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

Provide high quality rigorous and equitable instruction that improves academic performance, especially for low income and English learner students.

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:	Develop teacher leadership and capacity, clarity, and collective efficacy within a standards-based learning

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SBAC ELA/All **19-20** 42.5 below standard (15% increase from Spring 2019 result) **Baseline** -51.5 from Level 3 (Spring 2016 result)	The actual measurable outcome for the 2019-20 CAASPP ELA statewide academic assessments were not available due the impact of COVID-19 and Executive Order N-30-20, issued on March 17, 2020, that suspended standardized assessments for 2019-20.
Metric/Indicator SBAC ELA/EL **19-20** 57.9 below standard (15% increase from Spring 2019 result) **Baseline**	The actual measurable outcome for the 2019-20 CAASPP ELA statewide academic assessments were not available due the impact of COVID-19 and Executive Order N-30-20, issued on March 17, 2020, that suspended standardized assessments for 2019-20.

Expected	Actual
• 66.3 from Level 3 (Spring 2016 result)	
Metric/Indicator SBAC Math/All **19-20** 73.0 below standard (15% increase from Spring 2019 result) **Baseline** • 79.6 from Level 3 (Spring 2016 result)	The actual measurable outcome for the 2019-20 CAASPP Math statewide academic assessments were not available due the impact of COVID-19 and Executive Order N-30-20, issued on March 17, 2020, that suspended standardized assessments for 2019-20.
Metric/Indicator SBAC Math/EL **19-20** 81.4 below standard (15% increase from Spring 2019 result) **Baseline** • 92.9 from Level 3 (Spring 2016 result)	The actual measurable outcome for the 2019-20 CAASPP Math statewide academic assessments were not available due to the impact of COVID-19 and Executive Order N-30-20, issued on March 17, 2020, that suspended standardized assessments for 2019-20.
Metric/Indicator EL Performance **19-20**	The actual measurable outcome for the 2019-20 ELPAC were not available due to the impact of COVID-19 and Executive Order N-

Expected	Actual
TBD (3% increase in Level 3 and 4 from Spring 2018 result) **Baseline** 69.8% (Spring 2016 result)	30-20, issued on March 17, 2020, that suspended standardized assessments for 2019-20.
Metric/Indicator RFEP Rate **19-20** 13.4% (3% increase from Spring 2019 result) **Baseline** 13.6% (District data from Spring 2017)	Due to suspension of standardized assessments for 2019-20 as a result of COVID-19 and Executive Order N-30-20, issued on March 17, 2020, reclassification did not take place during the 2019-20 school year.
Metric/Indicator F&P Reading (Met/Exceeded K-3) **19-20** Fall: 30.38% Winter: 37.65% Spring: 48.69% (10% increase) **Baseline** Winter: 50% (District data from midyear 2016-2017)	Fall and Winter data- pending Spring data not collected due to schools physically closed as a result of COVID-19 and Executive Order N-30-20, issued on March 17, 2020.

Expected	Actual
Metric/Indicator D and F rate/ALL (Semester 1 9th grade) **19-20** 40.4% (10% decrease) **Baseline** 41.12%	Fall 2019 46.22%
Metric/Indicator D and F rate/EL (Semester 1 9th grade) **19-20** 57.9% (10% decrease) **Baseline** 70.97%	Fall 2019 62.79%
Metric/Indicator Teachers appropriately assigned in subject and for pupils they are teaching. **19-20** 100%	100%

Expected	Actual
Baseline 100%	
Metric/Indicator Sufficient access to standards-aligned instructional materials. **19-20** 100% **Baseline** 100%	100%
Metric/Indicator Implementation of all standards including ELD standards **19-20** Met **Baseline** Met	Met
Metric/Indicator All students, including English Learners, have access to California Standards **19-20** Met **Baseline** Met	Met

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Curriculum Council continue to work on learning progressions, teaching practices, curriculum options, and development of interim assessments. Stipends and release time provided. • Director for Categorical Programs and Compliance provides oversight and support for English Learners, Migrant Programs	01-0000 Unrestricted $0 01-0920 K-3 GSA $630,695 (1000), $223,462 (3000)	01-0000 Unrestricted $10,180.54 (4000) $10,180.54 01-0920 K-3 GSA $656,038.01 (1000), $229,323.64

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Coordinator for Teacher Support and Professional Development provides support for teachers and coordinates trainings related to curriculum and instruction • Partnership with Key Data Systems to look at interim assessments with Curriculum Council. • Instructional Leadership Teams at each site meet monthly with an additional 2 full days of release time and time to meet with Curriculum Council. Members receive stipends. Achievement Teams consultant work with sites/district. • Continued training on new curriculum materials. • Principals and Assistant principals provide supervision, coaching and evaluation to staff. • 9 Specialists (district/site) support teachers by providing resources and coaching. • Grade level teams look at student work, plan instruction, and share results through the Achievement Team process. • Continued participation in yearlong course developed collaboratively with CSUMB entitled “Transition to College Math” at HS. • Coverage provided for participation in committees, professional development and assessment, supporting long term subs. • Continue arts integration/literacy work through workshops, model lessons and debriefs with consultants, field trips, materials, coverage for teachers to observe and debrief. Summer coursework and support in arts integration.	$854,157 0-0940 Suppl/Concentration $3,968,379 (1000), $451,225 (2000), $1,505,444 (3000), $820,552 (4000), $207,401 (5000) $6,953,001 01-1100 State Lottery $21,055 (1000), $1,000 (2000), $4,903 (3000), $83,212 (4000), $11,000 (5000) $121,170 01-3010 Title I, Basic Grants $239,888 (1000), $1,950 (2000), $75,799 (3000), $77,530 (4000), $106,413 (5000) $501,581 01-3060/3061 $198,588 (1000), $14,825 (2000), $60,881 (3000), $3,453 (4000), $697 (5000) $278,444 01-3182 ESSA CSI $21,127 (1000), $4,602 (3000), $22,541 (4000), $1,175 (5000) $49,445 01-4035 Title II $50,400 (1000), $10,978 (3000), $5,956 (4000), $57,000 (5000)	(3000) $885,361.65 0-0940 Suppl/Concentration $3,610,582.33 (1000), $328,004.13 (2000), $1,344,533.78 (3000), $413,210.38 (4000), $243,157.99 (5000) $5,939,488.61 01-1100 State Lottery $15,488.01 (1000), $2,634.83 (3000), $67,455.13 (4000), $15,864.24 (5000) $101,442.21 01-3010 Title I, Basic Grants $239,669.88 (1000), $22,175.53 (2000), $78,144.53 (3000), $43,725.60 (4000), $132,451.60 (5000) $516,167.14 01-3060/3061 Title I Migrant $186,356.38 (1000), $10,526 (2000), $54,454.74 (3000), $1648.08 (4000), $320.87 (5000) $253,306.07 01-3182 ESSA CSI $3,509.73 (1000), $738.07 (3000), $4690.64 (4000), $106.44 (5000) $9,044.88 01-3220 CRF $83,423.30 (1000), $17,959.32 (3000), $34,772.25 (4000),

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Teachers and students use of online programs such as Benchmark Universe, Accelerated Reader, Lexia and Newsela to develop comprehension, fluency and accuracy. • Books for libraries to increase access to informational texts. • Panetta Institute (Monterey Reads) volunteers to read with select students below grade level in K-3. • Teams working on ELPAC, with district ceremony to celebrate reclassification. • Biliteracy Committee continue work on developing a biliteracy pathway and improving process to increase numbers of students eligible for seal of biliteracy upon graduation. • Each teacher has access to $500 class budget in addition to other funds available at sites/district. • Class sizes at 24:1 at TK-3. • Library clerks to help children check out books, consult with teachers, and manage textbook and materials inventory at sites. • Teachers receive hourly pay – tutoring, Saturday School, summer school, clubs, coaching, etc. • Music education for elementary/secondary students. This includes salaries/stipends, instruments, materials and travel. • PD - workshops, mentoring, coaching, and conferences. (ex: Illuminate, ELPAC, formative assessment, SPARK PE, MTSS, curriculum adoptions) Two district-wide PD days. • New teacher support (induction/mentoring, orientation, observation, debriefs). Mentors and induction coaches receive stipends. Release time to meet. Sessions provided during year. • PD online catalog. Portal has cost for hosting/coaching.	$124,334 01-4127 Title IV, Part A SSAE $16,944 (4000), $7,500 (5000) $24,444 01-4203 Title III $122,547 (1000), $43,153 (3000), $11,774 (4000) $177,474 01-6300 Lottery: Ins Materials $243,044 (4000) $243,044 01-6500 Special Ed $50,831 (1000), $11,912 (3000) $62,743 01-7510 Low Performing Students Grant $60,000 (1000), $12,576 (3000) $72,576 01-7811 Tobacco Law Enforcement $37,416 (4000), $15,000 (5000) $52,416 12-6105 Child Dev $23,000 (1000), $8,474 (2000), $13,215 (3000), $6551 (4000), $14,731 (5000), $104,720 (7000)	$4095.19 (5000) $140,250.06 01-4035 Title II $81,758.15 (1000), $16,119.60 (3000), $116,921.95 (5000) $214,799.70 01-4127 Title IV, Part A SSAE $478.52 (2000), $136.61 (3000), $16,090.18 (4000), $2,576.42 (5000) $19,281.73 01-4128 Title IV $14,347.32 (1000), $35,562.93 (2000), $10,503.36 (3000), $6,526.35 (5000) $66,939.96 01-4203 Title III $124,740.18 (1000), $43,691.85 (3000), $14,000.00 (5000) $182,432.03 01-5640 Medi-Cal Billing $15,967.68 (4000), $430.24 (5000) $16,397.92 01-6300 Lottery $690.18 (4000) $690.18 01-6500 Special Ed $20,865.02 (1000), $4,891.68 (3000) $25,756.70

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Children have PE in grades K-6. Four teachers and 4 instructional aides hired. Materials and equipment purchase. • Teacher planning time every other Wednesday during minimum day, in grade level meetings, at staff meetings and during PE. • Stipends provided at the district and site level for Curriculum Council and Instructional Leadership Teams and Educational Technology Leads. • PE staff continue to implement SPARK and Health curriculum. • Access to software licenses (ex: Newsela, Accelerated Reader, Lexia and Brainpop) Access to free sites (ex: Nearpod, Educreations). We provide Google Classroom access. • Classified staff salaries/extra hourly to provide support to teachers/students/families • Stipends paid to teachers working with programs such as Science Camp, AVID, MESA, etc. • Continued Achievement Teams training • Continued refinement and implementation of Interim Assessments in English Language Arts, Math, and Writing across Content • Continued work on developing learning progressions/proficiency scales for priority standards in each content and grade level that is vertically aligned in order to calibrate expectations and grading practices horizontally and vertically. • Continued appropriate assignment of teachers to teach in the subject area and for pupils they are teaching • Ensure all students have sufficient access to standards-aligned instructional materials • Select Middle School and High School Math teachers will engage in Complex Instruction training. • Grade level and department teams will begin implementation of looking at data through the Achievement Team process with a particular focus on the progress of English Learners. • The EL Master Plan will continue to be implemented and refined as it pertains to EL pathways.	$170,691	01-7510 Low Performing Students Grant $31,601.83 (1000), $5,822.44 (3000), $122,006.06 (5000) $159,430.33 01-7810 SUMS $145.80 (1000), $31.80 (3000), $498.43 (4000), $670.47 (5000) $1,346.50 01-7811 Tobacco Law Enforcement $2,297.17 (4000), $95.40 (5000) $2,392.57 01-9010 Other Local $1,821.98 (4000) $1,821.98 12-6105 Child Development $129,788.17 (1000), $73,392.60 (2000), $45,284.44 (3000), $23,664.77 (4000), $50,187.96 (5000), $109,213.72 (7000) $431,531.66 12-9010 Child Dev Other Local $87.00 (4000) $87.00

Goal Analysis

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

While the Actions/Services for Goal 1 were implemented to a large degree during the 2019-2020 school year, beginning in March 2020, as a result of COVID 19 impact on schools, funds allocated to Goal 1 were used to provide additional personnel, materials, supplies, devices, and training to enable teachers and staff to provide individual instructional materials in the form of instructional packets to students, families, additional collaboration opportunities for instructional leaders to work with staff to develop weekly plans focused on specific priority standards, and providing childcare to children of essential workers. Professional development transitioned to an online format and a Distance Learning Plan for students TK-12 was developed.

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

Successes:

- Continued training and work took place on the Achievement Team protocol and process to develop collective teacher efficacy.
- Biliteracy Committee continued to meet and we were able to launch our first TK/K Biliteracy cohort in Fall 2020.
- Specialists continued to provide training and support and pivoted to provide virtual training and support in March 2020.
- New teacher support and induction was successful in mentoring and providing coaching support to new teachers.
- All students had access to standards-aligned materials throughout the year.
- Students and staff learned to transition to a virtual environment for instruction.

Challenges:

- Connecting with every student when schools suddenly had to physically close in March 2020 due to the impact of COVID 19.
- End of year assessments were not fully completed due to challenges with connectivity or skill with transition to technology.
- Many trainings that were planned had to be cancelled or adjusted and rescheduled.
- Many staff juggling needs of their students with their own family needs without childcare.

Goal 2

All students, especially low income and English learner students, will be College and Career Ready for post-high school placement and will develop 21st century learning skills

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 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Increase access to college level coursework on the high school campus, career pathways, and work-based

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator A-G course completion/ALL **19-20** 40.6% (Increase by 10%) **Baseline** Class of 2016: 27.79%	44% Class of 2020 (Source: DataQuest) 38.9% Class of 2019
Metric/Indicator A-G course completion/EL **19-20** 7.34% (Increase by 10%) **Baseline** Class of 2016: 14.71%	8.3% Class of 2020 (Source: DataQuest) 4.5% Class of 2019

Expected	Actual
Metric/Indicator EAP/Conditionally Ready & Ready **19-20** SBAC 11th 2019 (Increase by 10%) ELA: 47.6% Math: 13.75% **Baseline** ELA: 47% Math: 15%	The actual measurable outcome for the 2019-20 CAASPP ELA and Math statewide academic assessments were not available due the impact of COVID-19 and Executive Order N-30-20, issued on March 17, 2020, that suspended standardized assessments for 2019-20.
Metric/Indicator AP Test **19-20** 2019-2020 More than 469 tests taken More than 134 scoring 3 or higher **Baseline** 2015-2016 224 taken; 87 scored 3 or higher	2019-2020 371 tests taken 224 students 116 scoring 3 or higher
Metric/Indicator Graduating with 2.5+ GPA/ALL **19-20** Class of 2019: more than 66.11% **Baseline** Class of 2016: 59.48%	Class of 2019: 80.5% Class of 2020: 86.2%

Expected	Actual
Metric/Indicator Graduating with 2.5+ GPA/EL **19-20** Class of 2019: more than 46.67% **Baseline** Class of 2015: 38.24%	Class of 2019: 72.7% Class of 2020: 73.3%
Metric/Indicator Graduation Cohort Rate **19-20** NMCHS: More than 95.7% District: 87.5% (+2%) **Baseline** Class of 2015 NMCHS 92.52% Class of 2015 District 79.71%* *Includes continuation and IS high schools	Class of 2019 NMCHS: 95.7% District: 89.1% Class of 2020 NMCHS: 97.1% District: 91%
Metric/Indicator Graduation Rate (5 year cohort) **19-20** Class of 2019 NMCHS: 97.3% NMCCIS: 49.2% District: 86.7% **Baseline** Class of 2016 Central Bay: 56.25% NMCHS: 94.4% NMCCIS: 57.9%	2018-2019 Central Bay: 77.8% NMCHS: 95.7% NMCCIS: 59.7% District: 86.8% 2019-2020 Central Bay: 68.2% NMCHS: 96.4% NMCCIS: 72.4% District: 90.8%

Expected	Actual
District: 84.6%	
Metric/Indicator Career Technical Education (CTE) Participation 95% skills attainment in Capstone **19-20** 764 students (5%) 95% skills attainment rate **Baseline** 2015-2016: 643 students 66.23% skills attainment rate	2019-2020 854 students 95% skills attainment rate in Capstone
Metric/Indicator College and Career Indicator **19-20** 2019 Prepared Level NMCHS: 50.1% NMCCIS: 6.2% District 38.1%	2020 Prepared Level NMCHS: 57% NMCCIS: 5.9% District: 47.4%
Metric/Indicator Programs and services are provided to all students including unduplicated students and students with exceptional needs **19-20** Met	Met

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Career Ready Practice Standards will be incorporated into all aspects of students experiences within core content, career technical education courses, guidance counseling, college readiness support and work-based learning opportunities. Positions: 7 Career Technical Education teachers (4% of salary) 7 Academic Counselors/Coordinators focused on Graduation, A-G College ready, Advanced Placement ready, CTE pathways College and Career Counselor/Coordinator Director for 21st Century Learning and Innovation (CTE) Director for Educational Options (Credit Recovery, Individualized/Blended Learning) Assistant Principal for Educational Options (CTE/Adult Ed support) Migrant Youth Advisor (4% of salary) Out of School Youth-Migrant Support (4% of salary) Network Analyst Assessment/Data Analyst • Implement the first course in the new CTE pathway in Sustainable Environmental Agricultural Careers and continue to refine the second course. • Data on A-G coursework and progress toward CTE pathway completion will be monitored to determine supports needed for more students to fulfill A-G requirements or complete CTE pathways. • Continued support for site administrators to review data with Instructional Leadership Teams to facilitate Achievement Team meetings with a particular focus on subgroups that performed at the red and orange levels according to the California Dashboard. • Academic Counselors/Coordinators will case manage students not on track for graduation and provide support	01-0000 Unrestricted $0 01-0350 ROC/P $220,647 (1000), $25,502 (2000), $75,532 (3000), $45,000 (4000), $51,341 (5000), $42,462 (7000) $460,484 01-0930 9-12 GSA $140,740 (1000), $46,599 (3000) $187,339 01-0940 Supplemental/Concentration $1,074,093 (1000), $56,221 (2000), $393,627 (3000), $2,500 (4000), $322,725 (5000) $1,849,165 01-1100 Lottery $11,000 (4000), $6,500 (5000) $17,500 01-3010 Title I $9,735 (1000), $2,121 (3000), $25,045 (4000), $6,500 (5000)	01-0350 ROC/P $243,989.72 (1000), $28,452.77 (2000), $87,297.13 (3000), $38,637.49 (4000), $44,014.04 (5000), $43,291.00 (7000) $485,682.15 01-0930 9-12 GSA $146,639.45 (1000), $47,954.16 (3000) $194,593.61 01-0940 Supplemental/Concentration $1,072,855.92 (1000), $62,522.39 (2000), $372,508.87 (3000), $4,402.65 (4000), $254,435.04 (5000) $1,766,724.87 01-1100 State Lottery $226,327.43 (4000), $6,155.86 (5000) $232,483.29 01-3010 Title I $7,200.16 (1000), $29,859.84 (2000), $14,177.85 (3000), $10,707.21 (4000), $1,753.96 (5000) $63,699.02 01-3060/3061 Title I Migrant Ed $75,464.45 (2000), $32,572.03

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	$43,401 01-3060/3061 Migrant Ed $78,506 (2000), $33,181 (3000), $537 (4000), $1200 (5000) $113,424 01-3182 ESSA CSI $2,500 (1000), $545 (3000), $14,745 (4000) $17,790 01-3550 Perkins/Vocational Ed $23,775 (4000), $5,400 (5000) $29,175 01-6387 CTEIG $52,453 (2000), $36,213 (3000) $88,666 11-6391 Adult Ed $26,089 (2000), $11,558 (3000) $37,647	(3000), $1109.35 (4000) $109,145.83 01-3182 ESSA CSI $2,503.90 (1000), $546.69 (3000), $14,751.00 (4000) $17,801.59 01-3550 Perkins/Vocational Ed $2656.37 (4000), $2335.63 (5000), $29,116 (6000) $34,108.00 01-6387 CTEIG $1296.28 (4000), $916.12 (5000), $11,213.57 (6000) $13,425.97 01-6388 K12 Strong Workforce $35,015.71 (1000), $13,096.79 (3000), $4,070.56 (5000), $4,634.00 (7000) $56,817.06 01-7370 SSP $24,243.32 (1000), $5,250.74 (3000), $1,346.84 (4000), $2,276.87 (5000), $2,941 (7000) $36,058.77 11-6391 Adult Ed $200.10 (2000), $200.10

Goal Analysis

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

While the Actions/Services for Goal 2 were implemented to a large degree during the 2019-2020 school year, beginning in March 2020, as a result of COVID 19 impact on schools, funds allocated to Goal 2 were used to provide materials, supplies, devices, and training to enable CTE and other content teachers to transition their instruction to online using a variety of virtual formats. Our IT Team reconfigured District owned devices so student could use them at home and allowed them to provide tech support remotely to staff, students, families. Additional training was provided for teachers on using online tools and a vetting process was developed to ensure online resources and applications were appropriate.

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

Successes:
Academic Counselor/Coordinators provided college/career readiness advising and support to students throughout the year and worked closely with our Pre-College partners to align support and provided focused support for students not on track to graduate.
Work based learning opportunities for some of our CTE pathway capstone students were provided in local workplaces.
Additional CTE grants were awarded to continue our work in strengthening CTE pathways in work based learning and stackable certificates and allowed us to hire a Work Based Learning Specialist.
Take home kits were created for many CTE courses so students could continue CTE projects at home.
Challenges:
Upon school closures in March 2020, CTE classes had to adjust and find curriculum and projects students could do alone at home without CTE classroom equipment.
Many of our students and families did not have devices or internet access initially when schools closed in March 2020.
Effective communication with students and families regarding college/career events once schools closed in March 2020.

Goal 3

All students, especially low income, English learner students and homeless/foster youth students will be fully engaged and connected in meaningful ways to school with an emphasis on social-emotional learning.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	All classrooms will implement arts integration 6 learning principles to fully engage students in learning.

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Suspension Rate **19-20** 4.0% (-.3%) **Baseline** 4.2%	2019-2020 2.7%
Metric/Indicator California Healthy Kids Survey (school connectedness) **19-20** Elementary: 53% (+3%) Middle: 51% (+3%) High: 43% (+3%) **Baseline** Elementary: 49% Middle: 41% High: 41%	2019-2020 Elementary: 68% (CV only) Middle: 49% High: 53.5% (Avg of Grades 9 and 11)

Expected	Actual
Metric/Indicator California Healthy Kids Survey (feeling safe at school) **19-20** Elementary: 84% (+3%) Middle: 67% (+3%) High: 49% (+3%) **Baseline** Elementary: 69% Middle: 54% High: 54%	2019-2020 (Elementary: Feeling safe at school most or all the time, Secondary: Safe or Very Safe) Elementary: 73% (CV only) Middle: 51% High: 55.6% (Avg of Grades 9 and 11)
Metric/Indicator Counseling Services referred and served **19-20** >985 students (Increase) **Baseline** 249 students served	2019-2020 Total Referrals: 379 All Elementary: 127 Middle: 120 High: 77 EdOps: 55 *Factors impacting referrals - restructuring, new staff, streamlining process, MTSS framework, and COVID
Metric/Indicator Attendance Rates **19-20** 95% **Baseline** 94.51%	2019-2020 94.9% (Source: CalPADS)
Metric/Indicator	2018-2019 (Source: DataQuest)

Expected	Actual
Chronic Absenteeism **19-20** 11.3% **Baseline** 2015-16 Not available	14.4%
Metric/Indicator Dropout Rate **19-20** MS: 0% HS: 0.3% District: 0.6% **Baseline** 2015-2016 Data MS: 0% HS: 0.5% District: 4.57%	2016-2017 (Source: DataQuest) MS: 0% HS: 0.7% District: 0.9%
Metric/Indicator Homeless/Foster Youth Services **19-20** TBD **Baseline** 71.5% of identified students served	58% of identified students served
Metric/Indicator Expulsion Rate **19-20**	2019-2020 0.02% (Source: DataQuest)

Expected	Actual
TBD **Baseline** 2015-16 0.04%	
Metric/Indicator School facilities maintained in good repair. **19-20** All **Baseline** All	All

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Students will be engaged in meaningful ways before, during and after school with socio-emotional learning supports and appropriate wrap-around services. Positions: Activities Director at High School Counselor/Therapist with oversight of counseling intern and associate therapist 2 Licensed Therapists 1 Associate Therapist 1 Therapist Intern 1 Licensed Certified Social Worker/Coordinator 2 Social Worker Associates 1 Social Worker Intern MTSS Director Board Certified Behavior Analyst Sub-release for PBIS/PRIDE team at high school, Additional hourly pay for teachers for PBIS team meetings and training for new teachers, stipends for extra curricular and co- curricular activities (Just Run, Student Leadership at Elementary, Science Camp,	01-0000 Unrestricted $0 01-0940 Supplemental/Concentration $533,731 (1000), $751,798 (2000), $548,394 (3000), $6,870 (4000), $21,416 (5000) $1,862,209 01-1100 Lottery $62,520 (1000), $106,100 (2000), $25,599 (3000), $42,251 (4000), $125,505 (5000)	01-0940 Supplemental/Concentration $570,861.16 (1000), $944,699.44 (2000), $598,860.85 (3000), $10,091.24 (4000), $28,304.56 (5000) $2,152,817.25 01-1100 State Lottery $70,677.34 (1000), $62,979.38 (2000), $15,238.34 (3000), $47,308.61 (4000), $88,242.72 (5000) $284,446.39 01-3010 Title I $46,590.96 (1000), $6,481.72 (2000), $10,433.54 (3000), $13,025.55 (4000), $11,399.80

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Yearbook at Elementary, Activities Lead Teacher at middle school, AVID advisor at middle school, MESA advisory and coordinators at middle and high school, WEB crew lead teacher a middle school, Speech & Debate advisory at middle school, Yearbook at middle school) Additional hours for PBIS, grade level meetings, writing committee, Stipends for AVID, Class Advisor, Lead trip coordinator/supervisors, Link Crew lead teacher, MESA coordinator, MESA support teacher, color guard, Jazz/Drum line director, drama advisor, dance advisor, slough crew advisor, journalism advisor, yearbook lead teacher, CTE student leadership advisors Additional hours for teachers to attend extra curricular events, stipends for athletics (volleyball, soccer, wrestling, basketball, track, football, cross country, track and field, band, athletic trainer, softball, baseball, golf, cheerleading) Library/media clerks to support technology access for students Bilingual Community Outreach Liaison for Homeless/Foster Youth Migrant Youth Advisor Migrant Outreach Liaison ASB Accounts Specialist (Finance Office/Fundraising/Student Store) at HS Data/IT integration specialists-5 FTE ASB Accounts Specialist (Student Store/Athletics) at MS Youth Engagement (PBIS) and Outreach (Homeless/Foster Youth) Coordinator Classified additional hours for evening events, yard supervisor trainings Classified additional custodial hours for extra curricular events Supplies/materials/equipment: Materials/supplies for supplemental resources, supplies for homeless/foster youth, student planners. Instructional materials/supplies, PBIS/PRIDE supplies, Instructional materials/supplies, athletic equipment, gas for vans Athletic league fees, equipment repair, transportation, banquets, officials. Conferences (CABE, CUE, etc) Transportation for fieldtrips, print shop for posters for PRIDE, snacks for student fieldtrips, Link Crew student training, PBIS conference, resource tracking software, transportations, special event, memberships, services for student assemblies, team activities, STEM, soccer, etc. • Ensure all school facilities are maintained in good repair.	$361,975 01-3010 Title I $35,660 (1000), $4,750 (2000), $9,269 (3000), $28,312 (4000), $15,350 (5000) $93,341 01-3060/3061 Migrant Ed $5,658 (5000) $5,658 01-3182 ESSA CSI $13,608 (1000), $37,740 (2000), $18,299 (3000), $20,000 (5000) $89,647 01-4124 Title IVb 21st Century $66,130 (2000), $23,835 (3000), $8,035 (4000), $22,000 (5000) $120,000 01-4127 Title IVa SSAE $2,080 (1000), $453 (3000), $9,200 (4000), $12,400 (5000) $24,133 01-4203 Title III $601 (4000) $601	(5000) $87,931.57 01-3060/3061 Migrant Ed $949.40 (5000) $949.40 01-3182 ESSA CSI $23,117.40 (1000), $56,291.13 (2000), $25,780.24 (3000), $20,370.50 (5000) $125,559.27 01-4124 Title IVb 21st Century $777.60 (1000), $49,508.96 (2000), $16,133.36 (3000), $23,325.09 (4000) $89,745.01 01-4127 Title IVa SSAE $5,943.03 (4000), $17,038.86 (5000) $22,981.89 01-4128 Title IV $97,033.87 (1000), $16,505.48 (2000), $23,890.79 (3000), $73,928.50 (4000), $2,978.00 (5000) $214,336.64 01-6010 ASES $12,646.46 (1000), $298,391.13 (2000), $61,297.55 (3000), $3,602.62 (4000), $1,144.80 (5000), $25,449.95 (7000) $402,532.51

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	01-6010 ASES $11,300 (1000), $225,043 (2000), $73,504 (3000), $86,086 (4000), $1,080 (5000), $29,112 (7000) $426,125	01-6300 Lottery $2,583.27 (4000) $2,583.27
	01-9011 Athletic Event Gate Fees $23,501 (5000) $23,501	01-7388 COVID 19 Funds $17,935.05 (4000) $17,935.05
	12-0000 Child Development $7,000 (1000); $3,000 (2000); $7,342 (3000); $239 (4000); $2,951 (5000) $20,532	01-7810 SUMS $1,746.29 (5000) $1,746.29
	12-6105 Child Development $33,237 (1000), $32,878 (2000), $24,983 (3000), $25,004 (7000) $116,103	01-7811 Tobacco Law Enforcement $3,659.75 (2000), $1,496.20 (3000) $5,155.95
	12-6127 Child Dev-Infant/Toddler $35,880 (1000), $16,935 (3000) $52,815	01-9010 Other Local $10,639.87 (4000), $54,862.67 (5000) $65,502.54
		12-0000 Child Dev-Unrestricted $9,084.62 (1000), $41,766.07 (2000), $9,852.27 (3000), $7,447.76 (4000), $6,289.41 (5000) $74,440.13
		12-6105 Child Development $35,289.74 (1000), $19,471.24 (2000), $23,276.50 (3000), $5,303.61 (4000), $5,922.66

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		(5000), $31,088.30 (7000) $120,352.05 12-6127 Infant QRIS $25,353.43 (1000), $11,650.44 (3000) $37,003.87

Goal Analysis

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

While the Actions/Services for Goal 3 were implemented to a large degree during the 2019-2020 school year, beginning in March 2020, as a result of COVID 19 impact on schools, personnel and services tied to Goal 3 had to transition to providing support in a distance learning format and continued to support students, families, teachers, and staff in providing meaningful engagement opportunities with social emotional learning supports and wraparound services. We had a challenge filling two Social Work Associate part-time positions, but were able to fill one and changed the second position to a Social Worker Intern, which was easily filled through our collaboration with CSUMB, continuing direct services for students and families.

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

Successes:

- PBIS/PRIDE team at high school collaborated with staff and student leaders to facilitate a positive climate and culture which included student-led assemblies (virtual/in-person), Tier 1 weekly SEL lessons during advisory, etc.
- Behavior Team - All students with 4 or more office discipline referrals were supported by our district's behavior team, Check in and Check out was established at 3 elementary schools and our middle school.
- All teams were trained in the Behavioral Emergency Response and Reporting process.
- The district mental health team participated on Tier 1 MTSS, developed and implemented small group and individual services
- MTSS meetings and referral process was streamlined throughout district as was data tracking
- Lunch Bunch was widely popular throughout elementary sites
- Yard and Campus Supervisors were certified in Crisis Prevention through CPI and received training in Tier 1 Positive Behavior Intervention and Support
- Student Leadership Teams from the middle and high school attended WE field trips

Challenges:

- Difficulty filling the 2 Social Work Associate part-time positions; we filled one and changed the other to a Social Worker Intern which then gave us 2 intern positions that were easily filled through collaboration with CSUMB
- A focus on Tier 2 and Tier 3 systems prevented capacity building at Tier 1.
- Turnover in the Director of MTSS position.
- Closing schools in March due to the global pandemic and shifting to remote/distance learning support for our learners.

Goal 4

Parents, community, and staff will be fully engaged in partnerships that result in positive educational outcomes for all students, especially low income, English learner, and homeless/foster youth students.

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:	We want parents and community members to advocate for students and meaningfully connect with schools

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent Advisory Attendance **19-20** 10% increase **Baseline** 127 parents	2019-2020 Incomplete data due to impact of COVID 19.
Metric/Indicator Family Resource Center Site Referrals Walk-in Services Provided **19-20** TB finalized end of June **Baseline** 20.08% average school referrals Over 3135 walk in services	1,203 (Impacted by COVID-19 in March)
Metric/Indicator	Incomplete data available due to impact of COVID 19.

Expected	Actual
Parent Involvement/Ed Leadership & Early Learning **19-20** TB finalized end of June **Baseline** 24% of parent education focused on parent leadership 450 families participated in Parent Ed for Early Learning	
Metric/Indicator Childcare/Early Learning **19-20** TB finalized end of June **Baseline** 20% of students served in Before/After School and Childcare Programs 30% of students in infant/toddler/preschool programs	# of students served 0-5 Early Learning: 253 Before/After School and Childcare Programs: 611
Metric/Indicator Adult Education attendance **19-20** 403 students (10% increase) **Baseline** 367 attended	2019-2020 338 students

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Parents, community members and staff will be trained and supported in how to engage in helping students achieve and connect in meaningful ways by developing leadership skills through positive communications. Positions: Director for Student and Family Services Bilingual Community Liaison Public Information Officer (until October 2019) 4 % of all classified positions (Preschool, PE/Campus Supervisors, Para /inst. aides, health aide/LVN, bus drivers, mechanics, child nutrition, maint/grounds, custodians, technology, clerical, Speech/Language) Additional pay for classified supervisors to attend PBIS trainings, clerical to attend Kinder Round-Up to support parents Stipends to classified staff completing professional development trainings/services for improving services to students/parents, translation/parent outreach support Bilingual Clerks to support with data entry and Spanish language support at sites Translator/Interpreter to provide translation and interpretation for documents, auto-calls, and meetings Additional hourly pay for teachers for kindergarten registration/Round-Up, Additional hours for teacher committee work, math and literacy family nights Additional hourly pay for teachers for adult ed/parent ed classes Additional classified pay for custodial, child care, support class Supplemental classified hours for clerical support and parent meetings Migrant outreach aide Additional hours for classified support for child care for parent education Travel/conference, health consulting, mailers School Resource Officers, LCAP infographic and video, consultant re communication tools website, newsletter, course catalogues, outside printing and postage for mailers, Services for outside translation support and postage for parent mailers	01-0000 Unrestricted $750 01-0940 Supplemental/Concentration $9,347 (1000), $694,306 (2000), $320,459 (3000), $1,127 (4000), $45,701 (5000) $1,070,939 01-1100 Lottery $5,400 (2000), $1,116 (3000), $5,593 (4000), $10,400 (5000) $22,509 01-3010 Title I $13,514 (1000), $9,805 (2000), $5,126 (3000), $1,303 (4000), $3,000 (5000) $32,748 01-3060/3061 Migrant Ed $61,562 (2000), $26,621 (3000), $300 (4000), 2988 (5000) $91,471 01-3182 ESSA CSI $1,350 (2000), $147 (3000) $1,497	01-0940 Supplemental/Concentration $9,592.67 (1000), $690,346.93 (2000), $282,255.30 (3000), $345.92 (4000), $114,032.66 (5000) $1,096,573.48 01-1100 State Lottery $6,457.98 (2000), $859.73 (3000), $1,106.15 (4000), $4,372.24 (5000) $12,798.10 01-3010 Title I $2,219.40 (1000), $3,500.00 (2000), $895.80 (3000), $3,843.10 (5000) $10,458.30 01-3060/3061 Migrant $62,254.88 (2000), $27,769.79 (3000), $211.69 (4000), $781.00 (5000) $91,017.36 01-3182 ESSA CSI $1,217.07 (2000), $133.22 (3000) $1,350.29 01-3220 CRF $32,295.07 (2000), $4,198.67 (3000) $36,493.74

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	01-4127 Title IV SSAE $5,000 (2000), $1,581 (3000) $6,581	01-3310 SpEd PL 101 $201.13 (2000), $61.65 (3000) $262.78
	01-4203 Title III $800 (2000), $253 (3000), $3,726 (5000) $4,779	01-4127 ESSA Title IV SSAE $1,548.21 (2000), $169.27 (3000) $1,717.48
	01-6010 ASES $46,734 (1000), $13,419 (3000) $60,152	01-4128 ESSA Title IV ASES $63,412.02 (5000) $63,412.02
	01-7811 Tobacco Law Enforcement $587,731 (5000) $587,731	01-4203 Title III $416.77 (2000), $105.82 (3000), $2,850 (5000) $3,372.59
	11-6391 Adult Ed $200,268 (1000), $14,178 (2000), $54,868 (3000), $12,707 (4000), $9,765 (5000) $291,785	01-6010 After School $47,963.00 (1000), $13,710.77 (3000) $61,673.77
	12-6105 Child Dev $102,467 (1000), $5,300 (2000), $30,692 (3000) $138,459	01-7811 Tobacco Law Enforcement $162,466.46 (5000) $162,466.46
	12-6127 Child Development $0	11-6391 Adult Ed $190,119.62 (1000), $44,607.62 (2000), $65,143.70 (3000), $12,943.87 (4000), $20,130.28 (5000) $332,945.09

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	12-9010 Child Dev $3,351 (1000), $40,270 (2000), $19,479 (3000), $7,537 (4000), $3,449 (5000), $13,061 (7000) $87,147	12-6105 Child Development $126,433.07 (1000), $27,768.85 (2000), $46,615.36 (3000) $200,817.28 12-6127 Infant QRIS $352.09 (4000) $352.09 12-9010 Child Development Other Local $4,871.86 (1000), $36,126 (2000), $11,439.78 (3000), $6,466.42 (4000), $4,922.62 (5000), $12,412.61 (7000) $76,239.29

Goal Analysis

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

While the Actions/Services for Goal 4 were implemented to a large degree during the 2019-2020 school year, beginning in March 2020, as a result of COVID 19 impact on schools, funds allocated to Goal 4 were used to transition to ensure COVID 19 safety protocols were in place while implementing the actions and services. Significant funds were used to provide essential childcare so essential workers in our community could continue to work.

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

Successes:

- High numbers of early learning students served
- Essential childcare was able to be provided quickly after COVID 19 pandemic closed down most operations due to our programs that were already in place. (Only District in Monterey County that provided essential childcare beginning at the end of March 2020.)

Challenge:

- Impact of COVID 19 pandemic and providing parent workshops, particularly with lack of internet connectivity in many households.

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
Staffing support include additional classroom teachers in grades TK-3 to keep class sizes under 25 in order to ensure 50% of students can attend under the hybrid model to ensure stable cohorts. Teachers on special assignment (Specialists), preferred substitutes, and Assistant Principals will be used to support classrooms and ensure stable cohorts with minimal adults to ensure adequate classroom supports. Additional time for instructional aides and paraprofessionals to support students in the classroom and/or during distance learning in virtual breakout groups, tutoring and/or who are supervised on campus. Counselors supporting with academic progress monitoring and individualized learning plans. Classified and certificated staff time to make phone calls and outreach to individual students and families at a daily/weekly basis to ensure two-way communications and provide support in asynchronous learning. Supplemental time to perform diagnostic assessments for new entering students and to complete training on a professional development work day.	12,030,885	$7,555,528.23	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.

For the actions related to in-person instructional offerings, there were no substantive differences between the planned actions and what was implemented in the 2020-2021 school year. There were fewer expenditures than planned because the funding received will continue to be used over the summer and into the following school year in 2021-2022 for in-person instruction.

Analysis of In-Person Instructional Offerings

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

Successes:
Provided in-person services for students on campus beginning in October for priority students such as students with special needs and students needing childcare
Transitioned to hybrid in April and had two cohorts of students on each campus two days a week providing in-person instruction four days a week
Specialists, preferred substitutes, Assistant Principals, Principals, and classified support staff provided in-class support for instruction and assessment
Certificated and classified staff continually made contact and/or attempted to make contact with students on a regular basis to ensure two way communication and provide support in asynchronous learning
Challenges:
With constantly evolving guidance, continually made adjustments to ensure compliance with the latest guidance
Many students were not engaged and not showing up to classes virtually or in-person initially requiring extensive efforts to make multiple attempts to contact and re-engage
Many families remained uncomfortable with in-person instruction so remained in distance learning

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Expand the roles of Educational Technology Leads, Instructional Leaders, and Curriculum, Instruction, and Educational Technology Specialists to better support technology and distance learning instructional needs. Provide essential childcare services and supervision of priority students on campus. Provide academic monitoring and individualized learning plans with support via academic counselors for distance learning, related professional development and coaching support, and alternative schedules and course offerings to meet the needs of students in a distance learning and/or hybrid (distance learning and in-person) instructional. delivery model. Career Technical Education and Dual Enrollment courses and related college and career programming and supports are also realigned for a district learning model.	2,444,699	$1,460,040.87	Yes
Purchase Chromebooks and tablets, hot spots, device backpacks, and additional bandwidth in order to ensure all families have access to virtual distance learning instruction.	1,809,590	$494,554.38	Yes
Purchase online licenses for educational technology tools to expand student and teacher ability to teach and learn in engaging and meaningful ways. Purchase online licenses for District adopted curriculum, supplemental standards-aligned curriculum, and assessment tools to ensure access to curriculum and assessments of substantially similar quality for teachers and students in a distance learning environment.	270,178	$452,874.62	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.

While there were no substantive differences between planned actions and what was implemented for the distance learning program, significantly fewer funds were expended due to plans to continue to use these funds for the actions in the summer and the next school year in 2021-2022 with the exception of the online licenses, for which we expended significantly more due to more educational technology tools purchased for multiple years.

Analysis of the Distance Learning Program

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

CONTINUITY OF INSTRUCTION
Successes:
Many students and teachers thrived in the Distance Learning environment and adapted easily
Educational technology platforms to connect and engage were used extensively (such as SeeSaw, Google Classroom, Nearpod)
Training and use of assessments and adaptive curriculum was provided to teachers, classified staff, and parents (including Let's Go Learn, Lexia, and Freckle)
Challenges:
Inability to connect regularly with many students in the virtual environment
Assessments were not as easily administered for students who lacked stable internet or were not showing up to virtual class.
ACCESS TO DEVICES AND CONNECTIVITY
Successes:
All students were provided with a District-issued device.
District-issued hotspots were provided for all families who lacked access.
Families were provided with information for low-cost internet provider options.
Challenges:
There are areas within our District residential area that do not have internet provider availability nor cell coverage. We prioritized students living in these areas for in-person services and instruction.
PUPIL PARTICIPATION AND PROGRESS
Successes:
Positive results from sites implementing the MTSS process resulting in close out of truancy cases in partnership with the District Attorney's office.
Once devices and hotspots were distributed, dramatic increase in student engagement
Admin for Attendance and Engagement supported with communication with DA office and facilitated mediation resulting in consistent attendance above 90%
On site tech support has been very accessible to families and ensured consistent access to working devices and hotspots.
Positive connections with students and culture of mental health awareness has resulted in highly effective specialized social skills groups, therapy, behavior plans, and psychologist interns providing services beyond their required hours
Regular special events at sites such as Friday Dance Parties, Dolphin TV, Middle School YouTube videos have greatly helped students to feel a part of the school family/community.
Communication with parents about attendance with immediate feedback loop resulted in very fewer late or absent students.
Challenges:
Not all sites aligned yet for attendance due to inconsistent processes

Capacity to engage with students in the beginning was limited due to the lack of ability to connect (devices and hotspots)
DISTANCE LEARNING PROFESSIONAL DEVELOPMENT
Successes:
Virtual professional development day- teachers shared their own successful practices with their peers. Survey results showed teachers walked away feeling supported and empowered peers to see that they could share their successes and others could learn from them.
Topics were generated by need within the District.
Curriculum and assessment virtual professional development- multiple sessions were provided to deepen understanding and ask questions. Extended to site specific support that was customized. Many sessions were recorded allowing for those who could not attend or wanted a refresher to access the training asynchronously.
Professional Development was also provided for classified staff in Lexia, which we plan to continue in the future which grows our capacity for responding to just in time needs and allows for ongoing formative assessment of student skills.
Provided training series for parents in the beginning of Spring semester (end of January to middle of March), which was well-attended and enabled parents to help support their students in completing the assessments
Additional parent training series in May focusing on mental health was well attended
Challenges:
Just-in-time support professional development sessions offered on a weekly basis in the beginning of the year was not well utilized (less than 10%).

STAFF ROLES AND RESPONSIBILITIES
Successes:
Hired additional classified support staff to help with instructional support and testing.
Classified staff MOU - Allowed staff to be utilized in different ways from their original job classification due to different needs during the COVID 19 pandemic resulted in our District being able to keep classified staff employed and working.
Teachers learned to transition their instruction to a virtual platform and also learned to conduct small group instruction.
Assignments were shifted and also provided in paper form for instructional packets in order to accommodate different family needs and access to technology
Additional staff was needed to provide packet distribution and meal distribution on a weekly basis with extended evening hours.
Challenges:
Had a drastic influx of need for childcare and initially did not have enough staffing to meet the demand.
With dramatically increased workloads this school year, challenge in staffing summer programs.

SUPPORT FOR PUPILS WITH UNIQUE NEEDS
Successes:
Many students were on campus and were able to receive services (particularly Special Education, Homeless, English Learners, and students without access to the internet).
Remained in compliance with IEPs. 60% of students with disabilities were able to attend in-person instruction and receive their designated services.

Fully staffed to be able to provide in-person instruction as well as support in virtual learning classrooms via Zoom.
Able to systematize check in, check out, parent interaction and use what we have learned to be fully prepared for the Fall for more students.
Challenges:
Many students could not access distance learning because of their inability to sustain focus or due to physical ability.
Access to the internet and effective use of technology was challenging, especially for Moderate/Severe students, who were prioritized for in-person instruction.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Use the Achievement Team process, provide diagnostic assessments, supplemental adaptive targeted instruction, provide high-quality instructional support for children on campus, additional paraprofessional support for Special Ed students, Counselors/Coordinators work on identifying, meeting with students, and working on individual learning plans for students not making progress.	1,226,627	$772,827.80	Yes

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

There were no substantive differences between planned actions and what was implemented to address pupil learning loss. Expenditures were less than planned due to the intention of using available funds to continue to provide services and support in the summer and the following school year in 2021-2022.

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.

ELEMENTARY
Successes:
Use of LGL assessments as a diagnostic tool to determine student instructional level and help to facilitate individual learning plans
Small student intervention groups created based upon data collected from diagnostic assessments
Small group instruction done by Student Intervention Assistant and classroom teachers both in distance learning and in small stable cohorts brought onto campus
MTSS model with weekly site meetings to aid in identifying Tier 2 and Tier 3 students in academic need and building both group and individual plans based upon the identified need
Challenges:
Students with highest need are not students that returned to hybrid (in-person) instruction model due to many factors including parent availability to transport and they were often challenged with connectivity issues
Student burn-out on technology changed availability of small group instruction after CORE instruction was received

Diagnostic assessments completed at home do not always equate to the most accurate results
Inconsistent implementation of academic plans to mitigate learning loss and lack of data collection
SECONDARY
Successes:
Use of LGL assessments (ELA & Math) as a diagnostic tool to determine learning gaps and also as an intervention tool (Edge) to provide individualized student instructional support to close the learning gaps.
MTSS model with weekly site meetings to identify students in need of Tier 2 and Tier 3 intervention support, create individualized intervention action plans, and to monitor student progress.
Provided after school teacher intervention services for students - tutorial sessions and one-on-one support
Challenges:
Consistent student engagement and learning tasks work production with Distance Learning
Students experienced difficulties with initial set up and access to online classrooms.
Internet/WiFi access in remote rural areas made Distance Learning challenging for families.

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.

Under the framework of a Multi-tiered System of Support (MTSS), our district rapidly identified learners in need of additional support and intervention primarily through attendance data and school staff referrals. Schools implemented student surveys to receive input on social-emotional well-being and continued implementation of Tier 1 social-emotional and behavioral supports. Formal surveys to screen social-emotional and behavioral needs were a challenge due to the lack of access to our learners. Moving social-emotional and behavioral supports to a remote platform was also a challenge. Our district purchased two virtual curriculums, Suite 360 for our Secondary learners and Second Step for our Elementary learners to support this transition. Our social-emotional and behavioral team which includes social work and mental health team members, school psychologists, counselors, and behavior specialists provided ongoing professional development, consultation to teachers and families, home visits, group interventions to learners, and 1:1 intervention to students and families. Connecting with our learners virtually to provide support was a challenge as this was not their preferred mode. Learners more readily participated in group support as opposed to individual support. Nonetheless, we were able to accommodate learner preferences by using Zoom, chat, texting and phone calls for individual connections as well as in person home visits during crisis situations with required health precautions in place. The preference for in person support is the reason that we experienced a lower number of participants in the support offered. Progress monitoring of these interventions and supports was assessed at a site-based level and modified as needed.

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.

Successes:
Held CASEL Parenting Series, Positive Discipline Series, Mental Health Awareness, Adult School Series
Lexia and Let's Go Learn Nights for Families, Biliteracy pathway and Early Services outreach, continued parent/stakeholder feedback groups remotely, remote IEPs, home visits, site based engagement with families - read alongs
Ongoing parent/community newsletter in packet and on website
Hundreds of parents attended various options
Increased interpretation and translation (Spanish, English, Mixteco)
Community liaison available to link family to resources

Challenges:
Diverse parent voices, often the same parents
Technological comfort and access for families
Comfort with providing written or spoken feedback depending on the meeting format

Connectedness to school staff, comfortability with giving feedback to school (teacher, admin, etc.)

Analysis of School Nutrition

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

Successes:
Increased meals served - continued to distribute meals to our students and community members 18 years old and younger throughout the year. Meals were distributed for all weekends, holidays and school breakfasts with over 1 million meals served since March 2020.
Successful implementation of our mobile meal kiosk serving model for on campus learners
Distributed USDA Farmers to Families meal boxes with our weekly meal distribution throughout the year

Challenges:
Communication out to parents and the community
Operating multiple different serving models simultaneously (weekly meal distribution and on campus meal service)
Supply chain issues and shortages from food vendors

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stakeholder Engagement	Create virtual and online participation in board meetings and other public meetings regarding stakeholder engagement and related communications	19,724	$22,577	No
Distance Learning Program (Supports for Pupils with Unique Needs)	Educational services project planning and implementation involving stakeholders through mini-action teams to ensure continuity of learning in Distance Learning and Hybrid instructional models, with a focus on ensuring priority students special learning needs were identified and addressed following IEP and 504 plans.	966,957	$609,170.15	Yes
Distance Learning Program (Access to Devices and Connectivity)	Technology services and related staffing to ensure devices and connectivity planning and implementation to include establishing a daily tech help line 7 AM-7 PM, purchasing of additional equipment and supplies and expanding bandwidth. to run Zoom daily for 5000 students PreK-12 and related teachers and support staff. Hot spots for 1300 through AT & T service and replacement laptops for teachers and additional laptops for paraprofessionals.	1,557,164	$537,533.92	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Establishing MOUs for remote work and essential duties during Distance Learning to include the interactive process.	4,098	$9,934.12	No
Mental Health and Social and Emotional Well-Being	Family resources, mental health counseling and support for staff, students and families, Social emotional learning and well-being curriculum lessons, training for teachers and support staff,	2,982,878	$2,380,726.48	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	parenting series on SEL, and MTSS tiered referral system with follow up supports.			
N/A	Reopening Facilities Plan with maps, supporting documents, signage and handbooks which includes: facility, health and safety measures to ensure social distancing, face mask and PPE, health screenings and related equipment, cleaning and sanitization related equipment, supplies, and additional staffing; additional restroom and hand washing stations.	2,359,370	$2,224,281.90	No
Distance Learning Program	Family Resource Center Support: Essential child care and supervision of students during Distance Learning and Hybrid models	13,423	$246,203.40	Yes
Distance Learning Program (Distance Learning Professional Development)	Teacher and paraprofessional professional development additional day for Distance Learning training and support	252,578	$154,565.55	Yes
Pupil Engagement and Outreach	Phone calling, communications, parent resource packets, parenting series, referrals for resources and support for homeless/foster youth students, home visits, behavior support systems and behavior technicians, parenting supports. and parents as teachers, essential child care and supervision, tablets for parents to communicate with teachers and attend online parenting series.	1,460,650	$2,440,738.53	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.

There were no substantive differences between the planned actions for the additional plan requirements and what was implemented. In most areas, the expenditures were less than planned due to plans to continue to use the funds for these actions in the summer and the next school year in 2021-2022. There was a slight increase in expenditures for stakeholder engagement and more significant increases in expenditures for Staff Roles and Responsibilities and Essential Childcare during Distance and Hybrid Learning and Pupil Engagement and Outreach due to significantly more than initially anticipated need.

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.

As our District implemented in-person and distance learning programs in 2020-21, we have been able to expand our ability to engage stakeholders, engage students, and our capacity to ensure connectivity for students. By leveraging the use of the educational technology tools, communication methods, and processes and structures developed to implement a Multi-Tiered System of Supports for academic, social-emotional, and behavior needs, our staff is better equipped to engage and meet the various needs of our students and families. We plan to continue to refine and align our processes for attendance and engagement, develop more cohesive and aligned instructional programs both within and outside of our school day and year, design more effective progress monitoring tools using the assessment and adaptive instructional programs we have started to use in order to accelerate the progress of our students and address pupil learning loss that resulted from inconsistent instructional programs due to impacts of the COVID 19 pandemic. By providing extensive training to our classified support, we also plan to build the capacity across our District to provide timely intervention and support both within and outside of the school day. In addition, we have analyzed and incorporated the feedback from our many stakeholders as well as our data to inform the development of the goals and actions in the 2021-2024 LCAP.

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

Pupil learning loss will continue to be assessed and addressed as outlined in Goal 1 of our 2021-24 LCAP. Specifically, we will continue to use a local assessment, Let's Go Learn, for English Language Arts and Math in Kindergarten through 11th grade two to three times a year in addition to formative assessments and progress monitoring tools throughout the year. Students who are below grade level will be provided more intensive supports. We will also use the results of the ELPAC to identify English Learner students who are not making progress and provide specialized training to teachers, specialists, and classified support to embed integrated English Language Development supports as well as provide designated English Language Development lessons targeted for each English Learner's level. Our new Director of Academic Intervention, Acceleration, and Expanded Learning will develop a structure and process for each school site to identify and look at the needs of students who are not progressing to help design individualized learning plans to accelerate their progress. In addition, we will be utilizing a new MTSS module with our new SIS system to track the progress and actions for our students with MTSS plans. IEPs will continue to be followed to ensure our students with disabilities continue to receive the services needed to meet their goals. Specific metrics and outcomes have been identified with particular attention made to our subgroups that have been underperforming, including our English Learners, Students with Disabilities, Homeless, and Foster Youth.

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

There are no 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.

After reviewing, analyzing, and reflecting on student outcomes in the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan, while we kept the same general goals, we developed much more specific strategies within our actions based on the data as well as stakeholder input from all the sites, stakeholder meetings, focus groups, and survey results. In Goal 1 (Rigorous and Equitable Instruction), we specifically identified an additional local assessment tool to use to be able to monitor progress across grade levels in English and Spanish in ELA and Math and are aligning our work to accelerate the progress of our students, especially due to the impact of interrupted instruction as a result of the impact of COVID 19. We are also closely monitoring our metrics by subgroup with particular attention made to our English Learner and Special Education subgroups in academic achievement. In Goal 2 (College and Career Readiness, including Educational Technology), we added the metric of Dual Enrollment because we have been able to offer college level courses and students are able to gain college credits recognized throughout the state of California, allowing our students to enter post-high school with multiple credits completed toward a degree. We also added a metric on self-reported technology skill level, and Biliteracy pathway course participation to more closely monitor the impact of our actions in these areas. We also identified multiple pathways, including Career Technical Education, Biliteracy, and Dual Enrollment, to demonstrate college and career readiness. In Goal 3 (Student Engagement and Connectedness), we added a metric for social emotional screeners and also added strategies around restorative justice practices, culturally responsive classrooms and school environments, and physically welcoming and enriched campus environments based on the student outcome data and stakeholder input.

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	18,123,299.00	17,846,858.88
	18,123,299.00	17,846,858.88

* 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	18,123,299.00	17,846,858.88
	18,123,299.00	17,846,858.88
	0.00	10,180.54

* 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	18,123,299.00	17,846,858.88
		18,123,299.00	17,846,858.88
		0.00	10,180.54

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

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	9,685,520.00	8,978,149.42
Goal 2	2,844,591.00	3,010,740.26
Goal 3	3,196,640.00	3,706,019.08
Goal 4	2,396,548.00	2,151,950.12

* 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	$12,030,885.00	$7,555,528.23
Distance Learning Program	$4,524,467.00	$2,407,469.87
Pupil Learning Loss	$1,226,627.00	$772,827.80
Additional Actions and Plan Requirements	$9,616,842.00	$8,625,731.05
All Expenditures in Learning Continuity and Attendance Plan	$27,398,821.00	$19,361,556.95

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	$2,383,192.00	$2,256,793.02
All Expenditures in Learning Continuity and Attendance Plan	$2,383,192.00	$2,256,793.02

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$12,030,885.00	$7,555,528.23
Distance Learning Program	$4,524,467.00	$2,407,469.87
Pupil Learning Loss	$1,226,627.00	$772,827.80
Additional Actions and Plan Requirements	$7,233,650.00	$6,368,938.03
All Expenditures in Learning Continuity and Attendance Plan	$25,015,629.00	$17,104,763.93