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

All students, regardless of race, ethnicity, socio-economic status, or gender will be proficient/advanced and college/career ready upon graduation

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:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1: Basic Services: Highly Qualified Teachers **19-20** 100% of certificated staff will have appropriate credentials for the subject which they are teaching. **Baseline** In 2016-17 834/840 certificated teachers had appropriate credentialing for the subjects which they teach.	In 2019-2020 650/666 (98%) of certificated teachers had appropriate credentialing for the subjects which they teach.
Metric/Indicator Priority 2: Implementation of Common Core State Standards for all students. **19-20** All certificated staff will have access to high quality professional development in delivering instruction aligned with Common Core State Standards. **Baseline**	All certificated staff had access to high quality professional development in delivering instruction aligned with Common Core State Standards.

Expected	Actual
All certificated staff had access to high quality professional development in delivering instruction aligned with Common Core State Standards.	
Metric/Indicator Priority 4: CAASPP ELA AP Pass Rate UC/CSU Eligibility Graduation Rate English Learner Reclassification Rate EAP Ready for College **19-20** Expected outcomes for 2018 CAASPP ELA All Students: 82.8% English Learners: 36.7% Socioeconomically disadvantaged 57% Students with Disabilities 37.7% African Americans: 69.2% Hispanic: 63.8% Advanced Placement Test Passing Rate 100% UC/CSU Eligible 94% Graduation Rate 99.6% English Learner Proficiency 95% English Learner Reclassification Rate 4.46% EAP Ready for College ELA 93.8% Math 78% **Baseline**	Actual Outcomes 2019-2020 No CAASPP Testing was conducted due to COVID-19 and Shelter in Place Advanced Placement Test Passing Rate 92% UC/CSU Eligible 71% Graduation Rate 97.2% English Learner Proficiency 95% English Learner Reclassification Rate 17.9% EAP Ready for College-N/A Actual Outcomes 2018-2019 CAASPP ELA All Students: 79.09% English Learners: 40.8% Socioeconomically disadvantaged 47.92% Students with Disabilities 32.18% African Americans: 53.61% Hispanic: 55.03% Advanced Placement Test Passing Rate 93% UC/CSU Eligible 86.3% Graduation Rate 96.7% English Learner Proficiency 95% English Learner Reclassification Rate 26.8% EAP Ready for College ELA 80.63% Math 67.28%

Expected	Actual
2017 CAASPP ELA All Students: 80.8% (-.2%) English Learners: 31.7% (-3.3%) Socioeconomically disadvantaged 31.4% Students with Disabilities 50.6% African Americans: 63.2% (+5.2%) Hispanic: 57.8% (-2.2%) Advanced Placement Test Passing Rate 94% (+1.7%) UC/CSU Eligible 65.9% Graduation Rate 97.6% (+.7%) English Learner Proficiency 91% (+3.7%) English Learner Reclassification Rate 2.53% EAP Ready for College 87.8% ELA 72% Math	
Metric/Indicator Priority 5: Pupil Engagement Chronic Absenteeism Middle School Dropout Rates High School Dropout Rates High School Graduation Rates **19-20** Chronic Absenteeism 1.2% Middle School Dropout Rates <.01%	Actual Outcomes 2018-2019 Chronic Absenteeism 2.5% Middle School Dropout Rates .01% High School Dropout Rates .3% High School Graduation Rates 96.7%

Expected	Actual
High School Dropout Rates <1% High School Graduation Rates 99.1% **Baseline** 2016-2017 Chronic Absenteeism 3.7% Middle School Dropout Rates .01% High School Dropout Rates 1.4% High School Graduation Rates 97.6%	
19-20	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide all students with highly qualified teachers.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base $52,915,418 Certificated Benefits 3000-3999: Employee Benefits Base $8,683,421	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base $53,440,402 Certificated Benefits 3000-3999: Employee Benefits Base $11,489686
Offer Summer School as an intervention to students who are identified as in need of intervention for students in grades 2-12. Specifically, students who are identified as eligible for Title 1 supports will be invited to attend.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base $144,326 Classified Salaries 2000-2999: Classified Personnel Salaries Base $53,589	Certificated Salaries 0000: Unrestricted Base $193,999 Classified Salaries 2000-2999: Classified Personnel Salaries Base $27,670.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated & Classified Benefits 3000-3999: Employee Benefits Base $23,629	Certificated and Classified Benefits 3000-3999: Employee Benefits Base $40,419
	Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I $57,968	Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I 0
	Certificated Benefits 3000-3999: Employee Benefits Title I $9,513	Certificated Benefits 3000-3999: Employee Benefits Title I 0
	Materials & Supplies 4000-4999: Books And Supplies Base $6,000	Materials and Supplies 4000-4999: Books And Supplies Base $2,665
	Services 5000-5999: Services And Other Operating Expenditures Base $11,860	Services 5000-5999: Services And Other Operating Expenditures Base 2500
This funding has been moved to Goal 5 to provide PIQE for Spanish speaking families at Elementary	None $0	None 0
Provide additional print and online resources for site libraries.	Supplies, Materials and Online Licenses 4000-4999: Books And Supplies Base $61,305	Supplies, Materials and Online Licenses 4000-4999: Books And Supplies Base $61,305
Provide Before and After School Programming including tutoring and homework support and necessary supplies. Students who are English Learners, Socioeconomically Disadvantaged, Homeless or Foster/Kinship will be invited to attend.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $94,504	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $22,424
	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $15,200	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $8,059
	Certificated & Classified Benefits 3000-3999: Employee Benefits Supplemental $31,846	Certificated and Classified Benefits 3000-3999: Employee Benefits Supplemental $4,628
	Materials & Supplies 4000-4999: Books And Supplies Supplemental Carryover $1000	Materials and Supplies 4000-4999: Books And Supplies Supplemental Carryover $2324

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Ascend Math License 4000-4999: Books And Supplies Supplemental $0	Ascend Math License 4000-4999: Books And Supplies Supplemental 0
Fund the position of Extended Day Academic Intervention Program Coordinator oversees the Before & After School Program District-wide, Summer School, District Student Leadership Committee's and the District's Diversity Awareness Programs.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $133,847 Certificated Benefits 3000-3999: Employee Benefits Supplemental $25,807 Materials & Supplies 4000-4999: Books And Supplies Supplemental $2,800	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $22,424 Certificated Benefits 3000-3999: Employee Benefits Supplemental $1,175 Materials and Supplies 4000-4999: Books And Supplies Supplemental $2,141
Fund additional hours for secondary counselors to support students identified as English Learner, Socio economically disadvantaged, homeless or foster/kinship youth. During weekly tutorials, AVID tutors will support middle and high school students enrolled in the AVID elective course by providing direct instructional support to students with assistance from the AVID elective course teacher. LCAP will fund 50% (up to $20,000) of tutor compensation and school sites will fund the remaining dollar amount. Tutor hiring and training is coordinated through our District AVID Lead Teacher who will also oversee recruitment of students from unduplicated students groups.	Certificated Salaries ..32 1000-1999: Certificated Personnel Salaries Supplemental $26,661 Certificated Benefits..32 3000-3999: Employee Benefits Supplemental $3,465 AVID Materials 4000-4999: Books And Supplies Supplemental Carryover $23,500	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $45,530 Certificated Benefits 3000-3999: Employee Benefits Supplemental $9,048 AVID Services 5000-5999: Services And Other Operating Expenditures Supplemental Carryover $16,184
Fund .4 FTE AVID Lead Teacher to support underserved students by providing professional development site-wide.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $35429 Benefits 3000-3999: Employee Benefits Supplemental $11691	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $56,862 Benefits 3000-3999: Employee Benefits Supplemental $2,334
Change from previous year to fund .5 FTE position of Assessment Analyst. This position plans, coordinates, assembles, schedules, processes, verifies, and formats data of student demographic results from standardized and local assessments and administers testing programs; researches, evaluates and analyzes assessment processes and resulting data using statistical measures and research methods; uses a variety of software to complete summaries, reports, and	Classified Salary 2000-2999: Classified Personnel Salaries Supplemental $35,155 Classified Benefits 3000-3999: Employee Benefits Supplemental $15,554	Classified Salary 2000-2999: Classified Personnel Salaries Supplemental $38,379 Classified Benefits 3000-3999: Employee Benefits Supplemental $16,257

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
analyses for sites, administrators, and the Board: designs, prepares, and presents research and evaluative reports on student and program performance; works collaboratively with curriculum, site and other staff to conceptualize, develop, field test and psychometrically evaluate district assessment forms and procedures; conducts program effectiveness research projects. This portion of the position supports identifying specific needs and gaps that exist for students who are English Learners, Socio Economically Disadvantaged, Homeless and Foster Youth.		
Fund College Boot Camp Academy to provide support and preparation for college admission through College Visit Opportunities	Materials & Supplies 4000-4999: Books And Supplies Supplemental Carryover $1,500 Services - Bus 5800: Professional/Consulting Services And Operating Expenditures Supplemental Carryover $8,500	Materials and Supplies 4000-4999: Books And Supplies Supplemental Carryover $0 Services-Transportation 5800: Professional/Consulting Services And Operating Expenditures Supplemental Carryover $0
Fund additional hours for the College and Career Education Specialists to support Tri Valley ROP Program (.5FTE).	Consultant/professional services (Hired through TVROP): 5800: Professional/Consulting Services And Operating Expenditures Supplemental $70,348 Scholarships to take the SAT 5000-5999: Services And Other Operating Expenditures Supplemental $5,000	None 0 None 0
Fund one Media Center Library Technician for the media center at Village Continuation High School to provide extended access for students who are English Learner, Socio-economically Disadvantaged, Foster and Homeless to library resources including Internet.	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $25591 Classified Benefits 3000-3999: Employee Benefits Supplemental $10875	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $25591 Classified Benefits 3000-3999: Employee Benefits Supplemental $10875
Fund fifteen Intervention/Integration Specialist Positions as follows: Elementary Intervention Specialists	General Fund Salaries 1000-1999: Certificated Personnel Salaries Base $234618	General Fund Salaries 1000-1999: Certificated Personnel Salaries Base 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Nine (1 FTE) General TOSA's (Teacher on Special Assignment) (TK-5 Intervention Specialist) Focus: Core Academic Program, ELD (English Language Development), RTI2 (Response to Instruction and Intervention) The FTE for Secondary Intervention Specialists has been increased to 1.0 for each school. Secondary Intervention Specialists Five (5 FTE) General TOSA's (6-12 Intervention Specialist) 1.0 FTE at each Middle School 1.0 FTE at AVHS, FHS Focus: ELD, RTI2 Secondary Integration Specialists 1.0 FTE 6-12 Math Integration Specialist	General Fund Benefits 3000-3999: Employee Benefits Base $100551 LCAP Supplemental Funding Salaries 1000-1999: Certificated Personnel Salaries Supplemental $570,000 LCAP Supplemental Funding Benefits 3000-3999: Employee Benefits Supplemental $280,000 Title 1 1000-1999: Certificated Personnel Salaries Title I $27,400 Title 1 3000-3999: Employee Benefits Title I $13,700 Pleasanton Partnerships in Education, PPIE 3000-3999: Employee Benefits Other Local Funding $168,000 Pleasanton Partnerships in Education, PPIE 3000-3999: Employee Benefits Other Local Funding $72000 Certificated Salary 1000-1999: Certificated Personnel Salaries Low Performing Students Block Grant $47,000 Certificated Benefits 3000-3999: Employee Benefits Low Performing Students Block Grant $23,000	General Fund Benefits 3000-3999: Employee Benefits Base 0 LCAP Supplemental Funding Salaries 1000-1999: Certificated Personnel Salaries Supplemental $921,786 LCAP Supplemental Funding Benefits 3000-3999: Employee Benefits Supplemental $201,156 Title 1 1000-1999: Certificated Personnel Salaries Title I $27,400 Title 1 3000-3999: Employee Benefits Title I $13,700 Pleasanton Partnerships in Education, PPIE 3000-3999: Employee Benefits Other Local Funding $168,000 Pleasanton Partnerships in Education, PPIE 3000-3999: Employee Benefits Other Local Funding $72,000 Certificated Salaries 1000-1999: Certificated Personnel Salaries Low Performing Students Block Grant $156711.56 Certificated Benefits 3000-3999: Employee Benefits Low Performing Students Block Grant $32,103
Fund additional sections at Secondary Schools for ELD and Sheltered classes to support English Learners.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $513378	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $205,165

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Benefits 3000-3999: Employee Benefits Supplemental $90390	Benefits 3000-3999: Employee Benefits Supplemental $102,582
Fund School Site Based Paraprofessionals known as Reading/English Learner Support Specialists who provide Response to Intervention 2 Tier 2 and Tier 3 Interventions under the supervision and support of Intervention Specialists, classroom teacher and Site Administrator.	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $223,460 Benefits 3000-3999: Employee Benefits Supplemental $99122	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $254,636 Benefits 3000-3999: Employee Benefits Supplemental $75,688
Provide supplemental instructional resources for English Learners to support English Language Proficiency	Print and online resources for ELD 4000-4999: Books And Supplies Supplemental $32,109	Print and online resources for ELD 4000-4999: Books And Supplies Supplemental $12,463
The position of English Learner Coach has been eliminated and funding has been reallocated to accommodate the site based Intervention Specialist model.	None $0	None $0
Fund Coordinator, Language Acquisition with primary responsibility for providing leadership and direction for districtwide services that are designed for students whose needs are not being met in the traditionally structured schools who are English Learners, Socio-economically Disadvantaged, Homeless or Foster Youth.	Salary 1000-1999: Certificated Personnel Salaries Supplemental $130,000 Benefits 3000-3999: Employee Benefits Supplemental $32,000	Salary 1000-1999: Certificated Personnel Salaries Supplemental $58,676 Benefits 3000-3999: Employee Benefits Supplemental $29,338
PUSD Adult Education Department will contract with City of Pleasanton to provide Summer Afternoon Camp, Summer STEAM Camp & other Enrichment Classes, for Summer 2019 primarily for unduplicated students	Contracts with City of Pleasanton for summer camp opportunities 5800: Professional/Consulting Services And Operating Expenditures Supplemental $23,270	Contracts with City of Pleasanton for summer camp opportunities 5800: Professional/Consulting Services And Operating Expenditures Supplemental $23,270
District Career Readiness Specialist (.3 FTE) will provide direct service to school sites and students to support career readiness activities and the various college entrance assessments. This position will support site staff as needed during college entrance exam administration with particular attention to the participation of students from the unduplicated (Language Learners, Socioeconomically disadvantaged, Foster/Kinship, and students with special needs) group.	District Career Readiness Specialist.3 FTE 1000-1999: Certificated Personnel Salaries Supplemental $25,000 District Career Readiness Specialist .3 FTE 3000-3999: Employee Benefits Supplemental $15,000	Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental $33,886 Certificated Salary 3000-3999: Employee Benefits Supplemental $7,368

Goal Analysis

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

All actions and services described above were implemented in 2019-2020. Only Before and Afterschool Programming was interrupted due to COVID19. In addition, the position of Coordinator of Language Acquisition was hired in January, which impeded the work of increased supports for English Learners. Funds that were not implemented due to COVID 19 were carried over to be used in subsequent years.

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

Successes:
The personnel provided through Goal 1 was instrumental in supporting our district as we pivoted to adapt to the statewide Shelter in Place which began on March 13, 2020. The Intervention and Integration Specialists provided critically needed content lessons for our students that could be delivered in a remote learning environment. In the week following the Shelter in Place announcement, teachers had time to plan and prepare for the coming shift to remote learning. During that time, the Integration Specialists created a week long professional development series that reviewed previously introduced digital resources and gave tips and tricks for teachers making the shift to instruction fully online. Other positions, including counselors, ELD teachers, Coordinator of Language Acquisition, Assessment Analyst, District College and Career Readiness Specialist and Reading Intervention Support Specialists continued to fulfill their duties, going above and beyond to support students and families in adjusting to a very different learning environment.

Challenges:
The greatest challenge was to maintain communication with students and families with limited technology resources, including connectivity and to assist in making the shift to a remote learning environment. Once the Shelter in Place had been implemented, PUSD needed to shift the summer school model to a remote learning environment which presented a challenge to adapt the program already planned to a very different delivery model.

Goal 2

We will optimize student learning by utilizing innovative technologies.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 2: California State Standards Implementation **19-20** 2019 ELA- Met or exceeded All Students: 82.9% English Learners: 40.7% Socioeconomically Disadvantaged: 54% Students with Disabilities: 39.1% Math All Students: 82% English Learners: 50.5% Socioeconomically Disadvantaged: 47.7% Students with Disabilities: 37.4%	District Literacy Assessments were not administered in Spring 2020 due to COVID 19 and Shelter in Place. These are one on one assessments, which we were not able to replicate in the Spring. Actual Outcomes 2020 No CAASPP Testing was conducted due to COVID-19 and Shelter in Place Advanced Placement Test Passing Rate 92% UC/CSU Eligible 71% Graduation Rate 97.2% English Learner Proficiency 95% English Learner Reclassification Rate 17.9% EAP Ready for College-N/A 2019 CAASPP ELA All Students: 79.09% English Learners: 40.8% Socioeconomically disadvantaged 47.92% Students with Disabilities 32.18%

Expected	Actual
Baseline Measurable Outcomes 2017 Baseline District Literacy Assessment Fluency Screener Grade 3 All Students 88.6% English Learners: 67% Socioeconomically Disadvantaged 67.7 Homeless .1% Students with Disabilities 61.4% African American: 62.5% Hispanic/Latino: 77.5%	Math All Students: 75.03% English Learners: 50.85% Socioeconomically Disadvantaged: 42.29% Students with Disabilities: 26.41% Advanced Placement Test Passing Rate 93% UC/CSU Eligible 86.3% Graduation Rate 96.7% English Learner Proficiency 95% English Learner Reclassification Rate 26.8% EAP Ready for College ELA 80.63% Math 67.28%
Metric/Indicator Priority 5: Graduation Rates Middle School Dropout Rates High School Dropout Rates **19-20** 2019 Graduation Rate Students: 98.7% English Learners:98.5% Socioeconomically Disadvantaged:97.4% Students with Disabilities: 88.51% Middle School Dropout Rates <.01% High School Dropout Rates <1% **Baseline** California Accountability Dashboard-Graduation Rate All Students: 96.9%	2020 Graduation Rate Students: 97.2% English Learners:88.6% Socioeconomically Disadvantaged: 88.7% Students with Disabilities: 84.6% Middle School Dropout Rates .01% High School Dropout Rates .9% 2019 Graduation Rate Students: 96.7% English Learners:85.5% Socioeconomically Disadvantaged: 92.1% Students with Disabilities: 83.5% Middle School Dropout Rates .01% High School Dropout Rates .3%

Expected	Actual
English Learners: 87.3% Socioeconomically Disadvantaged 84.2% Students with Disabilities: 85.2% Middle School Dropout Rates .01% High School Dropout Rates 1.8%	
Metric/Indicator Priority 4: California State Standard Implementation **19-20** 2019 ELA- Met or exceeded All Students: 82.9% English Learners: 40.7% Socioeconomically Disadvantaged: 54% Students with Disabilities: 39.1% Math All Students: 82% English Learners: 50.5% Socioeconomically Disadvantaged: 47.7% Students with Disabilities: 37.4% **Baseline** Smarter Balanced Results 2017 Baseline ELA- Met or exceeded All Students: 82.8 English Learners: 32.7% Socioeconomically Disadvantaged: 52% Students with Disabilities: 31.36% Math All Students: 76% English Learners: 44.5% Socioeconomically Disadvantaged: 41.7%	Actual Outcomes 2020 No CAASPP Testing was conducted due to COVID-19 and Shelter in Place 2019 CAASPP ELA All Students: 79.09% English Learners: 40.8% Socioeconomically disadvantaged 47.92% Students with Disabilities 32.18% Math All Students: 75.03% English Learners: 50.85% Socioeconomically Disadvantaged: 42.29% Students with Disabilities: 26.41%

Expected	Actual
Students with Disabilities: 31.4%	
Metric/Indicator Priority 5: Suspension Rate Expulsion Rate **19-20** 2019 All Students: <.8% English Learners: <.4% Socioeconomically Disadvantaged: 5.7% Students with Disabilities 6.2% Expulsion Rate: <.04%. **Baseline** Suspension Rate All Students:2.3% English Learners: 1.4% Socioeconomically Disadvantaged:5.7% Students with Disabilities: 7.5% Expulsion Rate: .04%	Actual Outcomes 2020 Suspension Rate All Students: 1.8% English Learners: 1.6% Socioeconomically Disadvantaged: 4.9% Students with Disabilities 5.1% Expulsion Rate: <.1%. 2019 Suspension Rate All Students: 1.9% English Learners: 1.3% Socioeconomically Disadvantaged: 5% Students with Disabilities 6.2% Expulsion Rate: <.04%.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Fund Technology Integration Specialists to provide support to teachers, classified instructional staff and students as we continue to shift to the 21st Century blended learning approach of instruction. This will support and expand Career Education and work based learning across content areas.	Certificated Salaries 1000-1999: Certificated Personnel Salaries California Career Pathways Trust $199,377 Certificated Benefits 3000-3999: Employee Benefits California Career Pathways Trust $32,717	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $215,032 Certificated Benefits 3000-3999: Employee Benefits Supplemental $44,999

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain the district educational intelligence platform, Illuminate, which provides access to up to date assessment and demographic data through an interactive platform.	Operating Expense License 5800: Professional/Consulting Services And Operating Expenditures Base $90,000	Operating Expense License 5800: Professional/Consulting Services And Operating Expenditures Base $95,709
Fund Assessment Facilitators who will provide ongoing professional development and support at all school sites in the use of formative and summative assessment. They will accomplish this through the use of the district educational intelligence platform, Illuminate Education. Each school will have at least two facilitators assigned to be paid at the hourly rate. The amount of funding for this has been reduced to reflect the integration of Illuminate into the regular usage at school sites.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base $1,000 Certificated Benefits 3000-3999: Employee Benefits Base $300 Supplies 4000-4999: Books And Supplies Base $1000	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base $0 Certificated Benefits 3000-3999: Employee Benefits Base $0 Supplies 4000-4999: Books And Supplies Base $0
Continue to fund the LCAP Device Loaner Program for low income students and families in order to ensure that all students have access to internet technology and devices including parent/guardian training as needed. Funding will be used for internet plans instead of devices. Parent/guardian training is no longer needed for this program	Equipment and Services 5000-5999: Services And Other Operating Expenditures Supplemental $58,279	Equipment and Services 5000-5999: Services And Other Operating Expenditures Supplemental $72,806
Maintain funding for Project Lead the Way at all high schools.students. Sections will be offered in Engineering, Computer Science, and Bio Medical Science. This will support and expand Career Education and work based learning across content areas.	Equipment, Materials and Supplies 4000-4999: Books And Supplies Base $51,000 Equipment, Materials and Supplies 5000-5999: Services And Other Operating Expenditures Base $19295	Equipment, Materials and Supplies 4000-4999: Books And Supplies Base $37,065 Equipment, Materials and Supplies 5000-5999: Services And Other Operating Expenditures Base $24,169
Maintain funding for Gateway to Technology at all three middle schools which will be offered as an elective within the Elective Wheel. Students will have opportunities to explore coding and robotics, flight and space, and DNA and crime scene analysis through the use of technology.	Equipment, Materials and Supplies 4000-4999: Books And Supplies Base $4,500 Operating Expense (License): 5800: Professional/Consulting Services And Operating Expenditures Base $2,250	Equipment, Materials and Supplies 4000-4999: Books And Supplies Base $1,936 Operating Expense (License): 5800: Professional/Consulting Services And Operating Expenditures Base $0
Maintain funding for Project Lead the Way at six elementary schools as part of an enrichment model to engage students in using technology to become problem solvers and learn to collaborate with peers.	Equipment, Materials and Supplies 4000-4999: Books And Supplies Base $28,000	Equipment, Materials and Supplies 4000-4999: Books And Supplies Base $45,978

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Operating Expense (License): 5800: Professional/Consulting Services And Operating Expenditures Base $5250	Operating Expense (License): 5800: Professional/Consulting Services And Operating Expenditures Base $0.00
Maintain Naviance program at two comprehensive high schools to students in selecting college and career pathways based upon student skills and interests. Additional funding will provide access for unduplicated students who will be supported by the District Career Readiness Specialist.	Operating Expenses 5800: Professional/Consulting Services And Operating Expenditures Base $11,723 Operating Expenses 5000-5999: Services And Other Operating Expenditures Other Local Funding $15,000 Naviance Licenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental $9484	Operating Expense 5800: Professional/Consulting Services And Operating Expenditures Base $2,250 Operating Expense 5000-5999: Services And Other Operating Expenditures Base $19,101 Naviance Licenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental $9,485
This action has been incorporated in Goal 5 to align with Parent/Family Engagement outcomes.		
PUSD strongly supports a robust and comprehensive college and career programs for our students, while maintaining relevant Career Technical Education (CTE) courses, pathways and middle college, supported by a commitment to the joint powers agreement with Tri-Valley Regional Occupation Programs.	Tri Valley ROP Partnership 5800: Professional/Consulting Services And Operating Expenditures Carl D. Perkins Career and Technical Education $37000	Tri Valley ROP Partnership 5800: Professional/Consulting Services And Operating Expenditures Carl D. Perkins Career and Technical Education $20,110

Goal Analysis

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

All Actions/Services were implemented during 2019-2020 as described. Due to COVID19 and the Governor's Order to Shelter in Place issued on March 19, 2020, all instruction was delivered in a remote format.

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

LCAP Goal 2 is highly aligned to the shift to a remote learning environment. The actions and services provided in this goal facilitated our ability to support our students.
Successes:
Using funding from LCAP for our high needs students we were able to provide much needed technology including chromebooks and hot spots to all students who did not have a device.
Integration Specialists provided a full week of technology based professional development that could be accessed both synchronously and asynchronously for all staff, both certificated and classified to become reacquainted with previously provided PD on available technology resources. This PD continued throughout the rest of the school year, and the Integration Specialists also provided countless hours of individual coaching and support for staff needing more targeted PD.
Challenges:
Outreach and communication to families with limited technology, connectivity, technological experience continued to be challenging in providing instruction/remediation for students and communication to families

Goal 3

Every student will feel safe, respected, and enjoy positive connections.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 4: California State Standards Implementation-Smarter Balanced Assessment **19-20** 2019 Smarter Balanced Assessment ELA- Met or exceeded All Students: 82.9% English Learners: 40.7% Socioeconomically Disadvantaged: 54% Students with Disabilities: 39.1% Math All Students: 82% English Learners: 50.5% Socioeconomically Disadvantaged: 47.7% Students with Disabilities: 37.4%	Actual Outcomes 2020 No CAASPP Testing was conducted due to COVID-19 and Shelter in Place

Expected	Actual
Baseline Smarter Balanced Assessment ELA- Met or exceeded All Students: 84.8 English Learners: 34.7% Socioeconomically Disadvantaged: 54% Students with Disabilities: 33.3% Math All Students: 78% English Learners: 46.5% Socioeconomically Disadvantaged: 43.7% Students with Disabilities: 33.4%	
Metric/Indicator Priority 5: Pupil Engagement-Chronic Absenteeism **19-20** Chronic Absenteeism All Students: 1.9% African American: 7.0% Hispanic/Latino: 4.3% **Baseline** Chronic Absenteeism All Students: 3.7% African American: 9.7% Hispanic/Latino: 5.8%	Due to COVID19 and in alignment with Senate Bill 117 ADA for SY2019-2020, only includes all full school months from July 1, 2019, to February 29, 2020, inclusive. All Students: 3.62% African American: 5.8% Hispanic/Latino: 5.85%
Metric/Indicator Priority 6: School Climate Suspensions Expulsions	Actual Outcomes 2020 Suspension Rate All Students: 1.8% English Learners: 1.6%

Expected	Actual
19-20 2020 All Students: .7% English Learners: >.4% Socioeconomically Disadvantaged: 1.7% Students with Disabilities 5.2% Expulsions: <.04% **Baseline** 2017 All Students:2.3% English Learners: 1.4% Socioeconomically Disadvantaged:5.7% Students with Disabilities: 7.5% Expulsions: .04%	Socioeconomically Disadvantaged: 4.9% Students with Disabilities 5.1% Expulsion Rate: <.1%.
Metric/Indicator School Climate- Elementary California Healthy Kids Survey **19-20** Key indicators of School Climate and Well Being - Elementary School Engagement and Supports: Success: School Connectedness 94% Challenge: Meaningful Participation 35% School Safety Success: Feel Safe at School 94% Challenge: Been called names 25% Disciplinary Environment Success: Students Treated with Respect 99% Challenge Students Treated Fairly 780%	Actual Outcomes 2019-2020 (administered in November 2019) Key indicators of School Climate and Well Being-Elementary School Engagement and Supports: School Connectedness 80% Meaningful Participation 43% School Safety Feel Safe at School 89% Been called names 40% Disciplinary Environment Success: Students Treated with Respect 91% Challenge Students Treated Fairly 67% Lifetime Substance Use Alcohol or Drug Abuse 14% (E-) Cigarette 0%

Expected	Actual
Lifetime Substance Use Alcohol or Drug Abuse 10% (E-) Cigarette 1% **Baseline** Key indicators of School Climate and Well Being School Engagement and Supports: Success: School Connectedness 73% Challenge: Meaningful Participation 20 School Safety Success: Feel Safe at School 90% Challenge: Been called names 40% Disciplinary Environment Success: Students Treated with Respect 93% Challenge: Students Treated Fairly 65% Lifetime Substance Use Alcohol or Drug Abuse 16% (E-) Cigarette 1%	
Metric/Indicator School Climate-California Healthy Kids Survey-Secondary **19-20** Key indicators of School Climate and Well Being- Secondary School Engagement and Supports Overall: Low chronic truancy (self-reported) Success: High Expectations Grade 7-50%, Grade 9-38%, Grade 11-35% Challenge: Meaningful participation Grade 7-25%, Grade 9-25%, Grade 11-23%	Key indicators of School Climate and Well Being- Secondary School Engagement and Supports Overall: Low chronic truancy (self-reported) High Expectations Grade 7-82%, Grade 9-74%, Grade 11-73% Meaningful participation Grade 7-39%, Grade 9-33%, Grade 11-30% School Safety and Substance Use School Perceived as very safe or safe

Expected	Actual
School Safety and Substance Use Success: School Perceived as very safe or safe Grade 7-84%, Grade 9-81%, Grade 11-82% Challenge: Experienced harassment or bullying Grade 7-20%, Grade 9-25%, Grade 11-19% Mental and Physical Health Success: in 7th and 9th grade low instances of alcohol and tobacco use Challenge: alcohol (19%) and e-cigarette use (15%) in 11th grade and high rates of sadness/hopelessness (12-26%) **Baseline** School Engagement and Supports Overall: Low chronic truancy (self-reported) Success: High Expectations Grade 7-69%, Grade 9-35%, Grade 11-50% Challenge: Meaningful participation Grade 7-26%, Grade 9-23%, Grade 11-22% School Safety and Substance Use Success: School Perceived as very safe or safe Grade 7-86%, Grade 9-82%, Grade 11-88% Challenge: Experienced harassment or bullying Grade 7-29%, Grade 9-30%, Grade 11-26% Mental and Physical Health Success: in 7th and 9th grade alcohol 2%, 8% and tobacco use 0%, 1% Challenge: in 11th grade ialcohol 26% and e-cigarette use 25% and high rates of sadness/hopelessness (15-26%)	Grade 7-73%, Grade 9-73%, Grade 11-70% Experienced harassment or bullying Grade 7-28%, Grade 9-27%, Grade 11-25% Mental and Physical Health Success: in 7th and 9th grade low instances of alcohol and tobacco use Challenge: alcohol (22%) and e-cigarette use (13%) in 11th grade and high rates of sadness/hopelessness (12-34%)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The position has been eliminated and funding has been moved to Intervention Specialists in Goal 1.	$0 $0 $0	
Due to increased participation of unduplicated students across the district, it is necessary to Increase funding to support the goals of the Mariachi Afterschool Program which will provide enrichment and intervention for students, as well as parent engagement opportunities This funding will also be used to purchase instruments for students to borrow in order to participate in the Mariachi Afterschool Program. (Program 0128)	Operating Expense (Lease) 5800: Professional/Consulting Services And Operating Expenditures Supplemental $70,925 Supplies and Materials 4000-4999: Books And Supplies Supplemental Carryover $29,397	Operating Expense (Lease) 5800: Professional/Consulting Services And Operating Expenditures Supplemental $100,675 Supplies and Materials 4000-4999: Books And Supplies Supplemental Carryover $10,007
This Action/Service has been moved to Goal 4 which provides professional development for staff.		
Maintain the position of Youth Development Specialist to support the needs of Foster Youth/Kinship students by connecting them with needed wraparound services and function as a liaison between families and schools. Additional funding will support programs and supplies for Foster/Kinship youth and families. (Program (0670)	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $70,504 Classified Benefits 3000-3999: Employee Benefits Supplemental $29,356 Supplies 4000-4999: Books And Supplies Supplemental $13,000	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $76,842 Classified Benefits 3000-3999: Employee Benefits Supplemental $33,141 Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental $11,855
Provide transportation to allow student participation in after-school support and enrichment opportunities by funding a second bus route from Foothill High School later in the afternoon. This route will run about one to one and a half hours after the end of the school day so that students who lack transportation can stay after school for tutoring, clubs and sports.	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $8,070 Classified Benefits 3000-3999: Employee Benefits Supplemental $1,930	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $0 Classified Benefits 3000-3999: Employee Benefits Supplemental $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Materials and Supplies 4000-4999: Books And Supplies Supplemental Carryover $5,000	Materials and Supplies 4000-4999: Books And Supplies Supplemental Carryover $0
This action has been moved from Goal 5 to indicate its contribution to support for safe and supportive learning environments. The number of Social Workers funded has been increased from one to three. Fund three Social Workers regarding services needed to support education for their child or themselves, one who is a Spanish-Speaking Social Worker to facilitate communication with Spanish language families.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $246,375 Certificated Benefits 3000-3999: Employee Benefits Supplemental $40,434	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $268,057 Certificated Benefits 3000-3999: Employee Benefits Supplemental $58,564
Fund additional .75 FTE Child Welfare Attendance Specialist (Title 4 and LCAP) to address issues of chronic absenteeism for unduplicated students.	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $31490 Classified Benefits 3000-3999: Employee Benefits Supplemental $15510 Classified Salaries 2000-2999: Classified Personnel Salaries Title IV $12060 Classified Benefits 3000-3999: Employee Benefits Title IV $5940	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $35,397 Classified Benefits 3000-3999: Employee Benefits Supplemental $11,007 Classified Salaries 2000-2999: Classified Personnel Salaries Title IV $0 Classified Benefits 3000-3999: Employee Benefits Title IV $0

Goal Analysis

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

Due to COVID 19 and the Shelter in Place implemented across California, the PUSD Mariachi Program was suspended beginning in March 2020. These funds were carried over to be able to support the program in 2020-2021 as possible. In addition, transportation services provided through supplemental funding for High School students were suspended due to the Shelter in Place and remote learning. These funds were carried over to support the program in 2020-2021. Title 4 allocation was used for a different purpose due to need for technology supports for students during the pandemic and remote learning.

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

Successes:
*The increase in Social Workers in PUSD proved to be a prescient move on our part as the outreach and resources that they provide have been invaluable to our families and students during the critical initial months of the global pandemic. This unprecedented crisis resulted in a move to remote learning and a social and environmental impact that has significantly affected our community. Fortunately, our District Social Workers were in place and available to provide much needed support.
*Our Youth Development Specialist already had a positive and supportive relationship with our Foster and Kinship youth and families and was able to leverage that relationship to anticipate needs and challenges for this vulnerable student group.
*The Child Attendance Specialist position provided resources as well to identify and connect with students and families who were affected by the Shelter in Place and would otherwise have been unaccounted for in our attendance during remote learning

Challenges:
*The sudden shift from in person, at school instruction created an increase in stress and an immediate need for mental health resources and supports
*At the same time, it was more difficult to identify students and families in crisis
*District resources, including district and site administrators, social workers, teachers, support staff all needed to take on additional responsibilities to establish, maintain and increase communication with our families and students as our community met the daily challenges and changes of the pandemic
*The sudden and unpredictable changes and impacts of the pandemic also resulted in increased stress and isolation for our staff, who also needed access to social emotional and mental health supports

Goal 4

All teachers and classified instructional staff will have an opportunity to receive training and support in order to deliver high-quality instruction and progress toward full implementation of the CA Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and how to support language acquisition by implementing ELD standards in both designated and integrated approaches across all curricular subjects.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 5: Pupil Engagement California State Standards **19-20** 2020 Chronic Absenteeism All Students: 1.7% African American: 5% Hispanic/Latino: 2.3%	Due to COVID19 and in alignment with Senate Bill 117 ADA for SY2019-2020 only includes all full school months from July 1, 2019, to February 29, 2020, inclusive. All Students: 3.62% African American: 5.8% Hispanic/Latino: 5.85%

Expected	Actual
Baseline 2017 Chronic Absenteeism All Students: 3.7% African American: 9.7% Hispanic/Latino: 5.8%	
Metric/Indicator Priority 6: School Climate **19-20** 2020 Suspension Rate All Students: .7% English Learners: >.4% Socioeconomically Disadvantaged: 1.7% Students with Disabilities 5.2% Expulsions: <.04% **Baseline** 2017 Suspension Rate All Students:2.3% English Learners: 1.4% Socioeconomically Disadvantaged:5.7% Students with Disabilities: 7.5% Expulsions: .04%	Actual Outcomes 2020 Suspension Rate All Students: 1.8% English Learners: 1.6% Socioeconomically Disadvantaged: 4.9% Students with Disabilities 5.1% Expulsion Rate: <.1%.
Metric/Indicator Priority 4: Pupil Achievement **19-20** 2020 CAASPP ELA- Met or exceeded All Students: 84%	Actual Outcomes 2019-2020 No CAASPP Testing was conducted due to COVID-19 and Shelter in Place Advanced Placement Test Passing Rate 92% UC/CSU Eligible 71%

Expected	Actual
English Learners: 42.7% Socioeconomically Disadvantaged: 56% Students with Disabilities: 41.2% Math All Students: 80.9% English Learners: 57.5% Socioeconomically Disadvantaged: 44.9% Students with Disabilities: 31.0% Advanced Placement Test Passing Rate 98% UC/CSU Eligible 74.3% Graduation Rate 98.8% English Learner Proficiency 95% English Learner Reclassification Rate 16.7% EAP Ready for College ELA 93.8% Math 78% **Baseline** Baseline 2017 CAASPP ELA All Students: 80.8% (-.2%) English Learners: 31.7% (-3.3%) Socioeconomically disadvantaged Students with Disabilities African Americans: 63.2% (+5.2%) Hispanic: 57.8% (-2.2%) Advanced Placement Test Passing Rate 94% (+1.7%)	Graduation Rate 97.2% English Learner Proficiency 95% English Learner Reclassification Rate 17.9% EAP Ready for College-N/A

Expected	Actual
UC/CSU Eligible 88% Graduation Rate 97.6% (+.7%) English Learner Proficiency 91% (+3.7%) English Learner Reclassification Rate 2.53% EAP Ready for College 87.8% ELA 72% Math	
Metric/Indicator Priority 2: California State Standards Implementation **19-20** 2019 CAASPP ELA- Met or exceeded All Students: 84.9% English Learners: 42.7% Socioeconomically Disadvantaged: 56% Students with Disabilities: 41.1% Math All Students: 84% English Learners: 52.5% Socioeconomically Disadvantaged: 49.7% Students with Disabilities: 39.4% **Baseline** 2017 CAASPP ELA All Students: 80.8% (-.2%)	Actual Outcomes 2019-2020 No CAASPP Testing was conducted due to COVID-19 and Shelter in Place

Expected	Actual
English Learners: 31.7% (-3.3%) Socioeconomically disadvantaged 31.4% Students with Disabilities 50.6% African Americans: 63.2% (+5.2%) Hispanic: 57.8% (-2.2%)	
Metric/Indicator Priority 7: Access to Broad Course of Study **19-20** 100% of all students will have access to a Broad Course of Study during the school day Grades 6-8 and 10 have one to one chrome book and technology access. CTE Enrollment-1826 students EL 7.45% SED 12.16% SWD 10.74% A-G Met all requirements: All students 72.44% English Learners 17.33% Stds w/Disabilities 10.67% SED 41.5% 12 Grade ELA Course Enrollment 6.09% English Learners 11.50% SED 7.49% SWD **Baseline** No data	Actual Outcomes in 2020 100% of all students had access to a Broad Course of Study during the school day Grades 6-8 and 10 had one to one chrome book and technology access. CTE Enrollment- Due to COVID 19 this information is not available for 2020 A-G Met all requirements: All students 73% English Learners 22.4% Stds w/Disabilities 12.5% SED 44.4% 12 Grade ELA Course Enrollment 6.98% English Learners 12.32% SED 8.22% SWD

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Fund professional development opportunities for Certificated Staff to increase their efficacy and proficiency in being able to provide instruction in Common Core State Standards in ELA, Math, NGSS and English Language Development and implement the RTI2/PBIS/MTSS model.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental Carryover $98,799 Certificated Benefits 3000-3999: Employee Benefits Supplemental Carryover $19,324 Certificated Salaries 1000-1999: Certificated Personnel Salaries Other Local Funding $103,084 Certificated Benefits 3000-3999: Employee Benefits Other Local Funding $16,916	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental Carryover $8112 Certificated Benefits 3000-3999: Employee Benefits Supplemental Carryover $2677 Certificated Salaries 1000-1999: Certificated Personnel Salaries Other Local Funding $0 Certificated Benefits 3000-3999: Employee Benefits Other Local Funding $0
Fund professional development opportunities for Certificated and Classified Staff to increase their efficacy and proficiency in being able to provide instruction for English Learners, students who are socio economically disadvantaged, homeless or foster youth in Common Core State Standards in ELA, Math, NGSS, English Language Development and Career Technical Education.	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental $461,528	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental $135,036
Fund additional hours for TK-12 general education certificated staff to collaborate in Professional Learning Communities with the goal of developing instructional coherence across the grade level and department during adjunct hours (outside of the work day). This time will be spent on teacher collaboration to develop units and assessments aligned with the District Strategic Goals and develop targeted RTI2 plans for English Learners and students scoring below standards on CAASPP or PUSD district assessments. Teachers will not create logs of adjunct hours for collaboration. Instead, this action has been modified to allow schools to use this funding for release time, substitute pay and professional development opportunities.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental Carryover $200,000 Certificated Benefits 3000-3999: Employee Benefits Supplemental Carryover $86,312	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental Carryover $10,422 Certificated Benefits 3000-3999: Employee Benefits Supplemental Carryover $7,468

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Fund professional development opportunities for Certificated and Classified Staff to increase their efficacy and proficiency in being able to align instruction with best practices in RTI, PBIS and MTSS with an emphasis on culturally relevant pedagogy and the development of cultural competency, ie. that meets the social, cultural, and linguistic needs of students and families, with attention to students who are socio economically disadvantaged, English Learners, Foster or Homeless.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base $470,699 Classified Salaries 2000-2999: Classified Personnel Salaries Base $3,130 Certificated and Classified Benefits 3000-3999: Employee Benefits Base $92,104 5000-5999: Services And Other Operating Expenditures Base $135,719	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base $365,551 Classified Salaries 2000-2999: Classified Personnel Salaries Base $16,246 Certificated and Classified Benefits 3000-3999: Employee Benefits Base $44,562 5000-5999: Services And Other Operating Expenditures Base $16,216
This Action to provide Additional teachers and sections provided to sites to support smaller class sizes at the secondary sites for English Learner classes has been moved to Goal 1 to align with services to meet academic outcomes.	$0 $0 $0	$0 $0 $0
This Action to provide Reading/English Learner (EL) Support Paraprofessionals to support English Learners and Underserved students at the elementary level has been moved to Goal 1 to align with services to meet academic outcomes.	$0 $0	$0 $0
This Action to provide curriculum resources for EL has been moved to Goal 1 to align with services to meet academic outcomes.	$0	$0

Goal Analysis

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

All actions and services were implemented as described with the exception of funding additional hours for TK-12 general education certificated staff to collaborate in Professional Learning Communities. These are school site allocated funds and sites were not able to implement their PD plan due to COVID 19 and Shelter in Place. Many schools had planned off site PD through conferences which were cancelled. While conferences were not possible, collaboration took place during the work day, due to reduced school schedules beginning in March. In addition, hourly pay for PD Opportunities did take place through job embedded release days as described in

Action 1 were funded through the unrestricted General Fund instead of using Supplemental LCAP funds. This will be corrected moving forward. Job embedded release days were suspended in March due to COVID 19 and Shelter in Place.

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

Successes:
*All certificated and classified staff had access to high quality professional development through multiple formats, including Job-Embedded release days for PD about English Language Development, Assessment and Essential Standards.
*Teachers were also able to participate in self-directed PD and could choose from a wide variety of topics and formats to promote their own professional development.
*The sudden shift to remote learning created an opportunity to provide technology related Professional Development during the week following the move to Shelter in Place. This PD was planned by the four district Integration Specialists and could be accessed both synchronously and asynchronously.
Challenges:
*The instructional calendar for 2019-2020 only provided for two mandatory Professional Development days, one in August and one in November which made it difficult to promote consistent and collaborative practices across elementary and secondary levels and across school sites.
*Due to the Shelter in Place school sites were not able to implement planned actions for collaboration including for release time, substitute pay and professional development opportunities.

Goal 5

Parents/Guardians will develop a deeper understanding of the educational system and the decision making process of the Local Control Accountability Plan so that they can provide support for their children as they learn the CCSS & NGSS standards in the 21st Century classroom.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3: Parent Engagement-Efforts to seek parent input and decision making. **19-20** Local Control Accountability Council (LCAC) Maintain Monthly Meetings and 50%+ Parent Participation Gather, disaggregate by program (ie. SED, EL, SWD, HL or FY) analyze and incorporate into the LCAP development process using quantitative and qualitative pre and post survey results. Increase outreach to families of students with exceptional needs through partnership with Student Services and SPED.	Local Control Accountability Council (LCAC) meetings were held each month with the exception of March due to the pandemic with 50%+ Parent/Community Participation. 12 Parent and Community Members 1 California State Education Association Classified member 3 Association of Pleasanton Teachers Certificated member 2 District Office Administrative Staff In addition, District Office Support Staff attended meetings as needed depending on Goals, Actions and Services to be discussed. At each meeting, district staff shared Executive Summaries of the actions and services that were implemented during the school year. During the Listening Campaign held in February, district staff meet with multiple stakeholder groups including parents/guardians, students, staff and community members. Following the presentation, participants were asked to complete a Google Form Survey: https://docs.google.com/forms/d/e/1FAIpQLSfG1t5vMb2TX1JMTCWRcobtuBSmimL2x29j3q4MwmAHJ0cMgA/viewform?usp=sf_link to give feedback on the actions and services within the 2017-2021 LCAP. Results of qualitative survey results were analyzed and shared with the Local Control Accountability Council and included in the

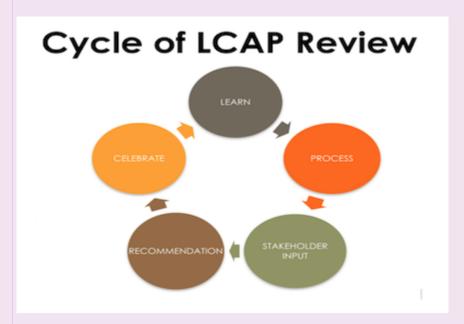| Expected	Actual
Baseline LOCAL CONTROL ACCOUNTABILITY COUNCIL In 2016-17 the LCAC has grown to consist of 36 members: 20 Community/Parent members, including representation from Unduplicated students 1 Parent Liaison 3 Student Members; 1 from each school high school and 5 alternates 2 California State Education Association Classified members 1 Association of Pleasanton Teachers Certificated member 4 District Office Administrative Staff The LCAC held 8 meetings between October 18, 2016 and June 20, 2017.January 25, 2017 & February 15, 2017: Another crucial parent committee is our District English Learner Advisory Committee (DELAC). Descriptions of PUSD's educational programs, LCAP goals and actions are described and questions were answered. Outcome data and any additional information that is shared with the LCAC is also shared with DELAC. Parent Liaison translators are available to provided primary language support as needed. Parents are given the opportunity to provide input regarding the planned activities and outcome data about each action within the LCAP. Students were fully involved in providing insight into their needs specifically during the Listening Campaigns. Students are shown how to analyze the outcome data and provided an opportunity in small groups to discuss the outcome data, ask questions and provide input as to what would provide more opportunities for them. They are encouraged to share barriers they encounter. The student campaigns were held at each middle school and each high school. This input guided adjustments made in the 2017-20 LCAP. Foothill HS-February 15, 2017 Amador HS-February 22,2017 Harvest Park MS- February 23, 2017 Village HS- February 24, 2017 Hart MS- February 28, 2017 Pleasandjustments based on input from all committees, as well	LCAP development process. The LCAP development was suspended when Shelter in Place was mandated. Pleasanton PTA Special Needs Committee held monthly meetings throughout the year for parents/guardians with students with disabilities. Data regarding attendance at these meetings is not available for 2019-2020.

Expected	Actual
Baseline	
Metric/Indicator Priority 3: Parent Involvement: Parent Participation Data **19-20** School Site Council participation average: Elementary: 10 (+2) Middle: 10 (+3) High: : 10 (+4) English Learner Advisory Council average: Elementary: 5 (+5) Middle: 15 (+2) High: 14 (+3) Stakeholder Survey Parent Participation: 3,576 (+10%) **Baseline** All 15 schools have a School Site Council and English Language Advisory Council which functions to oversee the development and implementation of the Single Plan for Student Achievement. Attendance varies from month to month with an average of 8-10 for SSC and 10-15 for ELAC. Each year beginning in 2017-2018, PUSD provides a Stakeholder Survey for all members of the PUSD community.	All schools continued to hold SSC and ELAC meetings following the Shelter in Place mandate. School sites were required to collect sign in sheets, agendas and minutes from all SSC and ELAC Meetings. SSC meetings were well attended with the required number of members attending 80% of the time. ELAC Meetings had anywhere from 5-25 members attending at each of the four meetings held throughout the year. Meetings were not held in March but resumed in April. High Schools held joint ELAC meetings to build consistent practices and sharing of information. The District Stakeholder Survey did not take place due to Shelter in Place. School Site Council participation average: Elementary: 10 Middle: 12 High: : 12 English Learner Advisory Council average: Elementary: 7 Middle: 17 High: 12

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide training and conduct School Smarts program at all elementary sites with the goal of helping parents/guardians, specifically of students who are English Learners, Socio Economically Disadvantaged, Foster and Homeless, to understand their role and increase their participation in their child's education.	Materials and Supplies 4000-4999: Books And Supplies Base $10,000 Partnership with CA PTA course content is specifically designed to assist school districts with their state and federal family-engagement requirements and support LCAP implementation. 5800: Professional/Consulting Services And Operating Expenditures Supplemental $26000	Materials and Supplies 4000-4999: Books And Supplies Base $45.96 Partnership with CA PTA course content is specifically designed to assist school districts with their state and federal family-engagement requirements and support LCAP implementation. 5800: Professional/Consulting Services And Operating Expenditures Base $25,000
Continue to train facilitators and provide materials in order to offer Loving Solutions program (elementary) and Parent Project (secondary) with the goal of helping parents/guardians to support their children, including presentations of these programs in Spanish.	Classified Salaries 2000-2999: Classified Personnel Salaries Base $7,617 Classified Benefits 3000-3999: Employee Benefits Base $1,822 Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $7,617 Classified Benefits 3000-3999: Employee Benefits Supplemental $1,822 Materials & Supplies 4000-4999: Books And Supplies Base $9,000 Materials & Supplies 4000-4999: Books And Supplies Supplemental $9,000	Classified Salaries 2000-2999: Classified Personnel Salaries Base $0 Classified Benefits 3000-3999: Employee Benefits Base $0 Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $6,729 Classified Benefits 3000-3999: Employee Benefits Supplemental $3,766 Materials and Supplies 4000-4999: Books And Supplies Base $0 Services 5000-5999: Services And Other Operating Expenditures Supplemental $7,064

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue the district-wide Parent Liaison services to provide greater support, including focused outreach to parents/guardians to ensure access to technology and content area parent education services and to maximize access to the National School Lunch Program (NSLP) for qualified students to better meet student nutritional and educational needs. For 2019-2020 an additional Parent Liaison will be added to increase services at school sites. Information is distributed primarily through online and in person services, so postage is no longer used.	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $501,252 Classified Benefits 3000-3999: Employee Benefits Supplemental $163,918 Supplies and Materials 4000-4999: Books And Supplies Supplemental $7,500 student lunch program support 5800: Professional/Consulting Services And Operating Expenditures Supplemental $5600	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $441,232 Classified Benefits 3000-3999: Employee Benefits Supplemental $200,117 Services 5000-5999: Services And Other Operating Expenditures Supplemental $960 student lunch program support 5800: Professional/Consulting Services And Operating Expenditures Supplemental $0
The Spanish speaking Social Worker position has been moved to Goal 3 to better align with providing a safe and supportive learning environment for students.	$0 $0 $0	$0 $0 $0
School Administrators will create a common definition for Family Engagement programs and activities across school sites, explore integrating Family Engagement research into their current practice and assess their current Family Engagement programs. Administrators will become familiar with the research based Action Team for Partnerships (ATP) model in order to organize, implement and evaluate their family engagement activities. Administrators will begin writing their One-Year Action Plan aligned to their School Plan for Student Achievement (SPSA) and Local Control Accountability Plan (LCAP) goals.	Resources for parent/guardian information and action 4000-4999: Books And Supplies Supplemental Carryover $1,000	Resources for parent/guardian information and action 4000-4999: Books And Supplies Supplemental Carryover $0

Goal Analysis

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

All actions and services described in Goal 5 were implemented as planned until the Governor's Executive Order in March called for statewide Shelter in Place. School Smarts, Parent Project and Loving Solutions did not take place as planned between March and June 2020. Any unused funding/contracts were applied to 2020-2021.

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

Successes:
*The role of the Parent Liaisons proved to be invaluable throughout the year, but most importantly during the rapid shift to remote/distance learning environments for all students.
*Parent Liaisons, district administrators, teachers, Site Technology Specialists worked tirelessly to distribute chromebooks and hotspots to any student who requested one
*Parent Liaisons working together with site and district administrators also functioned as a lifeline for families and students as they experienced joblessness, lack of other resources and needs for mental health supports
Challenges:
*Due to the COVID19 pandemic and shelter in place the work of the Parent Liaisons increased as they needed to reach out to more students and families to build new networks of communication in a remote setting, and to follow all guidelines of the Alameda County Public Health Department

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
Purchase Personal Protective Equipment	$488,354	$931,000	No
Full Day Learning Support for Homeless Students	$50,000	$38,500	Yes
Small Cohort Supervision	$150,000	$835,000	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.

The Small Cohort Supervision program was adapted to include additional students beyond the initial proposal. This meant that substantial additional funding was necessary in order to staff the program to meet the needs and number of students. In order to attract the classified staff needed for the program monetary stipends were offered. In order to support our special education students within the cohorts, additional paraprofessionals were needed to be in compliance with student's IEP services. As schools provided these services and prepared for return to in person learning for all students in March, significant increases in PPE and protective equipment were necessary to ensure that the district was in compliance with Alameda County Public Health Guidance.

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 efforts of the District to implement in person instructional offerings can be viewed through the lens of the work needed to return students to in person learning as allowable while following Alameda County Public Health Guidance and the CDE School Reopening Guidance. This meant that the district needed to practice flexibility as the county numbers fluctuated throughout the 2020-2021 School Year. Small Cohorts (learning hubs) were established at each of the fifteen school sites. The program provided learning support for students having difficulty accessing remote learning. Students were assisted with logging onto synchronous instruction, completing daily asynchronous assignments and student activity during recess and academic free time.

Overall, the district maintained a laser focus on returning staff and students to in person learning in a learning environment with as little risk as possible mitigated by appropriate PPE, ventilation and standardized operation procedures.

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Health and Safety
Successes:
*Establishment of the multi-division Risk Mitigation Team which included labor partners and school nurses. This team identified challenges and needs at school sites to ensure risk mitigation which followed constantly changing ACPHD Guidance,
*Standardized Operating Procedures were established for every school
*COVID 19 Safety Plan was developed for every school with information about expectations related to all shared spaces, risk mitigation protocols
*All sites received multiple visits from the RMT to support progress towards standardized risk mitigation protocols for ingress/egress, cleaning protocols, procedures for isolating possible COVID cases, etc.
*Students and staff accessed a daily screening app by email or text that gathered health data for all student and staff to determine status of being present on a school campus or district office.
*Sufficient Personal Protective Equipment (PPE) was purchased and allocated to all staff members and students returning to their work/school site. A PPE Catalog was created and distributed to assist in ensuring adequate PPE for all staff and students.
*Mandatory mask wearing by all staff, students and community was consistently enforced per county guidelines
*COVID Liaison positions were established and filled by site administrators who were trained on procedures and protocols for PPE distribution.
*COVID Liaisons also served as conduit for communication between District COVID Liaisons and school sites about risk mitigation procedures

Challenges
*Building health and safety protocols due to changing guidance and level of severity of the virus
*Need to close site based cohorts due to positive COVID cases impacting in person opportunities for numbers of students
*Ensuring communication of Standard Operating Procedures across school sites and departments given changing guidance and staffing
*Maintaining consistent cleaning practices across all sites as guidance and protocols continued to change throughout the school year

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Teaching and Learning

Successes:
*Pleasanton USD was able to meet conditions for in person learning for all students who chose to return to their school campuses in person beginning on March 4, 2021 for students in grades TK-2 and on March 8, 2021 for students in grades 3-5 while in the Purple Tier. Once Alameda County moved to the Red Tier, students in grades 6-12 were able to return to secondary school campuses for in person learning.

*Number of students served indicated that access to learning was increased for those who found it difficult to participate in remote learning through the Small Cohort Supervision model prior to the return to in person learning on March 4, 2021
*Meeting instructional minutes as required by Senate Bill 98 for students attending in person learning through the Small Cohort Supervision program and the return to in person learning
*Meeting IEP minutes for Students with Disabilities who attended the Small Cohort Supervision program and who chose to return to in person learning in March
*Supervision and accountability for students who participated in Small Cohort Supervision and who opted to return to in person learning in March.
*All classroom teachers in grades 2-8 for Math and grades 3-8 for Reading administered the MAP Growth assessment to their students three times this year following the Fall, Winter and Spring windows. Preliminary results indicate that 71% of students in grades 2-8 in Math and 71% of students in Reading are meeting or exceeding standards
*2020-2021 MAP Growth and Achievement Results will be shared with the Board of Trustees on June 24, 2021. Preliminary data show that 50% of students in grades 3-8 met their individual growth projections, while 46% of students in grades 2-8 met their individual growth projections between Fall 2020 and Spring 2021. Also, 71% of students met or exceeded standards in Reading and 71% of students met or exceeded standards in Math based on MAP Growth Spring results
*MAP Growth achievement and growth results have been used to:
- Design instruction based on essential standards to align with skills and concepts that students are ready to learn
- Place students in intervention and enrichment groups
- Review student growth over time
- Report to parents/guardians regarding student achievement and growth
- Measure progress towards meeting site and district goals

Challenges:
*Maintaining adequate staff for small cohorts at each school site as staff continued to change. As a result some Small Cohort Supervision Sites had to be collapsed due to insufficient staffing
*Determining numbers of returning students for hybrid and for remote learning cohorts as parent/guardian choices remained fluid throughout the process
*Setting up classrooms to accommodate the number of students returning to in person learning, given the multiple configurations and sizes of district classrooms which differ across the district school sites
*Creating an effective instructional model with both in person and remote students assigned to the same teacher, following a concurrent model in which the teacher instructed both 'roomies' and 'zoomies' during the same instructional period

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Fund Coordinator of Innovation and Distance Learning who will provide project and change management leadership in support of the District's objectives to introduce new digital and distance learning activities into the educational program. This position organizes, coordinates and disseminates information and plans related to the adoption of new and emerging online instructional resources. The amount listed for the salary is budgeted for a two-year period.	$340,000	340,000	No
Fund Coordinator of Educational Technology who will plan and oversee the technical implementation of new educational technology resources that support traditional classroom instruction and distance learning. The amount listed for the salary is budgeted for a two-year period.	$340,000	340,000	No
Fund Digital Platforms such as Zoom to be able to provide and support uniform practices in delivery of distance learning	$25,000	$39,000	No
Fund targeted, meaningful professional development to support implementation of Distance Learning strategies	$50,000	$0	No
Fund purchase of additional Chromebooks to provide access to technology for all students	$1,000,000	$1,244,000	No
Fund additional resources to assess and support students in Special Education	$264,000	$146,957	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Fund additional technology devices including hotspots to provide wireless connectivity for students.	$2,012,181	$731,000	No
Fund Staff Development Reform (SDR) to provide professional development for distance learning	$1,000,000	$1,000,000	No
Fund digital resources for instruction for Designated English Language Development	$50,000	$65,000	Yes
Fund digital resources for instruction for Integrated English Language Development	$50,000	$22,128	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.

Substantive differences for budgeted expenditures related to additional technology are related to the use of allocated bond funding for technology devices in lieu of COVID related funding. The increase in digital resources was incurred as needed digital resources were identified by instructional staff requesting additional applications that were related to management and instruction necessary to the remote learning environment. Digital Resources for Integrated ELD were embedded in districtwide digital resources. Professional development was embedded into the teachers' professional day, making the need for additional PD costs unnecessary.

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.

The District implemented a Distance Learning Program based on the guidance of the Alameda County Public Health Department and the LEA Board of Trustees. The Distance Learning program was informed by research, best practices and Education Code modeled in Senate Bill 98 which provided the parameters for both a Distance Learning and In Person Learning models. Successes and challenges of Distance Learning in each element of the program are reflected below:

Continuity of Instruction,
Successes:
*Bell schedules were established to allow a consistent and district aligned instructional day for all schools
*Teachers in both elementary and secondary had access to over 50 digital resources for learning including dedicated learning management systems for both elementary and secondary learning environments.
*Accounts for virtual meeting platforms (Google Meets and Zoom) were provided for all

*A dedicated platform for all applications, Clever, was utilized for staff and students to allow easier access to all resources
*Physical Education, Music, and Science classes taught by credential teachers were able to continue and thrive in distance learning with students receiving the same number of instructional minutes as prior to Shelter in Place
*Teachers utilized valid and reliable protocols for asynchronous and synchronous assessment in order to monitor student progress.
*District Literacy Assessments were administered to students in grades TK-2 remotely between August 11 and March 4 and the results were used to inform instruction and intervention at all Elementary sites
*Measures of Academic Progress, MAP Growth (district wide local assessments), based on California State Standards were administered to all students in grades 2 (Math) and grades 3-8 (Math and Reading) in the Fall and Winter assessment periods with an average 96% participation rate and were used to inform short term and long term instruction and intervention at Elementary and Middle School sites, including multiple and frequent opportunities for site based support and collaboration with the Assessment Department to review results
*Initial ELPAC Assessments were administered either in person or remotely to 99% of students eligible based on the Home Language Survey completed upon enrollment in the district
*Developed Board approved Temporary Grading Policy for secondary students to address increase in D's and F's for first semester which converted D's to credit and F's to no credit as a way to support students who were impacted by the pandemic

Challenges:
*Determining numbers of students who remained in remote learning as parent/guardian choices remained fluid throughout the process
*Setting up classroom assignments to accommodate the number of students who remained in remote learning, given the multiple configurations and sizes of district classrooms which differ across the district school sites
*Creating an effective instructional model with both in person and remote students assigned to the same teacher, using a concurrent model in which the teacher instructed both 'roomies' and 'zoomies' during the same instructional period
*Establishing classroom climate and connection when students, particularly at the secondary level did not turn on their camera/video or sound, instead using the chat to interact with teachers, classmates
*Less instructional time compared to pre-COVID
*Lack of student engagement while students struggled with managing their school life online
*Structure of day mirrored college structured, but students were not necessarily developmentally ready
*Monitoring student participation, and academic integrity for purposes of checking for understanding and grading without dedicated monitoring software
*Coordination of local assessments given the varying levels of connectivity and access, and navigating test security elements and proctoring of assessments during remote learning
*Addressing the increase of D's and F's for Secondary Students who were disengaged with learning, or otherwise unable to meet expectations for learning
Continuity of Instruction due to less instructional time compared to pre-COVID
Lack of student engagement, students struggled with managing their school life online, students need in person relationships, collaboration with peers, forced into trusting relationships with people on a screen, not able to read social cues, stay engaged, focusing/organizing learning management tools
Structure of day mirrored college structured, but students were not necessarily developmentally ready

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Access to Devices and Connectivity
Successes:
*Approximately 7500 take-home devices (Chromebooks or Windows laptops) have been issued to students
*Approximately 1200 hotspots have been provided to students
*Robust outreach to all families through the district website, district parent liaisons, school administrators, teachers and site technology technicians to ensure that devices were distributed to all in need
*Providing technical support to families who made the request using a full-featured Helpdesk which included a Knowledge Base and real-time chat feature staffed by Site Technology Specialists throughout the Shelter in Place

Challenges:
*Despite hot-spots multiple areas within the community lack consistent wi-fi access and needed to drive to areas with better wifi
*Quick response at the beginning of the pandemic posed challenges in tracking where devices were distributed
*Devices gathered from school sites were replaced or returned

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Pupil Participation and Progress
Successes:
*Established protocols for capturing synchronous and asynchronous attendance including specialized attendance codes that tracked positive synchronous attendance either by a visual, audio or chat check in, to mark participation
*School staff follow up when students are either late or leaving sessions early
*Alternative attendance code to mark students present if the student attempts or completes independent activities on that attendance day
*Provided clear, established protocols within a Multi-Tiered System of Support (MTSS) to re-engage students who were identified as not attending
*Identified an Attendance Liaison at each school site to implement MTSS protocols for synchronous and asynchronous attendance
*Streamlined staff affirmation of attendance documentation
*Outreach by district social workers, Child Welfare and Attendance Specialists, district nurses and parent liaisons to engage students and families at the Tier 2 and Tier 3 of the MTSS
*Provided a 24 hour interactive online mental health support platform (CareSolace) which provided real time referrals for students and families in need of mental health resources

Challenges:
*Determining equivalent time value of asynchronous assignments, given that students may work at a different pace on various assignments
*Additional workload to verify asynchronous assignments on the same attendance day
*Implementing consistent practices of synchronous and asynchronous learning time across district school sites, grade levels and

departments
*Management of ever changing and increased caseload of students and families in need of targeted and intensive support
*Providing supports while recognizing that students need in person relationships, collaboration with peers but instead are being forced into trusting relationships with people on a screen making it difficult to read social cues, stay engaged, focused while organizing learning management tools

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Distance Learning Professional Development
Successes:
*District Integration Specialists collaborated with Teaching and Learning staff to consistently and frequently offer high quality, responsive and timely professional development for administrators, certificated and classified staff members that was iterative and engaging and received high accolades from colleagues throughout the year
*Created vision for offering PD during remote learning that could be adapted to program needs and decisions throughout the year based on five critical strands aligned with District Organizational Goals:
1.Effective Remote Instruction:
2.Equity and Inclusive Practices
3.Assessment and Grading
4.SEL Practices
5.Supporting Students with Special Needs and English Learners
*Robust Calendar of Professional Development offerings targeted to the Distance Learning model of instruction as follows:
All Staff participated in:
*July 27-31 Back to School Virtual Summit
*August 7 Staff Development Day
*March 12 Staff Development Day
In addition level specific topics were offered as follows once every 4-6 weeks:
Elementary PD
*September 2 - Teaching and Learning During a Pandemic: Resilience and Reflection
*September 30 - Best Practices for Serving English Learners
*December 2 - Digital Decisions for Teaching and Learning
*December 16 - A Year in Review: Where we have been and where we are going...
*January 20 - Considerations for Concurrent Instruction
*February 17 - The First Days of Hybrid School
*March 17 - EDCamp

Secondary PD
Middle School
*September 23 - Teaching and Learning in a Pandemic: Resilience and Reflection
*October 21 PD - Purposeful Assessment for Learning: Reimagining How Students Demonstrate Understanding

*December 9 PD - Increase Student Engagement and Facilitate Collaboration
*January 27 - Student Centered Lesson Design
*February 24 - Concurrent Instructional Models
*April 14 - EDCamp

High School
*September 9 - Teaching and Learning During a Pandemic: Resilience and Reflection
*October 7 - Purposeful Assessment for Learning: Reimagining How Students Demonstrate Understanding
*November 18 - Increase Student Engagement and Facilitate Collaboration
*January 27 - Student Centered Lesson Design
*February 24 - Concurrent Instructional Models
*March 24 - EDCamp
Over sixty, asynchronous professional development classes are available for staff to receive compensation through Staff Development Reform. Topics included, effective and remote instruction, equity and inclusion, assessment, social and emotional learning, special education and English Language Learners.

Challenges:
*Adapting professional development offerings as conditions and needs changed
*Responding in a short time frame to real time feedback from teachers and classified staff to provide most effective information and opportunities
*Facilitating large groups of staff within an online format, requiring multiple iterations of the PD format, moving to some department or site based models as the year progressed
*Leveraging district based resources to create PD offerings

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Staff Roles and Responsibilities
Successes:
*The addition of the role of Coordinator of Innovation and Distance Learning allowed us to research available digital tools for students and staff to be able to advise on purchasing
*This position also managed all digital resources and monitored their use throughout the year, including the responsibility of guiding long term planning on the purchase and use of digital applications
*The addition of the Coordinator of Technology increased response time and problem solving for issues of technology access and efficiency
*Both of these roles took over the leadership of the District Technology Committee which was reestablished and developed recommendations regarding technology policies, implementation, hardware purchases and protocols for teachers to maximize instructional benefits
Challenges:
*Continually changing guidance and accessibility of digital resources

*Large volume of requested digital resources by staff required researching, navigating multiple vendors, preparing multiple contracts and troubleshooting usage and access
*Timeline of need for services and board approval process for new positions meant that filling new positions took additional time when the school year was starting

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Supports for Pupils with Unique Needs:

English Learners continued to receive daily Designated and Integrated ELD as mandated by law
*Rosetta Stone for K-2 was purchased as an asynchronous resource for students
*D-ELD was provided synchronously in small groups during asynchronous learning time
*Secondary students continued to receive D-ELD within their class schedule
*English Learners were considered as high needs students and were invited to attend Small Cohort Supervision hubs at every school site
*Multilingual Parent Liaisons provided extended outreach to families to encourage school attendance and participation

Students with Exceptional Needs
*Students with IEPs were considered as high needs students and were invited to attend Small Cohort Supervision hubs at every school site
*Online platform for instruction and case management was provided
*IEPs were eligible to be held remotely with participation from all members of the IEP Team
*Translation was provided virtually for families of English Learners with IEPs

Foster and Homeless Youth continued to receive individualized support through the District Social Workers and the Youth Development Specialist
*These students were considered as high needs students and were invited to attend Small Cohort Supervision hubs

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Fund Digital Resources and integrations to provide Intervention and support	600,000	462,181	No
Fund adaptive growth oriented assessment model using online platform to measure growth towards proficiency for all students. This model will provide access to disaggregated data for gender, ethnicity and unique student needs.	93,578	93,578	No
Fund additional professional development with a specific focus on Designated and Integrated English Language Development	200,000	342,556	Yes
Fund online Counseling Platform to support mental health and social emotional well-being	37,455	37,455	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.

Professional development for Designated and Integrated ELD were based on the need to provide this instructional program within a distance learning platform during the balance of the school year and the importance of adapting the program to a targeted, intensive model provided during small group and asynchronous learning time.

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.

District Wide Assessment:
Districtwide Assessments
*Initial ELPAC was conducted throughout the year in both remote and in person settings with a 99% completion/participation rate
*Summative ELPAC was conducted both remotely and in person following all state requirements by site based and centralized staff trained in remote and in person protocols
*District Literacy Assessments for grades TK-2 were adjusted to accommodate remote testing protocols and data was used to inform instruction and intervention at all elementary school sites
*Measures of Academic Progress (MAP Growth) was administered at all elementary and middle school sites, participation by site was

monitored weekly at all school sites to support accountability and test completion
*All Middle School families received the PUSD MAP Growth Family Report to provide information on student growth and achievement, the PUSD MAP Growth Family Report was optional and available upon request at elementary
*Assessment data from all district wide assessments was discussed with site admin teams in Data Coaching sessions with the Director of Assessment and Accountability to reflect on programming, intervention supports and impact on School Plans for Student Achievement
*Based on MAP Growth data, PUSD saw a slight overall increase to the mean RIT score from Fall 2020 to Winter 2021 in both Reading and Math. Interesting to note is that there was only a slight variance from 2019-2020 scores to 2020-2021 indicating that the results from 2020-2021 can be considered valid and reliable. PUSD students consistently score above the Norm RIT provided by NWEA.

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Pupil Learning Loss
Successes:
Elementary
*Academic support plans, referred to as Student Improvement Plans (SIPs) were developed for students receiving intervention and are entered and housed in the district educational intelligence platform, Illuminate, to facilitate the ability to review interventions in place and data sources being used
*Students not making progress were invited to participate in Small Cohort Supervision learning hubs.
*Students not meeting academic standards received interventions according to the district's MTSS Framework with the school site Intervention Specialist and/or Reading Intervention Support Specialist
*Classroom teachers and Intervention Specialists used scheduled asynchronous learning time to conduct small group intervention and support
*Students who are low-income, foster youth and/or homeless students received priority to be assigned to Small Cohort Supervision groups at all schools
*Students who fall under McKinney Vento were able to participate in district child care offerings including Kid's Club to assist in social emotional behavior supports and homework help

Secondary
*Students not making progress were invited to participate in small cohorts, with specific outreach to students in Special Education and English Learners.
*Sites conducted Coordination Of Services Team (COST) meetings
*Schools and individual teachers offered tutoring programs, office hours, academic support classes reading and math intervention classes
*Counselors and administrators conducted multiple forms of re-engagement outreach as outlined in the MTSS Re-engagement Framework
*Students who are low-income, foster youth and/or homeless students received priority to be assigned to Small Cohort Supervision groups at all schools

Challenges:
*Fluctuations and lack of staffing for Small Cohort Supervision learning hubs meant that they had to be closed down
*Identified students did not attend cohorts regularly
*Cohorts had to be closed due to positive COVID cases
*Students did not attend tutoring opportunities
*Increase in D's and F's at secondary level during first semester which resulted in a temporary grading policy and ongoing equity work
*Increase in students with Chronic Absenteeism for low-income students, African American students made it difficult to address unfinished learning for those groups in particular, while the overall chronic absenteeism rate declined in PUSD

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.

Successes
*With increased outreach identified and referred an increased number of students and families to mental health supports within the district as well as the community.
*Developed PUSD Self-Care for Employees - a hub to help teachers cope with the stress of COVID-19
*Created and provided Suicide Prevention Presentation (https://www.youtube.com/watch?v=7QPLbsAgmKM&feature=youtu.be) at all 15 school sites
*Crafted accompanying handout: Teacher's Guide to Suicide Prevention During Distance Learning
*Developed Suicide Assessment Protocol to be utilized by counselors during distance learning
*Provided a Menu of Staff Development Opportunities that included training specific to mental health, trauma informed care, and social emotional learning
*Partnered with https://caresolace.com to assist students and their families with accessing mental health services
*Provided Suicide Prevention video to all 9th graders and 7th graders in PUSD, followed up with a survey to screen for at-risk students
*Ongoing participation in community based meetings to build resources and ongoing support options individualized to the needs of our students.

Challenges:
*Difficulty in identifying students with mental health and social and emotional well-being needs due to isolation as a result of distance learning and changing family situations
*Difficulty communicating with students who are English Learners and their families due to unfamiliarity with technology, and physical isolation as well as lack of technology resources.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes:
*Worked closely to remove barriers regarding access and technology to ensure ability to attend including individualized family/student outreach and collaboration with school sites.
*Identified students that were in need of small group in-person cohorts
*Increased parent outreach necessary due to lack of access for in person connection (school based student based meetings) in order to identify students needing additional support including multiple access points such as phone, email, zoom, and home visits as possible.
*Compiled COVID-19 Resource document t the onset of shelter-in-place order and posted it to the district website to provide access to the community https://docs.google.com/document/d/1xoa0bKICarZp3T2FUMc9TiL9eC9KGtnZPdzbQRYTmvM/edit?ts=5e6fc4df

*Collaborated with community organizations to support 114 PUSD families with Thanksgiving baskets and 240 PUSD families with Holiday gifts.
*Created digital parenting video, called Positive Parenting during Remote Learning (https://docs.google.com/presentation/d/1IVuijzSvJ9YouC3aYHL9z98dNb5UfMCcqhDN8DY3uG4/edit?usp=sharing)
*Created Spanish Translations of the Parent Education videos and added them to the Student Services webpage at https://www.pleasantonusd.net/apps/pages/index.jsp?uREC_ID=301224&type=d&pREC_ID=1064938.
*Provided translation services for accessing community resources, navigating large systems, district forms
*Developed free online Parent Education Opportunities on topics of mental health (https://www.pleasantonusd.net/apps/pages/index.jsp?uREC_ID=301224&type=d&pREC_ID=1064938) & distance learning (https://www.wevideo.com/view/1825108466)
*Developed Social Emotional Learning Calendar of Events for parents & school staff
*Offered Bilingual Parent Workshops at Mariachi program (in person/virtual)
*District Parent Liaisons provided language specific meetings for families to communicate the information from each school site
*During the transition to distance learning, created PUSD MTSS Re-Engagement Framework (https://drive.google.com/file/d/1HACp5cgw_PmkRv5q0MqboNWR2hYEfBly/view?usp=sharing) including staff development SB 98 Attendance and Engagement presentation, creation of new attendance codes for tacking and efficacy, updates to PUSD website (ongoing), creation of parent attendance video (distance learning) and access to attendance information through district wide communication

Challenges:
*Identifying needs in a timely manner, given the continually changing nature of the pandemic
*Supporting needs of students and families as conditions changed and district enrollment fluctuated especially as the school year began and enrollment declined
*Providing sufficient resources for a wide variety of needs, both physical, emotional and related to mental health given the sheer scope of the situation
*Making contact with families and students in a remote/virtual environment and maintaining healthy environments during the changing context of the situation
*Recruiting sufficient staffing to offer the needed resources

Analysis of School Nutrition

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

Successes:
*Program has continued to provide meals free of charge to the community since school closure began March 16th, 2020.
*Effective March 11, 2021 free meals were offered at all 15 Pleasanton Unified School District schools as students returned to campus for Hybrid Learning. This will continue through the end of the school year.
*Provided meals to cover 7 days a week and meals to cover all school breaks.

*Added Supper Program starting March 17, 2021 at five schools offering additional nourishment to students.
*Program participation for the month of March 2019 was 10,755. For the 2021 school year at the same time for the month of March 2021 CNS served 123,366 meals.
*During times of lower meal participation, provided staff with additional training to strengthen staff's ability to prepare meals.
*Continued to offer hot meals Monday - Friday throughout the pandemic.
*Provided stability for students as they were able to continue to pick-up meals from campus daily offering a source of food security and community connection.
*Continued partnership that began in 2020 school year with Alameda Community Food Bank offering weekly groceries to families.

Challenges:
*Adapting to outdoor meal service including inclement weather and smoke from wildfires.
*Remaining adaptable as students return to campus and needs changed for example meal service times, number of schools needing meal service, and number of students participating in the meal program.
*Ensuring the right equipment was available to cold and hot hold for outdoor curbside service.
*Maintaining staff morale as COVID 19 numbers rose during different points of the pandemic, and continuing to be thoughtful about communication and being adaptable with safety plans.
*As meal participation increased with students returning to campus, maintaining adequate staff continues to be a challenge.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

N/A

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 sudden shift from our traditional model of instructional delivery to the ever changing environment during the COVID19 pandemic and California Shelter in Place has provided many lessons in the development of our 2021-2024 LCAP.
These lessons have informed the development of actions and services in the following ways:
*Increased need for supports to address mental health and social emotional behavior for students and families due to isolation, lack of social interaction and changing circumstances
*Increased focus on social emotional and academic resources for low income, foster youth and homeless students
*Increased programs and support personnel for English Learners/Emergent Bilinguals to provide more consistent models of Designated and Integrated English Language Development
*Increased access to translation and interpretation for families of English Learners/Emergent Bilinguals
*Increased access to tutoring and child care for students who are unhoused/foster youth
*Increased resources for technology for students and families who are low income to ensure one to one access to technology for all students
*Increased outreach to families to ensure connections to school personnel and resources
*Increased digital application usage needs to be maintained as we continue to experience unstable learning environments
*Increased reliance on technology tools for teachers in delivering their curriculum
*Identifying and continuing digital programs that specifically support closing the opportunity gap by addressing needs of historically underserved student groups (Rosetta Stone English, Newsela, Lexia, etc.)
*Ensuring district wide local assessment that is measures growth, is valid and reliable, and can be disaggregated by student group to identify specific unfinished learning especially for low-income, Emerging Bilinguals, foster youth and unhoused students

*Expanding the District Professional Development platform to include synchronous instruction which allows the district to increase participant numbers to include certificated and classified staff within a grade level/department/school site in a single setting

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

Unfinished learning continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs in the following ways:
*Through the district wide assessment model which includes Districtwide Literacy Assessments which can be delivered both in person and remotely, the MAP Growth Assessment
*Ongoing professional development and support on analyzing results of District Assessments and their application to classroom instruction, program development and School Plan Actions and Services
*Collective focus on work of implementing equitable grading practices at the elementary and secondary level which includes teachers and administrators in ongoing discussion and research
*Collective work on equitable grading practices at the secondary level includes a committee of 100 participants (teachers, counselors, and administrators) representing all secondary grade levels and departments, along with district office staff (leadership team members, Integration Specialists, and district counselors) who met regularly to review literature, discuss best practices and strategies to support students, and draft policy for the Board including:
implementation of a temporary grading policy for Semester 1 (CR/NC in place of D/F grades)
implementation of a temporary grading policy for Semester 2 (increase D from 60-69% to 50-69%)
*Ongoing longitudinal data analysis of secondary grades by student group continues to determine student performance compared to the pre-pandemic setting
*Spring Credit Recovery program offered for secondary students to remediate D/F grades from the Fall
*Secondary staff will participate in a voluntary book study on Grading for Equity to further their understanding of equitable grading practices
*Summer practice and extend curriculum will be offered to all K-12 students through the Edgenuity platform
*Collective work at the elementary level to identify district wide essential standards and skills for learning in order to leverage classroom based formative assessments and district wide assessment to accurately determine individual student learning and growth.
*Elementary students currently receiving tier 2 or 3 intervention through the classroom teacher or intervention specialist will be invited to summer school
*Curriculum identified for elementary summer school focuses on targeted grade level skills that include reteaching and practice to elementary students
*Supplemental curriculum for Designated English Language Development will be explored and piloted
*Increased focus on equitable access to resources for all students

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.

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 occurred because of the continually changing learning environment due to the pandemic and the commitment of the PUSD to adhere to Alameda County Public Health Guidance.

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.

The sudden shift from our traditional model of instructional delivery to the ever changing environment during the COVID19 pandemic and California Shelter in Place has provided many lessons in the development of our 2021-2024 LCAP. We have reviewed student outcomes during the COVID19 pandemic and California Shelter in Place and have identified the following areas of student progress and student need.
*SBAC was suspended in 2019-2020 which precludes relevant data
*Per SB98 Student ADA was collected for the School Year prior to March 1
*Student Suspensions were impacted by the Shelter in Place mandate

*Available data suggests a decrease in:
**Student suspensions from 1.8% to .08%
**Chronic Absenteeism from 3.62% to 3.01%

*Available Data suggests an increase in :
**Graduation Rate from 96.4% to 97.2%
**College and Career Readiness from 76.2% to 82.1%
**A-G Compliance from 72.8% to 73%
**English Learner/Emerging Bilingual Reclassification to 17.9%
**English Learner/Emerging Bilingual Proficiency
**D and F's for students in Secondary to a total of 2272 students with D's or F's in Secondary programs
**Fall MAP RIT Score Math (grades 2-8) from 212.36 to 217.62 and Reading (grades 3-8) from 218.18 to 219.89

These lessons have informed the development of actions and services in the following ways:
*Increased need for supports to address mental health and social emotional behavior for students and families due to isolation, lack of social interaction and changing circumstances
*Increased focus on resources for low income students
*Increased programs and support personnel for English Learners/Emergent Bilinguals to provide more consistent models of Designated and Integrated English Language Development
*Increased access to translation and interpretation for families of English Learners/Emergent Bilinguals
*Increased resources for students who are unhoused/Foster Youth
*Increased resources for technology to ensure one to one access to technology for all students
*Increased outreach to families to ensure connections to school personnel and resources

*Increased digital application usage needs to be maintained as we continue to experience unstable learning environments
*Increased reliance on technology tools for teachers in delivering their curriculum
*Identifying and continuing digital programs that specifically support closing the opportunity gap by addressing needs of historically underserved student groups (Rosetta Stone English, Newsela, Lexia, etc.)
*Ensuring district wide local assessment that is measures growth, is valid and reliable, and can be disaggregated by student group
*Expanding the District Professional Development platform to include synchronous instruction which allows the district to increase participant numbers to include certificated and classified staff within a grade level/department/school site in a single setting

Unfinished learning continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs in the following ways:
*Through the district wide assessment model which includes Districtwide Literacy Assessments which can be delivered both in person and remotely, the MAP Growth Assessment
*Ongoing professional development and support on analyzing results of District Assessments and their application to classroom instruction, program development and School Plan Actions and Services
*Collective focus on work of implementing equitable grading practices at the elementary and secondary level which includes teachers and administrators in ongoing discussion and research
*Collective work on equitable grading practices at the secondary level includes a committee of 100 participants (teachers, counselors, and administrators) representing all secondary grade levels and departments, along with district office staff (leadership team members, Integration Specialists, and district counselors) who met regularly to review literature, discuss best practices and strategies to support students, and draft policy for the Board including:
implementation of a temporary grading policy for Semester 1 (CR/NC in place of D/F grades)
implementation of a temporary grading policy for Semester 2 (increase D from 60-69% to 50-69%)
*Ongoing longitudinal data analysis of secondary grades by student group continues to determine student performance compared to the pre-pandemic setting
*Spring Credit Recovery program offered for secondary students to remediate D/F grades from the Fall
*Secondary staff will participate in a voluntary book study on Grading for Equity to further their understanding of equitable grading practices
*Summer practice and extend curriculum will be offered to all K-12 students through the Edgenuity platform
*Collective work at the elementary level to identify district wide essential standards and skills for learning in order to leverage classroom based formative assessments and district wide assessment to accurately determine individual student learning and growth.
*Elementary students currently receiving tier 2 or 3 intervention through the classroom teacher or intervention specialist will be invited to summer school
*Curriculum identified for elementary summer school focuses on targeted grade level skills that include reteaching and practice to elementary students
*Supplemental curriculum for Designated English Language Development will be explored and piloted
*Increased focus on equitable access to resources for all students

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,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o 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	68,851,229.00	70,424,198.52
	0.00	0.00
Base	63,179,126.00	65,952,474.96
California Career Pathways Trust	232,094.00	0.00
Carl D. Perkins Career and Technical Education	37,000.00	20,110.00
Low Performing Students Block Grant	70,000.00	188,814.56
Other Local Funding	375,000.00	240,000.00
Supplemental	4,357,096.00	3,924,505.00
Supplemental Carryover	474,332.00	57,194.00
Title I	108,581.00	41,100.00
Title IV	18,000.00	0.00

* 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	68,851,229.00	70,424,198.52
	0.00	0.00
0000: Unrestricted	0.00	193,999.00
1000-1999: Certificated Personnel Salaries	56,274,883.00	55,858,440.56
2000-2999: Classified Personnel Salaries	994,735.00	930,781.00
3000-3999: Employee Benefits	10,217,969.00	12,682,658.00
4000-4999: Books And Supplies	296,611.00	175,929.96
5000-5999: Services And Other Operating Expenditures	245,153.00	170,855.00
5800: Professional/Consulting Services And Operating Expenditures	821,878.00	411,535.00

* 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	68,851,229.00	70,424,198.52
		0.00	0.00
0000: Unrestricted	Base	0.00	193,999.00
1000-1999: Certificated Personnel Salaries	Base	53,766,061.00	53,805,953.00
1000-1999: Certificated Personnel Salaries	California Career Pathways Trust	199,377.00	0.00
1000-1999: Certificated Personnel Salaries	Low Performing Students Block Grant	47,000.00	156,711.56
1000-1999: Certificated Personnel Salaries	Other Local Funding	103,084.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	1,775,194.00	1,849,842.00
1000-1999: Certificated Personnel Salaries	Supplemental Carryover	298,799.00	18,534.00
1000-1999: Certificated Personnel Salaries	Title I	85,368.00	27,400.00
2000-2999: Classified Personnel Salaries	Base	64,336.00	43,916.00
2000-2999: Classified Personnel Salaries	Supplemental	918,339.00	886,865.00
2000-2999: Classified Personnel Salaries	Title IV	12,060.00	0.00
3000-3999: Employee Benefits	Base	8,901,827.00	11,574,667.00
3000-3999: Employee Benefits	California Career Pathways Trust	32,717.00	0.00
3000-3999: Employee Benefits	Low Performing Students Block Grant	23,000.00	32,103.00
3000-3999: Employee Benefits	Other Local Funding	256,916.00	240,000.00
3000-3999: Employee Benefits	Supplemental	868,720.00	812,043.00
3000-3999: Employee Benefits	Supplemental Carryover	105,636.00	10,145.00
3000-3999: Employee Benefits	Title I	23,213.00	13,700.00
3000-3999: Employee Benefits	Title IV	5,940.00	0.00
4000-4999: Books And Supplies	Base	170,805.00	148,994.96
4000-4999: Books And Supplies	Supplemental	64,409.00	14,604.00
4000-4999: Books And Supplies	Supplemental Carryover	61,397.00	12,331.00
5000-5999: Services And Other Operating Expenditures	Base	166,874.00	61,986.00
5000-5999: Services And Other Operating Expenditures	Other Local Funding	15,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	63,279.00	92,685.00
5000-5999: Services And Other Operating Expenditures	Supplemental Carryover	0.00	16,184.00

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
5800: Professional/Consulting Services And Operating Expenditures	Base	109,223.00	122,959.00
5800: Professional/Consulting Services And Operating Expenditures	Carl D. Perkins Career and Technical Education	37,000.00	20,110.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	667,155.00	268,466.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Carryover	8,500.00	0.00

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

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	65,265,300.00	67,938,809.56
Goal 2	566,175.00	588,640.00
Goal 3	579,991.00	605,545.00
Goal 4	1,687,615.00	606,290.00
Goal 5	752,148.00	684,913.96

* 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	$688,354.00	$1,804,500.00
Distance Learning Program	$5,131,181.00	$3,928,085.00
Pupil Learning Loss	$931,033.00	$935,770.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$6,750,568.00	$6,668,355.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$488,354.00	$931,000.00
Distance Learning Program	$4,767,181.00	$3,694,000.00
Pupil Learning Loss	$693,578.00	$555,759.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$5,949,113.00	$5,180,759.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$200,000.00	$873,500.00
Distance Learning Program	$364,000.00	$234,085.00
Pupil Learning Loss	$237,455.00	$380,011.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$801,455.00	$1,487,596.00