



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

Goal 1: Students will perform at high levels of achievement in the core instructional program as indicated by the California School Dashboard. At-risk students will be identified and receive strategic intervention.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Strategic Plan: 1, 2, 3

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator <ul style="list-style-type: none"> Proficiency on meeting or exceeding standard in ELA and Math on CAASPP 	ELA/MATH CAASPP: No state assessments were administered due to the COVID-19 pandemic lockdown. Teachers were also unable to administer end of the year benchmark assessments. Analysis of CAASPP data from 2019 California School Dashboard indicates:
19-20 <ul style="list-style-type: none"> 80% of all students meet or exceed standards in ELA 80% of all students meet or exceed standards in Math 45% of Socioeconomically Disadvantaged students meet or exceed standards in ELA 45% of Socioeconomically Disadvantaged students meet or exceed standards in Math 	English Language Arts: All students performed 88 points above standard; however, our SED students were 13.9 points below standard and our Students with Disabilities were 28.5 points below standard Math: All students performed 85 points above standard; however, our Students with Disabilities were 36.2 points below standard

Expected	Actual
<p>Baseline</p> <ul style="list-style-type: none"> • 80% Proficient ELA • 80% Proficient Math • 50% of Socioeconomically Disadvantaged students meet or exceed standard in ELA • 35% of Socioeconomically Disadvantaged students meet or exceed standard in Math 	
<p>Metric/Indicator -English Learners measurement will be measured via state testing via the CELDT and ELPAC (note: the performance is not reported in the California School Dashboard as the number of students is less than 30 in this subgroup)</p> <p>19-20</p> <ul style="list-style-type: none"> • 65% of English Learners make annual progress in learning English • 35% of English Learners are reclassified as Fluent English Proficient <p>Baseline 60% of English Learners make annual progress in learning English (note: the performance is not reported in the California School Dashboard as the number of students is less than 30 in this subgroup thus performance level is not indicated)</p> <ul style="list-style-type: none"> • 35% of English Learners are reclassified as fluent English proficient 	<p>No ELPAC summative assessments were administered due to the COVID-19 pandemic lockdown.</p> <p>Analysis of CAASPP data from 2019 California School Dashboard indicates that 66.7% of English Language Learners are making progress toward proficiency in English.</p>

Expected	Actual
<p>Metric/Indicator -Reading Scores using running record protocols for K-5 and Scholastic Reading Inventory (SRI) will be used to for students below grade level</p> <p>19-20 -75% of students below grade level in reading make at least one year's growth.</p> <p>Baseline -66% of students below grade level in reading make at least one year's growth.</p>	<p>While these assessments were administered for the beginning of the year and mid-year, no end of the year benchmark assessments were able to be administered due to the COVID-19 pandemic lockdown. Therefore, we are unable to analyze whether this goal was met for the 19-20 school year.</p>
<p>Metric/Indicator -California School Dashboard local reflection tool</p> <p>19-20 -Maintain MET for local priorities 1,2,3,6 and 7</p> <p>Baseline</p> <ul style="list-style-type: none"> • No baseline data available in 16-17 • Baseline data established in 17-18 at MET for all priorities: <p>Priority 1: Basics (Teachers, Instructional Materials, Facilities)</p> <p>Priority 2: Implementation of Academic Standards</p> <p>Priority 3: Parent Engagement</p> <p>Priority 6: School Climate</p>	<p>Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.</p> <p>2019 California School Dashboard: MET all local priorities</p>
<p>Metric/Indicator Williams Reports and Inventory</p>	<p>Quarterly reports on 2019-2020 Williams Uniform Complaints: 100% of pupils had access to standards aligned instructional materials.</p>

Expected	Actual
19-20 100% of pupils have access to standards-aligned instructional materials Baseline 100% of pupils have access to standards-aligned instructional materials	
Metric/Indicator Teacher assignments and Master Schedule 19-20 100% of teachers are appropriately assigned and credentialed Baseline 100% of teachers are appropriately assigned and fully credentialed	For 2019-2020, 100% of teachers were fully credentialed and appropriately assigned.
Metric/Indicator Facilities Inspection Tool (FIT) 19-20 90% of school facilities are maintained and in good repair Baseline 100% of School facilities are maintained and in good repair	New Energy Management System installed during summer of 2019. Plans for bond construction and modernization finalized. Goal Met November 2020 FIT Report: Corte Madera School - 88.16% of facilities are maintained in good repair Ormondale School - 88.65% of facilities are maintained in good repair

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1 BASE INSTRUCTIONAL PROGRAM FOR ALL STUDENTS	1.1, 1.8, 1.14, 1.19,1.24 Certificated Teachers and support staff 1000,3000 Certificated	1.1, 1.8, 1.14, 1.19,1.24 Certificated Teachers and support staff 1000,3000 Certificated

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 All students will receive high quality instruction by highly qualified and credentialed teachers, administrators, and support staff.</p> <p>1.2 All teachers will receive ongoing professional development/coaching (at least 3 times throughout the year) relevant to their content areas with focus in Readers/Writer's Workshop, Math curriculum support, Next Generation Science Standards, History/Social Studies Framework, Differentiation, technology integration, and effective use of data and assessments. Next Generation Science curriculum pilot will begin at the K-5 levels.</p> <p>1.3 All students will have access to district-adopted curricular resources that include print and online supplemental material in class and at home.</p> <p>1.4 Teachers will participate in 5 collaboration events to work in departments and grade-level teams to align curriculum, assessments, review standard scope and sequence and discuss student work.</p> <p>1.5 A 1:1 Chromebook take-home program will be continued for 5-8 grade students to provide increased access to online and digital-based curriculum. 1st-4th grade students will have access to 1:1 Chromebooks and/or iPads. Promethean Smart Boards to foster 21st Century learning.</p>	<p>Salaries & Benefits Base \$4,934,753</p> <p>1.1 Credentialed Teachers and support staff 1000,3000 Certificated Salaries & Benefits Local Foundation Grant \$319,106</p> <p>1.1 Credentialed Teacher and support staff 1000,3000 Certificated Salaries & Benefits Parcel Taxes \$567,782</p> <p>1.2 Professional Development for Teachers 5000-5999: Services And Other Operating Expenditures Base \$41,950</p> <p>1.2 Professional Development for Teachers 5000-5999: Services And Other Operating Expenditures Federal Funds \$5,995</p> <p>1.3 Supplemental Teaching materials 4000-4999: Books And Supplies Base \$285,902</p> <p>1.4 Collaboration Days 1000,3000 Certificated Salaries & Benefits Base \$30,000</p> <p>1.5 Chromebooks and Devices for students 4000-4999: Books And Supplies Base \$150,000</p> <p>1.5 Chromebooks and Devices for students 4000-4999: Books And Supplies Local Foundation Grant \$30,000</p> <p>1.6 Illuminate Assessment 4000-4999: Books And Supplies Base \$19,842</p>	<p>Salaries & Benefits Base \$4,983,838</p> <p>1.1 Credentialed Teachers and support staff 1000,3000 Certificated Salaries & Benefits Local Foundation Grant \$235,029</p> <p>1.1 Credentialed Teacher and support staff 1000,3000 Certificated Salaries & Benefits Parcel Taxes \$519,229</p> <p>1.2 Professional Development for Teachers 5000-5999: Services And Other Operating Expenditures Base \$33,065</p> <p>1.2 Professional Development for Teachers 5000-5999: Services And Other Operating Expenditures Federal Funds \$21,588</p> <p>1.3 Supplemental Teaching materials 4000-4999: Books And Supplies Base \$204,389</p> <p>1.4 Collaboration Days 1000,3000 Certificated Salaries & Benefits Base \$0</p> <p>1.5 Chromebooks and Devices for students 4000-4999: Books And Supplies Base \$67,324</p> <p>1.5 Chromebooks and Devices for students 4000-4999: Books And Supplies Local Foundation Grant \$29,645</p> <p>1.6 Illuminate Assessment 4000-4999: Books And Supplies Base \$15,066</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.6 At least five times throughout the year teachers will utilize the Illuminate assessment system to view student data and make informed decisions on instruction and support. Teachers will utilize the NYTC Reading Assessments in K-5, Scholastic Reading Inventory in 6-8 and Common Core aligned math benchmarks in K-8.</p> <p>1.7 Literacy, Math, History, Technology/Data, and Science leadership teams will meet at least twice throughout the year to support increased success of these programs and develop common scope and sequences and provide enrichment programs.</p> <p>1.8 Teachers will begin integrating Project-Based Learning throughout most curricular units.</p> <p>1.9 Classroom teachers will partner with community members to bring-in experts in the field and content areas for guest presentations at least once during the year.</p> <p>1.10 The district will provide Spanish instruction at least one-time a week for K-5 students.</p> <p>1.11 School facilities are maintained, updated, and in good repair and will include a pilot of update core teacher technology tools. The district</p>	<p>1.7 Literacy, Technology/Data and Science Meetings 1000,3000 Certificated Salaries & Benefits Base \$17,546</p> <p>1.9 Guest Experts 5000-5999: Services And Other Operating Expenditures Local Foundation Grant \$2,000</p> <p>1.10 Spanish 1000,3000 Certificated Salaries & Benefits Base \$98,169</p> <p>1.10 Spanish 1000,3000 Certificated Salaries & Benefits Local Foundation Grant \$54,633</p> <p>1.11 Maintenance of Facilities 1000-5000 Salaries, Benefits & Non-Personnel Costs Base \$1,080,400</p>	<p>1.7 Literacy, Technology/Data and Science Meetings 1000,3000 Certificated Salaries & Benefits Base \$0</p> <p>1.9 Guest Experts 5000-5999: Services And Other Operating Expenditures Local Foundation Grant \$23,325</p> <p>1.10 Spanish 1000,3000 Certificated Salaries & Benefits Base \$87,530</p> <p>1.10 Spanish 1000,3000 Certificated Salaries & Benefits Local Foundation Grant \$46,225</p> <p>1.11 Maintenance of Facilities 1000-5000 Salaries, Benefits & Non-Personnel Costs Base \$838,096</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>will follow the Facilities Master Plan to update learning environments relevant to modern and effective student achievement.</p>		
<p>Action 2 INCREASED or IMPROVED SERVICES for TARGET STUDENTS</p> <p>1.12 Identified students meeting district criteria will be asked to attend district-sponsored summer school programs that focus on reading and math support.</p>	<p>1.12 Summer School 1000,2000,3000 Certificated, Classified Salaries & Benefits Supplemental \$43,892</p> <p>1.13, 1.18 ELD Curriculum 1000,3000 Certificated Salaries & Benefits Supplemental \$86,714</p>	<p>1.12 Summer School 1000,2000,3000 Certificated, Classified Salaries & Benefits Supplemental \$49,249</p> <p>1.13, 1.15, 1.18, 1.23 ELD Curriculum 1000,3000 Certificated Salaries & Benefits Supplemental \$84,016</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.13 EL students will be identified, appropriately grouped for instruction, and received both integrated and designated ELD on a daily basis.</p> <p>1.14 Results of state assessments will be used to group EL students appropriately for designated ELD instruction.</p> <p>1.15 Professional development will be provided to new teachers and district administrators in the ELD standards and new curriculum.</p> <p>1.16 All EL students will be provided with materials, strategies and groupings that support their learning of the academics.</p> <p>1.17 Voluntary Transfer students will receive access to Chromebooks to be used during their travel to and from school as well as at home. Internet will also be provide on the bus and the District will continue to research option for LTE hotspots for students without Internet at home.</p> <p>1.18 Teaches will receive professional development on the new supplemental ELD curriculum in order to use it effectively with students,</p>	<p>1.13, 1.18 ELD Curriculum 1000,3000 Certificated Salaries & Benefits Parcel Taxes \$56,333</p> <p>1.15 Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$980</p> <p>1.16 EL Materials 4000-4999: Books And Supplies Supplemental \$7,432</p> <p>1.17 Mobile access and devices and transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$93,000</p> <p>1.20 Literacy Intervention 1000,3000 Certificated Salaries & Benefits Supplemental \$90,290</p> <p>1.20 Literacy Intervention 1000,3000 Certificated Salaries & Benefits Parcel Taxes \$148,116</p> <p>1.21 Math Support 1000,3000 Certificated Salaries & Benefits Supplemental \$172,527</p> <p>1.21 Math Support 1000,3000 Certificated Salaries & Benefits Local Foundation Grant \$19,947</p> <p>1.21 Math Support 1000,3000 Certificated Salaries & Benefits Parcel Taxes \$22,083</p> <p>1.22 Family Events 5000-5999: Services And Other Operating Expenditures Local Foundation Grant \$6,180</p>	<p>1.13, 1.18 ELD Curriculum 1000,3000 Certificated Salaries & Benefits Parcel Taxes \$29,146</p> <p>1.13, 1.18 ELD Curriculum 1000,3000 Certificated Salaries & Benefits Local Foundation Grant \$23,112</p> <p>1.16 EL Materials 4000-4999: Books And Supplies Supplemental \$3,905</p> <p>1.17 Mobile access and devices and transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$75,962</p> <p>1.20 Literacy Intervention 1000,3000 Certificated Salaries & Benefits Supplemental \$89,094</p> <p>1.20 Literacy Intervention 1000,3000 Certificated Salaries & Benefits Parcel Taxes \$148,986</p> <p>1.21 Math Support 1000,3000 Certificated Salaries & Benefits Supplemental \$109,660</p> <p>1.21 Math Support 1000,3000 Certificated Salaries & Benefits Local Foundation Grant \$18,258</p> <p>1.21 Math Support 1000,3000 Certificated Salaries & Benefits Parcel Taxes \$18,949</p> <p>1.22, 1.24 Family Events 5000-5999: Services And Other Operating Expenditures Local Foundation Grant \$650</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.19 Individual Learning Profiles of all ELs will be provided to teachers identifying academic interests/concerns, home life experiences, and general interests to better serve each EL.</p> <p>1.20 Students reading below grade level will be identified and receive strategic intervention in Leveled Literacy Intervention for grade 2-8 and Reading Recovery in K-1.</p> <p>1.21 Math support will be provided to students in 1-5 (.80 FTE at Ormondale and .34 at Corte Madera) who are below grade level in math skills.</p> <p>1.22 Voluntary Transfer Program Families will be advised during at least 2 parent events held in East Palo Alto on effective strategies to support their students and ways to obtain low-cost instructional resources including digital devices and broadband Internet.</p> <p>1.23 Counselors and study skills teachers will collaborate to review scope and sequence for executive functioning skills.</p> <p>1.24 A mentorship/tutoring program will be researched to support students from East Palo Alto in effective acquisition of content.</p>	<p>1.25 Books to support engagement 4000-4999: Books And Supplies Supplemental \$7,500</p>	<p>1.25 Books to support engagement 4000-4999: Books And Supplies Supplemental \$4,099</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.25 Audiobooks, read-along books, and ebooks will be provided to students to support engagement in reading and increase reading fluency and comprehension.</p> <p>1.26 Identify and supporting Foster and Homeless Youth Upon identification we would support a student with a personalized plan that utilizes internal counseling and external community services.</p>		
<p>Action 3 DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES</p> <p>1.27 Provide targeted, individualized, instruction by qualified, credentialed teachers in all grades.</p> <p>1.28 Assign specific supports, accommodations and modifications during the Individualized Education Plan (IEP) process that address voice and choice so as to support access to general education curriculum and demonstration of content learning.</p>	<p>1.27, 1.28, 1.29 Special Ed Credentialed Teachers 1000,3000 Certificated Salaries & Benefits Special Ed Resource 6500 \$524,996</p> <p>1.30 NPS or other local districts 5000-5999: Services And Other Operating Expenditures Special Ed Resource 6500 \$312,943</p>	<p>1.26, 1.27, 1.28, 1.29 Special Ed Credentialed Teachers 1000,3000 Certificated Salaries & Benefits Special Ed Resource 6500 \$491,967</p> <p>1.30 NPS or other local districts 5000-5999: Services And Other Operating Expenditures Special Ed Resource 6500 \$183,249</p> <p>1.30 NPS or other local districts 5000-5999: Services And Other Operating Expenditures Federal Funds \$26,152</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.29 Align academic goals and instruction with Common Core State Standards.</p> <p>1.30 Provide instruction through other local districts and/or local non-public schools for special education students with unique needs that cannot be met by district services</p>		

Goal Analysis

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

Many end of the year projects were not held due to campus closures. Funds for in-class materials were redirected to supplies for at-home learning, such as take home devices and online education programs.

There was a significant decrease to facilities costs and maintenance projects due to campus closures. These funds were redirected to purchase social distancing supplies and prepare the campuses for the upcoming school year.

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

Successes:

The Portola Valley School District is a high achieving school district. Our district culture supports collaboration and professional development for our teachers. Teachers meet weekly to plan together, review standards, curriculum and assessments. During the 2019-20 school year we provided professional development in the areas of technology, creative hands on learning, and climate and culture building. Six teachers were also given the opportunity to further their skills in teaching Readers' and Writers' Workshop by attending professional development at the New York Teachers College at Columbia University. All of our teachers are fully credentialed and appropriately assigned. We have adequate standards-based instructional materials for all of our students. We also have sufficient technology to provide each student with a device to use at school or at home. Most classrooms in the district have Promethean Interactive panels. The district's Reading Recovery teacher and Literacy Specialist work with students who need additional support in reading at Ormondale. Teachers who have multiple credentials provide additional support in mathematics to

students in grades K-5. Since the 2017-18 school year, the district has partnered with the Stanford School of Education and other feeder districts to the Sequoia Union High School District to study innovative and sustainable practices for our English learners. In addition, we collaborated with a group of researchers to implement a "Learning Bus" project where adults rode the bus with our Voluntary Transfer Program (VTP) students and explored the implementation of a variety of engaging strategies to optimize learning time during the long ride.

Challenges:

During the 2019-2020 school year we began a Science pilot for grades K-5. We had to end the pilot in the spring due to the COVID-19 school shelter-in-place. We were not at that time in a position to make an adoption choice so the adoption has been put on hold. Finding a science curriculum that prepares our students for the rigor of the program adopted in grades 6-8 has been a challenge. Looking closely at each classroom within a grade level, there were some inconsistencies in terms of classroom experiences and expectations, despite there being adequate team planning time.

Successes during school shelter-in-place:

In the midst of the COVID-19 shelter-in-place in the spring of 2020, we were challenged by having to pivot quickly to distance learning. By leveraging already existing technology platforms (Seesaw, Google Classroom) we were able to send students home prepared with instructional materials and technology devices so that teaching and learning could move forward. Additionally, we provided training for staff in the use of Google Meet and Zoom so that they could host class meetings and continue to teach their students virtually. As the initial time of shelter in place got longer than anticipated, our teachers became more adept at delivering instruction virtually. Teacher collaboration and consistency began to become more evident as they planned curriculum and instruction for their virtual classrooms. Reading specialists and Special Education specialists continued to work with students virtually during the school closures. Using a hybrid model, the district was able to offer a four week summer school program. Students met with teachers virtually for the first two weeks and were offered the opportunity to come to school in person for the last two weeks. We used this time to practice many of the safety protocols we were developing as part of our COVID-19 Pandemic Response Reopening Plan.

Challenges during school shelter-in-place:

One challenge that we faced was the inability to administer end of year benchmark assessments and the suspension of CAASPP. Thus, we were unable to end the school year with a solid understanding of how well our students did in meeting our student

achievement goals for the year. This has given us the impetus to look more closely at our district benchmark assessments moving forward. Our research project with the Stanford School of Education was put on hold.

Goal 2

Goal 2: School Climate

Students will:

- a) Develop personal responsibility, self-awareness and individual voice.
- b) Engage in learning experiences that promote perseverance, risk-taking and resiliency.
- c) Contribute to a shared purpose within the classroom, school and larger community.
- d) Respect other cultures and points of view.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 3: Parental Involvement (Engagement)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Strategic Plan: 2, 3, 4

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ul style="list-style-type: none"> Number of Behavior Referrals <p>19-20 -Behavior Referrals will maintain at 100 or decrease</p> <p>Baseline</p> <ul style="list-style-type: none"> 175 behavior referrals 	<p>Number of formal referrals prior to school closures due to COVID-19 pandemic lockdown:</p> <p>Ormondale - 5</p> <p>Corte Madera - 37</p> <p>Goal met.</p>
<p>Metric/Indicator</p> <ul style="list-style-type: none"> Midyear student climate survey (4-8 school only) Question: I have an adult at school whom I can talk and will listen <p>19-20</p> <ul style="list-style-type: none"> At least 66% of students in grades 4-8 report that they have any adult at school whom they can talk to and will listen <p>Baseline -65% of students report that they have any adult at school whom they can talk to and will listen.</p>	<p>Data from mid-year climate survey for Corte Madera indicates that 71% of students report that they have an adult at school whom they can talk to and who will listen to them. Goal met.</p>

Expected	Actual
<p>Metric/Indicator</p> <ul style="list-style-type: none"> School site (local) Climate surveys <p>19-20</p> <ul style="list-style-type: none"> Maintain at 82% or increase the % of parents who feel comfortable communicating with school district stakeholders <p>Baseline</p> <ul style="list-style-type: none"> 80% of parents feel comfortable communicating with school district stakeholders 	<p>For 2019-2020, End of year Parent Survey not administered due to COVID-19 pandemic lockdown.</p>
<p>Metric/Indicator</p> <ul style="list-style-type: none"> Attendance rates via local measures <p>19-20</p> <p>-Maintain or increase our daily attendance rate at 95%</p> <p>Baseline</p> <ul style="list-style-type: none"> 95% daily attendance rate 	<p>Prior to COVID-19 pandemic lockdown district was on track to meet this goal.</p> <p>Local measures from August, 2019 - March, 2020: maintained attendance rate at 95% daily</p>
<p>Metric/Indicator</p> <ul style="list-style-type: none"> Enrollment rates via local measures 	<p>Drop-out and expulsion rate: Goals met</p>

Expected	Actual
<p>19-20</p> <ul style="list-style-type: none"> • 0% of middle school students dropout rate • 0% expulsion rate • Maintain or decrease 5% Chronic Absenteeism rate • PVSD is a K-8 district so there are no HS dropout or graduation rates to report` <p>Baseline</p> <ul style="list-style-type: none"> • 0% of middle school students dropout rate • 0% expulsion rate • 4% Chronic absenteeism • PVSD is a K-8 district so there are no HS dropout or graduation rates to report` 	<p>2019 California School Dashboard data indicates 3.6% Chronic Absenteeism for all students</p>
<p>Metric/Indicator Suspension Rate</p> <p>Suspension Rate via California School Dashboard for Socioeconomically Disadvantaged students</p> <p>19-20</p>	<p>Suspension rate prior to COVID-19 pandemic lockdown (August 21, 2019-March 13, 2020):</p> <p>Corte Madera School - 3 students (1 SED)</p> <p>Ormondale School - 0 students</p>

Expected	Actual
<ul style="list-style-type: none"> Maintain or decrease 2% suspension rate for all students Maintain or decrease 5% suspension rate for socioeconomically disadvantaged students <p>Baseline</p> <ul style="list-style-type: none"> 1% Suspension rate 5.5% Suspension rate for Socioeconomically Disadvantaged students 	<p>Suspension rate during COVID-19 pandemic lockdown (March 16-June 11, 2020):</p> <p>Corte Madera School - 0 students</p> <p>Ormondale School - 0 students</p> <p>Goal met</p>
<p>Metric/Indicator Special Education Participation Rate in CAASPP</p> <p>19-20 -95% of Special Education students will participate in CAASPP</p> <p>Baseline -92.11%</p>	<p>CAASPP not administered during 2019-2020 school year due to COVID-19 pandemic lockdown.</p> <p>2019 SPED Participation rate was 95%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action 1 BASE INSTRUCTIONAL PROGRAM FOR ALL STUDENTS</p> <p>2.1 Review curriculum and provide direct instruction to facilitate Social Emotional Learning (SEL) in all grades at least monthly that includes suicide prevention strategies.</p> <p>2.2 Train staff leaders in Positive Behavior Intervention System (PBIS).</p>	<p>2.1, 2.21, 2.22 Review Curriculum 1000,3000 Certificated Salaries & Benefits Base \$380,504</p> <p>2.2 Train Staff Leaders 5000-5999: Services And Other Operating Expenditures Base \$16,409</p> <p>2.3 School Climate Surveys 5000-5999: Services And Other</p>	<p>2.1, 2.23, 2.24 Review Curriculum 1000,3000 Certificated Salaries & Benefits Base \$377,210</p> <p>2.2 Train Staff Leaders 5000-5999: Services And Other Operating Expenditures Base \$927</p> <p>2.3 School Climate Surveys 5000-5999: Services And Other</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.3 Administer school climate surveys to stakeholders once a year.</p> <p>2.4 Conduct at least 4 assemblies focused on positive climate and/or acknowledging student success.</p> <p>2.5 Implement digital citizenship and wellness curriculum through Common Sense Media, DigitalTat2, and others embedded into the content areas.</p> <p>2.6 Provide a school counselor at both school sites.</p> <p>2.7 Implement school wellness activities to focus on mind and body, as supported through Challenge Success. Conduct ability awareness activities.</p> <p>2.8 Host at least 2 parent events focused on student health and wellness.</p>	<p>Operating Expenditures Base \$405</p> <p>2.4, 2.5 Parent Assemblies 5000-5999: Services And Other Operating Expenditures Local Foundation Grant \$0</p> <p>2.6 School Counselor 1000,3000 Certificated Salaries & Benefits Local Foundation Grant \$254,265</p> <p>2.7, 2.8 School Wellness 5000-5999: Services And Other Operating Expenditures Other General Fund Restricted \$45,000</p> <p>2.10, 2.13 Community Outreach 4000-4999: Books And Supplies Local Foundation Grant \$6,656</p> <p>2.18 Cultural awareness celebration 4000-4999: Books And Supplies Local Foundation Grant \$1,600</p> <p>2.19 Facilities, School Climate 2000,3000 Classified Salaries & Benefits Base \$68,495</p>	<p>Operating Expenditures Base \$396</p> <p>2.4, 2.5, 2.8 Parent Assemblies 5000-5999: Services And Other Operating Expenditures Local Foundation Grant \$1,025</p> <p>2.6 School Counselor 1000,3000 Certificated Salaries & Benefits Local Foundation Grant \$247,277</p> <p>2.7, 2.8, 2.22, 2.23 School Wellness 5000-5999: Services And Other Operating Expenditures Other General Fund Restricted \$42,226</p> <p>2.9, 2.10, 2.11, 2.13, 2.14 Community Outreach 4000-4999: Books And Supplies Local Foundation Grant \$5,600</p> <p>2.15, 2.16, 2.17, 2.18 Cultural awareness celebration 4000-4999: Books And Supplies Local Foundation Grant \$0</p> <p>2.19 Facilities, School Climate 2000-2999: Classified Personnel Salaries Base \$68,393</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.9 All teachers will regularly update classroom websites with instructional information and assignment dates along with utilizing a Learning Management System (Google Classroom) for ongoing communication efforts with students and parents.</p> <p>2.10 All site administrators will communicate with parents and the community at least monthly.</p> <p>2.11 Teachers will communicate with parents through at least quarterly correspondence that includes curricular updates and present, past, and future activities.</p> <p>2.13 The Superintendent will communicate with the community and staff at least monthly.</p> <p>2.14 Teachers will implement service learning projects to support the school and larger community.</p> <p>2.15 Provide Spanish language program in K-5 at least weekly to support cultural literacy.</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.16 Implement global competency curriculum that promotes respect and inclusion of other cultures including incorporating professional development for such programs.</p> <p>2.17 Parents will share and present on careers/jobs they currently partake in to support career development in the community.</p> <p>2.18 Cultural awareness celebrations will be researched and implemented to gain increased awareness of multiple cultures/ethnicities</p> <p>2.19 The Facilities Master Plan will be finalized to support environments that are conducive for improved school climate and student wellness.</p>		
<p>Action 2 INCREASED or IMPROVED SERVICES for TARGETED STUDENTS</p>	<p>2.20, 2.21, 2.22 paraeducators 2000,3000 Classified Salaries & Benefits Supplemental/Concentration \$72,623</p>	<p>2.20, 2.21, 2.22, 2.24 paraeducators 2000,3000 Classified Salaries & Benefits Supplemental/Concentration \$29,082</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.20 Provide coaches/engagement specialists to build relationships with at-risk youth (CMS).</p> <p>2.21 Reading intervention and ELD teachers will meet with students in small group settings (less than 5 students) to support instruction and to build relationships.</p> <p>2.22 Provide at least 1 Voluntary Transfer parent meeting in East Palo Alto focused on supporting student health and wellness.</p> <p>2.23 Research and revise strategies to assist East Palo students in assimilating to the PVSD community.</p> <p>2.24 Teachers will utilize individual learning profiles (ILPs) with EL students to better understand their background, cultures, and interests.</p>	<p>2.20, 2.21, 2.22 paraeducators 2000,3000 Classified Salaries & Benefits Supplemental \$0</p>	<p>2.20, 2.21, 2.22, 2.24 paraeducators 2000,3000 Classified Salaries & Benefits Local Foundation Grant \$32,242</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action 3 DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES</p> <p>2.25. Provide services in the Least Restrictive Environment through Resource Specialist Program (RSP) push-in services and paraeducator support, as appropriate for individual student need based on IEP goals and services.</p> <p>2.26. Assign specific designated supports and accommodations during the Individualized Education Process (IEP) to decrease anxiety and increase engagement in school work and participation in testing, including support from counselor/engagement specialist.</p> <p>2.27. Continue to facilitate maximum parent/guardian involvement in the IEP process.</p>	<p>2.25, 2.26, 2.27 Special Education Services 1000,3000 Certificated Salaries & Benefits Special Ed Resource 6500 \$378,023</p> <p>2.5 Special Education Paraeducators 2000,3000 Classified Salaries & Benefits Special Ed Resource 6500 \$489,499</p>	<p>2.25 Special Education Services 1000,3000 Certificated Salaries & Benefits Special Ed Resource 6500 \$384,870</p> <p>2.26, 2.27 Special Education Paraeducators 2000,3000 Classified Salaries & Benefits Special Ed Resource 6500 \$488,075</p>

Goal Analysis

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

In-person interactions were canceled for the last portion of the year. Funds for cultural activities, coaches, and community engagement were used to provide electronic platforms for interaction within the school community and online resources for families.

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

Successes:

Both schools continue to utilize PBIS strategies for behavior intervention. At Corte Madera School the number of behavior referrals has been reduced due to the focus on Tier 1 and 2 interventions. The district is fortunate to have two full time counselors who work with individuals and groups of students. In addition, they both teach Social Emotional Learning in classrooms at all grade levels. The focus of the SEL lessons are on selected life skills but also cover student wellness. Our Parent Teacher Organization funds the assembly program at both schools. Assemblies are selected that will enhance the concepts of positive climate, diversity, appreciation and awareness of other cultures and music and art. The district contracted with ICS4Schools to help us with updating districtwide and site emergency plans. A team of administrators attended the Big 5 Emergency Preparedness Training at the San Mateo County Office of Education. Additionally, teams of teachers from both schools also attended this important training. The primary school has a fully developed classroom buddy program as well as a "family" program where children from each grade are assigned to a "family teacher". The families meet at least four times per year to do team building activities. This program allows children to develop relationships with children and teachers outside of their grade. Through a grant from the Sequoia Healthcare District the district was able to begin diversity training for our staff with an emphasis on empathy and team building. The district also sent a team for MTSS training at the San Mateo County Office of Education. The primary school began the process of grade level academic discussions with the team just prior to shelter-in-place in March. The Facilities Master Plan was completed and the designs for upcoming construction and modernization work were completed and sent to the Department of the State Architect for approval.

During the COVID-19 shelter-in-place we were successful in providing virtual parent discussions about how to set up the home environment for learning and coping with stress and executive functioning led by one of our school counselors and our district psychologist. For children who needed support these individuals were available to meet with them and to check in with parents and teachers to help students keep connected to school and on track with virtual classes and assignments. Some teachers explored virtual field trips for their students. The middle school Student Council led weekly newscasts for their school that focused on wellness, quarantine activities such as cooking and painting, positive showcases of student work and teacher shout outs. At the primary school, teachers revised how students completed and showcased their project-based learning projects to a virtual audience. The superintendent hosted several virtual "parent coffees" in order for parents to stay connected to one another and the district.

Challenges:

Most challenges at both sites centered around consistency of communication of expectations to parents between grade level teachers and departments. Classroom websites were not all current and updated. During shelter-in-place there was a loss of direct SEL lessons at all grades. At the primary school, the counselor was on maternity leave and at the 4-8 school, while the counselor developed lessons and pushed them out to the students they were not always viewed. At both schools assemblies and special school-wide events had to be canceled to maintain COVID safety protocols. It was challenging to give immediate rewards and recognition of students while virtual. No CAASPP assessments and only some District Benchmark assessments were administered during this time so it was difficult to determine if students met their academic goals for the year.

The lack of consistency of communication of expectations was addressed in our LCP and our plan for distance learning in the fall of 2020.

Goal 3

Goal 3: Students will be provided opportunities to engage in creative, hands-on and transformative learning experiences that focus on technology, innovation, design and student interests to promote depth of knowledge.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Strategic Plan: 1, 2, 3

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator <ul style="list-style-type: none"> CAASPP in ELA and Math 	CAASPP: No state assessments were administered in 2019-2020 due to the COVID-19 pandemic lockdown.
19-20 <ul style="list-style-type: none"> Maintained or increase 	2019 California School Dashboard data: English Language Arts - All students 88 points above standard; SED students 13.9 points below standard and Students with Disabilities 28.5 points below standard Math - All students 85 points above standard; Students with Disabilities 36.2 points below standard
Baseline <ul style="list-style-type: none"> 80% meeting or exceeding standard in ELA on CAASPP 80% meeting or exceeding standard in Math on CAASPP 	

Expected	Actual
<p>Metric/Indicator</p> <ul style="list-style-type: none"> MARS/MAC Assessments <p>19-20 -Maintain score on MARS at or above 25.7</p> <p>Baseline -24.5 average score on MARS of students in grade 2-8</p>	<p>In 2019-2020, the MARS/MAC assessments were not administered due to the COVID-19 pandemic lockdown.</p>
<p>Metric/Indicator - Participation in STEM/Science Fair and/or Maker Faire</p> <p>19-20 -65% participation in STEM/Science Fairs at both school sites</p> <p>Baseline -50% participation in STEM/Science Fair and/or Maker Faire</p>	<p>Goal met for Science Fairs at both school sites.</p> <p>Maker Faire scheduled but canceled due to COVID-19 pandemic lockdown.</p>
<p>Metric/Indicator</p> <ul style="list-style-type: none"> -Student climate survey <p>Question: I have an opportunity to explore my interests at school during class time, at lunch/recess, during elective/specialist time, and/or after school activities (school-sponsored).</p> <p>19-20 -Maintain or Increase at 80%</p> <p>Baseline</p> <ul style="list-style-type: none"> No baseline data reported on interest-based instructional programs. Baseline data will be established during 17-18 	<p>Mid-year Climate Survey:</p> <p>Question reworded to: "My school provides me with opportunities to be challenged." 92% of students answered yes. Goal met.</p>

Expected	Actual
<ul style="list-style-type: none"> 81% Agree or Disagree they have an opportunity to explore my interests at school during class time, at lunch/recess, during elective/specialist time, and/or after school activities (2017-18 baseline via End of the Year Climate Survey) 	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1 BASE INSTRUCTIONAL PROGRAM FOR ALL STUDENTS	3.1 Science/STEM Specialist 1000-4000 Salaries, Benefits, Books & Supplies Base \$53,250	3.1 Science/STEM Specialist 1000-4000 Salaries, Benefits, Books & Supplies Base \$80,639
3.1 Provide a science/STEM specialist at K-3 and 4-5 grades.	3.1 Science/STEM Specialist 1000,3000 Certificated Salaries & Benefits Parcel Taxes \$158,826	3.1 Science/STEM Specialist 1000,3000 Certificated Salaries & Benefits Parcel Taxes \$160,249
3.2 Provide a Makerspace/Design coach at K-8 grades.	3.2, Makerspace/Design Coach 2000,3000 Classified Salaries & Benefits Base \$79,507	3.2 Makerspace/Design Coach 2000,3000 Classified Salaries & Benefits Base \$84,834
3.3 Host a follow-up PD event for teachers focused on art, technology, and/or design within the content areas.	3.6 Project Lead the Way 5000- 5999: Services And Other Operating Expenditures Base \$750	3.6 Project Lead the Way 5000- 5999: Services And Other Operating Expenditures Base \$750
3.4 Teachers will schedule time in the Makerspace with students at least twice during the year.	3.7 Multimedia Projects 5000- 5999: Services And Other Operating Expenditures Base \$1,747	3.7 Multimedia Project 5000-5999: Services And Other Operating Expenditures Base \$1,747
	3.8 Robotics Club 5000-5999: Services And Other Operating Expenditures Local Foundation Grant \$5,512	3.8 Robotics Club 5000-5999: Services And Other Operating Expenditures Local Foundation Grant \$0
	3.13 Science/STEM equipment 4000-4999: Books And Supplies Base \$38,428	3.13 Science/STEM equipment 4000-4999: Books And Supplies Base \$35,651

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.5 Teachers will begin integrating Project-Based Learning throughout most curricular units.</p> <p>3.6 Implement computer science electives in middle school.</p> <p>3.7 Students will publish at least 2 multimedia project in grades 3-8.</p> <p>3.8 Continue robotics club after school two days per week.</p> <p>3.9 Provide a Makerspace and Design club after school two days per week.</p> <p>3.10 Host at least one design challenge (Cardboard Challenge) throughout the year.</p> <p>3.11 Host a Makers/Design Faire.</p>	<p>3.16 Interest Based Activities 1000,3000 Certificated Salaries & Benefits Local Foundation Grant \$326,782</p> <p>3.16 Interest Based Activities 1000,3000 Certificated Salaries & Benefits Parcel Taxes \$271,129</p> <p>3.4, 3.5, 3.9, 3.10, 3.11, 3.12, 3.14, 3.15, 3.17, 3.18, 3.19 Others \$0</p>	<p>3.13 Science/STEM equipment 4000-4999: Books And Supplies Local Foundation Grant \$40,031</p> <p>3.3, 3.16 Interest Based Activities 1000,3000 Certificated Salaries & Benefits Parcel Taxes \$325,153</p> <p>3.16 Interest Based Activities 1000,3000 Certificated Salaries & Benefits Parcel Taxes \$278,123</p> <p>3.4, 3.5, 3.9, 3.10, 3.11, 3.12, 3.14, 3.15, 3.17, 3.18, 3.19 Others \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.12 Provide quarterly professional development opportunities during staff meetings on design, educational technology, and/more STEM.</p> <p>3.13 Inventory and purchase new science/STEM equipment and curriculum resources.</p> <p>3.14 Provide visual and/or performing art programs to all students including music, art, and drama based classes.</p> <p>3.15 Host visual and performing art showcases at both school sites.</p> <p>3.16 Provide interest-based activities and choice that support students including music, language, sports, computers, and drama.</p> <p>3.17 Provide an optional and exploratory passion-project program at grades 3,5, and 8.</p> <p>3.18 Students will continue to expand digital portfolios following district-developed criterion.</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.19 Facilities Master Plan will be finalized to include areas that support STEM, Arts, and student interests.		
<p>Action 2 INCREASED or IMPROVED SERVICES for TARGET STUDENTS</p> <p>3.20 Provide relevant accommodations for students to be able to partake in all activities successfully.</p> <p>3.21 Create opportunities for collaboration between teacher and Makerspace coach focused on student passion projects.</p> <p>3.22 Provide creativity kits that scaffold the creative process.</p> <p>3.23 Create options of after school enrichment for Voluntary Transfer students.</p> <p>3.24 This goal has been eliminated</p>	<p>3.20 Provide relevant accommodations for students to be able to partake in all activities successfully. 5000-5999: Services And Other Operating Expenditures Local Donations \$28,000</p>	<p>3.20, 3.21, 3.22, 3.23 Provide relevant accommodations for students to be able to partake in all activities successfully. 5000-5999: Services And Other Operating Expenditures Local Donations \$10,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action 3 DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES</p> <p>3.25 Provide minimum of 2 collaboration sessions a year for special education staff and makerspace coach to plan hands-on curriculum that supports content learning based on student interest.</p> <p>3.26 Provide appropriate tools, including creativity kits, at students' individual skill levels to scaffold the creativity process.</p>	<p>3.24 Collaboration Sessions 1000,3000 Certificated Salaries & Benefits Special Ed Resource 6500 \$0</p> <p>3.25 Special Ed Creativity Process 4000-4999: Books And Supplies Special Ed Resource 6500 \$0</p>	<p>3.24 Collaboration Sessions 1000,3000 Certificated Salaries & Benefits Special Ed Resource 6500 \$0</p> <p>3.25 Special Ed Creativity Process 4000-4999: Books And Supplies Special Ed Resource 6500 \$214</p>

Goal Analysis

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

Funds were used to provide individual take-home kits for students to participate in hands-on lessons.

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

Successes:

TK-5 students have designated science instruction with a credentialed science specialist. All students in grades TK-8 have access to the Maker Space Coach and opportunities to participate in STEM activities. The Maker Space/STEM coach collaborates well with all classroom teachers. The district has credentialed teachers for vocal and instrumental music for grades TK-8 and art in grades 4-8. Project-based learning is evident in all classrooms at all grade levels. Corte Madera School has several after school clubs such as Robotics and Maker Space for students to participate in. Additionally, the school offers school-wide design challenges for all grades.

Through a grant from our Portola Valley Schools Foundation all students in grades TK-3 have garden instruction and the garden program expanded to the 4-8 school as a lunchtime club. STEM Program at the TK-3 school has been improved from just a "Maker's Space" to a collaborative program between the classroom teacher and the STEM coach who provides hands on activities to extend the learning that is happening in the classroom.

Challenges:

Scheduling specialist time is a challenge for both schools.

Successes during shelter-in-place:

At the primary school teachers modified project based learning projects so that the children could still experience the project but present them virtually. STEM Coach provided engaging activities for students to do as extra "choice activities". Makery Club students entered projects to the State Invention Convention. The STEM Coach created virtual museum to share student work with grade level peers, whole school and parents.

Challenges during shelter-in-place:

Many activities were canceled such as school-wide project based learning showcases like Viajando en Espanol, Farmer's Market, Field Day, Spring Musicals, Robotics club and competitions and the district-wide Maker's Faire. It was challenging to get the necessary materials to all children in advance for hands-on-activities.

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
Additional Teachers (1 per school + 2 Virtual Academy) for a total of 4 additional teachers to ensure smaller stable cohorts Dedicated all year Substitutes (1 per school) for a total of two at the start of the school year; two additional teachers added mid year. Cleaning and Safety Supplies Staff COVID Testing Contract Safety Signage Misc. Materials for indoor and outdoor classrooms; i.e, tents, lap desks, student desks, recess/PE equipment	611,000	624,729	No
Bus Transportation for students in Voluntary Transfer Program	81,000	99,999	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.

Because we did not share a bus with our neighboring district, the actual expenditures for Bus Transportation exceeded budgeted amount.

Analysis of In-Person Instructional Offerings

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

The Portola Valley School District opened for in-person instruction beginning in September, 2020 for our most vulnerable learners. Three cohorts of students in grades 2/3, 4/5, and 6-8 were invited to come to school on Wednesdays for three hours to work on their class assignments and to sign on with their teachers while being supervised by a teacher and/or para-professional who were there to assist with questions and to ensure that work was being completed. The district expanded its in person learning program on October 5 with a steady measured approach to phasing in grade levels back to on campus learning. This approach has been successful for our TK-5 students who are on campus 4 days per week with Wednesdays being an asynchronous/distance learning day. For our middle school, the return to in person learning has been more gradual (since December) due to the complexity of the middle school schedule. There is limited ability to have teachers teaching multiple cohorts, students mixing cohorts and maintaining 6' distancing in classrooms and around campus. By mid-April all grades at both schools will be on campus learning four days per week with Wednesdays continuing as an asynchronous distance learning day.

At both school sites start and end times have been staggered to eliminate high volumes of both vehicle and foot traffic at the beginning and end of each school day. Students have adjusted well to the COVID safety protocols put in place district-wide. Because we are a small district, our class sizes are typically lower than the average in our area. By reassigning specialist teachers (i.e., Reading Specialists, Spanish teachers) who have multiple subject credentials we did not have to hire multiple teachers to make our cohorts smaller. The district did hire two additional teachers (one per site) to add an additional cohort at each school. Initially, the district hired two on site substitute teachers to be on call on site in the event of a teacher absence. By November, we increased this number to four (two per site) and by the spring an additional substitute was added. Having these people on site has helped us not only cover classes when teachers are absent but have also filled in the gaps left by reassigning specialist teachers to classrooms. The substitutes have been able to assist classroom teachers with individual and small groups of students who need academic support.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Document Cameras (13)	\$191,611	189,494	No
Purchase replacement Chromebooks (175)			
Purchase of Staff computers			
Licenses (Seesaw, Zoom, miscellaneous digital subscriptions)			
Professional Development Contracts: Modern Teacher, Corwin			
At home Instructional Materials			
Readers/Writers Workshop Virtual Units of Study			
Purchase of Hot Spots (30) and monthly service	\$4,100	\$9,200	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.

Actual amount for Hot Spots and monthly service exceeded budgeted amount due to the need to purchase additional equipment above the original 30.

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:

While starting the school year in distance learning may not have been ideal, health conditions in our area made it the safer choice for our staff and students. Prior to the first day of school the district provided professional development to teachers on how to engage students while in a virtual classroom. Additionally, we engaged teacher leaders from each of our curriculum leadership teams to form an Instructional Design Team. This group, facilitated by a professional development provider worked together to develop more rigorous expectations for students at each grade level. In addition, careful consideration went into planning the daily schedule for each grade level to ensure that the new state requirements for instructional minutes were being met and that there was a balance of synchronous to asynchronous instruction. The daily schedules were developed so they could be easily adapted to in-person learning when we were able to open our campuses for in-person instruction. Teachers continued to use the district adopted curriculum for each subject area. Beginning of the year benchmark assessments for reading, writing and math were given so that teachers had a baseline for where students were starting out. Bi-weekly book and curriculum materials pick-ups were scheduled for parents to come and pick up materials for their students. Our PTO helped us to purchase basic supplies such as pencils, crayons, markers, rules, etc., so that teachers could send supplies home with students and not have to use their classroom supplies for distance learning and to ensure access for all.

Access to Devices and Connectivity:

The Portola Valley School District has been implementing a 1:1 Chromebook program at the 4-8 school for several years. The primary school has devices sufficient to offer each child a device to use during distance learning. Students in grades 1, 2, 4, 5, 6, 7 and 8 were given Chromebooks for distance learning. Students in grades TK, K and 3 were assigned iPads. Teachers at these grades felt that the applications and platforms they were using with their students were better suited to the iPad technology. The district purchased 68 hotspots to be deployed as families requested. We set up a Tech Hotline for parents to contact our technology staff when there was an issue with technology devices or connectivity. Our tech staff was able to quickly resolve issues using this system. The district also ordered additional Chromebooks to replace some of the older versions that were deployed during our spring distance learning. When children returned to on campus/in person learning they brought their devices to school with them. The devices continue to be used on Wednesday distance learning days and daily by the students who have opted to join our Portola Valley Virtual Academy.

Pupil Participation and Progress:

Student attendance was monitored daily during distance learning and reported by the teacher through Powerschool. In the middle school, attendance was taken period by period in order to monitor engagement. If students did not engage or were absent for three or more days, administrators were set to work with the family to re-engage the student. Parents were made aware of our expectations for pupil participation and what the process for re-engagement would be should there be an issue with attendance and/or engagement.

As stated above, teachers administered beginning of the year benchmark assessments and used these as a means of planning their instruction. Goal setting conferences for the TK-3 school took place within the first month of school where teachers discussed their goals for individual students to their parents. Parent conferences for the 4-5 students took place at the end of the first quarter as is the case when we are in school in person. This was an opportunity for teachers to discuss students' transition to in-person learning.

Distance Learning Professional Development:

All staff received professional development on engagement and developing relationships while in a remote learning environment. Additionally teachers received training about developing playlists for distance learning that focused on creating learning experiences that are meaningful and ensured a consistent approach to teaching and learning particularly when we were in a virtual learning environment so that there was clarity, consistency and equity across the grades. We received positive feedback from parents about the changes we made to our distance learning program from the spring of 2020 to the fall of 2020. Teachers who requested to participate in other professional development related to teaching in a remote learning environment were able to do so.

Staff Roles and Responsibilities:

The district reassigned specialist teachers with multiple subject credentials to teach in classrooms. While this enabled us to offer smaller stable cohorts of students the impact of not having reading specialists has been difficult. During distance learning teachers built time into their schedules to work with small groups or individuals to make up for the lack of specialist support. Two regular classroom teachers were reassigned to teach the 2/3 virtual academy and the 4/5 virtual academy. This left both schools with vacancies and classes that had to have a new teacher come in after the first six weeks of school. The district was fortunate to hire a new teacher for the 4/5 class and to be able to fill the 2/3 vacancy from within. A new teacher was hired to teach the grade 1 virtual class and kindergarten teachers taught their own virtual students after their in person students left campus for the day. The middle school virtual academy was more difficult to staff due to the variety of courses offered at the middle school. In the end, we contracted with a program recommended by our County Office of Education to offer virtual classes to those middle school students who did not return to in-person learning. The district was also able to offer some courses with its own staff for some academic subjects and electives. The middle school counselor does weekly check-ins with the virtual academy students to ensure that they are keeping up and to keep them connected to the school.

Supports for Pupils with Unique Needs:

English Language Learners: Teachers provided ELD to our English learners through distance learning. ELD providers were available to adapt lessons to ensure students were accessing the content. ELD specialists also met with students virtually to provide language support.

Students with Special Education/504 Plans: Prior to school opening, principals and support staff reviewed IEPs and 504 plans with individual teachers to ensure that accommodations and modifications were provided in the remote learning environment. Special Education specialists worked with teachers to schedule time with students for specialized support in either academics or speech/language. Services were provided at the same frequency and duration as in-person learning. All Annual Reviews were completed on time and testing for triennial reviews or initial assessments were done in person to the maximum extent possible in order to ensure that IEP timelines were met.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Early return to school for Most Vulnerable Students; transportation and additional teachers to ensure stable cohorts. Costs included in In-person instructional offering.	0	0	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.

Transportation was provided for the early return to school of MVS and a paraprofessional was hired. These costs are included in the In-Person Instructional Offering expenditures.

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.

In order to address potential pupil learning loss early in the 2020-2021 school year the district brought back three groups of most vulnerable learners (grades 2/3, 4/5 and 6-8) for in person instruction one time per week until their specific grade level cohort returned to in person learning. For this small group of students the added support of an in person teacher and/or para professional proved to be helpful in ensuring that all assignments were being kept up to date.

In the spring of 2020, teachers were unable to assess students for end of the year benchmarks nor did we administer the CAASPP assessments. Thus, the most current data on their new students that teachers had to review was the mid-year benchmark assessments from last January/February. Teachers administered beginning of the year benchmark assessments virtually within the first two weeks of school in order to have a baseline of where their students were in relationship to mastering the standards for the previous grade. During distance learning, teachers maintained office hours at the end of each instructional day in order to meet with small groups of students or individuals who needed support in completing assignments or who needed reteaching of concepts covered in the virtual classroom. Primary grade teachers also used this time for direct instruction in phonics and phonemic awareness to help young students develop the skills needed to begin reading. ELD students received ELD support from an ELD provider in both oral and written language. Children with IEPs continued to receive specialized support from Special Education specialists. At the primary school, each teacher met with the MTSS Team to identify students who were in danger of not meeting grade level standards and

developed a plan for Tier 1 interventions to happen in the classroom. Parent teacher conferences were held after the first round of benchmark assessments for the primary school and at the end of the first quarter for the upper school. A second round of conferences were held at the primary school after the second benchmark assessment period.

The principals made a presentation to the Board of Trustees in March about student achievement. This is the first time that the Board has heard a mid-year report on student achievement based on mid-year benchmark assessments. Principals reported for both reading and math the percentage of students meeting/exceeding benchmark, approaching benchmark or below benchmark. Analysis of this data showed the grades with the largest concern in the area of reading were first and third. A take-away for the primary school was that current first graders came in lower in the area of reading due to distance learning in the spring as kindergarten children when they normally begin to come to school for a full day in order to have longer instructional time for reading and phonics. During spring distance learning direct instruction in phonics and reading was not as consistent. As part of our plan for Continuity of Learning, this was addressed for distance learning in the fall. In third grade, a higher number of children either receive Special Education support or are classified as second language learners which contribute to a lower number of students reading at or above grade level mid-year. A plan for supporting children in class to meet end of the year benchmarks has been developed for each of these students. For mathematics, most students are on track to meet or exceed end of the year benchmarks in all grades. An area of challenge in reporting our mid year benchmark results was a lack of disaggregation of data to be able to report information for student groups instead of as a whole.

An area of challenge has been supporting students who have opted to participate for the full year in the virtual academy as these classes are for the most part multi-aged (combination grades) and it is harder to provide intervention support. The virtual academy teachers are utilizing para professional support as much as possible to help these students develop their skills in order to get them to grade level proficiency.

Our most recent survey of parents and staff indicate that 38% of parents who responded are very concerned about their children meeting grade level standards as opposed to 54% of staff being somewhat concerned. For teachers, we believe this concern correlates to the lack of Tier 2 supports for children who are struggling with reading and math due to our Tier 2 specialists being reassigned to classroom teaching to allow us to offer smaller cohorts. Use of our on site substitutes has begun to alleviate some of the this loss. Additionally with a more flexible schedule due to our staggered start and end times teachers are able to keep small groups and individuals after school to work on specific skill building. Teachers in first grade for example have reported growth in all of their target students since they began working with them in this way.

At the middle school level, Homework Club is being offered before and after school which has helped our most vulnerable students recover credits and improve grades.

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.

The Portola Valley School District is fortunate to have two full time counselors (one for each site) as well as a district psychologist who have worked diligently to support students in the area of mental health and social emotional well being. These individuals regularly interact with students and parents. They meet individually with students in person or virtually depending upon whether the child is enrolled in our in person program or our virtual academy. The upper school counselor meets weekly with the students in the virtual academy to check in to ensure that they are keeping up with their school work but also to support their social/emotional needs. Both counselors continue to teach Social Emotional Learning to all grade levels with the number of interactions with each class and grade level increasing since last year. We have partnered with The Sequoia Healthcare District to bring Care Solace to our families and staff who may be in need of mental health support. In addition our PTO has partnered with Common Ground Speaker Series to bring a robust parent education series to our families. We have been disappointed at the small number of parents who have taken advantage of the parent education offerings this year and attribute this to the virtual nature of the presentations as opposed to these being in person offerings. A recent parent/staff survey indicated that 49% of parents are very concerned about students' social emotional well being while only 19% of staff are very concerned. As we analyzed this data we can only assume that parents are taking the whole of COVID into account as teachers are only looking at how the COVID school environment may be affecting their students. This is an area for further research moving forward.

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.

Our small school district has always been the "center of the community" for the families of school aged children. Thus we have traditionally had actively involved parents and a large number of classroom volunteers. During this COVID year, we have not been able to allow parents onto our campuses and that has been an adjustment and challenge for both staff and parents. Our Parent Teacher Organization has worked to keep as many of their traditional activities alive but in a virtual way and has shifted their focus to being supportive of our students by dropping off treats at Halloween and Valentines Day to their homes in lieu of the classroom parties they missed as a result of the pandemic. They have been supportive of our teachers treating them to such things as coffee and bagel breakfasts in recognition for the hard work that they have taken on this year. Our Portola Valley Schools Foundation has donated funding to the district to help offset costs of supplies needed to safely reopen our schools and provide outdoor learning spaces for our teachers. As the district has launched a campaign to renew our parcel tax a large contingent of parents have taken the lead in running the campaign. This type of engagement has been a wonderful reminder of what a supportive community we have in our parents. Attendance at School Board Meetings has been at an all time high as the Board has tackled discussions around the Pandemic Response and Reopening Plans. All of our Back to School Nights and Parent Teacher Conferences have been virtual. In this regard, our parent participation has been much higher. Because we have students who travel into the district as part of the Voluntary Transfer Program we have traditionally sponsored two evening events in their community of East Palo Alto where parents and children come

together with the district administration and some staff for dinner, conversation and important updates or parent education. This year we have not been able to do this and have instead had virtual events that have not been as well attended.

The superintendent and principals communicate frequently with parents via newsletters and email blasts. Parent survey results indicate that parents appreciate the frequency of communication and being kept up to date on what is happening in the district and countywide. Our school district website has been updated and COVID information is updated as changes happen within the county. The superintendent has hosted numerous virtual parent chats throughout the spring of 2020 and through the 2020-2021 school year. Additionally, as each grade level cohort returned to in person learning, the principals hosted virtual parent orientations, or "safety bootcamps" to show the parents what the safety protocols would be when the children returned to school. These talks also included discussion of safe ingress and egress to the campuses.

As we have reopened our schools we have continued to monitor student engagement and progress as we have always done. If needed, teachers and administrators follow the steps outlined in our Reopening Plan for reengagement. There have been a few instances where students enrolled in the virtual academy were not being successful and the virtual academy teacher and school principal have had frank discussions with parents suggesting that the children return to in person learning. These situations have been handled carefully and children have successfully matriculated back to in person learning. The Student Study Team process continues virtually with inclusion of parents.

Analysis of School Nutrition

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

Our school lunch program has continued and any child who qualifies for free or reduced lunch is receiving lunch via our food service provider. One of our biggest successes has been our partnership with our local Farmer's Market to provide weekly produce boxes to families in need. This began last spring and has continued through this school year. Our PTO also raised more than \$10,000 early last spring to help families who needed assistance with purchasing groceries and general necessities. This was accomplished by the district providing grocery store gift cards purchased with the money raised.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-Person Instructional Offerings	Two additional substitute teachers and one paraprofessional	0	57,173	No

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

Additional substitute teachers and one para-professional were added mid year.

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 administrative team has analyzed both the 19-20 LCAP and the 20-21 Learning Continuity Plan to determine successes and challenges prior to COVID school closures and during COVID school closures and the effectiveness of goals, actions and services in both the in person and virtual learning environments. As we developed goals and actions for the 2021-24 LCAP, we endeavored to ensure that goals were applicable to both campuses as we found that some goals were hard to apply to all student groups. We also wanted to ensure that we would be able to measure outcomes in both an in person environment as well as in a virtual environment.

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

As mentioned in the Pupil Learning Loss section of this update, our previous LCAP relied solely on state assessment results to analyze student achievement. It is clear from our analysis that we must include district benchmark assessments in our analysis and that we need to be able to disaggregate this data to ensure that all student populations are reported upon. In order to ensure that pupils with unique needs are included in this goal analysis we will consider meeting annual IEP goals as a metric of success.

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.

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.

Overall, student achievement remains a relative strength for the district. Learning loss has been minimal this year despite ending the 2019-2020 school year and starting the current school year in distance learning. As we analyzed the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan outcomes we recognized a need to take our previous actions to "the next level" and begin to work on deeper implementation in some areas. We also have critically analyzed our communication efforts after having ramped them up during the COVID-19 pandemic and resulting shelter-in-place school closures and district reopening process. This led to including communication and stakeholder satisfaction in one of our goals for the 2021-2024 LCAP.

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	11,908,421.00	11,155,517.00
	0.00	0.00
Base	7,298,057.00	6,879,855.00
Federal Funds	5,995.00	47,740.00
Local Donations	28,000.00	10,000.00
Local Foundation Grant	1,026,681.00	702,419.00
Other General Fund Restricted	45,000.00	42,226.00
Parcel Taxes	1,224,269.00	1,479,835.00
Special Ed Resource 6500	1,705,461.00	1,548,375.00
Supplemental	502,335.00	415,985.00
Supplemental/Concentration	72,623.00	29,082.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	11,908,421.00	11,155,517.00
	0.00	0.00
1000,2000,3000 Certificated, Classified Salaries & Benefits	43,892.00	49,249.00
1000,3000 Certificated Salaries & Benefits	8,912,524.00	8,657,921.00
1000-4000 Salaries, Benefits, Books & Supplies	53,250.00	80,639.00
1000-5000 Salaries, Benefits & Non-Personnel Costs	1,080,400.00	838,096.00
2000,3000 Classified Salaries & Benefits	710,124.00	634,233.00
2000-2999: Classified Personnel Salaries	0.00	68,393.00
4000-4999: Books And Supplies	547,360.00	405,924.00
5000-5999: Services And Other Operating Expenditures	560,871.00	421,062.00

* 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	11,908,421.00	11,155,517.00
		0.00	0.00
1000,2000,3000 Certificated, Classified Salaries & Benefits	Supplemental	43,892.00	49,249.00
1000,3000 Certificated Salaries & Benefits	Base	5,460,972.00	5,448,578.00
1000,3000 Certificated Salaries & Benefits	Local Foundation Grant	974,733.00	569,901.00
1000,3000 Certificated Salaries & Benefits	Parcel Taxes	1,224,269.00	1,479,835.00
1000,3000 Certificated Salaries & Benefits	Special Ed Resource 6500	903,019.00	876,837.00
1000,3000 Certificated Salaries & Benefits	Supplemental	349,531.00	282,770.00
1000-4000 Salaries, Benefits, Books & Supplies	Base	53,250.00	80,639.00
1000-5000 Salaries, Benefits & Non-Personnel Costs	Base	1,080,400.00	838,096.00
2000,3000 Classified Salaries & Benefits	Base	148,002.00	84,834.00
2000,3000 Classified Salaries & Benefits	Local Foundation Grant	0.00	32,242.00
2000,3000 Classified Salaries & Benefits	Special Ed Resource 6500	489,499.00	488,075.00
2000,3000 Classified Salaries & Benefits	Supplemental	0.00	0.00
2000,3000 Classified Salaries & Benefits	Supplemental/Concentration	72,623.00	29,082.00
2000-2999: Classified Personnel Salaries	Base	0.00	68,393.00
4000-4999: Books And Supplies	Base	494,172.00	322,430.00
4000-4999: Books And Supplies	Local Foundation Grant	38,256.00	75,276.00
4000-4999: Books And Supplies	Special Ed Resource 6500	0.00	214.00
4000-4999: Books And Supplies	Supplemental	14,932.00	8,004.00
5000-5999: Services And Other Operating Expenditures	Base	61,261.00	36,885.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	5,995.00	47,740.00
5000-5999: Services And Other Operating Expenditures	Local Donations	28,000.00	10,000.00
5000-5999: Services And Other Operating Expenditures	Local Foundation Grant	13,692.00	25,000.00
5000-5999: Services And Other Operating Expenditures	Other General Fund Restricted	45,000.00	42,226.00
5000-5999: Services And Other Operating Expenditures	Special Ed Resource 6500	312,943.00	183,249.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5000-5999: Services And Other Operating Expenditures	Supplemental	93,980.00	75,962.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	9,231,011.00	8,460,803.00
Goal 2	1,713,479.00	1,677,323.00
Goal 3	963,931.00	1,017,391.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$692,000.00	\$724,728.00
Distance Learning Program	\$195,711.00	\$198,694.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		\$57,173.00
All Expenditures in Learning Continuity and Attendance Plan	\$887,711.00	\$980,595.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$611,000.00	\$624,729.00
Distance Learning Program	\$191,611.00	\$189,494.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		\$57,173.00
All Expenditures in Learning Continuity and Attendance Plan	\$802,611.00	\$871,396.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$81,000.00	\$99,999.00
Distance Learning Program	\$4,100.00	\$9,200.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$85,100.00	\$109,199.00