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 have access to high quality teachers and a broad range of educational programs to pursue areas of interest as they prepare for college and career success

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 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1A. Basic Services as measured by the Williams Report and Annual review of Sufficiency of Textbooks evidenced by the annual board resolution of instructional material sufficiency **19-20** Maintain baseline **Baseline** 1A.100% of students have access to standards-aligned instructional materials. 100% of teachers are appropriately credentialed and assigned.	Based on the Williams Report and Annual Review conducted in Fall 2019, 100% of students have access to standards-aligned instructional materials. 100% of teachers are appropriately credentialed and assigned.
Metric/Indicator 2A.Implementation of State Standards from stage 1 Exploration and Research through stage 4 Full Implementation will be measured by the Self Reflection Tool for Implementation of State Standards. Each standard area will demonstrate progress until Full Implementation is achieved. Completion of professional development in state standards will be measured through review of course content offered and sign-in sheets. **19-20** Progress toward Full Implementation	CCSS-ELA stage 3.84, ELD stage 3.36, CCSS Math stage 3.82, History-SS stage 2.96, NGSS stage 2.78. Due to school closures, we did not survey staff on the implementation of PE, Health, and VAPA for the 20-21 school year. 100% of teachers will be able to access training to support student access to identified standards-based instruction based upon the adoption cycle and ELD standards for English Learner students.

Expected	Actual
Baseline 2A. CCSS-ELA stage 2, ELD stage 2, CCSS Math stage 4, History-SS stage 4, NGSS stage 1, PE stage 4, Health stage 2, VAPA stage 2. 100% of teachers will receive training to support student access to identified standards-based instruction based upon the adoption cycle and ELD standards for English Learner students.	
Metric/Indicator 7A Course Access/Student access and enrollment in all required areas of study as measured by daily schedule/master schedules. **19-20** Maintain baseline **Baseline** 7A 100% of EL students receive ELD instruction 100% students are enrolled in core classes 100% receive the required minutes for Physical Education 100% of unduplicated students and students with exceptional needs will be enrolled in a broad course of study.	Until school closures, based on school daily schedules/master schedules: 100% of EL students receive ELD instruction 100% students are enrolled in core classes 100% receive the required minutes for Physical Education 100% of unduplicated students and students with exceptional needs will be enrolled in a broad course of study.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.01 Highly qualified teachers 1.01.16.1 Reduce Middle School Class Size. (S/C) 1.01.16.2 Reduce Special Day Class size and increase support services SECAs and BISs to support unduplicated pupils in a SpEd setting (S/C)	Object Codes: 1000, 2000, 3000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $9,491,424	Object Codes: 1000, 2000, 3000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $9,699,844

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.01.16.3 Provide Technology Instructional Coaches to support differentiated/scaffolded instruction for unduplicated students to access CCSS 1:1 implementation (S/C)		
1.01.17.1 Add full-time Home Hospital teachers to improve service model for students on medical leave. (S/C)		
1.01.18.1 Newcomer Coach & materials/supplies (3) FTE (S/C)		
1.01.18.2 Increase (2) FTE Program Specialist (S/C)		
1.01.18.3 Maintain TK-3 class sizes below State guidelines (S/C)		
1.01.19.1 Add .50 FTE Transitional Kindergarten Coach (S/C)		
1.02 Provide sufficient materials to support the instructional program for students (textbooks, consumable, online resources)	Object Codes: 1000, 2000, 3000, 4000, 5000, 6000 4000-4999: Books And Supplies LCFF Supplemental and Concentration $3,593,759	Object Codes: 1000, 2000, 3000, 4000, 5000, 6000 4000-4999: Books And Supplies LCFF Supplemental and Concentration $3,334,911
1.02.15.1 Provide intervention services, staffing and/or professional development to support FY, EL, RFEP and LI students at school sites (S/C)		
1.02.16.1 Increase intervention services to unduplicated pupils (FY, EL, RFEP and LI) through increased staffing, professional development and/or purchase of instructional materials (S/C)		
1.02.15.2 Supplemental standards-aligned materials and training (S/C)		
1.02.17.1 Bench Technician 11 months (S/C)		
1.02.17.3 Increase supplemental standards-aligned materials and training that are focused on unduplicated student's access needs (S/C)		
1.02.18.1 Increase supplemental standards-aligned materials and training that are focused on unduplicated student's access needs S/C)		
1.02.19.1 Insights to Behavior on-line training (S/C)		
1.03 Custodial, grounds, facilities planning and maintenance to support quality learning environments	Object Codes: 2000, 3000, 4000, 5000 2000-2999: Classified Personnel Salaries LCFF Base $8,589,859 Object Codes: 2000, 3000, 4000, 5000 (restricted) 2000-2999:	Object Codes: 2000, 3000, 4000, 5000 2000-2999: Classified Personnel Salaries LCFF Base $7,532,056 Object Codes: 2000, 3000, 4000, 5000 (restricted) 2000-2999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Classified Personnel Salaries Other $5,956,431	Classified Personnel Salaries Other $3,944,789
N/A	0	
1.05 Site and district leadership and support staff to develop, monitor, and evaluate program effectiveness. 1.05.15.1 Additional administrative support services to elementary sites > 800 Enrollment and > 55% unduplicated student count (S/C) 1.05.15.2 Administrative and curriculum support EL, BTAP, and DL instructional programs (S/C) 1.05.17.2 Additional administrative support services to middle schools > 750 enrollment and > 55% unduplicated student count to maintain school climate, to increase student contact and support services (S/C)	Object Codes: 1000, 3000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $656,473	Object Codes: 1000, 3000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $668,629
1.06 Curriculum, professional development and library services 1.06.15.1 School library software support and SDCOE Librarian oversight to increase efficiency of services, focused on unduplicated students. (S/C)	Object Codes: 4000, 5000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $29,000	Object Codes: 4000, 5000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $28,403
1.07 Fiscal, technology, purchasing, warehouse, payroll, benefits and personnel services and supplies to support the increased instructional program that meets students individual needs, increased services needed to serve unduplicated students individual needs. 1.07.15.2 Chief Technology Officer, .25 Educational Technology Coordinator to support system-wide instructional technology programs that address the independent needs of students. (S/C) 1.07.16.1 Computer Support Technicians (6 FTE) to support 1:1 deployment (S/C) 1.07.16.2 Electronics Technician (1 FTE) to maintain classroom technology in good repair (S/C) 1.07.16.3 Maintain Technology Equipment Replacement fund to ensure program sustainability. (S/C) 1.07.19.1 Database Specialst (1 FTE) to assist school sites with educational software for their 1:1 devices. (S/C)	Object Codes: 2000, 3000, 4000, 5000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $1,133,983	Object Codes: 2000, 3000, 4000, 5000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $1,213,738

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.08 Health, counseling, psychological and student services to support student success.	Object Codes: 1000, 3000, 4000, 5000 1000-1999: Certificated Personnel Salaries LCFF Base $4,698,707	Object Codes: 1000, 3000, 4000, 5000 1000-1999: Certificated Personnel Salaries LCFF Base $5,213,199
1.09 Special education services for identified students.	Object Codes: 1000, 2000, 3000, 4000, 5000 1000-1999: Certificated Personnel Salaries Special Education $36,804,238	Object Codes: 1000, 2000, 3000, 4000, 5000 1000-1999: Certificated Personnel Salaries Special Education $34,406,359
1.10 Professional development for instructional staff to support effective instruction for unduplicated students. 1.10.15.3 Professional development (one day) certificated collaboration and release time (Mondays) (S/C) 1.10.16.2 Science framework training provided to the Science Adoption Committee (S/C) 1.10.16.3 Professional development day (Flexible 6-hrs for certificated) (S/C) 1.10.17.5 Professional development day for all staff (S/C)	Object Codes: 1000, 2000, 3000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $4,167,998	Object Codes: 1000, 2000, 3000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $4,161,223
1.11 Broad range of access to educational programs for Unduplicated students 1.11.15.1 Provide 5th grade band program identified sites (S/C) 1.11.16.1 Provide administrative services to support development of computer science magnet (S/C) 1.11.16.2 Transportation hubs for District Language Academy (S/C) 1.11.16.3 Allocate funds to replace/increase musical instruments and needed supplies (S/C) 1.11.18.1 TEDx - Presentation skill development for students (S/C) 1.11.18.2 Great Learning Opportunity (GLO) program to increase student access to Health, VAPA & computer science standards) (S/C) 1.11.19.1 World of Work (WOW) program Curriculum, Design, and Implementation (S/C)	Object Codes: 1000, 2000, 3000, 4000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $2,138,849	Object Codes: 1000, 2000, 3000, 4000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $2,001,974

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.12 Highly qualified teachers	Object Codes: 1000, 3000 1000-1999: Certificated Personnel Salaries LCFF Base $60,591,818	Object Codes: 1000, 3000 1000-1999: Certificated Personnel Salaries LCFF Base $62,611,761
1.13 Provide sufficient materials to support the instructional program for students (textbooks, consumable, online resources)	Object Codes: 4000 4000-4999: Books And Supplies LCFF Base $1,170,970	Object Codes: 4000 4000-4999: Books And Supplies LCFF Base $1,146,758
1.14 Home to school transportation services 1.14.15.1 Offset transportation fees for homeless and provide school choice (LI) (Title 1) 1.14.15.2 Provide public transportation passes for homeless students (LI) (Title 1) 1.14.16.1 Provide transportation to maintain school of origin for Foster Youth (Title 1)	Object Codes: 2000, 3000, 4000, 5000 2000-2999: Classified Personnel Salaries LCFF Base $1,399,286 Object Code: 5000 5000-5999: Services And Other Operating Expenditures Title I $66,612	Object Codes: 2000, 3000, 4000, 5000 2000-2999: Classified Personnel Salaries LCFF Base $1,065,979 Object Code: 5000 5000-5999: Services And Other Operating Expenditures Title I $41,436
1.15 Site and district leadership and support staff to develop, monitor, and evaluate program effectiveness.	Object Codes: 1000, 2000, 3000, 4000, 5000 1000-1999: Certificated Personnel Salaries LCFF Base $10,542,681	Object Codes: 1000, 2000, 3000, 4000, 5000 1000-1999: Certificated Personnel Salaries LCFF Base $12,242,617
1.16 Curriculum, professional development and library services	Object Codes: 1000, 2000, 3000, 4000, 5000 2000-2999: Classified Personnel Salaries LCFF Base $1,294,624	Object Codes: 1000, 2000, 3000, 4000, 5000 2000-2999: Classified Personnel Salaries LCFF Base $1,523,761
1.17 Fiscal, technology, purchasing, warehouse, payroll, benefits and personnel services and supplies to support the instructional program 1.17.15.1 User account provisions for online programs (UMRA). (TIIG)	Object Code: 2000, 3000, 4000, 5000 2000-2999: Classified Personnel Salaries LCFF Base $10,034,041 Object Code: 4000 4000-4999: Books And Supplies Other $16,457	Object Code: 2000, 3000, 4000, 5000 2000-2999: Classified Personnel Salaries LCFF Base $8,068,275 Object Code: 4000 4000-4999: Books And Supplies Other $16,457
1.18 Professional development for instructional staff to support effective instruction for students. 1.18.15.1 VPSS training for Special Education staff (SE) (Title II)	Object Codes: 1000, 3000 1000-1999: Certificated Personnel Salaries Title I $419,984	Object Codes: 1000, 3000 1000-1999: Certificated Personnel Salaries Title I 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.18.15.2 AASE training for Special Education staff (SE) (Title II) 1.18.15.4 BTSA Induction program (Year 1 & 2 teachers) (Title II) 1.18.15.5 Intersession professional development (Title I/II) 1.18.16.1 Provide professional development options for teachers (Title I/II)	Object Codes: 1000, 3000 1000-1999: Certificated Personnel Salaries Title II $156,500	Object Codes: 1000, 3000 1000-1999: Certificated Personnel Salaries Title II $36,856

Goal Analysis

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

1.18: The VPSS training was not offered because there were no teacher applications. The AASE Training for Special Education was not offered because we focused on in-person preparation and training.

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

Successes
All staff playing a support role in DL from March- June
DL Professional Development March - June
PL Focus on:
student and family engagement
use of playlists
adaptive software
online meeting platforms
a classroom culture in an online environment

Challenges
Unexpected shift to DL March 13, 2020
Preparation of all staff and services to adjust to support in an online environment and working from home.
Interrupted services: library, many electives, focus on ensuring student access to technology

Overall we were highly effective in achieving all Goal 1 metrics despite the unanticipated closure of schools on March 13. 2020.
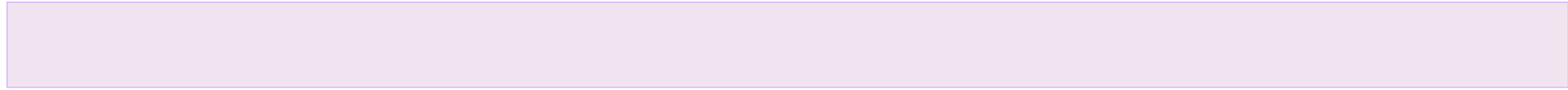
Goal 2

All schools promote a positive school climate and offer programs that promote health and wellness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                        Priority 5: Pupil Engagement (Engagement)
                        Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1C Basic Services (Facilities)/ FIT Report **19-20** 1C Maintain baseline **Baseline** 1C 100% facilities are maintained in good repair as evidenced by a score of good or better on the Facilities Inspection Tool (FIT)	During our annual Williams Audit in Fall 2020, all but one site had facilities in "Good" repair as evidenced by a score of good or better on the Facilities Inspection Tool (FIT). During the audit, one site was found with a "Fair" score, but when revisited was found in "Good" repair based on the most current FIT inspection.
Metric/Indicator 5A Pupil Engagement/Attendance Rate **19-20** 5A The attendance rate will be maintained at least 95.61% **Baseline** 5A The attendance rate is 95.61%	For the 19-20 school year, The attendance rate was 95.46%.
Metric/Indicator 5B Pupil Engagement/Chronic Absenteeism Rate **19-20**	For the 19-20 School year, 12.2% of students were chronically absent (attend school less than 95% of school days)

Expected	Actual
5B The number of students who are chronically absent (attend school less than 95% of school days) will be maintained at 9.4% or less. **Baseline** 5B 9.4% of students are chronically absent (attend school less than 95% of school days)	
Metric/Indicator 5C Pupil Engagement/Middle School Dropout Rate **19-20** 5C Maintain baseline **Baseline** 5C The middle school dropout rate is 0%.	The middle school dropout rate is 0%.
Metric/Indicator 6A School Climate/Suspension Rate per CDE 2014-2015 Dataquest **19-20** 6A The suspension rate will be maintained at <3% **Baseline** 6A The suspension rate is 2.8%	For the 19-20 school year, the suspension rate was 2.3%
Metric/Indicator 6B School Climate/Expulsion Rate per CDE 2014-2015 Dataquest **19-20** 6B The expulsion rate will be maintained at <.01% **Baseline** 6B The expulsion rate is 0.0%	The expulsion rate is 0.0%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.01　Student attendance for Unduplicated Students 2.01.15.1 Student attendance consulting services (S/C)	Object Code: 5000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $53,700	Object Code: 5000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $53,700
2.02 School safety: Decrease student adult ratio to increase positive personal contact in order to develop positive inclusive relationships for students and additional access time for parents inquiring about the educational program in school offices. 2.02.15.1 Middle school campus safety (S/C) 2.02.15.2 Site safety specialist support (S/C) 2.02.15.3 Provide ID software and supplies to increase safety at all school sites (S/C) 2.02.16.1 Increase Office Assistant support (3-hr OA1) (S/C) 2.02.17.2 RFID student ridership tracking system (S/C) 2.02.18.1 Change 3-hr OA1 to OA2 for support health office functions (S/C) 2.02.18.2 Bus Bulletin - Safety Communication Tool (S/C)	Object Codes: 1000, 2000, 3000, 4000, 5000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $324,235	Object Codes: 1000, 2000, 3000, 4000, 5000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $322,677
2.03 School facilities in good repair. Evidenced-based research shows student "connectedness" to the school community, developmental supports, and safety increase student success. Schools that provide a healthy culture and climate for students demonstrate higher achievement. 2.03.15.1 Deferred Maintenance in order to provide access to 21st Century classrooms that support the varying individual needs of English Learners, Low Income & Homeless Students in district facilities (S/C) 2.03.16.1 Increase custodial services to every other day (S/C) 2.03.16.2 Increase grounds services (S/C) 2.03.16.3 Increase Deferred Maintenance in order to provide access to 21st Century classrooms that support the varying individual needs of English Learners, Low Income & Homeless Students in district facilities (S/C)	Object Codes: 2000, 3000, 4000, 5000, 6000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $2,288,178	Object Codes: 2000, 3000, 4000, 5000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $2,660,059

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.03.17.1 Increase Deferred Maintenance in order to provide access to 21st Century classrooms that support the varying individual needs of English Learners, Low Income & Homeless Students in district facilities (S/C) 2.03.17.2 Add Custodial Leads (2) FTE to monitor night cleaning services & provide access for parent meetings/workshops (S/C) (S/C) 2.03.18.2 Increase Deferred Maintenance in order to provide access to 21st Century classrooms that support the varying individual needs of English Learners, Low Income & Homeless Students in district facilities (S/C) 2.03.19.1 Increase Deferred Maintenance in order to provide access to 21st Century classrooms that support the varying individual needs of English Learners, Low Income & Homeless Students in district facilities (S/C)		
2.04 Provide Support Services for At-Risk Youth: EL, LI, homeless and FY 2.04.16.1 Increase counseling services to 19 elementary sites (S/C) 2.04.16.2 Provide District Lead Counselor 1 FTE (S/C) 2.04.16.3 Release time for CPR training for staff (S/C) 2.04.17.1 Middle School counselors 5.81 FTE (S/C) 2.04.17.2 Increase bilingual psychologist services (Arabic) (S/C)	Object Codes: 1000, 2000, 3000, 4000, 5000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $1,714,252	Object Codes: 1000, 2000, 3000, 4000, 5000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $1,769,544
2.05 Provide Support Services for At-Risk Youth: EL, LI, homeless and FY 2.05.15.1 Partner with El Cajon Collaborative to increase family support services (Medi-Cal) 2.05.18.1, Homeless Counseling Support (Madison)	Object Code: 5000 5000-5999: Services And Other Operating Expenditures Medi-cal $20,000 Object Code: 2000 2000-2999: Classified Personnel Salaries Title I $70,000	Object Code: 5000 5000-5999: Services And Other Operating Expenditures Medi-cal $20,000 Object Code: 2000 2000-2999: Classified Personnel Salaries Title I $33,094
2.06 School Safety 2.06.17.3 Provide Gaggle Google Apps monitoring system (TIIG)	Object Code: 5000 5000-5999: Services And Other Operating Expenditures Other $63,900	Object Code: 5000 5000-5999: Services And Other Operating Expenditures Other $63,900

Goal Analysis

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

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

Successes
Counseling Supports for students, families, and staff (add data)
Additional support to provide community resources and food access
Homeless and FY Support
Contacting all families to determine wellness and current needs.

Challenges
Student attendance and engagement in a distance learning environment
Contacting students and families that had moved during the pandemic, without leaving new contact information

We were effective in meeting the intended outcomes for Goal 2. Without students on campus, fostering student engagement and attendance was difficult. Chronic absenteeism rose as distance learning was provided and tracked.

Goal 3

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 4A Pupil Achievement, Statewide assessments **19-20** All student groups below Green/Blue will increase performance levels as indicated by the CA Dashboard until reaching Green or Blue levels.	Due to school closures, statewide assessments were not administered for the 19-20 school year. In order to make sure that we have local data for the 20-21 school year, we will be implementing the i-Ready Diagnostic Assessment for English Language Arts and Mathematics for all K-8 students that are eligible to take the Smarter Balanced Assessment in Spring.

Expected	Actual
Baseline 4A English Language Arts Student groups scoring below Green & Blue: All Students: Yellow English Learners: Yellow Socioeconomically Disadvantaged Students: Yellow Students With Disabilities: Red African American Students: Yellow Asian Students: Yellow Hispanic Students: Yellow Pacific Islander Students: Yellow White Students: Yellow Math Student groups scoring below Green & Blue: All Students: Yellow English Learners: Yellow Socioeconomically Disadvantaged Students: Yellow Students With Disabilities: Red African American Students: Yellow Hispanic Students: Yellow Pacific Islander Students: Yellow	

Expected	Actual
Metric/Indicator 4E Pupil Achievement, EL Progress toward English proficiency **19-20** EL students will demonstrate improvement toward established growth targets once data is released based on ELPAC targets set in 2019. **Baseline** 4E ESSA was signed into law in December 2015 and reauthorized ESEA. During the transition period no new AMAO determinations will be made for the 2014–15, 2015–16, and 2016–17 school years Unofficial district reports in OARS reflect the following: AMAO 1 (2016-17): Target 63.5; District 56.3 AMAO 2 (less than 5 years): 2016-17 Target: 26.7; District 23.7 AMAO 2 (more than 5 years) 2016-17 Target: 54.7; District: not reported	Due to school closures, statewide assessments were not administered for the 19-20 school year. We plan to administer the ELPAC to additional students in October 2020 during the optional administration in order to support reclassification and to provide sites with additional data of English Learner Progress. In order to support with English Learner academic progress in reading, i-Ready data will be disaggregated by English Learner in order to compare progress to students that are not English Learners as well as other student subgroups.
Metric/Indicator 4F Pupil Achievement, EL Reclassification rate **19-20** The baseline reclassification rate of 11.5 % will be maintained **Baseline** 4F 11.5% of EL students were reclassified in 2015-2016	For the 19-20 school year, 10% of EL students were reclassified.
Metric/Indicator 8A Other Pupil Outcomes/Physical Fitness Test Grade 5 & 7 Healthy Fitness Zone (HFZ) data **19-20** Grade 5 Aerobic Capacity: maintain baseline	Due to school closures, statewide assessments were not administered for the 19-20 school year.

Expected	Actual
Body Composition: increase 1 percentage point Grade 7 Aerobic Capacity: maintain baseline Body Composition: increase 1 percentage point **Baseline** 8A Grade 5 64.8% scored in the HFZ, Aerobic Capacity 59.5% scored in the HFZ, Body Composition Grade 7 65.2% scored in the HFZ, Aerobic Capacity 61.1% scored in the HFZ, Body Composition	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.01 Increase student access to adaptive digital curriculum to facilitate differentiated instruction 3.01.16.1 Supplemental materials; Imagine Learning software (Lottery) 3.01.16.2 ST Math to all elementary sites (Title I) 3.01.17.1 Provide digital hotspot for homeless students (Title I) 3.01.18.1 Renew Mystery Science for grades TK - 5 (2-Year Contract)(Lottery)	Object Codes: 4000, 5000 5000-5999: Services And Other Operating Expenditures Title I $65,000 Object Codes: 4000,5000 5000-5999: Services And Other Operating Expenditures Restricted Lottery $289,000	Object Codes: 4000, 5000 5000-5999: Services And Other Operating Expenditures Title I $39,815 Object Codes: 4000,5000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $340,790
3.02 Monitor student achievement toward mastery of CCSS through State and local assessments, and differentiate the instructional program based upon results (N/C) 3.02.16.1 Professional development to incorporate core area content and materials into designated ELD instructional model (Title III)	Object Code: 5000 5000-5999: Services And Other Operating Expenditures Title III $140,000	Object Code: 5000 5000-5999: Services And Other Operating Expenditures Title III $161,850

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.02.17.1 Using formative assessment data (e.g. assessment and student work samples) teacher teams will differentiate the instructional program and identify appropriate scaffolds. (N/C) 3.02.17.2 Identify needs and investigate evidence-based intervention curriculum options for all students. Provide differentiated instruction for special education, English learners & low income students to promote access to standard base instruction (N/C) 3.02.17.3 Develop learning profile and provide training to assist in early identification of students at-risk of becoming Long-term English learners (LTEL) (N/C)		
3.03 Supplemental Assessments & Data Management 3.03.17.1 Implement Special Ed Preschool/Kindergarten school readiness assessment model (S/C) 3.03.17.2 Purchase online diagnostic screening (ESGI) for kindergarten and identified students (S/C) 3.03.18.1 Purchase Beyond SST/504s software to provide additional monitoring of achievement regularly for at risk students (S/C)	Object Codes: 1000, 2000, 3000, 4000, 5000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $743,229	Object Codes: 1000, 2000, 3000, 4000, 5000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $753,204
3.04 Learning Management System- Seesaw 3.04.17.1 Provide learning management system to support development dissemination and storage of digital curriculum, provides parent access to children's progress & student career portfolio (S/C)	Object Codes: 4000, 5000 4000-4999: Books And Supplies LCFF Supplemental and Concentration $129,760	Object Codes: 4000, 5000 4000-4999: Books And Supplies LCFF Supplemental and Concentration $129,760

Goal Analysis

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

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

Successes
Implementation of adaptive software
Implementation of centralized grade level playlists
Pilot lof ELA and math diagnostic and adaptive lessons
Ongoing student access to technology

Challenges
Providing hands-on activities at home
Providing engaging access to a broad course of study (PE, electives, VAPA opportunities)
Teaching foundational reading skills online with students in grades TK-3
Integrating ELD support within initial playlists.

We were minimally effective in achieving our intended outcomes for Goal 3, due to school closures and the cancellation of statewide assessments.

Goal 4

Schools foster a sense of shared community and decision making for parents and other stakeholders.

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 3A Parental Involvement, Efforts to seek parent involvement and decision making **19-20** Maintain baseline **Baseline** 3A 100% of parents had the opportunity to provide input on quality of program and learning environment 80% of respondents reported they are satisfied with the quality of the instructional program 86% of respondents reported the learning environment was clean and well-maintained 79% of respondents were satisfied with the playground equipment and recreational space 86% of respondents were satisfied with the overall learning environment	100% of parents had the opportunity to provide input on quality of program and learning environment Starting in the 18-19 School Year, Cajon Valley implemented an annual Gallup Parent Survey to better triangulate data with our staff and student Gallup Poll. 39% of all respondents are considered fully engaged. 82% of respondents reported they agreed with the statement, "My child's school always delivers on what it promises." 86% of respondents reported they agreed with the statement,"I feel proud to be a parent in my child's school." 78% of respondents reported they agreed with the statement, "This school is perfect for my child." 81% of respondents reported they agreed with the statement, "My child's school had high academic standards." 87% of respondents reported they agreed with the statement, "My child's school is a welcoming environment."

Expected	Actual
Metric/Indicator 3A Parental Involvement, Efforts to seek parent involvement and decision making **19-20** Maintain baseline **Baseline** 3A Parents have multiple opportunities to participate in school governance and decision making 100% of schools have a School Site Council 100% of Title I schools have an English Learner Advisory Council 100% of Title I schools are able to select a site representative for the District English Learner Advisory Council 100% of schools are able to select a representative for the Superintendent's Citizen Advisory Council 100% of schools are able to select a representative for the LCAP Committee 93% of all Newcomer families participated in a Newcomer Welcome, increasing their participation in DELAC and site meetings.	Parents have multiple opportunities to participate in school governance and decision making 100% of schools have a School Site Council 100% of Title I schools have an English Learner Advisory Council 100% of Title I schools are able to select a site representative for the District English Learner Advisory Council 100% of schools are able to select a representative for the Superintendent's Citizen Advisory Council 100% of schools are able to select a representative for the LCAP Committee 85% of all Newcomer families participated in a Newcomer Welcome, increasing their participation in DELAC and site meetings. Due to school closures, data was impacted.
Metric/Indicator 3B Parental Involvement, Promotion of parental participation **19-20** Maintain baseline **Baseline** 3B Parent participation is strongly encouraged and solicited districtwide	100% of elementary schools conduct parent/teacher conference 1 or more times throughout the year 100% of schools host a "Back-to-School Curriculum Night" Due to school closures, many Spring parent engagement events were canceled. Many sites were able to hold drive thru and virtual events to continue to engage parents throughout school closures.

Expected	Actual
100% of elementary schools conduct parent/teacher conference 1 or more times throughout the year 100% of schools host a "Back-to-School Curriculum Night" 100% of elementary schools host a spring Celebration of Learning event 93% Grade K-8 unduplicated Newcomer students/families participated in a Newcomer Welcome Meeting 188 unduplicated and exceptional needs students students/families received a home visit to build positive relationships With a focus on unduplicated and exceptional needs student, the district promotes 100% parent participation in programs for all sites through the following services: ~Utilizing Peach Jar communication to send flyers directly to each parent through email ~Utilizing our automated caller system, Dashboard, which contacts each family directly and in the required primary languages ~Posting events on district and site website.	85% Grade K-8 unduplicated Newcomer students/families participated in a Newcomer Welcome Meeting. Due to school closures, data was impacted. 98 unduplicated students students/families received a home visit to build positive relationships prior to school closures in March 2020.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.01 Parent Communication 4.01.15.1 Translation Services for home to school communication, EL support, Translation & Interpretation Organizer. (S/C) 4.01.16.2 Employ Family and Community Engagement Director (S/C)	Object Codes: 2000, 3000, 5000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $529,195	Object Codes: 2000, 3000, 5000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $532,230

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.01.17.1 Translation/interpretation services1 FTE (Arabic), Contract services to support Farsi, Kurdish, Swahili and other primary languages represented in the District (S/C) 4.01.19.1 Family and Community Engagement Supervisor (S/C)		
4.02 Parent Support Services 4.02.16.1 District liaison to support homeless families (S/C) 4.02.17.1 Provide multilingual parent education workshops (S/C) 4.02.17.2 Provide training to support development of parent leadership cohorts at school sites (S/C)	Object Codes: 2000, 3000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $17,916	Object Codes: 2000, 3000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $11,297
4.03 Parent Communication 4.03.19.2 Gallup Poll - Student/Parent Survey (S/C)	Object Code: 5000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $32,500	Object Code: 5000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $72,351
4.04 Parent Support Services 4.04.16.1 District liaison to support homeless families. (Title I) 4.04.16.2 Parent education in "English as a Second Language" and tools for school success (Title I) 4.04.16.3 Facilitate immigrant acclimation through community partnerships, parent liaisons, and development of website resources (Title III) 4.04.19.1 Provide decentralized Community Liaison Network for 13 school sites - 5 FTE 50:50 match with school site funds (Title I)	Object Codes: 2000, 3000, 4000, 5000 2000-2999: Classified Personnel Salaries Title I $209,230 Object Codes: 1000, 2000, 3000 1000-1999: Certificated Personnel Salaries Title III $80,000	Object Codes: 2000, 3000, 4000, 5000 2000-2999: Classified Personnel Salaries Title I $39,815 Object Codes: 1000, 2000, 3000 1000-1999: Certificated Personnel Salaries Title III $18,820

Goal Analysis

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

4.04.16.2: Parent education was not completed because we did not have parents on campus. Instead, we focused on Distance Learning and training.

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

Successes
Access to translators for community support as we navigated to an online environment
Parent University with a new focus on the student online program's as well as the use of the weekly playlist
Implementation of Gallup Parent, Staff, and Student Engagement surveys.

Challenges
Suspension of the ESL parent classes and onsite parent engagement opportunities due to closure.

We were effective in meeting the expected outcomes Goal 3. During the 2019/2020 school year, we were able to double family participation in the Gallup survey while maintaining engagement outcomes on defined survey questions.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

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

Goal 6

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

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

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Management Planning	$32,194	$32,194	No
A Committee of Educators (Committee of 100)	$335,445	$0	No
Professional Learning for staff to prepare for In-Person Instruction	$178,231	$212,297	No
Site reopening planning and student lesson planning focused on grade level pupil academic achievement and/or mitigate learning loss related to COVID-19 school closures.	$762,750	$626,958	Yes
Hired one additional resource teacher through December 2020 for additional support at each site.	$1,300,000	$768,089	No
Child Care will be offered to staff, essential workers, while prioritizing enrollment for foster youth and homeless students.	$1,371,276	$540,114	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 concept for Committee of 100 was never realized
- Expenditures for PD increased due to the need for additional support to develop teachers' capacity to support In-Person instruction while also balancing Distance Learning and Hybrid needs
- Expenditures for Planning and Lesson design for Learning Loss was less than expected due to increase focus on planning and design as part of PD
- District did not hire as many resources teachers due to lack of qualified candidates
- Child care expenditures was less than expected due to fewer families participating than anticipated.

Analysis of In-Person Instructional Offerings

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

CVUSD provided limited in-person instruction during the summer of 2020, and the choice of distance l or hybrid early in the 20-21 academic year. As with many districts across the country, our district faced many challenges in bringing students back on campus for in-person learning.
Some of the challenges faced by staff, families and students include the following:
- Constantly changing schedules
- Staff and students absences
- Preparing lessons and instruction for both in-person, and remote learners
- Balancing safety and instructional needs

In spite of this, we feel very successful in how our students, staff and families were able to rise to the challenges faced. Prior to school closures due to COVID19, we had determined a need for local assessment in ELA and Mathematics. In addition to a summative assessment, we found the need for a diagnostic assessment that would honor student growth as well as highlight student strengths and weaknesses. As we moved into the 20-21 school year, we needed data to be easily accessible to all staff members so as schedules changed or as new staff members were hired, everyone could access data to personalize learning to support students. Based on our Diagnostic #2, given in February 2021, 35% of students were at or above grade level in ELA and 27% of students were at or above grade level in Math. Please note this diagnostic assessment was given halfway through the school year and is not comparable to the summative assessment percentages above. Our goal for the 20-21 school year was to focus on growth measures to ensure all students were making "typical growth" (one year's growth) despite the impact of the pandemic on learning environments.

As of Diagnostic #2, 53% of students were on track to make their "typical growth" goal in ELA. When the data is analyzed by student groups, there is a small variation in the % of students on track (for example 50% of English Learners are on track to make their typical growth), which demonstrates common success across all student groups but also common need. As of Diagnostic #2, 48% of students were on track to make their "typical growth" goal in Math. When the data is analyzed by student groups, there is a small variation in the % of students on track (for example 48% of English Learners are on track to make their typical growth), which follows the same pattern we are seeing in English language arts. We consider the ability to monitor student growth and the ability to have individualized reports for every K-8 student a success that we are excited to continue building upon in future years.

When performance was compared between distance learning classes and in person learning classes, we did not find specific performance differences between the two programs.

Some of the successes of in-person instruction include:
- Providing in-person learning to EVER family that requested having their children on campus
- Creating teacher teams to maximize the relationships between students and staff
- Students and staff buying-into safety and learning protocols
- The flexibility of teachers and other staff in managing complex and dynamic schedules, and in their willingness to take risks

- Development of strong and dynamic safety protocols leading to no on-campus transmission of COVID-19 between students nor staff

Students appreciated the opportunity to learn in person, and teachers appreciated the opportunity to teach in person. Staff took a more serious approach to "customer service" in so many ways: distributing food boxes from Feeding San Diego, escorting students around campus for safety, focusing on students' social-emotional needs. We have never been a more caring community.

Student engagement was high, interventions available, social emotional well being supported, teachers were able to create routines and structures for students, and created a sense of normalcy for children.

CVUSD was able to provide staff with time, resources, training, and guidance including:
- Paid time to set up and arrange schedules
- Hiring of additional classified support staff and teachers
- Providing site admins and special education staff dedicating time, resources and compassion to problem solve unique student situations.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online Programs including Beable, Amplify, Khan Academy, Lexia, Empower. The descriptions for how this actions contribution to increasing or improving services are in the sections above as well as the following sections.	$1,207,239	$1,371,591	Yes
Assessment of families' access to internet and technology. Purchase of Chromebooks and Educational Software.	3,700,782	$2,475,329	Yes
Summer Academy and Curriculum Webinars	$1,187,314	$1,187,314	No
Supports for Pupils with Unique Needs as described above.	$6,826.957	$573,113	Yes
Distance Learning Preparation: Summer Educational Services Planning Learner Profile, Graduate Profile, Priority Standards, Fall School Supplies. The descriptions and cost for how this actions contribution to increasing or improving services are in the sections above.	$770,761	$877,970	Yes
Summer Educational Services Planning	$150,000	$108,501	No

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

Additional expenditures for online programs needed to strengthen DL resources available
Less expenditure on chromebooks and software due to actual needs
More expenditure required for DL prep due to teacher needs
Summer Service planning required less expenditure - we were able to utilize resources already in place

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.

CVUSD had a blend of successes and challenges in implementing our distance learning program in the 2020-21 school year. Distance learning (DL) included a blend of students, both participating fully distance, and those participating in a hybrid model. The following areas represent these successes and challenges.

Continuity of Instruction

Students participating in both full DL and hybrid models were able to experience more continuity of instruction as a result of daily consistency in learning opportunities. The majority of our students had good connectivity at home, with many of these receiving connectivity through district support. Though pupil participation fluctuated throughout the year, overall our students participated in learning virtually daily. Creating and providing engaging lessons and strong SEL implementation virtually was important to maintain student engagement online throughout the year. In addition to the overall success in implementation, changes in rosters, instructional models and schedules proved to be a challenge. Students moving from hybrid to distance and then back again, often had to change teachers multiple times throughout the year. It was difficult for teachers to monitor standards/curriculum with students frequently switching to/from hybrid/DL. Attendance and lack of online participation also proved to be a challenge as students would fall behind, missing out on direct instruction and learning opportunities. It has been very challenging for teachers to provide a similar educational experience to students in-person and in DL. Students in the hybrid program faced the challenge of shifting between a 2-days-a-week format and the amount of asynchronous work when they were not on campus.

Access to Devices and Connectivity: The district was quick to connect families to internet providers last spring. Hot spots were provided when individual students could not connect. All students were provided with Chromebooks, and although our "Chromebook Hospital" has never dealt with such volume, they were able to stay ahead of needed repairs. We did face challenges to devices and connectivity including:
- Internet connectivity at home, even with the availability of hotspots
- Families having difficulty bringing Chromebooks in for repairs
- Lack of sufficient numbers of loaner Chromebooks

Pupil Participation and Progress

Students are learning, with the majority of students participating daily in DL and were engaged in the lessons. They are excited to be at school, whether in person or online. We hear regularly from families how much they appreciate the efforts of our teaching staff. Teachers are also trying new things, like Pear Deck and Jamboard, which are keeping students engaged and participating. Virtual field trips and hands-on projects have played a large role in allowing students to safely explore the world and continue with inquiry-based

learning. Student participation and progress increased as they returned to in person learning. Our staff was able to work with small groups of students to support their progress and address specific learning goals for both our DL and in person students. Some of the challenges we faced in maintaining pupil participation and progress include attendance, engagement and building content understanding. Attendance was lower than in prior years, both in students in DL as well as in-person. Distance learners also had a difficult time attending for the entire day, completing assignments and staying engaged with their class over zoom. As a result, teachers were also grappling with the conflict on helping students build a wealth of content understanding under these circumstances.

Distance Learning Professional Development

CVUSD has been implementing models of independent and blended learning district wide over the last half decade, with teachers developing digital skills and students developing skills and agency that transferred well to this new environment. Professional learning opportunities were offered at the beginning of the year during our Summer Academy to review the "what, why, and how" of priority standards in ELA, Math, Science, and Social Studies. These sessions were recorded and available for later reference. After feedback throughout the year and revising the priority standards, next steps were building asynchronous learning opportunities for on demand learning, including resources. These are available for all certificated staff as well as support staff.

Teachers and classified staff grew their tech and google suite skill set immediately at the onset of distance learning requirements, and are continually growing their knowledge and skills with helpful learning tools.. They now use Pear Deck, Jamboard, Blocksi, and numerous other digital tools like pros. Our instructional coaches played a huge role in supporting teachers at each site in becoming experts at distance learning. PD was also provided at the district level, as well as partnering with outside organizations. One of these partnerships, San Diego Area Writing Project, provided Fall and Spring Conferences full of tips for distance learning.
PD challenges faced over the last year include:
- The steep learning curve for some teachers
- The need for teachers to develop skills and a comfort with distance learning on their own.
- DL teachers missing the physical connection to a learning community and shared planning with team members
- Lack of time during meetings to go deeper into concepts and technology
- Lack of sustained collaboration

Staff Roles and Responsibilities

Since the onset of distance learning, CVUSD staff demonstrated an understanding and acceptance of their new roles and responsibilities, providing a quality education under new and challenging circumstances. Staff practiced their "growth mindset" skills and disposition, taking on new tasks to support their existing roles, and new tasks that came with the pandemic. Teachers are providing services they have never before provided. They regularly walk families through the necessary steps of connecting students on Zoom, using apps at home, reserving library books online, etc. Our Classified Staff also took on new roles and began seeing themselves as part of a larger whole. Every staff member participated in problem solving, troubleshooting, and program improvement on a regular basis. Everyone wanted to work together to make school work for kids. However, many staff members had to overcome fears and to step far out of their comfort zones in order to perform their tasks, but they did it. Fortunately, teachers who were the most

challenged found support from their peers and district coaches. Also, the need for teachers to focus heavily on instituting new protocols and restrictions took time and energy away from planning instruction.

Support for Pupils with Unique Needs

In spring, each site quickly utilized their MTSS teams in anticipation of upcoming needs. SPED and MTSS teams demonstrated high degrees of flexibility in their thinking and support for both DL and in person instructional and relationship building practices. Our teachers and our Special Education staff have done wonders in this area. They have shown an extraordinary amount of patience, adaptability, problem solving, collaboration, communication, and creativity in their efforts to support students with unique needs. The parents of these students have also done a tremendous job of supporting their students with Zoom and DL, in wearing face coverings, with social distancing, and with adhering to safety protocols that many students with special needs find challenging. New levels of family-school teamwork have been reached in this area. In addition to the challenges working with students with unique needs, it was often difficult to provide support and test students and monitor progress on goals over Zoom. It was also very difficult for support providers to split their time between their hybrid and DL students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Implement the iReady diagnostic for grades K-8 for personalized lessons and interventions. Cost included in online programs.			Yes
Identified priority standards in each subject area to gather resources, and track student growth. Cost included in online programs.			No
To ensure support for our English Language Learners, ELD standards will be identified to be integrated into ELA, Math, Science, and Social Studies units. Cost included in online programs.			Yes
Learning Loss Accelerated Progress	$103,745		No

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

There were fewer expenditures than anticipated due to the challenge in identifying additional CVUSD staff and outside agency contracts to support student services and assessments. This work will continue during this summer and the 2021/2022 school year.

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.

Sites implemented several intervention programs to address the learning loss of students, focusing first on students with the highest academic needs and then expanding to include higher numbers of students.
- MTSS teams created systems to identify students with highest academic needs, focusing on Tier 2 and 3 supports
- Learning Loss Intervention Teachers (LLITs) supported students in small reading groups with personalized, individualized, instruction
- ILTTs instrumental in filling educational gaps for students, providing students designated ELD time and with helping to support students with special needs.
- Counselors led small groups sessions to increase instructional capacity.
- Focused on bringing back 4th and 5th grade students for more intensive support, as well as their siblings.
- Learning clubs for Kinder students to get them back on campus 5 days a week.
- After school tutoring and summer enrichment.

Challenges include some of the obstacles commonly faced when supporting students with high academic needs, but exasperated by not having students on campus 5-days per week, including:
- Consistency
- Transiency
- Attendance
- Focus and motivation
- Academic support at home

In order to measure the effectiveness of our efforts to address Pupil Learning Loss, we implemented districtwide iReady diagnostic assessments for K-8 students in English language arts and mathematics. This measure not only captured student proficiency towards state standards but also student growth. This data can be disaggregated by student groups, and provides individual strengths and weaknesses for each student. In addition, we also purchased the iReady Teacher Toolbox, so all teachers have access to the resources to personalize and differentiate learning.

Based on our initial Reading diagnostic in Fall 2020, 27% of Cajon Valley students were early, at, or above grade level. Based on our Reading diagnostic #3 results, 44% of Cajon Valley students met or were above grade level. When looking at growth measures, 50% of Cajon Valley students made one years growth or more (typical growth) based on their initial diagnostic placement compared to their final diagnostic. We found that due to the fact the initial diagnostic was given at home, we found some students' initial diagnostic was too high, causing this growth data to be impacted (Especially in K-1) .

We also so significant growth in our student groups:

English Learners
- Initial Diagnostic: 9% early, met, above grade level
- Diagnostic #3: 21% met or above grade level
- 44% of students made One Year's Growth (or more)
Students with Disabilities
- Initial Diagnostic: 11% early, met, above grade level
- Diagnostic #3: 18% met or above grade level
- 41% of students made One Year's Growth (or more)
Foster Youth
- Initial Diagnostic: 14% early, met, above grade level
- Diagnostic #3: 41% met or above grade level
- 40% of students made One Year's Growth (or more)
Homeless
- Initial Diagnostic: 8% early, met, above grade level
- Diagnostic #3: 18% met or above grade level

- 62% of students made One Year's Growth (or more)

Socioeconomically Disadvantaged
- Initial Diagnostic: 19% early, met, above grade level
- Diagnostic #3: 35% met or above grade level
- 48% of students made One Year's Growth (or more)

Based on our initial math diagnostic in Fall 2020, 27% of Cajon Valley students were early, at, or above grade level. Based on our math diagnostic #3 results, 44% of Cajon Valley students met or were above grade level. We also so significant growth in our student groups:

English Learners
- Initial Diagnostic: 8% early, met, above grade level
- Diagnostic #3: 18% met or above grade level
- 39% of students made One Year's Growth (or more)

Students with Disabilities
- Initial Diagnostic: 8% early, met, above grade level
- Diagnostic #3: 16% met or above grade level
- 37% of students made One Year's Growth (or more)

Foster Youth
- Initial Diagnostic: 10% early, met, above grade level
- Diagnostic #3: 29% met or above grade level
- 35% of students made One Year's Growth (or more)

Homeless
- Initial Diagnostic: 5% early, met, above grade level
- Diagnostic #3: 14% met or above grade level
- 55% of students made One Year's Growth (or more)

Socioeconomically Disadvantaged
- Initial Diagnostic: 14% early, met, above grade level
- Diagnostic #3: 29% met or above grade level
- 40% of students made One Year's Growth (or more)

In addition, district leadership conducted three Learning Loss mitigation meetings with each site throughout the year to review data and create a personalized PDSA plan for each site focused on literacy. 100% of sites participated in these meetings and implemented targeted plans based on data. From these meetings, the Literacy Project was developed at our sites with highest need, which focused on small group instruction, formative assessment, and using iReady data to plan targeted interventions. Both sites that participated saw large gains in target students and we will expand this project for the 21-22 school year to seven additional sites.

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.

CVUSD was able to support students' mental health and social and emotional well-being during the 2020-21 academic year in a variety of ways. Some of the more successful efforts and strategies include:
Establishing engagement teams (assistant principal, counselors, OA II and community liaisons) to monitor students academically as well as their social and emotional well being.

- Teachers sharing information about student engagement with engagement teams
- Adopting and streamlining a digital format for monitoring student mental health.
- Weekly, and sometimes daily, SEL lessons
- Use of SEL strategies for checking-in and engaging with students. Each teacher provides morning check-ins with students across learning models and direct SEL lessons with their classes.
- School counselors providing whole group small groups to address the SEL needs of our students.
- A Virtual online help center for parents and students
- Continuous outreach, home visits, planned advisory lessons with emotional support and trauma care

Some of the challenges we faced include:
- Difficult to identify needs with DL students
- Not being able to get a hold of families, and not being able to meet with students in person
- Engaging with our DL students, specifically those who have been using DL as a way to avoid school
- Parent responsiveness to outreach

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.

As with supporting students with unique needs, MTSS teams at each site have been critical in supporting pupil and family engagement and outreach. Our MTSS teams have consistently, over the last year, made weekly home visits to provide support and services to families. We've utilized virtual community town halls to engage families and digital tools like, Parent Square, Seesaw, and ClassDojo, have helped us maintain and improve communication with families. Parent Square has been especially beneficial providing the district and sites a platform to send voice and text messages directly to families. Site offices have remained to support families' in-person needs, and serve as the Chromebook Hospital, materials depot, and the COVID navigation center. Community Liaisons have been instrumental in getting families connected and engaged by facilitating a series of virtual family workshops.

Some of the challenges we faced in successfully engaging pupils and families include:

- Reliance on digital tools to communicate
- Lack of enough translation affecting communication with under-served members of our community
- Lack of in-person communication opportunities
- Not being able to hold on-campus events
- Lack of parent volunteer opportunities
- Transiency and difficulty in tracking down students and families
- Fear of COVID-19 keep some families distanced

Analysis of School Nutrition

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

Child nutrition teams at each site have been very collaborative in designing systems and in their willingness to address the challenges faced over the last year. They have been able to provide excellent service to our students and families, including:
- Adapting protocols to meet changing needs even on short notice.
- Helping with distribution of food boxes from Feeding San Diego.
- Creating a clean and safe environment that followed all guidelines.
- Supporting students in learning and following new safety protocols

We increased access to free meals for all children in our area ~ 2.5 million meals to our Cajon Valley community. Our Child Nutrition staff stepped up, worked in various locations and outside of their normal hours to support our community – and they have continued to do it all with a great attitude. The district provided meals throughout the summer, for DL students at the beginning of the year and daily free lunches for hybrid/on campus students.

Some of the challenges include:
- Logistics for keeping groups physically distanced to allow for lunch distribution and dining
- Maintaining a diversity of offering of meals
- During the first part of the pandemic families were scared to come to school. We started to do home visits to provide nutrition for our families.
- Refrigeration for meals that need to be delivered outside the kitchen area.
- Reliance on cold meals as a way to make distribution more efficient

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	ParentSquare communication system tied to the student information system to report daily absences (elementary), daily and period absences (middle school), as well as disengagement reporting for synchronous/asynchronous work completion. (Aequitas Solutions, Inc)	$150,557		No
Distance Learning Program (Continuity of Instruction)	Imagine Learning Language and Literacy	$191,450		Yes
School Nutrition	Premium pay for providing meals to the students	$59,724	$51,705	Yes
School Nutrition	Transition to "Grab & Go" Meal delivery method	$17,500	$17,500	Yes
School Nutrition	Meals distribution and delivery	$12,000	$42,000	Yes

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

Received an additional $30,000 from GenYouth and $15,000 from T-Mobile for the Meals Distribution and Delivery.

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.

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

Based on teacher feedback, Cajon Valley will continue to support and focus on learning acceleration by continuing work around the Cajon Valley Priority Standards. For the 2021-2022 school year, all teachers will be provided professional learning through the Cajon365 professional learning platform. For each priority standard, a centralized team has created differentiated resources and supports to aid teachers in using iReady diagnostic data to implement small group interventions. These small groups will occur during the school day as well as after the school day for pupils with unique needs. In addition to the iReady diagnostic assessment, the Beable literacy platform will measure lexile growth that can be used concurrently with iReady data to measure student reading level.

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

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

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

We have found the implementation of a districtwide diagnostic invaluable for all stakeholders and will continue with this program through LCAP funding. iReady data is being used by site leadership to reflect on student outcomes to evaluate program effectiveness and to create strategic site plans. This data is being used by teaching staff to personalize learning and target each student's individual strengths and weaknesses in class as well as through interventions. This data is being shared with parents and has become the foundation of our Family Teacher Teams parent engagement program. We are most impressed by the ability to measure growth so that we can ensure all students are making growth. iReady data has become a pivotal part of our LCAP metrics for our goals.

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:

  o Continuity of Instruction,

  o 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	169,723,789.00	165,981,931.00
	0.00	0.00
LCFF Base	98,321,986.00	99,404,406.00
LCFF Supplemental and Concentration	27,044,451.00	27,754,334.00
Medi-cal	20,000.00	20,000.00
Other	6,036,788.00	4,025,146.00
Restricted Lottery	289,000.00	0.00
Special Education	36,804,238.00	34,406,359.00
Title I	830,826.00	154,160.00
Title II	156,500.00	36,856.00
Title III	220,000.00	180,670.00

* 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	169,723,789.00	165,981,931.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	132,206,153.00	133,584,030.00
2000-2999: Classified Personnel Salaries	31,846,978.00	26,947,770.00
4000-4999: Books And Supplies	4,910,946.00	4,627,886.00
5000-5999: Services And Other Operating Expenditures	759,712.00	822,245.00

* 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	169,723,789.00	165,981,931.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	75,833,206.00	80,067,577.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	18,912,225.00	19,054,418.00
1000-1999: Certificated Personnel Salaries	Special Education	36,804,238.00	34,406,359.00
1000-1999: Certificated Personnel Salaries	Title I	419,984.00	0.00
1000-1999: Certificated Personnel Salaries	Title II	156,500.00	36,856.00
1000-1999: Certificated Personnel Salaries	Title III	80,000.00	18,820.00
2000-2999: Classified Personnel Salaries	LCFF Base	21,317,810.00	18,190,071.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	4,293,507.00	4,740,001.00
2000-2999: Classified Personnel Salaries	Other	5,956,431.00	3,944,789.00
2000-2999: Classified Personnel Salaries	Title I	279,230.00	72,909.00
4000-4999: Books And Supplies	LCFF Base	1,170,970.00	1,146,758.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	3,723,519.00	3,464,671.00
4000-4999: Books And Supplies	Other	16,457.00	16,457.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	115,200.00	495,244.00
5000-5999: Services And Other Operating Expenditures	Medi-cal	20,000.00	20,000.00
5000-5999: Services And Other Operating Expenditures	Other	63,900.00	63,900.00
5000-5999: Services And Other Operating Expenditures	Restricted Lottery	289,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	131,612.00	81,251.00
5000-5999: Services And Other Operating Expenditures	Title III	140,000.00	161,850.00

* 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	162,953,694.00	158,959,025.00
Goal 2	4,534,265.00	4,922,974.00
Goal 3	1,366,989.00	1,425,419.00
Goal 4	868,841.00	674,513.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$3,979,896.00	$2,179,652.00
Distance Learning Program	$7,022,922.96	$6,593,818.00
Pupil Learning Loss	$103,745.00	
Additional Actions and Plan Requirements	$431,231.00	$111,205.00
All Expenditures in Learning Continuity and Attendance Plan	$11,537,794.96	$8,884,675.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,845,870.00	$1,012,580.00
Distance Learning Program	$1,337,314.00	$1,295,815.00
Pupil Learning Loss	$103,745.00	
Additional Actions and Plan Requirements	$150,557.00	
All Expenditures in Learning Continuity and Attendance Plan	$3,437,486.00	$2,308,395.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$2,134,026.00	$1,167,072.00
Distance Learning Program	$5,685,608.96	$5,298,003.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	$280,674.00	$111,205.00
All Expenditures in Learning Continuity and Attendance Plan	$8,100,308.96	$6,576,280.00