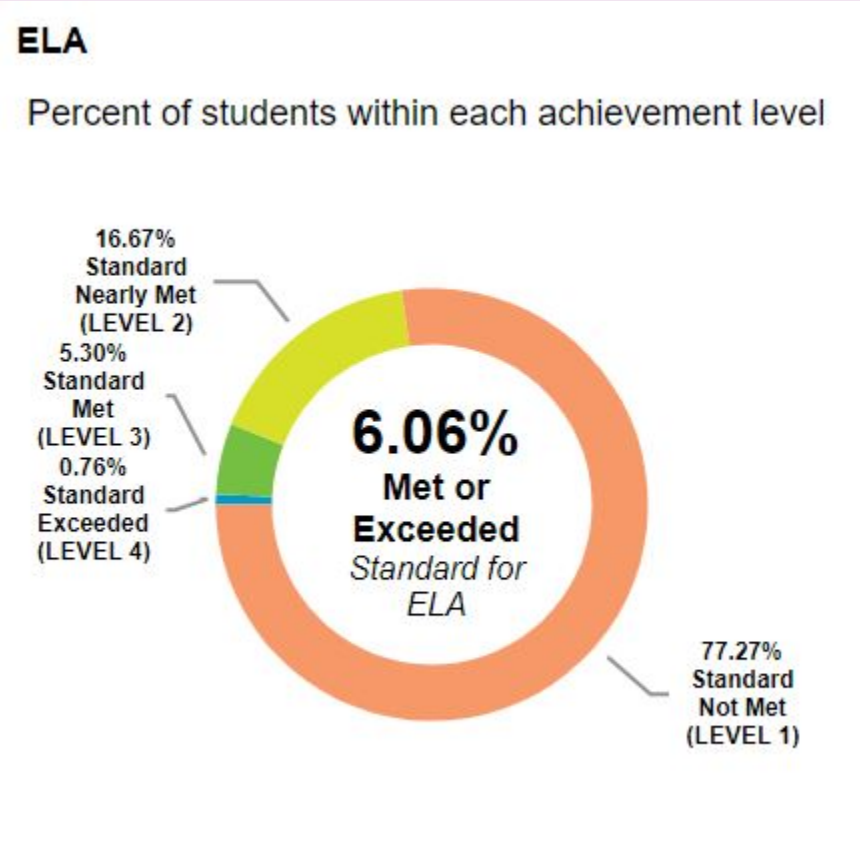
State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Local District Assessments

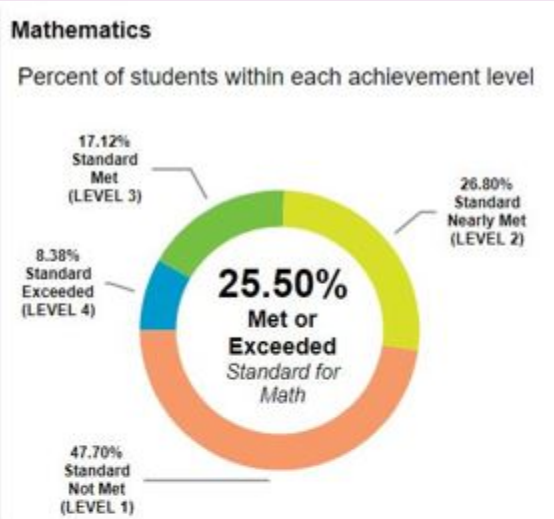
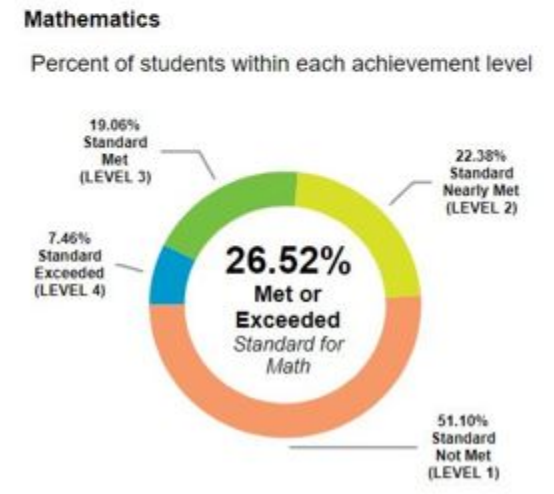
Annual Measurable Outcomes

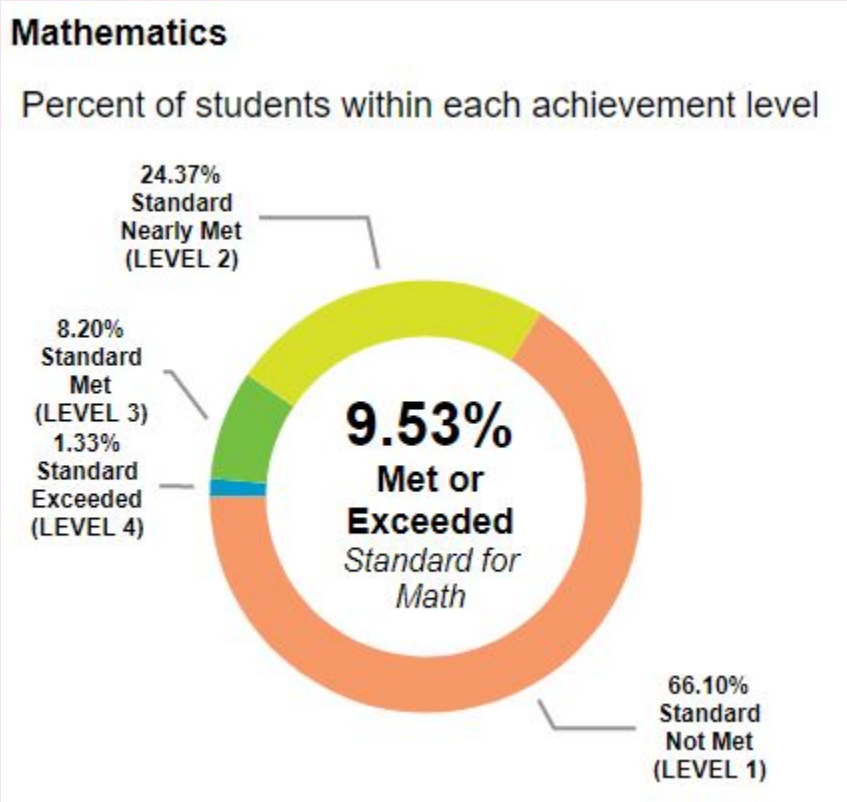
Expected	Actual
Metric/Indicator CAASPP ELA Overall 2015-16 **19-20** Maintain or Improve **Baseline** Districtwide: 32% Standard Met or Above Grades 3-8: Change + 3.2 Distance from 3 Grade 11: 41%	Due to Executive Order 5620, Senate Bill 98 and the suspension of state testing for the 2019-20 school year, data is not available. 2018-19 CAASPP Results ELA Overall below and Grade 11

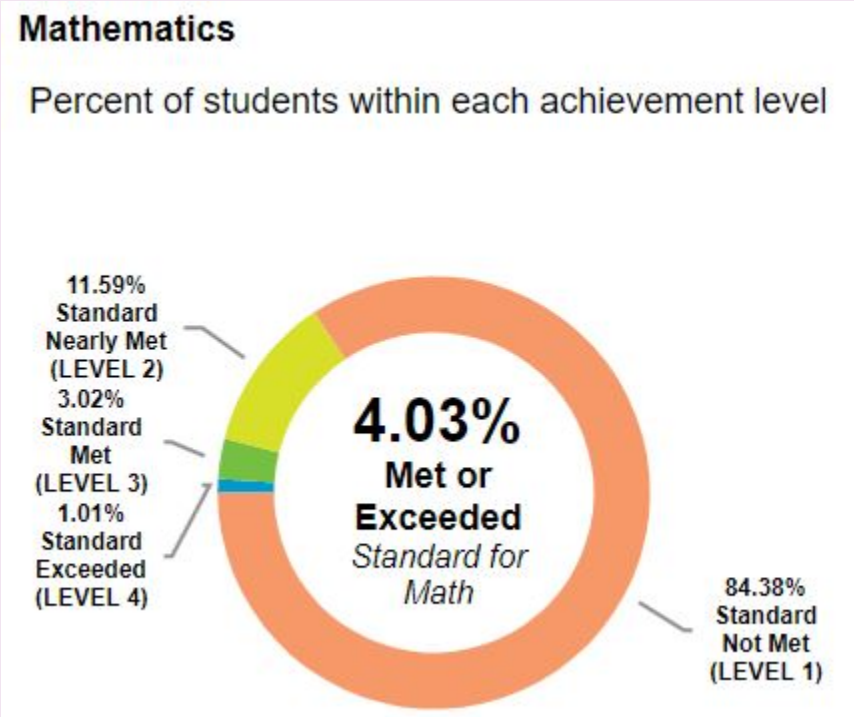
Expected	Actual
	 
Metric/Indicator CAASPP ELA EL 2015-16 **19-20** Maintain or Improve **Baseline**	Due to Executive Order 5620, Senate Bill 98 and the suspension of state testing for the 2019-20 school year, data is not available. 2018-19 CAASPP Results ELA for English Learners Overall below.

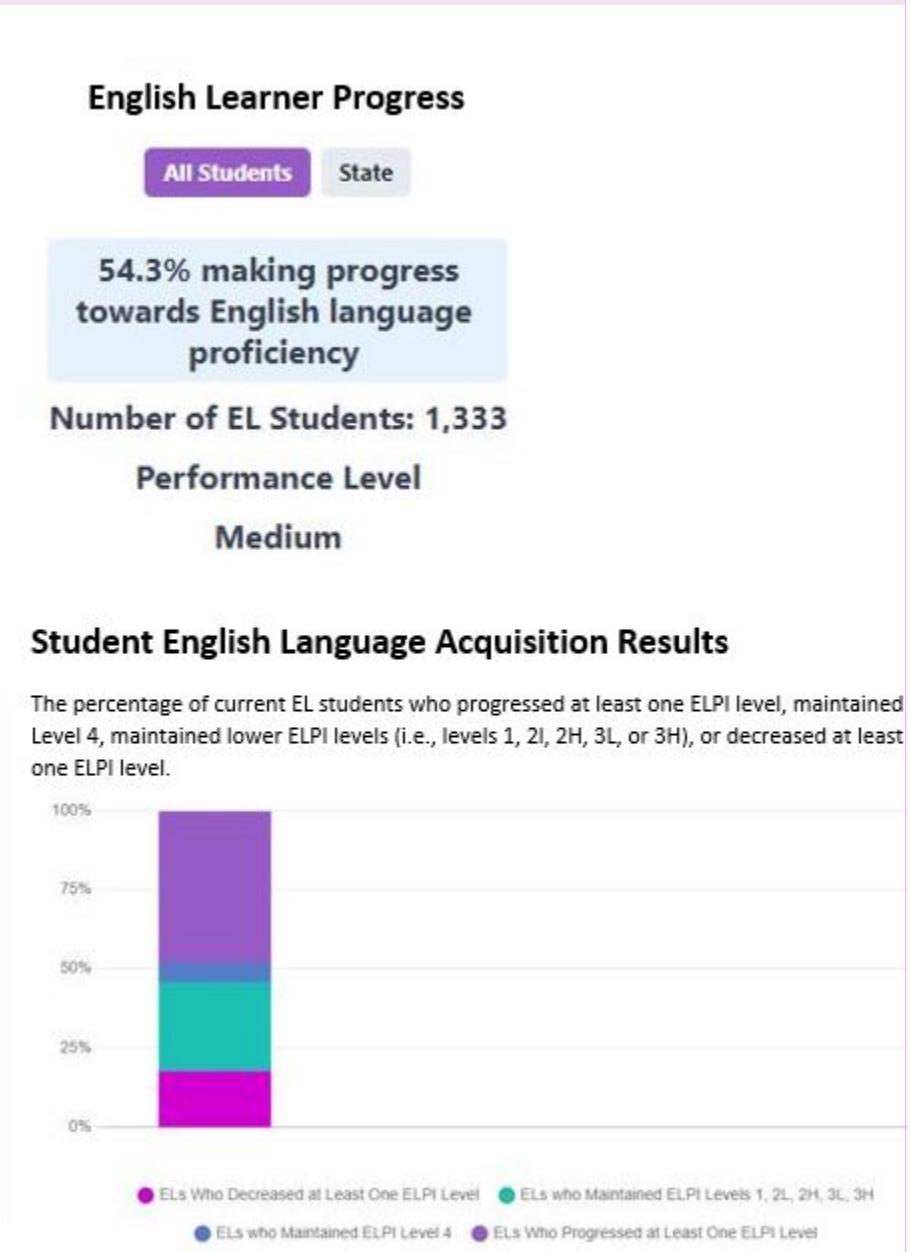
Expected	Actual
Districtwide: 11% Standard Met or above Grades 3-8: Change +0.1	
Metric/Indicator CAASPP ELA SWD 2015-16 **19-20** Maintain or Improve **Baseline** Districtwide: 5% Standard Met or Above Grades 3-8: Change 3.9 Distance from 3	Due to Executive Order 5620, Senate Bill 98 and the suspension of state testing for the 2019-20 school year, data is not available. 2018-19 CAASPP Results ELA for English Learners Overall below.

Expected	Actual
	
Metric/Indicator CAASPP Math Overall 2015-16 **19-20** Maintain or Improve **Baseline** Districtwide: 19% Standard Met or Above Grades 3-8: Change + 2.6 Distance from 3	Due to Executive Order 5620, Senate Bill 98 and the suspension of state testing for the 2019-20 school year, data is not available. 2018-19 CAASPP Results Mathematics Overall and Grade 11 below.

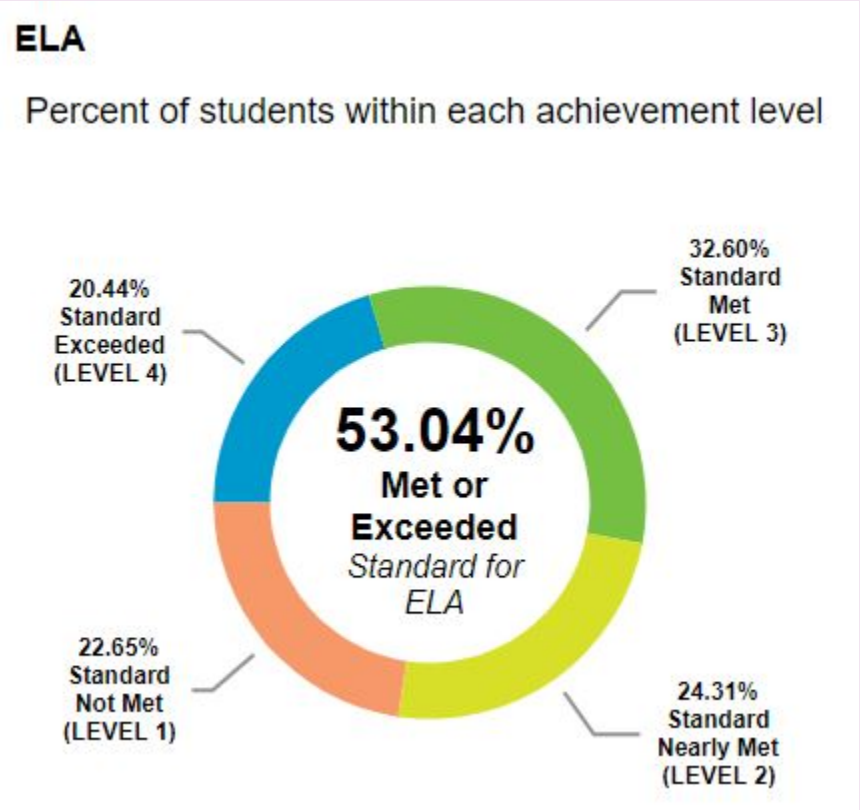
Expected	Actual
	 
Metric/Indicator CAASPP Math EL 2015-16 **19-20** Maintain or Improve **Baseline** Districtwide: 7% Standard Met or Above Grades 3-8: Change + 2.6 Distance from 3	2018-19 CAASPP Results Mathematics

Expected	Actual
	
Metric/Indicator CAASPP Math SWD 2015-16 **19-20** Maintain or Improve **Baseline** Districtwide: 4% Standard Met or Above Grades 3-8: Change 5.7 Distance from 3	2018-19 CAASPP Results Mathematics SWD

Expected	Actual
	
Metric/Indicator EL Indicator **19-20** Maintain or Improve **Baseline** Districtwide: 69.2%	During the 2019-20 school year the district continued to strengthen the Designated ELD time by providing professional development to support the implementation of the ELD Standards. The middle school offered training to support teachers in strengthening Integrated ELD. Kindergarten through 5th grade teachers at 3 out 6 elementary sites participated in Lesson Study. Participating teachers collaboratively planned Integrated ELD lessons in the area of English Language Arts.

Expected	Actual
	

Expected	Actual
Metric/Indicator Reclassification of EL Students **19-20** Maintain or Improve **Baseline** Districtwide: 15.5%	During the 2019-2020 school year a total of 315 students meet the criteria for reclassification which is a percentage of 16.7. The district exceed the county percentage by 2.7 percent.
Metric/Indicator Quantitative Reading Inventory (QRI) **19-20** Maintain or Improve **Baseline** Baseline data will be determined through QRI Assessment in August 2017	Beginning in 2019-20, the district adopted Literably (Informal Reading Inventory) as a universal screening measure in place of the QRI for students in grades K-5. August 2019-February 2020: K-5 reading teachers worked with 569 1st-5th grade students identified as reading more than one year below grade level and 88 Kindergarten students working below grade level. Grade 1-5: 33% of the students in this grade span made more than one years growth, and another 55% of showed positive growth
Metric/Indicator Physical Fitness Test (PFT) **19-20** Maintain or Improve **Baseline** 2015-16 Overall Pass Rate: 31% Grade 5 Pass Rate: 24% Grade 7 Pass Rate: 40% Grade 9 Pass Rate: 29%	During the 19-20 school year the PFT was not administered to students due to recommendation from the Department of Education.
Metric/Indicator Early Assessment Program (EAP) **19-20** Maintain or Improve **Baseline** 11th grade CAASPP 41% Met or Exceed Standard	2018-19 CAASPP Grade 11 Data

Expected	Actual
	
Metric/Indicator API **19-20** N/A **Baseline** N/A	N/A
Metric/Indicator ELs making progress towards proficiency **19-20** Maintain or Improve **Baseline**	Due to the Coronavirus Pandemic the district was unable to complete the Summative ELPAC to all TK-12 students.

Expected	Actual
41.62% of EL's made progress toward proficiency, measured by CELDT	
Metric/Indicator Implementation of Content and Performance Standards **19-20** Maintain or Improve **Baseline** Continue to provide professional development and monitor the implementation of CCSS, ELD and NGSS	During the 2019-20 school year, the District offered several professional development trainings to support CCSS, ELD and NGSS. Districtwide: • Academic Conversations Across Content Areas • CCSS Interim Assessment Blocks and Data Analysis • Google Classroom Training TK-5 • Lesson Study (Integrated ELD) • NGSS Overview and Standards Aligned Lesson Development • Data Teams 6-12 • Implementation support for new curriculum History Social Studies • Ongoing Support for ELA/ELD Curriculum - Performance Tasks, Assessment and Pacing • Math Support and Assessment (MDPT) • Integration of Multi-Cultural Literature into Core ELA Curriculum • NGSS (6-8) StemScopes Support - Pacing and Lesson Development
Metric/Indicator Provide students access to standards aligned instructional materials **19-20** Tentative: Science K-12 Identify materials for pilot 2019-20	The district has adopted standards aligned materials in grades K-12 in English Language Arts/ELD and Mathematics. Social Science materials have been adopted for grades 6-12. Due to the COVID-19 Pandemic and closure of schools, all curriculum pilot/adoptions were postponed for the 2019-20 school

Expected	Actual
Baseline Math Adoption K-5 (2014-15); 6-8 (2015- 16); 9-12 (2016-17) ELA/ELD K-8 (2016-17)	year. Grades K-5 will pilot History/Social Studies curriculum in spring of 2021. K-8 science pilot/adoptions are being planned for the 2022-23 school year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1a. Provide professional development for all staff to support the implementation of the California Standards	1000-1999: Certificated Personnel Salaries LCFF 252,083	1000-1999: Certificated Personnel Salaries LCFF 362,306.47
1b. Retain K-5 Reading Intervention Teachers	1000-1999: Certificated Personnel Salaries LCFF 1,252,284	1000-1999: Certificated Personnel Salaries LCFF 1281247
1c. (Previous action 1s in 2018-19 LCAP) Our unduplicated student population is identified as underperforming on state /sufficiency of instructional materials. local assessments. As the effect of lower class size is greatest for low-income students and English Learners, this is principally directed towards and effective in meeting the needs of unduplicated students. Continue to staff smaller class size in grades TK-5 to reduce number of combination classes	1000-1999: Certificated Personnel Salaries LCFF 568,436	1000-1999: Certificated Personnel Salaries LCFF 0
1d. Increase computer/student ratio, purchase technology by implementing 1:1 student device pilot in grades 2-12.	1000-1999: Certificated Personnel Salaries LCFF 523,819	1000-1999: Certificated Personnel Salaries LCFF 633,764.71
1e. Continue upgrades to technology infrastructure	6000-6999: Capital Outlay LCFF 40,000	6000-6999: Capital Outlay LCFF 15,102.41
1f. Retain Computer Technician staffing	2000-2999: Classified Personnel Salaries LCFF 575,825	2000-2999: Classified Personnel Salaries LCFF 551,272.56
1g. Retain Technology TOSA	1000-1999: Certificated Personnel Salaries LCFF 131,749	1000-1999: Certificated Personnel Salaries LCFF 129,113.54

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1h. Retain Math TOSA for and retain one FTE at IMS to support student learning. Conduct Classroom Walkthroughs to support Teaching and Learning	1000-1999: Certificated Personnel Salaries LCFF 253,510	1000-1999: Certificated Personnel Salaries LCFF 291,689.17
1.i (Previously action 1r in 2018-19 LCAP) Increase academic support for Long-Term English Learners and Special Education students through enhanced learning opportunities; add academic support for English Learners in upper elementary to support reclassification	1000-1999: Certificated Personnel Salaries LCFF 51,893	1000-1999: Certificated Personnel Salaries LCFF 23,266.53
1j. Extended library hours and increase access to technology	2000-2999: Classified Personnel Salaries LCFF 349,657	2000-2999: Classified Personnel Salaries LCFF 343,534.34
1k. Retain PE Teachers to implement Rtl and promote nutrition and fitness	1000-1999: Certificated Personnel Salaries LCFF 369,811	1000-1999: Certificated Personnel Salaries LCFF 354,452.20
1l. New action identified to monitor and analyze student data, increase student achievement, and to support the development of common assessments. Retain data services specialist position.	2000-2999: Classified Personnel Salaries LCFF 57,988	2000-2999: Classified Personnel Salaries LCFF 52,403.16
1m. Reading intervention services will be focused on Isbell Middle School. Students reading two years of more below grade level have been identified and will be placed in the reading class, renamed as “Academic Academy.” This class will focus on student connectedness, literacy, and language and AVID skills. 4 sections will be offered. The reading intervention teacher will also provide after school tutorial/intervention at IMS.	1000-1999: Certificated Personnel Salaries LCFF 150,412	1000-1999: Certificated Personnel Salaries LCFF 97,525.00
1n. Retain preparatory periods for Isbell Middle School	1000-1999: Certificated Personnel Salaries LCFF 729,411	1000-1999: Certificated Personnel Salaries LCFF 601,219.99
1o. Retain two Common Core Coordinators to support and monitor the implementation of the California Standards	1000-1999: Certificated Personnel Salaries LCFF 322,412	1000-1999: Certificated Personnel Salaries LCFF 223,057.66
1p. Retain TK and K Bilingual Instructional Assistants	2000-2999: Classified Personnel Salaries LCFF 127,169	2000-2999: Classified Personnel Salaries LCFF 208,186.12

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1q. Provide additional site allocations to support educational outcomes.	1000-1999: Certificated Personnel Salaries LCFF 369,051	1000-1999: Certificated Personnel Salaries LCFF 138,335.42
Action recorded to 1i		
Action recorded to 1c: Salary transfer of extra teachers not completed in 2019-20		

Goal Analysis

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

All actions and services were implemented during the 2019-20 school year.

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

At the beginning of the 2019-2020 school year, our district was in the process of increasing access to technology for all students. We were in the process of rolling out one-to-one devices to students in specific grade levels and content areas, and much of the focus of professional development centered around how and when to use technology. We were able to offer both beginner and advanced classes in Google how to use basic Google tools like classroom, docs, forms, and slides. One of the biggest challenges we were facing was helping teachers feel comfortable with technology and thoughtfully plan to use technological resources for specific purposes in their teaching.

Facing this challenge at the beginning of the year actually led to one of our biggest successes. When schools closed in March due to the pandemic, we were able to provide one-to-one Chromebooks to all students in the district. The training that teachers had received earlier in the year gave them a foundation to build on as we made the transition from in person to distance learning.

Another success that we had during the 2019-2020 school year was the transition from using the QRI to Literably as a universal screening assessment in grades K-5. Unlike our previous assessment, this screener can be administered online and real time results can easily be shared. Data from this assessment was used during data team meetings to identify students who were performing more than one year below grade level. These students received targeted intervention services from our reading teachers, and during the first two trimesters of the school year the one third of these students had already made more than one year's growth.

On March 12, 2020, the Santa Paula Unified School District (SPUSD) notified the school community that all schools would close beginning March 16, 2020 due to the COVID-19 pandemic. Together, with the Santa Paula Federation of Teachers (SPFT) and district and site administrators, a three-phased distance learning plan was developed and communicated to all certificated staff. The premise of the learning plan was to ensure that all students continued to receive social-emotional support and educational services during the school closures. Immediately, a distance learning webpage was developed and included online enrichment resources for students in all grade levels and links to parent resources. The primary goal of Phase I and II of the distance learning plan was to contact all families to determine the type of support needed during school closures and offer enrichment resources in core content areas. The five key areas of Phase I and II included:

1. Develop website to support families with access to free on-line resources in a variety of content areas and provide support materials to help establish learning routines at home
2. Identify staff (teachers, administrators, counselors, and District staff) to contact families to reestablish connections, inform of resources, and gather Family Survey data
3. Distribute take-home learning packets at all K-8 school sites in reading and math; identify and post enrichment activities by content area for students in grades 9-12
4. Provide Professional development to all staff
5. Distribute Chromebooks to high school students

Phase III of SPUSD's Distance Learning Plan transitioned from enrichment to the expectation that students participate in on-line or packet-based learning opportunities. During this phase, students were expected to complete tasks and projects assigned by their teachers. Over 2,000 Chromebooks were distributed to students in grades TK-12 and staff monitored parent contacts and regular participation in distance learning. Counselors initiated contact with families who were most at-risk and provided small group check-ins and wellness checks, if needed.

Goal 2

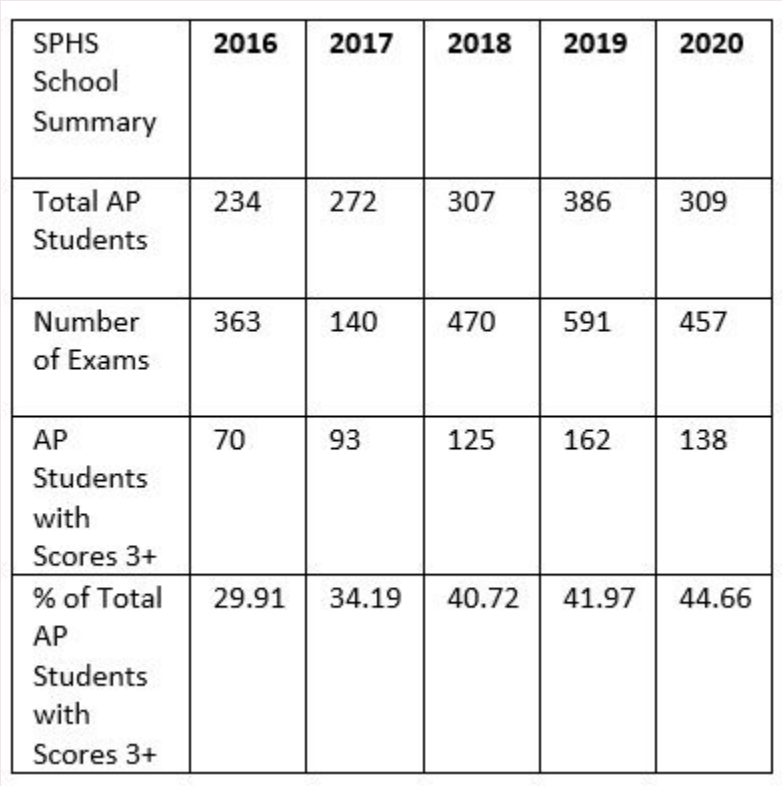
Increase parent involvement and enhance student engagement through a variety of enrichment opportunities

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 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Adult School Enrollment, CSU/UC enrollment, Parent Involvement Rate

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Advanced Placement (AP) Exam **19-20** Maintain or Improve **Baseline** 2015-16: Total of 234 (21%) students in grades 10-12 took at least 1 AP Exam AP Pass Rate (score of 3 or above): 164 out of 500 exams taken (33%)	SPHS 5-Year Advanced Placement Summary Report

Expected	Actual
	

SPHS School Summary	2016	2017	2018	2019	2020
Total AP Students	234	272	307	386	309
Number of Exams	363	140	470	591	457
AP Students with Scores 3+	70	93	125	162	138
% of Total AP Students with Scores 3+	29.91	34.19	40.72	41.97	44.66

Metric/Indicator Parent Involvement Participation Rate **19-20** Maintain or Improve **Baseline** 235 Parents participated in the PIQE program	During the 2019-2020 school year the District offered 10 sessions for the Latino Family Literacy Project who served 45 parents. Additionally, four Family Science Nights were offered at four sites with an attendance of 420. Furthermore, a family conference, Census Meeting, and Health fair were offered to all parents with a participation of 162 parent. Parents were given an opportunity to participate in a 10 week Leadership Conference that culminated in a Book Festival planned by them. There were a total of 15 participants and over 250 parents who attended the Book Festival in July. In addition, the district provided Project 2 Inspire which is a leadership training where the participants learn in-depth the California educational system and how their participation impact students and parents. There were a total of 15 parents who participated in twenty sessions. The total parent participation for the 2019-2020 school year was 900.

Expected	Actual
Metric/Indicator CSU/UC Enrollment **19-20** Maintain or Improve **Baseline** Baseline TBD June 2017	Most Recent Data: College Going Rate by District/School 12-months 2017-18 Source: Dataquest Renaissance HS High School Completers: 49 students • HS Completers Enrolled in College: 18 students • College Going Rate: 36.7% • CSU Enrollment: 2% • Community College Enrollment: 34.7% Santa Paula High School High School Completers: 347 students • HS Completers Enrolled in College: 263 students • College Going Rate: 75.8% • UC Enrollment: 6.1% • CSU Enrollment: 12.1% • Community College Enrollment: 54.2% • Private School Enrollment: 1.4% • Out of State Enrollment: 2.0%
Metric/Indicator A-G Completion **19-20** Maintain or Improve **Baseline** 2015-16: All students 30.7% English Learners: 2.3% SED: 28.9% Males: 20.1% Females: 37.6%	2019-20: All students: 46%, English Learners: 24.6% SED: 43.8% Males:40.9% Females: 51.6%

A-G Completion	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements
SPUSD	365	328	89.9%	46%
Renaissance HS	29	20	69%	0%
Santa Paula HS	336	308	91.7%	49%
Ventura County	10,148	8,973	88.4%	47.8%
Statewide	424,058	371,436	87.6%	50.6%

Metric/Indicator	

Expected	Actual
College and Career Pathway and Career Technical Education (CTE) Pathway Enrollment **19-20** Maintain or Improve **Baseline** 2016-17: Total students 276 Special Education Students: 29 English Learners: 32 Homeless: 23 SED: 215	

	2016-17	2017-18	2018-19
Number of Courses Offered	19	19	22
Socio-Economically Disadvantaged	369	388	664
English Learner	23	23	57
RFEP	131	200	419
Special Education	41	42	87
Homeless	31	27	80
Total Students	503	489	805

Metric/Indicator CTE Pathway Completion **19-20** Maintain or Improve	

Expected	Actual

Pathway Completion	2016-17	2017-18	2018-19
Ag.-Sci. (CPA)	20	19	20
Family and Human Services (CPA)	21	26	29
Public Safety	5		5
Design, Visual, & Media Arts		5	10
Patient Care		13	17
Game Design			11
Engineering Design			3
TOTAL:	46	63	95

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2a. Continue a variety parent involvement and education opportunities across all school sites	2000-2999: Classified Personnel Salaries LCFF 53,775	2000-2999: Classified Personnel Salaries LCFF 42,753.98
2b.Administrative staff over and above base program have been identified to enhance the educational program and provide additional outreach and communication to parents. Retain Administrative Support at Secondary Schools	1000-1999: Certificated Personnel Salaries LCFF 382,291	1000-1999: Certificated Personnel Salaries LCFF 276,286.75
2c. Administrative staff over and above base program have been identified to enhance the educational program and provide additional	1000-1999: Certificated Personnel Salaries LCFF 181,610	1000-1999: Certificated Personnel Salaries LCFF 157,580.06

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
outreach and communication to parents. Retain administrative staff at elementary sites.		
2d. Support Advanced Placement Program and exam fees	1000-1999: Certificated Personnel Salaries LCFF 48,206	1000-1999: Certificated Personnel Salaries LCFF 58,549.65
2e.Increase and support Career Technical Education opportunities in grades 6-12 and retain College and Career Coordinator	1000-1999: Certificated Personnel Salaries LCFF 465,739	1000-1999: Certificated Personnel Salaries LCFF 338,154.57
2f. Retain athletic trainer and purchase supplies	2000-2999: Classified Personnel Salaries LCFF 123,645	2000-2999: Classified Personnel Salaries LCFF 128,396.37
2g. Fund field trips to universities for grades 5, 7, 9 and provide supplemental funding for standards-aligned field trips for all elementary schools.	5000-5999: Services And Other Operating Expenditures LCFF 62,844	5000-5999: Services And Other Operating Expenditures LCFF 34,037.90
2h. Retain and expand Band/Vocal and Instrumental Music instruction by 3.00 FTE/transportation and purchase materials K-12	1000-1999: Certificated Personnel Salaries LCFF 482,645	1000-1999: Certificated Personnel Salaries LCFF 462,823.92
2i. Support youth leadership activities at IMS, RHS, and SPHS	4000-4999: Books And Supplies LCFF 31,422	4000-4999: Books And Supplies LCFF 13,938.17
2j. Support AVID program at IMS, SPHS, and continue to implement and expand at all elementary schools. Implement AVID at RHS.	1000-1999: Certificated Personnel Salaries LCFF 154,664	1000-1999: Certificated Personnel Salaries LCFF 115,944.67
2k. VC Innovated grant expired in 2018-19. (Previous action 2y) Provide a Districtwide mentoring program	5000-5999: Services And Other Operating Expenditures LCFF 52,370	5000-5999: Services And Other Operating Expenditures LCFF 58,032.00
2l. Fund transportation services for District approved athletic events	1000-1999: Certificated Personnel Salaries LCFF 413,519	1000-1999: Certificated Personnel Salaries LCFF 186,730.91
2m. Retain SPHS Athletic Director position	1000-1999: Certificated Personnel Salaries LCFF 48,699	1000-1999: Certificated Personnel Salaries LCFF 52,335.58

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2n. Implement 'Summer Matters' programs	1000-1999: Certificated Personnel Salaries LCFF 352,330	1000-1999: Certificated Personnel Salaries LCFF 54,175.17
2o. Implement restructured GATE identification process and implement in class and GATE enrichment services.	5000-5999: Services And Other Operating Expenditures LCFF 20,948	5000-5999: Services And Other Operating Expenditures LCFF 0
2p.Retain one STEAM Literacy TOSA; purchase materials.	1000-1999: Certificated Personnel Salaries LCFF 141,760	1000-1999: Certificated Personnel Salaries LCFF 136,207.90
2q. (Previously action 2w) Retain clerical support at all sites and maintain additional office support staff	2000-2999: Classified Personnel Salaries LCFF 984,726	2000-2999: Classified Personnel Salaries LCFF 958,888.14
2r. Continue to fund additional elective classes at IMS and SPHS	1000-1999: Certificated Personnel Salaries LCFF 223,908	1000-1999: Certificated Personnel Salaries LCFF 192,764.25
2s. Continue to provide after school opportunities through contracted support and through ASPIRE. Previous summer enrichment opportunities are funded through 2n.	1000-1999: Certificated Personnel Salaries LCFF 379,879	1000-1999: Certificated Personnel Salaries LCFF 108,320.00
2t. Increase communication and marketing of district programs	5000-5999: Services And Other Operating Expenditures LCFF 78,555	5000-5999: Services And Other Operating Expenditures LCFF 15,192.61

Goal Analysis

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

All actions and services were implemented.
L2o: GATE assessments were purchased in 2018-19 and administered in the 2019-20 school year.

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

During the 2019-2020 school year, the parent involvement was a great success. The district provided specific training for committee members to support them in fulfilling their duties as School Site Council, English Learner Advisory, District English Learner Advisory, and Migrant Parent Advisory committee members. California Association of Bilingual Education Project 2 Inspire provided the training. The training focused on acquainting parents to the school system, committees, and LCAP. In addition, it supported the parents in becoming active members of the school community. Furthermore, the district was able to complete the sessions of the Latino Family Literacy Project. The middle school parents had a better understanding of how to support their students due their participation in the Latino Family Literacy Project. Another success were the two Title 1 Family Conferences. In the September Title 1 Family Conference, parents provided specific sessions to other parents. Moreover, the Family Conference on February 22 focused on introducing the Board of Trustees and District Cabinet Members. As well as, providing a keynote speaker discussing building positive relationships with their children. The culminating event was a nutrition fair. The challenge began on March 13 when the school closures began due to the Coronavirus pandemic. The district continued to provide the Project 2 Inspire training via Zoom. The parents received the support needed to attend the Zoom meetings. The parents were able to complete Level 2, which allowed them to continue to Level 3 for the next school year. This was a great success for the parents of Santa Paula because it provided them with an opportunity to deliver the Project 2 Inspire Level 1 to the parents of Santa Paula. Additionally, during the closures the Special Project department attempted to call all Migrant, English learner, and homeless families to ensure they had all the supplies necessary to continue to receive instruction. As well as, providing the families with resources of pantries or any related services. Overall, the parents were able to receive the support outlined for the school year either in person or by Zoom.

In 2019-2020 there were nine CTE pathways taught by industry-experienced, credentialed teachers and courses followed the CTE curriculum standards, with a coherent sequence of courses. SPUSD provided professional development opportunities such as Educating for Careers, Project Lead the Way, and the State FFA Leadership Conference to enhance instruction and improve CTE experiences.

2019-2020 brought awareness to our special population students with a goal of increasing enrollment in CTE courses. English learners were a focus of the 2019-2020 CTE enrollment process, a survey regarding CTE program knowledge, awareness, and interest level was given to all English learners at Santa Paula High School. The data shared supported an increase in English learner enrollment for the upcoming year within the CTE program. Additionally, both California Partnership Academies focused on enrollment within the academies that was representative of the student population. As of March 13, 2020, (last day of school due to Covid-19) the next steps were to continue this same focus on student enrollment within all CTE pathways.

SPUSD worked towards improving the alignment with postsecondary institutions, specifically Ventura Community College District (VCCCD). During the 2019-2020 school year, VCCCD and SPUSD participated in quarterly meetings regarding dual enrollment and articulated course offerings, as well as support for Santa Paula students as they exited high school. Included in these quarterly meetings were representatives of VCCCD, SPHS' college center mentor, Early Academic Outreach Program (EAOP) counselor, Destination College Advisory Corps (DCAC) Representative, and SPUSD's Deputy Superintendent, and SPUSD's College and Career Coordinator.

During the 2019-2020 school year the District revised the GATE Identification process to be more inclusive for the students of Santa Paula. A new assessment tool, CogAT, was identified and all third grade and referred 4th and 5th grade students in the district were tested. Initial data showed an increase in the number of EL students meeting criteria for the GATE program. Unfortunately, due to school closures caused by the pandemic, we were unable to complete the process for identifying students. We look forward to continue the process of revamping our GATE program during the 2021-2022 school year.

Due to the closures in March of 2020, the traditional Summer Matters program transitioned to an online program for all students in grades TK-12. Elementary and middle school students working below grade level and English learners received first priority to enroll. Instruction was delivered via Zoom and focused on end of the year standards in English language arts and mathematics. High school students had the opportunity to enroll in classes for credit recovery and enrichment. An alternative online curriculum was used to provide students access to standards aligned courses. In addition, all TK-8th grade students had access to Renaissance Learning's Freckle program for English Language Arts and Mathematics. This provided standards-based practice at each students instructional level. In addition, the District purchased individualized online bilingual tutoring support for all students districtwide through Princeton Review. All students had access to free 24/7 tutoring in all subject areas.

Goal 3

Increase graduation rates, reduce suspensions/expulsions and improve social-emotional skills

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	Attendance, engagement, mental health

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Graduation Rate **19-20** Maintain or Improve **Baseline** The 2015-2016 Graduation Rate was 93.9%	2019-20 The 4-year cohort graduation rate was 95 %
Metric/Indicator School Attendance **19-20** Maintain or Improve **Baseline** Maintain attendance rate at 95% or higher.	2019-2020: excellent attendance rate (<.8 days of school missed) 31.2 %
Metric/Indicator Dropout Rate **19-20** Maintain or Improve **Baseline** M.S. 0% SPHS: 3.1 % RHS: 6.5 %	2019-2020 dropout rate: 2.7%
Metric/Indicator Suspension Rate	2019-2020: 5.4 % suspension rate

Expected	Actual
19-20 Maintain or Improve **Baseline** 2014-15: 321 suspensions in school and out of school	
Metric/Indicator Expulsion Rate **19-20** Maintain or Improve **Baseline** Maintain Expulsion Rate 0.09 %	2019-2020 expulsion rate: .04% (total of 2 students)
Metric/Indicator Truancy Rate **19-20** Maintain or Improve **Baseline** 014-2015: 35.29%	2019-2020 Truancy rate (3.8-7.6 days missed) 18.3 %
Metric/Indicator Chronic Absenteeism **19-20** Maintain or Improve **Baseline** 016-17: 5.6% (A2A data 5/17)	2019-2020: 8.9 % chronically absent

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3a. Provide opportunities for credit recovery for students in grades 9-12; include RHS and SPHS	5000-5999: Services And Other Operating Expenditures LCFF 20,948	5000-5999: Services And Other Operating Expenditures LCFF 18,842.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3b. Implement Restorative Justice practices and Positive Behavioral Support. Restorative Justice Facilitators were able to lead weekly Circles; resulting in 207 Circles at SPHS (2nd semester) and 97 at Isbell (total), for a total of 433 Community Building Circles this school year. One of the benefits of facilitating Circles online was that we were able to create smaller groups by using the breakout rooms, which resulted in more Circles than we have ever before been able to facilitate.	5000-5999: Services And Other Operating Expenditures LCFF 89,029	5000-5999: Services And Other Operating Expenditures LCFF 70,561.00
3c. Continue to implement Positive Behavior Intervention Supports (PBIS) Framework	5000-5999: Services And Other Operating Expenditures LCFF 10,474	5000-5999: Services And Other Operating Expenditures LCFF 88,816.07
3d. Provide school based substance abuse intervention program	5000-5999: Services And Other Operating Expenditures LCFF 68,081	5000-5999: Services And Other Operating Expenditures LCFF 4,592.00
3e. Retain intervention facilitator for one period at SPHS	1000-1999: Certificated Personnel Salaries LCFF 25,615	1000-1999: Certificated Personnel Salaries LCFF 24,725.80
3f. Retain 11.6 Counseling positions; retain 2 additional counselors to focus on mental health report, & maintain guidance tech support	1000-1999: Certificated Personnel Salaries LCFF 1,602,288	1000-1999: Certificated Personnel Salaries LCFF 1,533,248.10
3g. Increase a-g completion rate for all students; retain services to Isbell MS	5000-5999: Services And Other Operating Expenditures LCFF 319,457	5000-5999: Services And Other Operating Expenditures LCFF 170,945
3h. Maintain the additional school psychologist at full- time	1000-1999: Certificated Personnel Salaries LCFF 146,704	1000-1999: Certificated Personnel Salaries LCFF 155,161.70
3i. Fund daycare program and related services for teen parents	5000-5999: Services And Other Operating Expenditures LCFF 52,370	5000-5999: Services And Other Operating Expenditures LCFF 46,220.00
3j. (Previously action 2l) Continue to fund Outreach Coordinator at RHD	2000-2999: Classified Personnel Salaries LCFF 98,507	2000-2999: Classified Personnel Salaries LCFF 99,812.08
3k. Retain District Safety Coordinator; maintain campus security officer ratios at secondary schools; fund safety activities	2000-2999: Classified Personnel Salaries LCFF 719,485	2000-2999: Classified Personnel Salaries LCFF 746,482.17

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action/Services reordered to 3j.		

Goal Analysis

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

Outreach coordinator position was transitioned into an assistant principal due to site need. Roles and responsibilities for outreach may have been compounded by other responsibilities.

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

Increased access to mental health support services and interventions for social emotional learning.

Goal 4

Create a welcoming and efficient school climate for staff, students, parents and public

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	none

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Appropriately assigned and fully credentialed teachers **19-20** Maintain at 99% or higher **Baseline** 99%	Appropriately assigned and fully credentialed teachers
Metric/Indicator Facilities Inspection Tool **19-20** Maintain rating of 100% “good” or better **Baseline** Maintain rating of 100% “good” or better	Maintained rating of 100% “good” or better

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(Previously action 4g) Implement safety measures across school sites	5000-5999: Services And Other Operating Expenditures LCFF 314,220	5000-5999: Services And Other Operating Expenditures LCFF 92,002.07

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Support and retain additional custodial staff	2000-2999: Classified Personnel Salaries LCFF 255,770	2000-2999: Classified Personnel Salaries LCFF 233,091.45
Transfer 0.5% of expenditures to Deferred Maintenance	7000-7439: Other Outgo LCFF 361,468	7000-7439: Other Outgo LCFF 361,468.00
Retain Nutrition Specialist	2000-2999: Classified Personnel Salaries LCFF 102,885	2000-2999: Classified Personnel Salaries LCFF 98,189.90
Retain Increase to Health Services Specialist	2000-2999: Classified Personnel Salaries LCFF 325,749	2000-2999: Classified Personnel Salaries LCFF 332,039.08
Action and Services has been moved to 4a		

Goal Analysis

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

Each action was implemented to the fullest extent it could be in the 2019-20 school year.

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

Some of the in-person related services were reduced due to the COVID-19 shut down starting in March of 2020. Consequently, the actions within this goal were still successful in keeping our facilities safe, clean, and properly maintained for our students and staff. Our CNS program was able to feed high quality, nutritious food to children throughout the community.

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
IP-1 Secondary Curriculum Coordinator to provide support with digital components of core and supplemental curriculum and monitor assessment data. Assist with coordinating tutoring services for students.	150,000	163,841	Yes
IP-2 Personal Protective Equipment: Face coverings (masks and where appropriate, face shields) to ensure that students and staff entering school sites and staff working are minimizing the spread of respiratory droplets while on campus. Increased supply of hand sanitizer and soap.	45,000	68,976	No
IP-3 Health Materials: Additional thermometers to screen student temperatures and additional supplies to respond to student who display signs of illness.	10,000	68,976	No
IP-4 Disinfecting Materials: Additional materials to support effective routine disinfection of high touch surfaces.	75,000	68,976	No
IP-5 Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing when administering assessments for individualized instruction.	10,000	33,761	No
IP-6 Sineage, Posters, and Floor Decals: Visual cues throughout the school sites to maximize social distancing.	10,000	12,280	No
IP-7 Classroom Technology: Purchase of additional technology for classrooms to allow for increased access to online and virtual streaming of classes.	350,000	2,375,703	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
IP-8 Staffing: Additional staffing to significantly reduce student cohorts (average of 12 students in all in-person classes) and additional staffing due to in-person learning, as needed.	1,200,000	735,282	Yes
IP-9 Tutoring: Additional staff to provide support to students.	50,000	50,419	Yes
IP-10 Additional classified staff to help with items such as: student monitoring, safety, facilities, custodial, maintenance, etc.	100,000	63,414	Yes
IP-11 Additional Counseling staff through City Impact Contract as needed to provide mental health support as students transition back to campuses.	100,000	0	Yes
IP-12 Special Education Staffing- 2 Special Education TOSAs to provide documentation and support in implementing Individual Distance Learning Plans (IDLP), 2 Speech Language Pathologists for additional support in delivering services and backlog of assessments.	300,000	419460	Yes
IP-13 Provide Restorartive Practices	85,000	0	Yes

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

IP8: In order to provide all students 1:1 devices and hotspots, additional monies were spent on this action. The expenditures also include additional document cameras, student and teacher headsets, and additional monitors, wireless keyboards and mice.
IP9: Due to the timing of in-person offerings, fewer staff were needed to accommodate the small cohorts for in-person learning.
IP11: Paid out of Sped. funding
IP12: Additional staff members were hired
IP13: Paid out of LCAP

Analysis of In-Person Instructional Offerings

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

Due to high case rates in Ventura County and in the community of Santa Paula, the district continued to offer a distance learning only program through April 19, 2021. The district used results from a family survey administered October of 2020 to plan for a hybrid model after students returned from spring break. Survey results indicated that approximately 50% of families wanted to stay in a distance learning model for the remainder of the school year and 50% wanted to return to a hybrid model. The district continued to prepare for

a safe and cautious reopening working together with site and district administrators and union leadership to finalize bell schedules and safety precautions to be implemented at all sites. Safety plans were created and shared with teachers and parents and school walkthroughs were conducted before opening. All students were required to have their temperature checked and complete a pre-screening survey and additional staff were hired at each site to ensure that all mitigation measures could be implemented consistently. Beginning the week of April 19th, elementary students returned to school two days a week in a hybrid cohort model. Students were scheduled into in-person cohorts no larger than 12 students and at the elementary level all students were kept in stable groups, 6ft. apart. Beginning the week of April 26, upper elementary and middle school students returned to school. Middle school students returned to school and transitions were limited to support contract tracing, if necessary. Hybrid students received in person instruction two days a week in cohorts, while DL students received instruction on-line simultaneously. High School students returned to school in a hybrid model beginning the week of May 3, 2021. Students continued in their second semester classes with no disruptions in scheduling. The district remained in a hybrid model for the remainder of the school year. Parents also had the option of remaining in distance learning or independent study.

Although many structures and supports were put in place to support students online and in-person, there was in a significant increase in D/F rates at both the middle and high school levels. As the district transitioned to hybrid learning, tutoring supports continued, however students continued to struggle. A challenge was the short amount of time our students had with teachers for hybrid instruction. We do celebrate the opportunity to provide our high school students with an in-person prom and commencement ceremony. The district plans to offer an in-person summer school program for students in grades K-12 grade as well as continue to offer online, individualized tutoring services throughout the summer.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
DL-1 Increase technology access for all staff, students, and parents especially English Learner, Low Income, and Foster Youth. This includes family surveys. This also includes the district internet service provider, devices for students, computers for staff, hotspots, and other technology.	500,000	1,100,083	Yes
DL2- Provide a common Leaning Management System (LMS)Google Classroom,and purchase upgrade districtwide.	25,000	12,858	Yes
DL3- Purchase supplemental online curriculum for students in grades TK-12	750,000	155,197	Yes
DL4- Purchase additional access to e-books for staff and students.	50,000	52,161	No
DL-5 Provide 2 Educational Technology TOSAS to support teachers, students, and families.	300,000	235,892	Yes
DL-6 Offer an independent study program for students district-wide. Purchase online curriculum (Edgenuity)	60,000	85,805	No
DL-7 Purchase Social-Emotional Curriculum for students in grades TK-8 (Second Step)	25,000	25,473	Yes
DL-8 Provide parent workshops to support distance learning, technology, social emotional need of students.	10,000	0	Yes
DL-9 Work with community partners to offer additional safe work environments for students with limited/no access at home.	25,000	0	Yes
DL-10 Provide tutoring for students who need additional support; focus on EL students, foster, homeless, and students with disabilities.	50,000	50419	Yes
DL-11 Provide additional staff for interpretation and translation of parent workshops and meetings.	10,000	0	Yes
DL-12 Special Education staff: Continue to provide appropriate staffing for both certificated and classified positions and adapt delivery of services to distance learning context. .	950,000	419460	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
DL-13 Provide additional support, extended school day, tutorials, and parent education to EL students and parents.	100,000	0	Yes
DL-14 Continue to support UCSB partnership to promote a college-bound culture.	170,000	0	Yes
DL-15 Continue and expand mentoring support for students districtwide.	75,000	0	Yes
DL-16 Provide professional development opportunities for classified and certificated staff with a focus on engaging EL students, homeless, foster, and students with disabilities in a distance learning environment.	100,000	163347	Yes

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

DL1: Additional technology, hotspots, document cameras, teacher and student headsets and wireless keyboards and mice were purchased to support 1:1 access for all students.
DL3: Renaissance learning software was purchased through the Low Performing Student Block Grant
DL8: Parent Workshops were provided using district staff
DL9: Action not needed
DL11: Funded through LCAP
DL13: Funded through DL 10
DL15: Funded through LCAP
DL15: Funded through ELO
DL16: Funded through multiple resources (LCAP, Title I and CTE)

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.

SPUSD began to prepare for a distance learning instruction model as soon as our schools closed on March 13, 2020. Through a collaborative effort between district and site administrators and representatives from SPFT and CSEA, an instructional framework committee began working during the summer of 2020 to identify a distance learning and hybrid learning model. It was important that all stakeholders were involved in this process. An online family survey was made available to all families in order to seek input on preferred instructional models and safety measures to be implemented when bringing students and staff back for in-person instruction. The parameters below were identified for the distance learning program.

Students will remain at home full-time to access their coursework

Students will receive daily, live interaction and instruction by grade level or subject course teachers

District core and supplemental curriculum will be utilized for courses

Students will be expected to complete classwork assigned by the teacher daily

Attendance will be taken daily based on participation and assignment completion

Letter grades (grades 6-12) and progress marks (TK-5) will be assigned by each teacher

Three weeks prior to the end of the first grading quarter, and permitted by the Ventura County Public Health Department, a decision will be made to phase elementary students into classrooms to begin the hybrid learning model

Although the district was able to offer a comprehensive distance learning program, many challenges existed. We found that students needed additional support when completing asynchronous assignments. As a result, small group tutoring opportunities were provided, as well as office hours at the middle and high schools. Due to many personal and comfort reasons, many students did not turn on their screens during live instructional time, making connecting with students more challenging. The district did purchase a classroom management program, Go Guardian to help increase student engagement. This allowed staff to see each student's screen to help support completion of assignments. We also found that our EL students needed additional support outside of their designated ELD time. All sites worked to identify time periods for after school tutoring and free 24/7 bilingual tutoring support was made available to all students districtwide.

The district was able to provide all students with a district issued Chromebook. Over 4,800 devices were distributed districtwide. Additionally, over 1,000 hotspots were also checked out to students. A technology hotline was established to provide students and parents support to trouble shoot hardware issues and professional development was provided to parents throughout the school year. A significant challenge was internet speed and connectivity. Due to weather and volume issues, there were several days that students and staff had limited or no access to the internet. On these days, students were provided with independent work assignments. Staff roles expanded and many staff members learned new skillsets to support students and families. Instructional assistants worked with small groups of students online and utilized Zoom and features of Google Classroom. Library Media Technicians were critical in supporting parents and students to troubleshoot Chromebook problems and checkout thousands of devices and media to be used for instruction. Technology site technicians served as hotline support throughout the school day, and all available staff worked together to reach out to families to support engagement and attendance. Staff is to be commended!

Overall, parents indicated that they were pleased with the services provided the circumstances. A Distance Learning survey was administered to families and staff in spring of 2021.

54% of families indicated that they were satisfied with the DL learning model.

61% of families indicated that it was easy to use the DL tools provided by the school.

57% of families indicated they were confident in their ability to support their child's education during DL.

70% of families indicated that they felt comfortable communicating with their child's school

The complete survey results can be found on the district website.

This year we offered a professional development menu to teachers. Teachers were able to choose from 58 offerings covering topics such as Math, English Language Arts, English Language development, Science, History/Social Science, AVID, tools for online learning, assessment, and Social Emotional Learning. For many of the sessions teachers had the choice whether to attend live or to view a recorded session at a time that worked best for them. This increased flexibility gave teachers the opportunity to choose what topics and styles best met their individual needs. The increased flexibility in professional development was one of our biggest successes this year with 492 voluntary after school PD sessions attended in January-March.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
PLL1: Administration of beginning of the year baseline assessments in ELA, Math and ELD. Continue to administer at the end of each grading period.	10,000	72,000	Yes
PLL2: Provide tutorials and extend the school day for students not progresing towards grade level standards.	100,000	50419	Yes
PLL3: Data Dashboard and Software Tools: Maintain Illuminate and purchase ELLevation software programs to monitor student achievement.	44,000	0	Yes
PLL4: Continue to offer credit-recovery opportunities for students in grades 9-12. (Cyber High).	30,000	0	Yes
PLL5: Offer TK-12 grade summer program in 2019-20 and 2020-21	500,000	0	Yes
PLL6: Special education teachers and related services providers to conduct formative assessments with SWD to inform goal progress and the need for additional supports and services. IEPs to be held to discuss and address identified learning loss and update IDLPs as well as IEPs.	300,000	335113	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.

PLL3: Purchased through General Fund
PLL4: Purchased through LCAP
PL5: 2019-20 Funded through LCAP, 2020-21, Funded through ELO

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.

One of the biggest challenges we faced at the beginning of the 2020-2021 school year was in determining how to assess the amount of Pupil Learning Loss that our students were experiencing. Not only did we not have assessment data from the end of the 2019-2020 school year, but we also had to modify the way we assessed students due to distance learning. Testing remotely was especially challenging for many of our younger students who were not yet fluent readers and still learning how to use digital platforms for learning. The Baseline and Trimester 1 testing windows were combined to provide enough time for us to assess all students.

In order to best utilize the reduce number of instructional minutes this school year, the district chose to focus the priority instructional content for each grade level found on the Achieve the Core website. Results from our baseline/trimester 1 assessments and the narrowed content focus helped us to create a focused instructional plan for each grade level. Curriculum Advisory Teams from each grade level met monthly throughout the year to discuss specific student needs, review curriculum, and modify assessments as needed.

We were also able to provide a variety of intervention services for students throughout the school year. This included some of our typical intervention services such as before and after school sessions with classroom teachers and reading intervention classes throughout the day, as well as college tutors, community-based tutoring, and access to 24/7 bilingual tutoring through Princeton review. This service has proven especially popular with 1,100 tutoring sessions completed and 100% of students reporting that this service is helping them to feel more confident in completing their schoolwork. Other tutoring services included:

Elementary Tutoring Support

During the School Day and After School small group instruction

Homework/Classwork Assistance

Tutor.com 24/7 Individual Tutoring

Blanchard Community Library Peer Tutoring

City of Santa Paula Parks and Recreation after school tutoring

Middle School Tutoring Support:

Before/After School and Evening Tutoring and Homework Support

General and Strategic Focus

College Tutoring in all math courses and general tutoring after school

Office Hours and small group

Tutor.com 24/7 Individual Tutoring

City of Santa Paula Parks and Recreation after school tutoring

High School Tutoring services:

Before/After School and Evening Tutoring and Homework Support

General and Strategic Focus

Saturday School in virtual classrooms (Zoom or Google Meets)

Migrant (Tutoring & One-on-One Supports on Saturday)

AVID Tutors in elective courses

College Tutoring in all math courses and general tutoring after school

Link Crew Leaders check in with 9th grade students weekly to provide academic and social emotional supports.

Wellness Drop-Ins & Virtual Wellness Room

Tutor.com 24/7 Individual Tutoring

One of the biggest successes in this area was adopting the Renaissance Suite of products so that we had a common measurement for students in grades K-12 across the district. In grades K-8 we also adopted Freckle, an adaptive practice program for ELA and Math, that integrates with each assessment to provide targeted practice based on each student's individual needs. Data from Spring of 2021 shows the following: 34.5% of K-1 and 28.9% of 2-12 grade students are performing At/Above Benchmark in reading, and 21.8% of students in grades 2-8 and 11 are performing At/Above Benchmark in math.

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.

To succeed in school and in life, students must have the social-emotional readiness to learn. Teachers and staff are now expanding successful preventative and restorative practices to manage the big emotions and behavioral challenges that come with the complex academic and social world at school. Several components in SPUSD's LCAP improve conditions of learning for all students by advancing the MTSS framework.

- Second Step Curriculum: Second Step programs are research-based, teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of children from Early Learning through Grade 8.
- Restorative Justice Practices: working at SPHS to train students as peer mediators, and teachers and staff in the use of restorative practices that serve to promote positive relationships, de-escalate conflicts, and reduce the use of suspension in discipline.
- Community Agency Engagement and Support: Expanding contracts with community agencies such as Logrando Bienestar, Clinicas, and VCBH to promote access and engagement in therapeutic services.
- On-site mental health counseling and therapy for Tobacco Prevention at our schools is provided by the Tobacco Grant in collaboration with the department of justice.
- Wellness Center- a hub of school and community resources to help support students in crisis. This center will also provide peer mentors and a total of two counselors to provide regular counseling and support to students in need.
- Increased mental health staffing-SPUSD will be increasing our mental health staff by adding 2 school psychologists and 2 mental health counselors to support our schools.

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 2020-2021 school year, the district was able to provide parent workshops every other Tuesday for 15 sessions with a total participation of about 300 parents. Additionally, the Project 2 Inspire Level 3 series continued for the 12 parents who participated in the Level 2 training the prior year. Furthermore, the Technology TOSA's and the Literacy TOSA conducted sessions to support parents with the zoom and google platform. All of the parent sessions were recorded and uploaded on to the district website on the Parents Tab. The goal was to make them available to all parents who would like to view the training at any time. Moreover, the district

collaborated with Logrando Bienestar to provide topics related to COVID-19 that included Achieving Well-Being, Stress and Anxiety, Emotions and Depression, Bullying/Intimidation, Child development, and the use of substances. In addition, parents were offered the opportunity to attend the Local Ventura California Association of Bilingual Education (CABE) Conference, the State CABE Conference, and the County Equity Conference. In addition, the district added a contact list of all of the staff to the Parent Tab on the website to provide parents and family with access to teachers or site administration. Overall, parents and families were able to continue learning and feel supported during the school closures and during the reopening of schools.

Analysis of School Nutrition

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

The district has provided nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals. Meals have been available for pick-up from 5 sites within the district, 3 days per week, Monday, Wednesday & Friday from 11-1 pm. One site was open from 11-2 pm. Parents can go to any of the 5 school sites and pick up meals for all students in the household regardless of their enrolled school site. Parents received 2 days' worth of meals on Monday and 2 days' worth on Wednesday. On Fridays, parents received 1 day worth of meals for each child in the household. When SPUSD transitioned to a hybrid of in-person and distance learning, meals have been distributed using both the "Grab and Go" process and Meals served in the classroom for those students who are on campus. SPUSD has emphasize the following protocols with either distance learning or in-person learning: Health and Hygiene Promotion Teach and reinforce hand washing and use of a cloth face covering by employees when near other employees or students. Have adequate supplies for both employees and students including soap, hand sanitizer, and tissues. Post signs on how to stop the spread of COVID-19. Cleaning and Sanitation Update standard operating procedures for sanitation of school kitchens, cafeterias and food warehouses. Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing. Clean and disinfect surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and point-of-service touch pads. Meal preparation ensure gloves, masks, disposable aprons, and other supplies are readily available. Promote fresh healthy menu options that are individually plated meals and proportioned and prewrapped produce. Use disposable trays and wrap cold items in plastic and hot food with foil. Consider how work stations can be reorganized for proper physical distancing. Adjust employee shifts to minimize number of staff in the kitchen. Offsite Meal Service (with approved USDA2020-21 Learning Continuity and Attendance Plan for Santa Paula Unified School District Page 33 of 34 waivers) Offer grab-and-go student meals for consumption at home, including drive through, delivery, or curbside pick-up options. Assess whether there are students who are unable to access school meal distribution sites and identify ways to address these gaps. Communication with Students and Families by Notifying parents and the school community about school meal service and options. Use a variety of communication methods such as social media, newsletters, and school websites.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	N/A		

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

Overall Analysis

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

The unprecedented COVID-19 pandemic has affected the entire Santa Paula Unified School District community and significantly affected the lives of our students, families, and staff. The broader economic impact of the pandemic has caused high levels of stress and trauma due to increased unemployment, childcare needs, food insecurity, and access to technology. Families have also been physically separated from in-person mental health and targeted services. Virtual sessions were offered for the majority of the school year, but could replace the in-person connection that our students and parents have with district staff. The disruption of services was most detrimental to our English Learners, Foster and Homeless Students, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, methods of instruction, and assessments were also disrupted.

We have also witnessed first hand how a dedicated team of administrators, certificated and classified staff, parents and community members worked together to support students in the Santa Paula Unified School District. We appreciate and commend all stakeholders for learning alongside the school community as many transitioned into new roles as at-home educators and caretakers while dealing with the impacts of the COVID-19 pandemic. We have learned that in order to support students and offer exemplary learning experiences, we must maintain high expectations, have compassion, work together as partners, have honest and respectful conversations to do what is best for our students. Lessons from the 2020-21 school year taught us that we need to educate the whole child, address social emotional, academic, and equity within our schools and community. The 2021-22 LCAP reflects these priorities.

Highlights of the 2021-22 LCAP include:
College and Career Readiness Supports

Newcomer Support
Long Term English Learner Support
Counseling and Mental Health Support
Parent Support and Engagement Workshops
Saturday School Program for English Learners
Nutrition and Physical Education services and training
Expanded Transitional Kindergarten
Tutoring Support

Additional priorities identified by stakeholders will be funded through Title I, Expanded Learning Opportunity Grant (ELO) and State and Federal Emergency relief funds.

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

Learning loss will continue to be assessed and addressed in the 2021-24 LCAP. Goal 1 metrics identify local assessments as a measure to monitor student progress and identify areas of needs based on learning loss. All schools will continue to engage in a cycle of inquiry using the Plan, Do, Study, Act framework. The process will include administering universal assessments in ELA and mathematics, reviewing assessment results through site data teams, creating action plans and supports for each students. This process will take place at the beginning of the school year to establish baseline results, and repeat at the end of each grading cycle. Interventions and extending the school day for the most at need students will be implemented at sites. Elementary reading teachers will work directly with students who are two or more years behind grade level and before/after school interventions will be offered. The district will also continue to provide individualized 24-hour tutoring to all districtwide through tutor.com.

An English learner Saturday academy will be established to support EL students attain English proficiency and support literacy and math skills and a newcomer teacher will be hired to work with newly arrived elementary aged students. In order to assess the impact of all actions and services, metrics will be identified for each action and service and updates will be provided throughout the school year to the LCAP Advisory Committee, DELAC, and PDAC committees. Additionally, all school site SPSA plans will align and support all goals in the LCAP. The Expanded Learning Opportunity Plan will also augment the district's efforts to monitor, assess and support learning loss. Expansive summer school programs, tutoring, instructional assistant support, and community learning centers will provide additional academic and social emotional support for students.

For students with unique needs, their learning loss will continue to be assessed through a number of formal and informal measures, including a review of their progress towards IEP goals. Students who have not progressed on their IEP goals will be targeted for learning loss mitigation intervention. Formal measures may include CBMs, criterion based assessments, Sonday Systems reading assessments, and individualized math measures.

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.

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

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Based on the analysis and reflection of student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan, along with stakeholder engagement, we have come up with the following 5 goals for the 2021-2022 LCAP:
1) Increase academic achievement in all grade levels and implement the Ca State Standards.
2) Increase parent involvement and enhance student engagement through a variety of opportunities to promote student achievement and college and career readiness. This goal will represent expanded learning opportunities that align with and support the implementation of state standards, college and career readiness indicator, and enrichment opportunities.
3) Increase graduation rate and reduce suspensions and expulsions.
4) Create a welcoming and safe school climate for students, parents, and staff.
5. Focused Goal: Increase English Learner achievement and provide additional instructional support.

SPUSD will continue to work in collaboration with educators, parents, and the community to prepare students academically, emotionally and socially for college, careers, global citizenship, leadership, and lifelong learning.
The district will continue to set high expectations for all students and staff to ensure that each student receives equitable opportunities to become successful in life.

Highlights of the 2021-22 LCAP include:
College and Career Readiness Supports
Newcomer Support
Long Term English Learner Support
Counseling and Mental Health Support
Parent Supports
Saturday School Program for English Learners
Nutrition and Physical Education services and training
Expanded Transitional Kindergarten

Additional priorities identified by stakeholders will be funded through Title I, Expanded Learning Opportunity Grant (ELO) and State and Federal Emergency relief funds.

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	15,322,095.00	12,773,785.30
LCFF	15,322,095.00	12,773,785.30
	15,322,095.00	12,352,982.59

* 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	15,322,095.00	12,773,785.30
1000-1999: Certificated Personnel Salaries	10,024,728.00	7,988,986.72
2000-2999: Classified Personnel Salaries	3,775,181.00	3,795,049.35
4000-4999: Books And Supplies	31,422.00	13,938.17
5000-5999: Services And Other Operating Expenditures	1,089,296.00	599,240.65
6000-6999: Capital Outlay	40,000.00	15,102.41
7000-7439: Other Outgo	361,468.00	361,468.00
	361,468.00	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	15,322,095.00	12,773,785.30
1000-1999: Certificated Personnel Salaries	LCFF	10,024,728.00	7,988,986.72
2000-2999: Classified Personnel Salaries	LCFF	3,775,181.00	3,795,049.35
4000-4999: Books And Supplies	LCFF	31,422.00	13,938.17
5000-5999: Services And Other Operating Expenditures	LCFF	1,089,296.00	599,240.65
6000-6999: Capital Outlay	LCFF	40,000.00	15,102.41
7000-7439: Other Outgo	LCFF	361,468.00	361,468.00
		361,468.00	0.00
		361,468.00	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	6,125,510.00	5,306,476.28
Goal 2	4,683,535.00	3,391,112.60
Goal 3	3,152,958.00	2,959,405.92
Goal 4	1,360,092.00	1,116,790.50

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

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$2,485,000.00	$4,061,088.00
Distance Learning Program	$3,200,000.00	$2,300,695.00
Pupil Learning Loss	$984,000.00	$457,532.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$6,669,000.00	$6,819,315.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$150,000.00	$252,969.00
Distance Learning Program	$110,000.00	$137,966.00
Pupil Learning Loss	$300,000.00	$335,113.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$560,000.00	$726,048.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$2,335,000.00	$3,808,119.00
Distance Learning Program	$3,090,000.00	$2,162,729.00
Pupil Learning Loss	$684,000.00	$122,419.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$6,109,000.00	$6,093,267.00