

Los Gatos-Saratoga

UNION HIGH SCHOOL DISTRICT

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

LGSUHSD will foster and support excellence in academic achievement with relevant and engaging learning experiences with a focus on the 4Cs: critical thinking, creativity, communication, and collaboration.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Per CDE 2017 Spring Dashboard: District SBAC scores **19-20** ELA -89% Math- 83% **Baseline** ELA -86% Math- 80%	Per CAASPP 2018 District SBAC Test Results were ELA-84% Math-74% In 2019, District SBAC Test Results were ELA-86% Math-78% The District made 2 points growth in ELA and 4 points growth in Math
Metric/Indicator Students with Special Needs SBAC scores **19-20** ELA- 45%	Per CAASPP 2018 Students with Special Needs Test Results were ELA-51% Math-31%

Expected	Actual
Math- 33% **Baseline** ELA- 42% Math- 30%	In 2019, District Students with Special Needs SBAC Scores were ELA-54% Math -33% The District made 3 points growth in ELA and 2 points growth in Math
Metric/Indicator Hispanic/Latino SBAC scores **19-20** ELA- 72% Math- 59% **Baseline** ELA- 69% Math- 56%	Per CAASPP 2018 Hispanic/Latino Students Test Results were ELA-75% Math-49% In 2019, Hispanic/Latino SBAC Scores were ELA-68% Math-48% The District had a 7 point decrease in ELA and a 1 point decrease in Math
Metric/Indicator UC/CSU Eligibility (completed all A-G courses from CALPADS 16/17) **19-20** 83% eligible **Baseline**	UC/CSU Eligibility (completed all A-G courses from CALPADS 18/19) 80% eligible Approaching prepared - 10%

Expected	Actual
81.3% eligible	
Metric/Indicator CELDT - English Language Learner Progress per district SIS 16/17 **19-20** 66% demonstrated progress towards proficiency. **Baseline** 63% demonstrated progress towards proficiency.	Per 2019 Dashboard: 64% demonstrated progress towards proficiency
Metric/Indicator CELDT- English Language Learner Reclassification Rate per district SIS 16/17 **19-20** 66% demonstrated progress towards proficiency. Target re-classified rate 36% **Baseline** 63% demonstrated progress towards proficiency. Baseline reported for the first time in 2018 school year. 35% of EL students were re-classified.	50% of EL students in 2019/20 were reclassified as RFEP (22 of 44 students)
Metric/Indicator % of pupils who have passed an Advanced Placement exam with a score of 3 or higher **19-20** 1% increase **Baseline** 1% increase	In 2019, 91% of AP exams taken scored a 3 or better reflecting a 2% increase from prior year.
Metric/Indicator % of students attending college **19-20** 96.6% college attendance	96.5% college attendance

Expected	Actual
Baseline 96% college attendance	
Metric/Indicator % college ready students **19-20** 56.89% of students scored “Standard Exceeded” [Level 4] on ELA SBAC scores (EAP) 50.64% of students scored “Standard Exceeded” [Level 4] on Math scores (EAP) Baseline reported for the first time in 2018/19 school year. **Baseline** 55.89% of students scored “Standard Exceeded” [Level 4] on ELA SBAC scores (EAP) 49.64% of students scored “Standard Exceeded” [Level 4] on Math scores (EAP) Baseline reported for the first time in 2018/19 school year.	79.7% of students are college ready per CA Dashboard

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
98% of teachers, including alternative program teachers, will participate in four full PD days each school year focused on strategic plan initiatives and phase three of the Professional Development Action Plans (PDAPs) as evidenced by teacher attendance. Each department will customize their own PD day by creating their own goals and actions, and will get department specific training to meet their areas of need.	1000-1999: Certificated Personnel Salaries LCFF $150,000	1000-1999: Certificated Personnel Salaries LCFF Base $158,372 3000-3999: Employee Benefits LCFF Base $35,602

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Many of the topics covered will be geared towards our ELs, Foster Youth, and Low Income students.		
98% of teachers, including alternative program teachers, will participate in four full PD days each school year focused on strategic plan initiatives and phase three of the Professional Development Action Plans (PDAPs) as evidenced by teacher attendance. We will continue to focus on PD specific to addressing the needs of our foster youth, low income, EL, and minority populations.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $230,050	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $234,953 3000-3999: Employee Benefits LCFF Supplemental and Concentration $52,817
Site specific department collaboration, including Valor teachers, will focus on CCSS, NGSS and targeted student subgroups (Hispanic/Latino students and Students with Special Needs) during phase 3 as evidenced by the department specific Professional Development Action Plans (PDAPs)*.	1000-1999: Certificated Personnel Salaries LCFF $109,203	1000-1999: Certificated Personnel Salaries LCFF Base $89,354 3000-3999: Employee Benefits LCFF Base $20,084
Teachers, including Valor and Middle College teachers, will utilize data systems, designed to support formative and summative assessments, that will aid in providing timely and informative feedback to students as evidenced by the development of common assessments in two additional departments.	4000-4999: Books And Supplies LCFF $30,000	1000-1999: Certificated Personnel Salaries LCFF Base $3,005 2000-2999: Classified Personnel Salaries LCFF Base $4,485 3000-3999: Employee Benefits LCFF Base $1,967 5800: Professional/Consulting Services And Operating Expenditures LCFF Base $20,746
Teacher creativity around lesson design and best practices will be shared through multiple modalities such as Google drives, social media, and monthly collaboration. Google Master Cohort Teachers will be using technology at least on a Substitution level as evidenced by a SAMR* survey	1000-1999: Certificated Personnel Salaries LCFF $10,921	5800: Professional/Consulting Services And Operating Expenditures LCFF Base $11,000

Goal Analysis

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

All budgeted expenditures were used for planned actions and services to support students, families, teachers, and staff.

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

LGSUHSD fostered and supported excellence in academic achievement with relevant and engaging learning experiences with a focus on the 4Cs: critical thinking, creativity, communication, and collaboration. Departments personalized Professional Development by creating their own goals and actions with a focus on the 4Cs. Specific topics covered ELs, Foster Youth, and Low Income students. Department collaboration time was successfully used to focus on CCSS and NGSS and targeted subgroups. Common Assessments continue to be a focus for departments at each school and across the district. Creativity around lesson Design and best practices supported staff in substitution and beyond in the SAMR model. When adjusting to Virtual Learning beginning in March 2020, teachers adjusted lessons to serve students in a remote setting. Collaboration time and weekly newsletters allowed for sharing of best practices. All goals were met or exceeded metrics.

Goal 2

LGSUHSD will develop and integrate social-emotional learning, including a life balance and healthy wellbeing, into the school experience.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Per CDE 2017 Spring Dashboard: District Suspension Rate **19-20** 2.0% **Baseline** 2.2%	Per CDE 2019 Spring Dashboard: District Suspension Rate 2.0%
Metric/Indicator Per CDE 2017 Spring Dashboard: ELL Learner Suspension Rate **19-20** 5.2% **Baseline** 6.1%	Per CDE 2019 Spring Dashboard: ELL Learner Suspension Rate 3.8%
Metric/Indicator Per CDE 2017 Spring Dashboard: Hispanic/Latino Suspension rate **19-20** 3.8% **Baseline** 4.7%	Per CDE 2019 Spring Dashboard: Hispanic/Latino Suspension rate 5.5%

Expected	Actual
Metric/Indicator School Expulsion Rates **19-20** 0.0% **Baseline** 0.0%	School Expulsion Rates per CALPADS .06%
Metric/Indicator School Attendance Rates Per CALPADS **19-20** Students attending school >95% of the school year for 19/20 school year: 77% **Baseline** Students attending school >95% of the school year for 16/17 school year: 75.56%	School Attendance Rates Per CALPADS Students attending school >95% of the school year for 18/19 school year: 93%
Metric/Indicator Chronic Absenteeism Rates Per CALPADS **19-20** Students missing >10% of school year for any reason for 19/20 school year: 5.5% **Baseline** Students missing >10% of school year for any reason for 16/17 school year: 6.27%	Chronic Absenteeism Rates Per CALPADS Students missing >10% of school year for any reason for 18/19 school year: 6.9%
Metric/Indicator High School Drop-out Rates per SARC 14/15 **19-20** 0.80% **Baseline** 0.80%	High School Drop-out Rates per SARC 18/19 2.2% of the 17/18 school year
Metric/Indicator	High School Graduation rate per the CDE 2019 Spring Dashboard

Expected	Actual
High School Graduation rate per the CDE 2017 Spring Dashboard **19-20** 98.5% Very High **Baseline** 98.2% Very High	97.7% Very High
Metric/Indicator Survey: School Provides a caring, encouraging environment **19-20** SHS 45% National Average 35% SCC -34% **Baseline** LGHS 46% SHS 42% National Average 35% SCC -34%	The Developmental Assets Survey is administered every five years in Santa Clara County, with the next administration being in the 2021-22 school year. In the interim, the District administered the California Healthy Kids Survey in March 2019. Data from the California Healthy Kids Survey-School Environmental Scales (Developmental Supports) section indicates the percentage of students reporting that the Total School Supports (Caring adults at school, high expectations from adults at school and meaningful participation at school) are "pretty much true" or "very much true." LGHS 62% SHS 59%
Metric/Indicator Per the 2016 Developmental Assets Survey : Young person feels safe at home, school and in the neighborhood **19-20** LGHS 64% SHS 60% National Average 54% SCC -48%	The Developmental Assets Survey is administered every five years in Santa Clara County, with the next administration being in the 2021-22 school year. In the interim, the District administered the California Healthy Kids Survey in March 2019. Data from the California Healthy Kids Survey indicates students reporting their Perceived Safety at School is Very Safe or Safe. LGHS 80% SHS 83%

Expected	Actual
Baseline 2016-17 LGHS 61% SHS 57% National Average 54% SCC -48%	
Metric/Indicator Per the 2016 Developmental Assets Survey : Young person reports having high self-esteem **19-20** LGHS 44% SHS 35% National Average 52% SCC -36% **Baseline** 2016-17 LGHS 41% SHS 32% National Average 52% SCC -36%	The Developmental Assets Survey is administered every five years in Santa Clara County, with the next administration being in the 2021-22 school year. In the interim, the District administered the California Healthy Kids Survey in March 2019. Data from the California Healthy Kids Survey indicates students reporting their belief in self as "pretty much true" or "very much true" LGHS 67% SHS 66%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teachers will be provided (4) new opportunities for Social Emotional Learning professional development led by the Social Emotional Learning (SEL) site leadership teams as evidenced by District collaboration agendas.	1000-1999: Certificated Personnel Salaries LCFF $54,602	5800: Professional/Consulting Services And Operating Expenditures LCFF Base $5,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		4000-4999: Books And Supplies LCFF Base $4,815 5800: Professional/Consulting Services And Operating Expenditures LCFF Base $22,500 2000-2999: Classified Personnel Salaries LCFF Base $17,396 3000-3999: Employee Benefits LCFF Base $5,010
The Instructional Leadership Collaborative (ILC) and Student Support Services (S3) will implement the attendance review board, alternatives to suspension and expulsion as evidenced by a decrease in suspension rate for the targeted student subgroups (English Learners and Hispanic/Latino students). The committees will seek parental input on the alternatives through direct emails, Principals Newsletters and website postings.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $81,902	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $63,903 3000-3999: Employee Benefits LCFF Supplemental and Concentration $14,363 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $4,000 3000-3999: Employee Benefits LCFF Supplemental and Concentration $899
The Social Emotional Learning (SEL) teams will participate in monthly team meetings for site work in phase 3 as evidenced by meeting calendars	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $21,841	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $2,000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $1,000 3000-3999: Employee Benefits LCFF Supplemental and Concentration $738

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $18,500
The Social Emotional Learning (SEL) teams will plan and participate in a yearly stakeholder event including parents (aka World Cafe or similar) as evidenced by input captured in notes from the event. The district will promote parent involvement in our SEL event through flyers, direct emails to parents, website postings and Principals newsletters.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $2,000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $2,607 3000-3999: Employee Benefits LCFF Supplemental and Concentration $751

Goal Analysis

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

All budgeted expenditures were used to develop and integrate social-emotional learning, including a life balance and healthy wellbeing, into the school experience.

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

LGSUHSD wove social-emotional learning focused on life balance and healthy wellbeing into the school experience. Professional Development during District Collaboration led by district leaders allowed for the focus to be focused on the current needs of staff and students. The Healthy Kids survey data shows that the outcome of feeling their school was safe or very safe was surpassed. In addition, LGSUHSD increased in students reporting that the school provides a caring, encouraging environment. Each of these indicators continue to be areas of focus. Our overall suspension rate decreased with the implementation of the attendance review board and alternatives to suspension. As of March 2020 with COVID19, the school moved to virtual learning for the remainder of the school year. There continued to be a focus on Social Emotional Learning and connectedness. This continues to be a focus.

Goal 3

LGSUHSD will engage all students with everyday access to 21st Century learning modalities and tools. 21st Century Skills include Critical Thinking and Problem Solving, Creative Thinking and Innovation, Communication and Collaboration, and Information and Media Literacy. LGSUHSD students will use GSuite, Canvas Learning Management System, and other technology tools to achieve these skills.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Per the 2016 BrightBytes Survey Data: % of students are asked to collaborate online with classmates at least monthly **19-20** 79% of students are asked to collaborate online with classmates at least monthly **Baseline** 73% of students are asked to collaborate online with classmates at least monthly	Per the 2020 BrightBytes Survey Data: 86% of students are asked to collaborate online with classmates at least monthly
Metric/Indicator Per the 2016 BrightBytes Survey Data: of students are asked **19-20** 21% of students are asked to write online at least monthly **Baseline** 15% of students are asked to write online at least monthly	Per the 2020 BrightBytes Survey Data: 28% of students are asked to write online at least monthly
Metric/Indicator	Per the 2020 BrightBytes Survey Data: 62% of students are asked to identify and solve authentic problems using technology at least monthly

Expected	Actual
Per the 2016 BrightBytes Survey Data: % of students are asked to identify and solve authentic problems using technology at least monthly **19-20** 55% of students are asked to identify and solve authentic problems using technology at least monthly **Baseline** 49% of students are asked to identify and solve authentic problems using technology at least monthly	
Metric/Indicator Per the 2016 BrightBytes Survey Data: % of teachers ask their students to complete online assessments at least monthly **19-20** 32% of teachers ask their students to complete online assessments at least monthly **Baseline** 26% of teachers ask their students to complete online assessments at least monthly	Per the 2020 BrightBytes Survey Data: 45% of teachers ask their students to complete online assessments at least monthly
Metric/Indicator Per the 2016 BrightBytes Survey Data: % of students are asked to collaborate online with teachers at least monthly **19-20** 28% of students are asked to collaborate online with teachers at least monthly **Baseline** 22% of students are asked to collaborate online with teachers at least monthly	Per the 2020 BrightBytes Survey Data: 41% of students are asked to collaborate online with teachers at least monthly
Metric/Indicator Percent of highly qualified (fully credentialed teachers) per SARC **19-20** Teacher Credentialing-98.75% of district teachers are highly qualified.	Teacher Credentialing-100% of District teachers are highly qualified.

Expected	Actual
Baseline Teacher Credentialing-97.45% of district teachers are highly qualified.	
Metric/Indicator Canvas Fall 16/17 semester teacher participation **19-20** 465 courses 200 teachers 20000 assignments 1900 discussion topics **Baseline** 450 courses 177 teachers 16431 assignments 1772 discussion topics	Canvas Fall 19/20 semester teacher participation 440 courses 189 teachers 21161 assignments 2658 discussion topics
Metric/Indicator Increase the number of CTE sections offered within existing pathways **19-20** 32 sections **Baseline** 29 sections	Increase the number of CTE sections offered within existing pathways 117 sections
Metric/Indicator Quality, Currency, Availability of Textbooks and Instructional Materials **19-20** Textbook Quality- yes,adopted from most recent state Percentage of students lacking materials by subject - 0% in all subjects	Textbook Quality-yes, adopted from most recent state adoption Percentage of students lacking materials by subject-0% in all subjects

Expected	Actual
Baseline Per 16/17 SARC report: Textbook Quality- yes, adopted from most recent state approved and/or local governing board list. Percentage of students lacking materials by subject -0% in all subjects.	
Metric/Indicator FIT Report Data **19-20** Per FIT/SARC: Facility conditions Good Repair **Baseline** Per FIT/SARC: Facility conditions Good Repair	Facility conditions Overall Los Gatos is in good repair as of 6/2019. Overall Saratoga is in good repair as of 6/2019.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
24 teacher leaders will pilot 1:1 classroom technologies.	1000-1999: Certificated Personnel Salaries LCFF $5,460	1000-1999: Certificated Personnel Salaries LCFF Base $4,475 3000-3999: Employee Benefits LCFF Base $1,006
All students and staff will have access to a district G Suite account and 90% will be proficient in using these tools as evidenced by survey data.	1000-1999: Certificated Personnel Salaries LCFF $5,460	2000-2999: Classified Personnel Salaries LCFF Base $4,250

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		3000-3999: Employee Benefits LCFF Base $1,224
90% of teachers will create and publish course content to Canvas monthly, as evidenced by Canvas participation summary and teacher survey	1000-1999: Certificated Personnel Salaries LCFF $5,460	1000-1999: Certificated Personnel Salaries LCFF Base $2,933 2000-2999: Classified Personnel Salaries LCFF Base $1,467 3000-3999: Employee Benefits LCFF Base $1,082
Evaluate the technology grant process rollout and make adjustments. Continue roll out of classroom audiovisual refresh and baseline audiovisual packages at a rate of 20% per year	1000-1999: Certificated Personnel Salaries LCFF $5,460	2000-2999: Classified Personnel Salaries LCFF Base $4,250 3000-3999: Employee Benefits LCFF Base $1,224
Research, explore, and refine ways to increase student districtwide access to CTE programs and coursework including pursuing expanded partnerships with feeder and post secondary programs.	1000-1999: Certificated Personnel Salaries LCFF $5,460	2000-2999: Classified Personnel Salaries LCFF Base $4,250 3000-3999: Employee Benefits LCFF Base $1,224

Goal Analysis

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

All budgeted expenditures were used to engage all students with everyday access to 21st Century learning modalities and tools.

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

21st Century Skills including Critical Thinking and Problem Solving, Creative Thinking and Innovation, Communication and Collaboration, and Information and Media Literacy were implemented and expanded upon successfully. 24 staff members piloted 1:1 technology and BrightBytes Data showed that teachers and students were utilizing tools online through Google Suite and Canvas. CTE sections increased to 117. In March of 2020, when COVID19 moved our school to virtual, these skills were ever more important. We built upon them to support students and staff for virtual learning. While this was a challenge, the basis of Google Suite and Canvas

allowed staff to build on this skillset and acquire more. Content was posted to Canvas once a week or more. COVID19 has brought a large challenge to students and staff but 21st Century Skills allowed us to address this challenge and continue to grow.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

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

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
Purchasing cleaning and disinfecting equipment and supplies including Disinfecting Chemicals, Sanitizing Wipes, and cleaning agents	$85,000	$70,480	No
Purchasing Personal Protective Equipment (PPE) equipment - Mask, Gloves, Face Shields, and Hand Sanitizers, Partitions	$100,000	$43,773	No
Adding higher quality filtration capacity air filters to the HVAC systems (Merv 13)	$100,000	$252,247	No
Custodial overtime and extra work for deep cleaning and disinfecting	$80,000	$2,983	No
Added campus signage for safety protocols and health reminders	$10,000	$1,093	No
Cafeteria support services to implement a touchless and physically distant meal service experience.	$10,000	$3,251	No
Relocation of health offices to reduce possible disease transmission for suspected symptom carriers.	$50,000	$52,320	No

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

There is no is no substantive difference (less than 10%) between the overall total budgeted funds and estimated actual expenditures for this activity.

Analysis of In-Person Instructional Offerings

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

When it was deemed appropriate by the California Department of Education and Santa Clara County Public Health/Santa Clara County Office of Education, the district transitioned through the four phase plan focusing initially on selected subsets of students for individualized and/or small group instruction and support in Phase 2. The specifications of this phase included to the extent possible, in-person instructional activities including assessment, instruction, support for identified students. Identified students included, but were not limited to, students who were struggling with remote access or course content including English Language Learners, students with disabilities, homeless, foster youth, and/or who are low-income. In addition, pilot groups of students participating in certain “hands on” courses and/or activities engaged in in-person instruction during phase 2 as appropriate. The district’s COVID response team of district and site administrators, teachers and classified staff worked to develop and implement procedures and systems to support staff who are currently working on site. In addition they developed a process of improving readiness and response efforts in order to transition to Phase 3A, 3B and Phase 4 in the midst of this crisis in order to minimize the spread of disease. These preparedness activities included developing and implementing protocols for health screening, facility cleaning and sanitization, face coverings, social distancing, training and response to a positive case. These protocols were developed and updated with guidance from public health. The facilities team coordinated the purchase and dissemination of cleaning supplies, hand sanitation and personal protective equipment including shields where appropriate.

Successes of in-person instruction include our Phase 2 small cohort model. This allowed for targeted support for students. 369 students were placed in the intervention group during the Fall 2020 Semester 287 (LGHS); 82 (SHS). Students were placed in an intervention group if they had 2 or more D/F grades at the 6 or 12 week grading periods OR were recommended by their house counselor/administrator team. At the close of the Fall Semester: LGHS: 219/287 (76%) improved their GPA by an average of .76 and SHS: 73/82 (89%) improved their GPA by an average of .89. The largest challenge to this support was the impact of COVID19. Based on the presenting problem(s), students were offered one or more of the following supports/services: academic tutoring, peer tutoring, CASSY referral, increase in IEP services, mentoring, on-campus cohort, or SST/504 team meeting.

The LGSUHSD's phased approach to reopening schools aligns with the guiding principles laid out in the summer of 2020. After our Phase 3A in-person transition, 3B significantly expanded both the frequency and duration of in-person instruction for all students. During 3A staff and students focused on learning and practicing health and safety protocols, connected with their teachers and peers, and practiced the use of simulcast technology in order to ensure a safe and smooth transition into 3B. During 3B, students continued to attend their classes on the schedule they had while fully remote, but they have the option to attend their classes in-person as part of a cohort. In May, we transitioned to Phase 4A where students had the opportunity to attend five days in person or continue in the remote learning environment.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hardware	$300,000	$246,256	Yes
Educational Technology-software/online subscriptions	$150,000	$101,900	No
Professional Development	$100,000	$126,155	No
Specialized Academic Instruction- Increase RSP by .6FTE	$115,000	$55,409	No
Special Education Assessments (Presence)	$125,000	$180,000	No

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

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:
The pivot to distance learning was swift. Students and staff moved to Distance Learning in March 2020. After professional development focused on using Google Meet and Screencastify, teachers then made sure that all students understood how to access their class and provided digital access via Canvas. Phase 2 began in September with our reopening for small cohort in-person learning and extracurricular activities with 60+ cohorts serving close to 1000 students on our campuses including Athletic training and teams, Academic support/Learning hubs, Performing arts, Robotics, Special Education support, Simulcast pilots. We are providing tutoring, mentoring and counseling support services for students who need additional support.

In order to provide students access to a full curriculum in remote learning that is substantially similar in quality to in person offered all courses remotely that it previously offered onsite. Students are required to participate in instructional block period classes that are 75 mins each twice per week plus asynchronous instructional activities. Each class meeting includes teacher-led live instruction that

includes, but is not limited to direct instruction, discussion, collaborative group work, simulations, and formative and summative assessment. Our district's teachers, students and staff have been utilizing the Canvas Learning Management System since 2014. Teachers regularly post daily agendas, assignments, discussions and other multimedia to their Canvas courses and 100% of our teachers were already using the Canvas grade book. To improve the quality and consistency of remote learning we have increased the expectations for synchronous instruction from the spring, developed Canvas norms for staff and students and provided PD for teachers.

Access to Devices and Connectivity:
Our Technology Department provided curbside Chromebook pick-up to any district student in need of a device for remote learning as well as personal delivery for those students with transportation or mobility needs. To date, our district has handed out over 200 Chromebooks to students. Wireless hotspots were also offered to families with no internet access at home, as well offering financial support to supplement ISP Bandwidth for families that qualify. For students who have no at-home connectivity options (due to the remote location of their home) our site principals have provided on site stations or communication hubs where students can connect online via the campus network in a socially distant manner. In order to provide direct outreach, our student services department staff personally called each family who indicated that they were experiencing connectivity issues last spring, or who were reported to be having issues. Students and teachers who needed technology help were encouraged to contact our tech support teams directly for both hardware/connectivity issues as well as issues with software and the district learning management system.

Distance Learning Professional Development

To support this significant shift in our teachers' pedagogical practices and the massive amount of restructuring of lesson planning we have dedicated time each week for teachers to engage in weekly collaboration and professional development while students work asynchronously on assignments that are under the supervision of their teachers. Much of the work for this year has and will continue to focus on a pedagogical shift from in person teaching to remote teaching and learning. This will continue to be a focus of Professional Development time as this shift and learning is continuous. Our district also has 1.4 FTE of TOSAs (Teachers on Special Assignment) who support teachers and provide professional development during this dedicated time. We have created an online repository of remote learning videos, tutorials and other resources to help our teachers transition their course content to the new model and we send out a weekly Remote Learning Newsletter with compiled announcements including instructional tips and videos.

Our fall professional development days on August 10 and August 11 focused specifically on Distance Learning Professional Development for staff and department and course team collaboration in preparation for remote learning.The topics for the PD sessions included:
-How to Zoom This session reviewed break out rooms and annotation features and allowed teachers to test these out.
-Canvas Norms and Yearly Set-up This session explored yearly tasks which included cross-listing courses and importing content. New features learned: Canvas Chat feature, Rich Content Editor, calendar events, assignments and announcements.
-Building Connections This session focused on activities, SEL practices, EduProtocols, and the use of particular interactive technology that support these practices virtually: Flipgrid, Jamboard, Peardeck, and Slides.
-Assessing for Learning in an Online Course This sessions focussed on strategies and tools to track student learning, give formative

feedback, and support students' learning process.
-Balancing Digital with Analog Tools This session focused on the pedagogy that supports the use of a particular tool.

First Week Instruction Presentation Slide:
https://docs.google.com/presentation/d/1U_sJqLCfQi5pVwZU2m2QoXA_iM9qB1QVLV6g4pkulTM/present?slide=id.g91b19f42d2_0_8

Each Wednesday, the TOSAs have office hours for staff to attend and ask any questions. They also continue to provide Professional Development both internally and externally. Representatives from PearDeck and EdPuzzle will lead sessions with staff in September with followup sessions led by TOSAs and other digital lead teachers. These sessions are built upon learnings from the fall PD trainings, emailed questions, and feedback.

Our staff is also supported through individual and small group appointments, personal responses to emails, and phone calls for check in. Many of the topics for larger Professional Development come out of the frequently asked questions from staff as new tools are integrated into Canvas and pushed out to students. The Remote Learning Newsletter contains a section focused on Ed Tech with links to resources, guidance on tool usage and implementation, and specific videos to help staff find the support they seek.

Student and Staff Tech Guidelines
-Canvas: Teacher Canvas Norms, New Canvas Features, Canvas Scheduler, Canvas Accessibility, Canvas Group Discussion and Annotation of PDFs
-Zoom: Breakout rooms, White Board, Polls
-Google Suite: Meet, Gmail, Slides, Jamboard, Docs, Forms, Sheets
-Apps, Extensions, Programs: PearDeck, Gizmos, Pivot, SolidProfessor, WebAssign , EquatIO, ALEKS, edpuzzle, Chrome Extensions
-Additional Support: Articles, Recording Sessions, Self Guided Written Resources Staff are being provided with support and PD to plan instructional blocks with synchronous and asynchronous instruction with a focus on maintaining comparable learning outcomes while including include healthy breaks from screens for staff and students; staff collaboration and staff and student work time built into the schedule with individual, small, and large group collaboration and tools to support this; and support for how to break up a lesson in this new model to support our students in achieving learning goals. Here is a comparison of our instructional models:
Infographic Slides showing In Person Instruction Time and Remote Learning + Asynchronous
In Person:
https://docs.google.com/presentation/d/1U_sJqLCfQi5pVwZU2m2QoXA_iM9qB1QVLV6g4pkulTM/present?slide=id.g928a1f6b17_10_

Remote Learning + Asynchronous:
https://docs.google.com/presentation/d/1U_sJqLCfQi5pVwZU2m2QoXA_iM9qB1QVLV6g4pkulTM/present?slide=id.g928a1f6b17_9_5

Staff Roles and Responsibilities:
Teachers demonstrated a fantastic example of Growth Mindset. Curriculum Council (LGHS) and Leadership Team (SHS) comprised of department chairs, guidance chair, ToSA, and administrators met each week to discuss survey results, best practices, ideas for

Canvas norms, and how to best support department members and students along the way. Administrators reviewed Canvas courses and checked in with departments and teachers to support remote learning responsibilities. Departments and course-alike groups held meetings throughout the week to collaborate and share best practices. Teachers have become official observers in others' Canvas courses and have shared online curriculum and how to use different online tools. Teacher Check-Ins with "Teachers on Special Assignment" occur daily. Both schools have implemented a process to monitor, follow up with, and support students not engaging with remote learning.

Administration- Our site administrators have adapted quickly to the remote learning realities. They are convening staff meetings and professional development meetings via Google Meet and Zoom. Administrators will formally evaluate our temporary and probationary teachers by observing their online lessons and providing feedback thereafter. Additionally, site and district administrators have designed a weekly advisory period where school-wide lessons will focus on cultural competency, social-emotional well-being and respect.

Classified Staff- As with many school districts, Los Gatos-Saratoga has identified certain classified groups as needing to work on site and others as able to work remotely. Our cafeteria and maintenance/custodial staff are reporting to their school sites. Classified staff members working remotely are completing much of their original tasks while also taking on duties such as tracking students' online academic progress and reaching out to families where students have become disengaged.

Teachers- Teachers have felt the greatest impact of the shift to remote learning Teachers are delivering instruction through Zoom and Google Meet. They are hosting synchronous class activities that include both direct instruction and cooperative learning activities. They have created more remote-friendly content by using platforms such as Flipgrid and Pear Deck. They have increased their utilization of our learning management system, storing significantly more electronic content. They are also assessing students- both formatively and summatively through our learning management system.

Guidance Counselors- Guidance counselors are conducting both individual and group meetings via Zoom and Google Meet. They conduct office hours, family meetings, student study team meetings and "all house meetings" through video conferencing. Counselors are recording their interactions with students/parents in our database and are regularly reaching out to those who have not been engaged. As needed, our counselors are referring students to our school-based therapists. Counselors are continuing their plenary work with grade level groups, hosting course selection and college planning meetings over Zoom and Google Meet.
Psychologists- Our school psychologists are assessing just as many students in the remote era as they did in the years prior. They are leading remote student study team meetings, often identifying students as needing testing and/or support plans. They actively participate in I.E.P meetings, sharing assessment results via video conferencing. They have led professional development sessions on wellness for staff,
students and parents.
Therapists- We are also continuing to provide school-based counseling and home-based counseling via tele-therapy to help with the social emotional needs of our students. Our therapists conduct regular check-ins with both the general student population and special education students who have therapeutic services listed as part of their I.E.P. Therapists participate in the weekly all house meetings

at both school sites.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Academic Support Coordinator	$10,000	$11,904	Yes
Academic Support (Tier 2)	$250,000	$230,812	Yes
Academic Support (Tier 3-Per IEP team decision)	$100,000	$156,789	No
Residential/Non-Public School placement; impact of COVID-19 increase student need	$200,000	$173,409	No
Short-term Intensive Behavior Support through contract with community agency (Tier 3-Per IEP team decision)	$50,000	$200,000	No

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

There is no is no substantive difference (less than 10%) between the overall total budgeted funds and estimated actual expenditures for this activity.

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.

Our district initiated remote learning last spring within one week of school closure to ensure students had continuity of academic instruction. Teachers worked to identify essential learning outcomes for the remaining weeks of school. While this was successful for the majority of our students there were 221 students district-wide that were identified as struggling to engage with remote learning. These students were provided additional tutoring opportunities and support during the 2020-21 school year in order to address any learning loss. Students identified as struggling with remote learning via attendance records, grades or teacher referral were referred to the mentoring and/or tutoring program. After starting remote learning in the Spring of 2020, students and families were offered the choice of letter grades or Credit/No Credit.

In the Fall of 2020, the Academic Support Coordinator position was added to help with coordinating the support for the 369 students placed in the intervention group during the Fall Semester. 287 students at Los Gatos High School and 82 at Saratoga High School were placed in intervention group if they had 2 or more D/F grades at the 6 or 12 week grading periods OR were recommended by

their house counselor/administrator team. Based on the presenting problem(s), students were offered one or more of the following supports/services: academic tutoring, peer tutoring, CASSY referral, increase in IEP services, mentoring, on-campus cohort, or SST/504 team meeting. Students were offered academic tutoring support in person to help support learning. At Los Gatos High School, 219/287 (76%) of those supported through intervention improved their GPA by an average of .76. At Saratoga High School 73/82 (89%) of those supported through intervention improved their GPA by an average of .89.

In the Spring of 2021, 33 SHS students and 122 LGHS students are currently receiving weekly academic tutoring as part of our learning loss mitigation efforts.

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.

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.

We have implemented many Direct Services:

- Individual counseling (CASSY/Nugent Family Center/Teen Therapy Center)
- Group counseling (CASSY)
- Family Counseling (Nugent Family Center/Teen Therapy Center)
- Parent Coaching (Nugent Family Center/Teen Therapy Center)
- Behavioral Consultation (Tucci/STAR/Nugent Family Center), Mentor Program (District)
- Parent Education (CASSY)
- 1:1 Guidance Counselor meetings (District)
- Advisory Educational Modules, Suicide Prevention (Kognito)
- Anxiety, Stress, Mindfulness, Emotional Regulation (HAERT)
- Equity, Inclusion and Belonging (EPOCH)
- Bullying Prevention, Sexual Harassment Prevention, Health Relationships (EPOCH/VECTOR/District).

Our Staff has had Training on:

- Suicide Prevention
- Sexual Harassment Prevention
- Bullying Prevention
- Trauma Informed Practices
- Supporting our LGBTQ students (Kognito/District)
- Student Mental Health and Social Emotional Well-Being:
- All students completed Kognito's online Friend2Friend module. Friend2Friend is a suicide prevention game-based simulation for adolescents that builds awareness, knowledge, and skills about mental health while reducing stigma. It prepares youth to recognize signs of distress, reach out to a friend they are concerned about, and help identify a trusted adult for support.

All students completed nine (9) online EPOCH modules to cultivate a more inclusive culture and climate. EPOCH is a national leader in diversity, equity and inclusion training. Each grade focused on a different domain through the school year:

- 9th grade: Implicit Bias
- 10th grade: Microaggressions
- 11th grade: Tragedy of Non-ness
- 12th grade: Empowering Students as Equity Leaders

All students completed ten (10) only HAERT modules focused on social-emotional learning. These 10 modules are based on clinically proven therapeutic interventions that build strategies, skills, habits, and mindsets to help youth manage depression and anxiety:

Introduction: Stress Physiology and Mindfulness

- Taking Advantage of Stress
- Maintaining Your Resilience Battery
- Hacking Anxiety
- Your Emotional Dashboard
- Supporting Healthy Brain Chemistry
- Managing your Emotions
- Reality Acceptance
- The Power of Distraction
- Distress Tolerance & Emotional Regulation: Tying it All Together

Staff Mental Health and Well-Being: Our schools hosted regular forums where staff come together to discuss their challenges and triumphs in remote learning. Our staff is regularly informed of the services offered through our employee assistance program via our weekly newsletter.

Challenges continued to be supporting students and understanding their needs while virtual and addressing concerns with returning to in person learning. Students and parents were surveyed throughout the 2020-2021 year about their thoughts and feedback. The LGSUHSD Board of Trustees will hold a special board study session to discuss and analyze thee survey results, as well as the results of the California Healthy Kids Survey, to identify additional mental health services and supports for the 2021/22 school year.

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.

The successes and challenges for Pupil and Family Engagement have both revolved around communication. While being virtual, communication has increased with Board Meetings, Town Halls, Phased Documentation, Committee Meetings, and Principal Emails. In addition to the increase in communication, the challenge has been adapted to the changes and communicating these with students and families most effectively. We utilized our Tiered Interventions to support our outreach.

Tier 1 Interventions for Student Engagement:

- Teachers make individual contact with student and/or parent(s) after at least three absences, or if student shows signs of nonengagement (e.g., missing assignments, not participating during synchronous learning and/or asynchronous learning for five

days).).

- Online Tutoring, Peer-to-Peer connection/mentoring, Link Crew for 9th grade students, and other interventions are available.

Tier 2 Interventions for Student Engagement:

- If after making individual contact the issue persists, the teacher refers the student to a Case Manager if the student has an IEP, or

Mentor for further follow up.

- Online Tutoring, Peer-to-Peer connection/mentoring, Link Crew for 9th grade students, and other interventions are available.
- Referral to CASSY for social-emotional support.
- Referral to House Admin for students with a 504.
- Referral to Guidance Counselor for all students.

Tier 3 Interventions for Student Engagement:

- If students continue to struggle with online learning an SST can be convened to discuss supports, possible 504 plan, or additional

assessments.

- Students with an IEP will be monitored by the Case Manager and an IEP meeting shall be held to review existing accommodations/modifications to address difficulties with distance learning. Student's Distance Learning Plan will also be discussed and reviewed at an addendum IEP team meeting.
- Referral to CASSY for social-emotional support.
- Referral to NOVA for credit recovery.

Analysis of School Nutrition

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

The LGSUHSD Food Services Department is providing meals daily in a "grab and go" style for students. The Food Services Department is providing additional outreach regarding the availability of meals to students that qualify for Free or Reduced Price meals. The "grab and go" meal service provides a contact free solution during Phase 1 when all students are participating in distance learning. As students begin to return to campus in subsets, a hybrid/blended model, or full time, LGSUHSD will implement a pre-order system for all student meals. This process will allow for needed social distancing and will provide for a contact free meal service as meals will be preordered and pre-paid. The biggest challenges to this is navigating the parameters of food service with social distancing.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Kognito online modules for students and staff	$5,000	$10,395	Yes
Mental Health and Social and Emotional Well-Being	EPOCH online modules for students and staff	$20,000	$16,050	Yes
Mental Health and Social and Emotional Well-Being	HAERT	$5,000	$5,000	Yes

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

There is no is no substantive difference between the overall total budgeted funds and estimated actual expenditures for this activity.

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.

Academic Achievement.
During distance learning, classes were 75 minutes with asynchronous options and additional support offerings. Because of this we know that students have not had the same amount of time in a classroom with hands-on activities, labs, and other learning opportunities. As we look ahead to our regular in-person schedule with 90 minute blocks as we had in previous years, much of the focus, attention and feedback for goals will be around academic achievement including addressing learning loss. As students move through course sequencing and pathways along with preparing for AP exams and next levels of classes, teachers will need to compensate for missed lessons and activities. While teachers made great efforts to support in other ways while virtual, there are skills and curriculum that will need to have a focus because they were missed over this last year. We will continue to focus on this area by 1) developing our graduate profile and strategic plan in order to prepare our students for college, career, and beyond, 2) providing targeted interventions for students who need additional support, 3) providing time for teacher collaboration and professional

development training on implementing the PLC process. The purpose of the PLCs will be to assess student learning including learning loss, align curriculum and identify instructional interventions.

SEL/Connectedness
We used our Wednesday asynchronous days to provide advisory lessons from Kognito, HAERT, and Epoch. This focus on SEL and connectedness with specific lessons on discrimination, harassment, and mental health will continue to be a focus for 2021-2024. While in distance learning we were able to focus on some of these very important conversations but it will be even more important to continue these as we transition to being back in person. We will continue to focus on cultivating a school community that supports mental health and wellbeing as we did in our 2019-20 and 2020-21 LCAP and will ensure that this includes SEL/connectedness (anti discrimination/harassment, mental health, etc). Our student outcomes are focused on academics and supporting the whole student. We have learned throughout 2019-20 and 2020-21 the importance of this support. We will continue to focus support and learning efforts through CASSY services and trainings through Kognito, HAERT, and EPOCH.

Innovation
During the time of Distance Learning from 2020-2021 staff and students used technology and applications in many innovative ways. This has given LGSUHSD an opportunity to implement and utilize a variety of digital options that support students. LGSUHSD wants to build upon this innovation and evaluate the use and implementation of technology and applications as we return to in-person learning. Innovation is not limited to technology. We will also look at innovative programs, practices and pedagogy that has informed shifts and growth. We will focus on the delivery method and publication of content on Canvas. Technology has had a significant impact on student outcomes. Teachers posted course assignments and remote class meeting links using Canvas, our Learning Management System. All coursework due dates and remote meeting times adhered to our traditional school schedule. In order to address concerns regarding quality of instruction, teachers were provided professional development prior to the school year beginning. PD included implementation of Canvas including Canvas norms, utilizing video conferencing tools (Zoom and Google Meet) and other educational technologies that support designing interactive class sessions. Teachers were provided with ongoing support from our teachers on special assignment (TOSAs) and administrators to help continue making the shift in pedagogy from in person instruction to online instruction. As we look to the 21-22 and 23-24 LCAP, we have learned that we must build on this learning that has come from better utilizing our Learning Management System and other technology. These have informed the development of innovative practices. To support all students, we must continue our innovative practices and build on our expansion of usage of Canvas.

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

Academic Achievement Including Learning Loss is one of our goals for the 2021-2024 LCAP.

We will continue to monitor student grades and achievement and will continue to implement our tiered levels of support and intervention with targeted support to address learning loss. Case Carriers and parents will continue to be encouraged to provide input

or express any concerns related to the child's individualized distance learning plan via input to the case manager, other service providers, or by requesting an IEP meeting. The District will also provide individualized tutoring and mentoring for students in need who are struggling and/or homeless, foster youth, English Learners, and low income. For students with disabilities, IEP teams will track and monitor progress on goals/objectives at the end of the first and second grading periods.

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.

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 is no is no substantive difference between the overall total budgeted funds and estimated actual expenditures for this activity.

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.

LGSUHSD's 2019-20 student outcome data informed our 2020-21 LCAP. Due to COVID we were unable to implement our 2020-2021 LCAP as planned and had to pivot to transitioning from in person learning to remote instruction, to hybrid and back to in person. As required, we developed the Local Consolidated Plan (LCP) to outline our goals/actions during this pandemic year. To ensure academic growth for all in 2021-2024 our LCAP we will continue to focus on those areas identified in the 2020-21 LCAP process while continuing actions from our LCP plan that address student learning loss and what we have learned from stakeholder feedback during the 2020-21 school year.

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	717,819.00	823,752.00
LCFF	382,026.00	0.00
LCFF Base	0.00	427,221.00
LCFF Supplemental and Concentration	335,793.00	396,531.00

* 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	717,819.00	823,752.00
1000-1999: Certificated Personnel Salaries	687,819.00	562,995.00
2000-2999: Classified Personnel Salaries	0.00	39,705.00
3000-3999: Employee Benefits	0.00	137,991.00
4000-4999: Books And Supplies	30,000.00	4,815.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	78,246.00

* 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	717,819.00	823,752.00
1000-1999: Certificated Personnel Salaries	LCFF	352,026.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	258,139.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	335,793.00	304,856.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	36,098.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	3,607.00
3000-3999: Employee Benefits	LCFF Base	0.00	68,423.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	69,568.00
4000-4999: Books And Supplies	LCFF	30,000.00	0.00
4000-4999: Books And Supplies	LCFF Base	0.00	4,815.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	59,746.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	18,500.00
			59,746.00
			18,500.00

* 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	530,174.00	632,385.00
Goal 2	160,345.00	163,982.00
Goal 3	27,300.00	27,385.00

* 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	$435,000.00	$426,147.00
Distance Learning Program	$790,000.00	$709,720.00
Pupil Learning Loss	$610,000.00	$772,914.00
Additional Actions and Plan Requirements	$30,000.00	$31,445.00
All Expenditures in Learning Continuity and Attendance Plan	$1,865,000.00	$1,940,226.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$435,000.00	$426,147.00
Distance Learning Program	$490,000.00	$463,464.00
Pupil Learning Loss	$350,000.00	$530,198.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$1,275,000.00	$1,419,809.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$300,000.00	$246,256.00
Pupil Learning Loss	$260,000.00	$242,716.00
Additional Actions and Plan Requirements	$30,000.00	$31,445.00
All Expenditures in Learning Continuity and Attendance Plan	$590,000.00	$520,417.00