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

WESD students will have increased access to successfully differentiated instruction In the key subject areas of Math and ELA that will improve their academic performance.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities: Strategic Plan

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Implementation of differentiation **19-20** 85% of assignments **Baseline** 80% of assignments, grades 2-8	85% of assignments were reported by teachers to be differentiated.
Metric/Indicator Percentage of teachers using depth and complexity icons regularly based on staff survey. **19-20** 65% of teachers use icons regularly **Baseline** 70% of teachers use icons regularly	65% of teachers reporting using depth and complexity icons regularly.
Metric/Indicator ELA achievement: Students scoring in the top two bands of CAASPP-ELA **19-20** 92% of all students	87.77% of all students scored at or above standard in ELA. 56.41% of students with disabilities scored at or above standard in ELA. 42.3% of students who are economically disadvantaged scored at or above standard in ELA.

Expected	Actual
55% of students with disabilities 55% of economically disadvantaged **Baseline** 86% of all students 42% of students with disabilities 38% of economically disadvantaged	
Metric/Indicator Math achievement: Students scoring in the top two bands of CAASPP-Math **19-20** 89% of all students 55% of students with disabilities 27% of economically disadvantaged **Baseline** 89% of all students 42% of students with disabilities 27% of economically disadvantaged students	84.56% of all students scored at or above standard in Math. 42.1% of students with disabilities scored at or above standard in Math. 42.3% of students who are economically disadvantaged scored at or above standard in Math.
Metric/Indicator Attendance rate **19-20** Greater or equal to 96 % **Baseline** Currently 96%	Currently 96%
Metric/Indicator Chronic absenteeism	Currently 8%

Expected	Actual
19-20 Less or equal to 5.6% **Baseline** Currently 6.4%	
Metric/Indicator Suspension rate **19-20** Less or equal to 1% **Baseline** Currently 0	Currently 0
Metric/Indicator Expulsion rate **19-20** Less or equal to 1% **Baseline** Currently 0	Currently 0

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Provide professional development for teachers in Depth and complexity and the integration of icons. 2. Provide for teachers to attend Teachers College: Readers and Writers Institutes. 3. Provide coaching to classroom teachers in support of the implementation of Readers and Writers Workshop Units of Study. 4. Explore early math intervention on both ends of the performance spectrum in primary grades.	1,4,5 Consultant 5000-5999: Services And Other Operating Expenditures LCFF Base $10,000 2. PD 1000-1999: Certificated Personnel Salaries LCFF Base $18,000 3,5 Coach 1000-1999: Certificated Personnel Salaries LCFF Base $9,000 6-8 None	1,4,5 Consultant 5000-5999: Services And Other Operating Expenditures LCFF Base $10,000 2. PD 1000-1999: Certificated Personnel Salaries LCFF Base $18,000 3,5 Coach 1000-1999: Certificated Personnel Salaries LCFF Base $9,000 6-8 None

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5. Provide coaching to classroom teachers in support of the implementation of differentiation/GATE. And review the use of coaching time for Differentiation/Gate. 6. Explore best practices and available resources for dually identified English learner/special education students. 7. Review materials library and time for training and collaboration. 8. Explore best practice in use of interest surveys.		
1. A program focused on open-ended instructional experiences as well as cluster/ability grouping, where appropriate, is available to all students. 2. All students receive instruction that provides for appropriate challenge. 3. 3th, 4th, 5th grade students have the opportunity to be clustered in highly able math groups and the opportunity to compact out of units when they show mastery in the pre-assessment: a. Students will provide feedback of access to cluster and ability grouping b. Assessment in mathematics by unit for differentiation purposes will be evaluated c. K, 1st and 2nd grade students will receive opportunities to show mastery and be given challenge options in math. d. Review best practice in identification of primary grade students for differentiated math on both ends of the mastery spectrum. 4. Differentiation for English Language Arts is made via use of Readers and Writers Workshop Units of Study.	1,2,3,6,7 No additional costs 4, 5 Differentiation Consultant 5000-5999: Services And Other Operating Expenditures LCFF Base $10,000	1,2,3,6,7 No additional costs 4,5 Differentiation Consultant - Nancy Coleman, $8000/year 5000-5999: Services And Other Operating Expenditures LCFF Base $9,600

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5. Differentiation in Social Studies and Science is made via use of project-based learning, choice activities and open-ended problem solving. Review will be completed annually. 6. A SST process is used to support students for specialized and personalized learning remediation and challenge as well as social/emotional support. The SST process will be reviewed to allow proper access for all students. 7. 3rd through 8th grade students explore their individual identified interests through an interest survey. Conduct evaluation of open-ended and interest driven opportunities.		
1. A TK-8th grade student interest survey will be given to help guide instructional experiences based on interest in some classes. 2. Students are given opportunities to provide input on program processes and structures via Student Council and student surveys. 3. Through surveys of students, staff and parents, measure progress in the use of differentiation strategies, teacher professional development, and student access to the SST process and high ability clusters and grouping. 4. SSC/LCAP Advisory gather feedback annually regarding direction of differentiated instruction and access to all levels of instruction. 5. Survey results are used to make adjustments to goals. 6. Research and development on interest driven and innovation/design activities. 7. Depth and complexity use to expand to larger number of students.	1-5. $0 no additional costs 6. Object Design Committee Stipend $5,000; Design Committee Lead $7,500 1000-1999: Certificated Personnel Salaries LCFF Base $5,000 7 Differentiation, Consultant outlined in Goal 1 Action 2.4 above	1-5. $0 no additional costs 6. Object Design Committee Stipend $5,000; Design Committee Lead $7,500 1000-1999: Certificated Personnel Salaries LCFF Base $5,000 7 Differentiation, Consultant outlined in Goal 1 Action 2.4 above

	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.

The funds budgeted that were not implemented for Actions/Services were allocated towards distance learning starting in March 2020. We used the funds to purchase Chromebooks, iPads, TK-8 student supplies, Internet hotspots, PPE for staff, monitors for teachers, additional whiteboards, and other necessary home learning supplies. Unallocated funds were also used to provide differentiated instruction in Math and ELA for students, using subscription programs purchased by the school district, such as ALEKS and FastForward.

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

Many of these actions were able to be completed prior to our site moving to distance learning in March of 2020. We were able to complete the PD portions of our goal, and add increased PD for distance learning to help teachers transition effectively. Additionally, we completed the surveys, Math clustering, and implementation of all other differentiation actions. The only challenge that we had was implementing any type of measurable end of year assessment, as state testing was suspended for the year.

Goal 2

English Language Development All WESD English learner {EL) students will receive supports as outlined in their ILPs

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator ELA achievement: Students scoring in the top two bands of CAASPP•ELA **19-20** 92% of all students 44% of English learners 80% of RFEP students 2% increase in EL and RFEP performance on CAASPP ELA **Baseline** 86% of all students 38% of English learners 67% of RFEP students 22 students are classified as current Els based on CELDT scores 11 students were R'FED in 2016-17	87.77% of all students 18.18% of English learners 72.22% of RFEP students 19.82% decrease in EL performance on CAASPP ELA 5.22% increase in RFEP performance on CAASPP ELA
Metric/Indicator Math achievement: Students scoring in the top two bands of CAASPP-Math **19-20** 89% of all students	84.56% of all students 27.27% of English Learners 72.22% of RFEP students

Expected	Actual
60% of English Learners 80 % of RFEP students **Baseline** 83% of all students 15% of English Learners 67% of RFEP students	
Metric/Indicator English Learner progress- CELDT/ELPAC 2% of ELs improving performance at least one level annually **19-20** 60% of ELs made one level growth **Baseline** ELPAC assessment goals to be set summer 2018 54% of EL's made one level growth	11.11% of ELs made one level growth
Metric/Indicator English Learner reclassification rate **19-20** 39% of ELs were reclassified as fluent **Baseline** 3% of ELs were reclassified as fluent	1 student out of 27 (3.7%) English Learners was reclassified as fluent
Metric/Indicator Parent engagement outreach efforts % of parents of new Tinsley students attending orientation and parent education events throughout the year **19-20** 65% of Tinsley parents attend the annual orientation **Baseline** 60% of Tinsley parents attend annual orientation	70% of Tinsley parents attended the annual orientation

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. EL students have access to CCSS aligned courses and curriculum. 2. EL students are given clear performance goals for meeting/exceeding standards. 3. IFEP and RFEP progress monitoring with student and families includes a mid-year check on ILP progress. 4. ELD specialist and reading specialist ensure EL students receive intermittent support on instructional goals and are provided regular opportunities to show progress. 5. Opportunities are structured for collaboration between classroom teachers and EL Specialist. 6. Continue piloting performance prototypes for EL support garnered from Sequoia collaborative research. 7. Analyze ELPAC data to determine instructional interventions for ELs. 8. Implement performance prototypes for EL support garnered from Sequoia collaborative research.	1,2,3,5 No Cost 4. $74,460; 88,142 ELD Specialist 60%, Reading Specialist 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 162,602 6. Sequoia Committee $5,000 1000-1999: Certificated Personnel Salaries 5000 7. DELAC Committee Stipend $5,000 1000-1999: Certificated Personnel Salaries LCFF Base $5,000	1,2,3,5 No Cost 4. $74,460; 88,142 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $175,686 6. Sequoia Committee $5,000 1000-1999: Certificated Personnel Salaries 0 7. DELAC Committee Stipend $5,000 1000-1999: Certificated Personnel Salaries LCFF Base $5,000
1. Middle School IFEP and RFEP student progress monitoring will include weekly resource/study skills support in Math and ELA. 2. Explore how growth mindset and academic mentoring can support EL students and staff. 3. ELD specialist provides teacher consultation including supplying lists of grade level academic vocabulary and concrete strategies to support academic vocabulary development in the general education classroom.	1-7 Cost covered in Action 1 above 8,10 Committee Stipends and events and program improvements Object 1104, 5899, 3000 1000-1999: Certificated Personnel Salaries LCFF Base $15,000	1-7 Cost covered in Action 1 above 8,10 Committee Stipends and events and program improvements Object 1104, 5899, 3000 1000-1999: Certificated Personnel Salaries LCFF Base $3,384

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4. EL program feedback gathered via student, staff and parent surveys as well as through program review by DELAC and School Site Council. 5. DELAC with input from students staff and other parents establishes annual outcomes. 6. DELAC reviews progress made toward goals. 7. Outreach to parents of EL students includes early school year orientation and parent education events throughout the year. Expand outreach or those new to the District to include pre-academic activities, games and resources to support readiness. 8. Translation services provided to support parent participation. Transportation provided to Tinsley students to ensure attendance is maintained per Goal 1. 9. Sequoia EL research project outcomes to include program improvements. Explore potential partnerships with Stanford/Sequoia Collaborative and Silicon Valley Community Foundation to support mindset work.	9. $20,000, 50% Part Time Tinsley/Outreach/Translation support (Include support on the bus) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $60,000	9. $20,000, 50% Part Time Tinsley/Outreach/Translation support (Include support on the bus) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $68,461
1. Provide opportunities for dually identified students to participate in SSTs for differentiation opportunities. 2. Review push in/pull out time use and performance indicators via student, staff and parent survey and ELD team meeting reviews. 3. DELAC reviews access for ELs to all aspects of the WESD program. 4. Measure outcomes using instructional materials and outreach opportunities.	1-2 None 3. DELAC Cost Covered above in Goal 2 action 2 4,6 None 5. Materials, $2,366 Title III, $7,634 Base LCFF 4000-4999: Books And Supplies Title III $10,000	1-2 None 3. DELAC Cost Covered above in Goal 2 action 2 4,6 None 5. Materials 4000-4999: Books And Supplies Title III $10,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5. Enhance instructional materials and outreach opportunities to better meet the needs of students in the Beginning and Early Intermediate ranges. 6.Review curriculum for academic vocabulary focus. 7. Use outreach structures for social support of EL students to build social capital.		

Goal Analysis

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

The $64,947 was spent on the nutrition program, transportation, and EL staffing.

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

Many of these actions were able to be completed prior to our site moving to distance learning in March of 2020. Some particular successes from this year were using the English Language Development teacher to develop an Individualized Learning Plan for each English Learner. We also engaged in the Sequoia collaborative research project facilitated by the Stanford School of Education, which allowed our teachers to more deeply engage in understanding our English Learner population and better serving their needs. We were also able to implement articulation meetings with the teachers at the beginning of the school year to prepare for the new academic year and to support the academic needs of English Learners. We were also very successful in supporting English Learner families who needed support in accessing academic and social opportunities. We designated a literacy coach to do intervention work with our highest need English Learners in the primary grades. We were able to continue this support over Zoom during Distance Learning as well. Dually-identified students (SPED and EL) were also provided 1-1 support to guarantee access and academic growth.

The challenges were measuring end of year growth, as the ELPAC was suspended. Only 1/3 of the students completed the ELPAC prior to closing in-person learning for the year. Two of our DELAC meetings had to be cancelled as well, due to closure, so we were not able to close out our work with this group for the year. Distance learning also posed challenges in communication with parents, as this became more difficult without the ability to meet face-to-face.

Goal 3

WESD Middle School students will receive instruction in a newly designed Middle School program, providing opportunities for in-depth study in key subject areas.

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 6: School Climate (Engagement)
                     Priority 7: Course Access (Conditions of Learning)

Local Priorities: Strategic Plan

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator ELA Achievement: MS students scoring in the top two bands of CAASPP-ELA **19-20** 6th Grade 88% 7th Grade greater than or equal to 98% 8th Grade 93% **Baseline** 6th Grade 74% 7th Grade 94% 8th Grade 90%	Data unavailable- assessments cancelled as a result of COVID-19.
Metric/Indicator Math Achievement: MS students scoring in the top two bands of CAASPP-Math	Data unavailable- assessments cancelled as a result of COVID-19.

Expected	Actual
19-20 6th Grade 80% 7th Grade greater than or equal to 98% 8th Grade 82% **Baseline** 6th Grade 74% 7th Grade 94% 8th Grade 76%	
Metric/Indicator Middle School Dropout Rate **19-20** Less than or equal to 1% **Baseline** 0%	0%
Metric/Indicator School Climate Survey: MS campus is viewed as both physically and emotionally safe **19-20** At or above 94% **Baseline** 90% students and parents	75.6% of the parents agree that students follow behavior expectations, 61.75% of the parents' negative students behaviors are properly addressed, 71.14% of parents agreed satisfied with students support during recess and playground, and 80.8 % of parents are satisfied with the level of cohesiveness and level of camaraderie.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Teachers will continue to receive annual professional development in design theory and Integration.	1. PD Design 5000-5999: Services And Other Operating Expenditures LCFF Base $10,000 2-7 As outlined in Goal 1 Action 3	1. PD Design 1000-1999: Certificated Personnel Salaries LCFF Base $7,500 2-7 As outlined in Goal 1 Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2. All students in all three middle school grades will experience 100% implementation of integrated instructional experiences that draw on design thinking protocol.	8-11. As Outlined in Goal 1 Action 3	8-11. As Outlined in Goal 1 Action 3
3. Students will use design practices to develop their ability to understand others, analyze challenges, and reflect on their work.		
4. All 8th-grade students will use design thinking protocol to complete a cross- curricular exit project.		
5. All 7th-grade students will use design thinking protocol to complete an environment-focused, cross-curricular project.		
6. 6th grade will continue to complete a design thinking integrated project that focuses on the community.		
7. Students will receive feedback regarding their progress toward design thinking outcomes.		
8. Parents and teachers will provide feedback on design integration at the middle school level.		
9. Additional open-ended design challenges to be offered.		
10. Exploration of design outreach to other middle schools.		
11.Drafting design instructional outcomes.		
12. Publish design instructional outcomes.		
1. The Design Committee with design consultant will establish draft instructional annual outcomes.	1. SSC, Design Committee Stipends; Object 1104, 3000	1. SSC, Design Committee Stipends; Object 1104, 3000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2. All students, including English Learners, low income and foster youth, will benefit from a well-coordinated, coherent MS program. 3. Teachers will work toward greater coherence among and across subject areas and in the assignment of homework and communication of student progress. 4. CCSS is 100% integrated and design connections with CCSSs are leveraged. 5. Students benefit from connections and support with community institutions and members. 6. We continue to communicate the Woodside Middle School advantage to the larger educational community. 7. We maintain social media accounts to celebrate and communicate MS program successes and maintain alumni Facebook page and track WESD alumni via website. 8. Parental feedback continues to be considered via SSC/LCAP committee and survey process. 9. Leverage greater community resources to support Middle School programs such as design challenges and science fair.	1000-1999: Certificated Personnel Salaries LCFF Base $5000 2-3 None 4. Design Instructional Materials 4000-4999: Books And Supplies Lottery $10,000 5-9 None	1000-1999: Certificated Personnel Salaries LCFF Base $7,500 2-3 None 4. Design Instructional Materials 4000-4999: Books And Supplies Lottery $10,000 5-9 None
1. All students receive CCSS aligned instruction in ELA, Math and Science. 2. MS ELA teachers will continue to implement Reading Units of Study at all three grade levels. 3. MS Science teachers will integrate NGSS with existing science resources.	1. None 2. Units of Study, Lottery 4000-4999: Books And Supplies Lottery $10,000 3. NGSS Science 4000-4999: Books And Supplies Lottery $20,000	1. None Units of Study, Lottery, 4000-4999: Books And Supplies Lottery $12,270.04 3. NGSS Science 4000-4999: Books And Supplies Lottery $20,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4. Advisory, a research-based SEL program designed for the specific developmental needs of adolescents, will be provided. 5. Students struggling to perform at grade level, with particular attention paid to Tinsley students, will be supported by the MS staff review process and SST. 6. Social Studies teachers will pilot new standards aligned curriculum.	4. SEL, Local Donations 1000-1999: Certificated Personnel Salaries Locally Defined $10,000 5. None 6. None	4. SEL, Local Donations 1000-1999: Certificated Personnel Salaries Locally Defined $14,680 6. None

Goal Analysis

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

The funds budgeted that were not implemented for Actions/Services were allocated towards distance learning starting in March 2020. We used the funds to purchase Chromebooks, iPads, TK-8 student supplies, Internet hotspots, PPE for staff, monitors for teachers, additional whiteboards, and other necessary home learning supplies. We also invested significant amount of unallocated funding towards updating technology in the middle school classrooms, with new displays and microphones to enhance the distance learning and in-person learning experience.

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

We were able to successfully complete all action areas prior to reverting to distance learning in the Spring of 2020, with the exception of assessment. In the Spring, we were not able to do as much EL family outreach and student support as we would have liked, and that is a goal for moving forward. This year, we will focus on a more comprehensive plan to support struggling students, students in the EL program, and students in the Tinsley program, especially with access to a high quality education both in-person and distance learning. Additionally, we were not able to pilot a new Social Studies program, but we plan to purchase the updated curriculum version for the 2021-2022 school year.

Goal 4

WESD students wIll have increased access to design thinking integrated curriculum and stand-alone curriculum. All WESD students will be fully versed in design thinking theory and protocol as a tool for problem solving. All WESD students will use design thinking protocol to problem solve and enhance every day instructional experiences.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement)
	Priority 5: Pupil Engagement (Engagement)
Local Priorities:	Strategic Plan

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Experiences: All students will have design thinking integrated instructional experiences in order to fully utilize design thinking strategies to problem solve. **19-20** 8-12 skill building lessons 1 integrated project per grade level **Baseline** 3 integrated lessons per grade level with one year long integrated project in 7th and 8th	100% of students had 8-12 skill building lesson and one integrated design project.
Metric/Indicator Community partnership via parent survey **19-20** 50% participation in parent survey **Baseline** Baseline established in 2017-18 at 29% participation rate	66.5 % of parents responded to the parent survey. The annual parent survey collects feedback about the design program. Survey results are shared with the Design Committee, Tech Task Force Committee, School Site Council, staff, and Governing Board for action item selection.
Metric/Indicator Program development and stakeholder feedback **19-20**	100% student survey completion for 2019-2020. Due to Covid and the switch to Distance Learning, the staff survey was not sent out for the 2019-2020 school year. Staff and student survey results

Expected	Actual
Student: 95% Staff: 80 % **Baseline** Baseline established in 2017-18 for student and staff survey participation Student : 76% Staff: 62% participation	are used along with Board Forum data collected to guide action items for future years.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. All staff will continue to receive design training during the summer and school year via design consultant, and attendance at Nueva Institutes. 2. The Design Committee will continue to provide training at least twice a year. 3. Attendance at Nueva Innovation and/or D school Summer Institutes is made available to all teachers. 4. Expand training for higher-level program development and integration into the classroom experience. 5. Explore and secure more specialized training provided by D School or Nueva Staff. 6. Each grade span (TK-2, 3-5, MS) will continue a teacher leader in design who will assist grade- level teams find natural design integration opportunities. 7. Establish a job sharing and an equipment/materials matrix for classroom teachers and the design team. 8. Consider opening our program's best practices to the greater educational community.	1,3,4,5 Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base $10,000 .2,6 $12500 Covered Above in Goal 3 Action 1 and Goal 3 Action 2 7. Equipment, Instructional Materials, Lottery, Donation 4000-4999: Books And Supplies Lottery $30,000 8-9 None	1,3,4,5 Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base $49,352 2,6 $12500 Covered Above in Goal 3 Action 1 and Goal 3 Action 2 LCFF Base 7. Equipment, Instructional Materials, Lottery, Donation 4000-4999: Books And Supplies Lottery $9,500 8-9 None

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
9. Collect community input regarding expert designer value add. 10. Explore providing institute training to others. 10. Explore providing institute training to others		
1. Parents will continue to be involved in setting program direction through feedback gathering and will be invited to participate in the guest designer program. 2. The Design Committee will consider ways to enlist community members in the offering of open-ended design challenges. 3. The Design Committee will consider community outreach to other school systems to share best practices such as assessment. 4. Consider the establishment of design institute with community support.	1-3.Design Committee Same as above Goal 3 Action 1	1-3.Design Committee Same as above Goal 3 Action 1
1. The Design Committee and SSC/LCAP Advisory will establish annual outcomes. 2. Committee meeting minutes and outreach activity agendas will measure access to all design activities for all students with particular attention paid to Tinsley students. 3. The Design Committee, in conjunction with the Middle School team, established a 6th grade design project. 4. The Design Committee will explore ways to incorporate more opportunities to have open-ended design challenges.	1-4 Design Committee Same as above in Goal 3 Action 1	1-4 Design Committee Same as above in Goal 3 Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5. Conduct six year review of design program, instructional benefit to students and teacher mindset.		

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 funds for Design Thinking were expended by March of 2020, particularly for chromebooks, iPads, and design materials for projects.

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

Students had consistent access to design projects in our design lab prior to March of 2020. Design projects were continuously integrated into the curriculum across all grade levels, as well as in an enrichment capacity in the form of design challenges at recess and lunch. The design assessment rubric was used to help assess student projects and encouraged growth. We used valuable parent survey feedback and stakeholder input to set future direction for the design program, including improvement upon grade level design projects. One challenge was the ability to implement design projects for the last few months of the school year while we were in distance learning. In particular, we were unable to implement the capstone 8th grade projects. We also were unable to send any staff members to design training on site at Nueva, as no summer PD offerings were available.

Goal 5

WESD students will have increased access to CCSS aligned instructional experiences in key subject matter including Science and History/Social Science.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Strategic Plan

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Teacher Assignment **19-20** 100% of teachers will be appropriately assigned and fully credentialed. **Baseline** 100% of classroom teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	100% of teachers are appropriately assigned and fully credentialed.
Metric/Indicator School Facilities **19-20** FIT Score = 96% **Baseline** Maintained and in good repair with FIT Score of 98.02%/100%	FIT Score 96%
Metric/Indicator Instructional Materials	100% of students have access to CCSS aligned and adopted instructional materials.

Expected	Actual
19-20 100% of students have access to CCSS aligned and adopted instructional materials. **Baseline** 100% of students have access to CCSS aligned and adopted instructional materials.	
Metric/Indicator Science Achievement: Students scoring in the top two bands of CAASPP-Science **19-20** Achievement targets will be determined once baseline is set **Baseline** Baseline will be determined in 2017-2018	In 18-19, 71.27% of students met or exceeded grade level on the CAST assessment. Data unavailable for 19-20- assessments cancelled as a result of COVID-19.
Metric/Indicator Student Performance Structure: Collection of annual ILP, 504, IEP and SST 1 SST **19-20** 100% of all students, including those with an IEP, will be identified for a learning plan **Baseline** Baseline is 100% of students without an IEP, who scored below standard on CAASPP to be identified for an individualized learning plan.	100% of students who scored below grade level on ELA and/or Math in 2019 have a structured learning plan or academic intervention plan, as identified by teacher goal setting.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. All teachers will be fully credentialed and appropriately assigned.	1. Highly Credentialed Teachers Base Salary Object 1100, object 3000-3602	Highly Credentialed Teachers Base Salary Object 1100, object 3000-3602

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2. Provide a Beginning Teacher Support and Assistance program for newly hired teachers. 3. Facilities will support the instructional program and be maintained in good repair by 1.0 FTE Maintenance Supervisor and 2.0 FTE Custodial Staff. 4. All students will have access to locally adopted and approved CCSS aligned instructional materials.	1000-1999: Certificated Personnel Salaries LCFF Base $6,268,610 2. BTSA Stipend Object 1112 1000-1999: Certificated Personnel Salaries LCFF Base $9,500 3. Facilities staff Object 2240, 3000-3602 2000-2999: Classified Personnel Salaries LCFF Base $378,326 4. Instructional Materials Object 4310 4000-4999: Books And Supplies Lottery $40,000	1000-1999: Certificated Personnel Salaries LCFF Base $7,374,580 BTSA Stipend Object 1112 1000-1999: Certificated Personnel Salaries LCFF Base $2,500 Facilities staff Object 2240, 3000-3602 2000-2999: Classified Personnel Salaries LCFF Base $381,716.49 4. Instructional Materials Object 4310 4000-4999: Books And Supplies Lottery $61,023.32
1. All students will have full access to Social Studies aligned instructional materials. 2. New Social Studies materials will be chosen for the Middle School. 3.TK-5 Social Studies will continue to be supported by technology/ curriculum and design thinking activities. 4. Through the School Site Council and Board reports, parents will be asked to provide input on the proposed Social Studies materials. 5. Performance standards will be set for Social Studies. 6. Continue to Analyze coordination between state mandated assessments and local assessments. 7. Social Studies materials will be introduced.	1,2,,7 Outlined in Goal 3 Action 3 above 3. $17,000 (ZSpace & Foss Kits) 4000-4999: Books And Supplies LCFF Base $17,000 4-6 None	1,,3,7 Outlined in Goal 3 Action 3 above 3. $17,000 (ZSpace & Foss Kits) 4000-4999: Books And Supplies LCFF Base $13,878 4-6 None

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Outcomes will be measured by evaluation of local and State assessment goals	1,2 None	1,2 None
1. Student Services team will ensure full access to NGSS for students with disabilities 2. Parental involvement will monitor access to design/science integration	1. None 2. None	1. None 2. None
1. Conducted annual review of individual plans for students outside of EL and Special Education who are performing below grade level in reading, writing and/or math. Administration to meet with every family and intervention plans established. Articulation of student performance in key areas will be conducted annually. 2. Wrap around services made available for any student of need including all students with disabilities, and should our student population change to include foster or homeless youth. These service plans ensure 100% access to required course content and curriculum. 3. Record keeping on intervention meeting outcomes and program monitoring is consistent. 4. Long term analysis of EL performance in Stanford/ Sequoia EL research.	1. Administration 7.5% of time spent for weekly IEP meetings Object 1000-3699 1000-1999: Certificated Personnel Salaries LCFF Base $37,500 2-3 None 4. Sequoia EL Research outlined above in Goal 2 Action 2	1.Administration 25% of time spent for weekly IEP meetings1000-3699 Object 1 1000-1999: Certificated Personnel Salaries LCFF Base $48,505 2-3 None 4. Sequoia EL Research outlined above in Goal 2 Action 2

Goal Analysis

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

The funds budgeted that were not implemented for Actions/Services were allocated towards distance learning starting in March 2020. We used the funds to purchase Chromebooks, iPads, TK-8 student supplies, Internet hotspots, PPE for staff, monitors for teachers, additional whiteboards, and other necessary home learning supplies. We also purchased software for teachers and students to expand their curricula, as well as access to training for staff members to prepare for Distance Learning.

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

We were able to maintain continued access to CCSS aligned materials, even during the COVID-19 crisis. We prioritized continued articulation and were able to provide services for all students, including those with disabilities, both in-person and during Distance Learning. We also successfully implemented the school survey and were able to gain valuable stakeholder stakeholder feedback for strengthening our curricular programs. Because of the cancelling of assessments during COVID 19, we were unable to effectively measure summative student growth for our general student population, or our specialized student populations such as ELs. Looking forward, we plan to look at new Social Studies materials for adoption, because the adoption process was put on hold due to Covid-19. Pilot materials will be ordered for the 2021-2022 school year, and will be taken to the Board for consideration.

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
Installing touchless hand sanitizer/hand washing stations	$10,000	$10,000	Yes
Purchasing materials for each student to have their own, including devices for TK-8 students	$12,000	$12,000	Yes
Purchasing staff PPE, as well as a thermal temperature scanner for effiicient campus entry	$42,000	$42,000	Yes
Additional staffing to provide adequate support for on-campus learning cohorts	$90,878	$90,878	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 funds budgeted that were not implemented for Actions/Services were allocated towards distance learning starting in March 2020. We used the funds to purchase Chromebooks, iPads, TK-8 student supplies, Internet hotspots, PPE for staff, monitors for teachers, additional whiteboards, and other necessary home learning supplies.

Analysis of In-Person Instructional Offerings

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

Woodside School's original recommendation was to return to school for in-person learning in the fall. However, it became clear that San Mateo County would be put onto the State's watch list prior to the start of school. As a result of San Mateo County's anticipated placement on the list, the Board decided on July 30, 2020, that Woodside School would open the 2020-21 school year in full-time Distance Learning. This decision was made with the health and safety of our staff and students foremost in our minds. Key factors that lead to this final decision were the limited access to testing and the accessibility to information in an effort to communicate with all

stakeholders as early as possible. As a small, one-school district, we were confident that WESD would be able to effectively implement all county health guidelines to reopen for in-person learning.

The process of creating a robust plan for Distance Learning began with the District examining the need for on-campus instruction for students struggling with distance learning environments. Specifically, the District established small learning cohorts on campus for certain students with special needs, students identified with heightened risks of falling behind academically, and/or who require targeted specialized support services. We also considered students of District employees, or whose parents were employed in certain critical areas involved in emergency response. The District received guidance from the state and local health authorities that allowed for targeted in-person programming the district could provide. Therefore, the District leadership team developed small, in-person cohorts on campus. As resources became available and health and safety measures were put in place, other identified students were offered the opportunity to join these cohorts in a phased manner. The District conducted the in-person program in compliance with guidance issued by the California Department of Public Health (CDPH) on August 25, 2020. Students were grouped into stable cohorts with no more than fourteen children and two adults assigned to each. Safety measures described in the District's School Reopening Task Force Guidelines for 2020-2021 School Year were implemented to minimize COVID-19 transmission. This included social distancing, face coverings, frequent hand washing, and the use of outdoor space. Participation in the district's in-person program was voluntary. It was implemented with the written consent of families of students wishing to participate in this program. The district engaged in a phasing-in process to bring students back, starting with the youngest students first, once the District and County determined it was safe for all students to return to school in person. Beginning with the district's youngest students, the district was able to allocate and balance support with smaller in-person populations, while continuing the same level of support for those remaining in distance learning. The limited the number of students on campus and allowed the District to acclimate students to the district's new safety measures with meticulous attention. Throughout the planning process and while phasing students in, the district continued to assess risks, collected feedback from medical professionals and stakeholders and analyzed multiple outcomes. It was believed that the district was capable of reopening the school by implementing all State and County health guidelines.

Our goals for in-person academic programs for the 2020-21 school year included a rigorous curriculum delivered to in-person and distance learning students. A comprehensive Distance Learning plan allowed the district to switch between in-person and distance learning, as needed. A schedule was developed to allow for full-time on-campus learning. Students and teachers engaged in a revised school day. This schedule included a slow rollout of in-person learning with a minimum day schedule for the first five days of in-person learning. After the initial transition, minimum day schedule, students and teachers transitioned to a full day of instruction. The academic calendar was revised from trimesters to semester/quarter system. These changes allowed for the district to efficiently contact trace and coordinate staffing so that teachers and staff members did not cross into more than one grade level during each grading period.

Hygiene protocols were essential to avoid the spread of disease and required careful planning, purchasing of supplies, and training for all stakeholders. Those permitted to enter the campus (only students and staff members) conducted daily temperature checks via contactless temperature scanners. Students and staff were asked a series of screening questions that included possible travel and symptoms. The district denied campus entry to people who exhibited symptoms. Students presenting a temperature (100.4) were guided to a secure area, isolated, and picked up by parents immediately. To adhere to the limited gather requirement, the district

staggered arrival and dismissal times. Health and safety protocols were developed, adopted, and communicated to all stakeholders prior to the start of any in-person learning via a mandatory district-led informational meeting.

In addition to the contactless temperature scanners, the district installed contactless hand sanitizing stations throughout the campus and buildings, portable handwashing stations and instituted a sanitizing protocol for all campus spaces. The district enforced social distancing by spacing desks and other seating options six feet apart in all buildings and classrooms. Dots were spray-painted throughout the school to support social distancing while students lined up outside their classrooms, waited in line for their temperature check, and while they were eating outside. Face-coverings were required at all times when students were not eating. Transparent plexiglass dividers were installed in high traffic areas (i.e. front office, librarian desks, etc. District leadership limited the use of communal areas to one person at a time (bathrooms, sinks, copy rooms, etc). Bathrooms were assigned by grade level and cohort areas and were cleaned on an hourly basis. Signage was placed throughout the school to enforce social distancing, proper hygiene, and face coverings. Communal drinking fountains were turned off, but bottle-filling stations remained operational. Students were encouraged to bring a reusable bottle every day. Students and staff did not share materials of any kind (laptops, water bottles, school supplies, etc.). The district implemented bi-weekly COVID testing on campus for all staff members.

In order to measure potential learning loss, teachers assessed all students in reading, writing, and math within the first quarter of the school year. Teachers used standardized assessments, such as math and writing curriculum assessments, district-approved reading assessments, and informal and benchmark learning readiness levels for this initial data and throughout the entire school year. Teachers increased short-cycle assessments, to inform instruction and accelerate learning. Departments and grade-level teams explored what mastery looked like and what assignments and assessments would provide thorough and detailed student success rate data. Learning gaps were addressed in daily instruction, whether in-person or during Distance Learning. If students needed a greater level of support during Distance Learning, they were referred to our in-person learning program. If a student needed more support in person, the SST process was enacted to further assess and plan to address learning needs. Teaching teams used district-adopted curriculum to promote engagement, social-emotional safety, community building, and cultural relevance. Additionally, our counseling and support provider team provided support to students with mental health or behavioral needs. Finally, WESD invested in enrichment programs for students to practice Math and ELA skills outside of the school day.

Challenges faced by the District included negotiations with the teachers' union for an MOU, parents committing to learning modalities, classroom supplies, technology distribution, increased needs for materials and the increased need for technological materials, increased supports for mental health, physical space restrictions, and acquiring new equipment (ventilation, desks, tech).

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Zoom Pro video conferencing subscriptions for all teachers	$10,000	$10,000	Yes
Upgraded technology materials/resources by request (monitors, ring lights, webcams, etc.)	$70,000	$70,000	Yes
Additional devices (iPads and Chromebooks) to ensure 1-1 access for all students	$8,000	$8,000	Yes
Hotspot and Internet subsidies for qualifying families	$3,000	$3,000	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.

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.

Both the Lower School and Upper School followed adopted Distance Learning Schedules. Distance learning closely followed the 2020-21 in-person school schedule, which helped to maintain routine for students and teachers and allowed WESD to transfer between Distance Learning and in-person learning relatively seamlessly. All subjects were offered during distance learning. Music, PE, Art, and Library were on a quarterly rotation basis, mirroring the in-person learning schedule. The first few weeks of the school year focused on student needs around community-building, class procedures, supporting students' mental health as they returned to structured learning, foundational skills, and assessment. Both asynchronous and synchronous learning occured daily, and the structure of the day mirrored a classroom environment, where instruction was given, and students then broke off into small group, 1-1, or individual work time. Specifically, Reading, Writing, Math, and a morning meeting was delivered synchronously daily in TK-5. In grades 6-8, each subject was delivered synchronously at least three times per week. WESD continued to use all district-approved curriculum during Distance Learning, and utilized Google Classroom and Seesaw to manage student work.

All students were provided with a device (iPad or Chromebook) at the beginning of the school year. Additionally, each family was surveyed multiple times to address Internet and connectivity needs to ensure connectedness at home. WESD's technology team provided IT support to all families, and provided support with Internet bills, hotspots, or devices to families who qualified for these services.

Formative assessments in reading, writing, and math were given to students within the first quarter of school to measure current levels of understanding. Using the SVMI/MARS data from last year, teachers worked in teams to discuss re-engagement lessons during the initial weeks of school. This was completed in class so long as in-person learning continues. The District determined best practices for digital Reading, Writing, and Math assessments. Pupil progress was measured by progress towards mastery of grade level standards, rather than completion (when possible). Similar to in- person learning, not every assignment/activity was collected and evaluated. Synchronous instructional minutes served as one measure of assessing participation and assessing pupil progress. It was important that students attended all synchronous sessions in order to be properly assessed. Attendance was tracked in PowerSchool, and administration considered the needs for students to be placed on a tiered system of re-engagement, or in an alternate setting if attendance became an issue. The time value of pupil work was measured when considering instructional minutes, and time guidance was provided for each assignment so that students and parents understood how long an assignment should take. The time value of work was measured through completion of work during asynchronous time by using Google Classroom or Seesaw to track work completion. WESD returned to standard grading practices, where TK-5th grade students were assessed with standards-based grading and 6th-8th grade students were graded on the Middle School grading scale. Standards that could not be properly assessed during Distance Learning were not addressed on the progress report/report card for that grading period. Instead, these standards were assessed with additional emphasis upon return to In-Person Learning.

Teachers had three full days of professional development prior to the start of Distance Learning to engage in professional development around Distance Learning and campus health and safety protocols. The first 5 days of instruction (August 24th-28th) were minimum days, to allow for teachers to work in grade level teams, receive professional development, and plan for the school year. These days included District-led sessions, teacher-led sessions, and sessions by outside consultants. Additionally, teachers were encouraged to attend PD over the summer, specifically those programs offered by the county about Distance Learning. Staff members brought back their learning and were able to share with one another prior to the beginning of the school year. Professional development will be ongoing throughout the school year, with increased time provided for department and grade level meetings for the purpose of planning and reformatting instruction to serve Distance Learning.

Staff members were encouraged to work from campus daily so that WESD could provide technology support and materials to support Distance Learning. Our teachers were already well-versed in technology, but the addition of new tools (webcams, monitors, etc.) and the need to build in significant community-building support via virtual means led to increased support from District leadership during Distance Learning. Our technology team provided on-campus and virtual support every day, and our Foundation granted additional money for the purpose of upgrading classrooms as needed for Distance Learning.

Pupils with unique needs were invited onto campus for in-person learning support, if they were determined to qualify. On-campus, these students received support with their Distance Learning program from a service provider or teacher who could help the student

navigate the school day and complete work more effectively. Additionally, nutrition and transportation services were provided for these students. All students who received services in person continued to receive services remotely during Distance Learning. Teachers were provided time to engage in articulation with grade level teams and support providers to plan for the success of students with unique needs, and articulation has been a continuing practice throughout the year. Additionally, our counseling staff offered support to any student who needed increased mental health support at this time, as we recognize the increased need for these services during a pandemic. Finally, we carved "Flex" time into the school day, so that teachers provided more 1-1 and small group support for the students who needed this most. This allowed for students to form relationships with their teachers, and for teachers to thoroughly assess students and identify learning gaps that needed to be addressed.

Challenges faced included getting supplies and technology to every student, coordinating lunches, sustaining appropriate levels of student and parent engagement, coordinating special education, and general education schedules.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchasing new or updated curriculum programs to address potential learning gaps: Scootpad, Reader's/Writer's Workshop, and digital libraries	$5,853.00	$5,853.00	Yes
Increased hourly pay for staff members to complete assessments prior to the start of the school year	$5,000	$5,000	Yes

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

There were no substantive differences between the planned actions and/or budgeted expenditures.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Due to the 2019-2020 Covid-19-related school closure in March, teachers needed to shift instructional practices from in-person learning to distance learning. Beginning the 2020-2021 school year in distance learning, Woodside School put into place updated formatting of all beginning of the year diagnostic assessments into a digital platform as a way to determine relevant and current student academic achievement levels. Once assessments had been proctored, teachers analyzed and disaggregate the data collected to identify areas of strengths and areas of opportunity or needs. This is the initial step in addressing student learning loss. Woodside educators have access to many quantifiable monitoring tools to gauge current and trending student learning status and progress. These tools are necessary to make decisions that better support and address student achievement outcomes. Prior to the school closure in March of 2020, all students were given the opportunity to complete the MARS/MAC Silicon Valley Math Initiative (SVMI) Summative Assessment. SVMI provides formative and summative performance assessment systems that Woodside School has used for many years as a way to collect data around each child's mathematical growth from year to year. The results of this assessment are used to determine areas of strength and areas of need for each child in the current school year. Using this data, teachers are able to analyze patterns in learning and able to support and adjust when necessary. Other assessment tools that are used in conjunction with SVMI's formative and summative assessments, are (but are not limited to) CAASPP Interim Assessments, Pearson EnVision Mathematics Benchmark Assessment System, The Mathematical Learning Center's Bridges In Mathematics, ScootPad Online Assessment and Data Collection Platform, EngageNY Assessment Tools, Everyday Math Assessment Tools, Assessment and

Learning in Knowledge Spaces (ALEKS), Big Ideas Mathematics, and other curricular-based assessments, and district developed Mathematics performance tasks.

Woodside School's English and Language Arts program is well equipped with multiple summative and formative assessment tools to proctor assessments in an effort to analyze student learning achievement trends, and to provide timely and necessary support to those who present areas of need. The primary tool for measuring status and growth for English Language Arts are Lucy Calkins Units of Study Phonics Benchmark Assessments, Lucy Calkins Units of Study Reading Benchmark Assessments, Lucy Calkins Units of Study formative, summative, and holistic assessment systems, district-created assessments, as well as the Developmental Reading Assessment (DRA), Lexia, and IXL digital assessment and student performance data platform. The DRA is proctored at least twice a year to disaggregate data based on student reading growth patterns. All assessments will be remotely administered according to the Woodside School's assessment calendar. Teachers, principals, and staff have access to reporting systems that allow access to student data to determine areas of strength and targeted areas of need. The California CCSS allows for the modifications, accommodations, and adjustments of instruction to address student deficiencies as the teacher sees fit for the benefit of the student. All of the aforementioned assessment systems will provide teachers with student and class profiles that provide individualized, grouped, and whole class and grade reports on student performance on both English Language Arts and Mathematical skills. For many of the assessment systems (MARS, DRA, ScootPad, IXL, Lexia, and ALEKS) family reports are provided with information about their child. This information not only opens the data to be accessible to both teacher and families, but will also supply both educator and family with suggested strategies for the student to practice in an effort to address areas of opportunity or need, and determine their learning trajectory. All Woodside School teachers are familiar with the assessment system designated to their grade level. Woodside School administrators will meet with grade level teams to analyze data to apply to a plan for whole group instruction and small group instruction for the second quarter. Regular articulation between grade level teams, administration, Student Services department, and families will keep all student data relevant towards the individual pathways of each student. With the introduction of Google Suite, Google Classroom, and SeeSaw students will also keep and maintain digital portfolios that show growth over time. Semester one's assessments will be completed prior to the end of the first quarter.

Monitoring Progress of English Learners (EL) language acquisition will be through using assessment tools. In addition, EL students will participate in all district assessments delivered to students, and will also take the ELPAC at the beginning and end of each school year. Woodside School's vision is to hold students to the standards of expectation in accordance to the performance level on the student's current English Language Performance Assessment for California (ELPAC) summative overall results. This tool allows teachers to measure status and progress throughout the school year. For returning students, the District will continue ELPAC summative assessments compliant with California Department of Education's guidelines. Results will be used to determine appropriate ELD standards expectations for EL students for the current school year and for reclassification qualification. In addition to the previously mentioned data, EL students will be receiving progress reports on their listening, speaking, reading and writing skills at each grading period. Communication between families and the EL coordinator will continue throughout the year so that they can support their child's language development at home. Families will be informed of student progress based on data collected from assessments through written reports, email, phone calls, telecommunication platforms, PowerSchool, progress reports, and report cards. All communication regarding pupil learning loss and pupil progress will be translated in Spanish. Woodside School will also provide translation services for other world languages as needed.

With the support of the Director of Student Services and the support teams, students with exceptional needs access services and support to assist in progressing towards established goals identified in the student's Individualized Education Plan, or IEPs. Diagnostic assessments were proctored over the summer leading up to the start of the school year. Each student's schedule will be developed by the IEP team, including the general education teacher. Services such as (but not limited to) Speech and Language, Occupational Therapy, Adaptive Physical Education will be delivered based on the information found in the student's IEP documentation.

Formal assessments will start after Labor Day in order to give teachers time to build class community and address social emotional learning needs. Woodside School will then assess learning loss and teachers will make the appropriate decisions for their students in regards to support, learning groups, and differentiation to make certain students are receiving grade level instruction, and intervention support. Teachers will analyze data during grade level meetings and determine standards that may require reengagement. Due to the obstacles distance learning in the Spring presented, articulation between grade levels will determine standards not addressed due to the school closure. Grade level meetings and articulation are embedded in the teacher's schedules during Wednesday District Professional Development. Teachers will provide grade level instruction and will utilize both long and short term formative and summative assessments. Teachers who notice evidence of learning loss will work to provide support on unlearned standards. Teacher collaboration and administration support is key to providing proper support. Students not demonstrating progress toward proficiency will be monitored on academic performance in an effort to provide quantifiable data related to measuring response to instruction. If it is noted that students are not responding to interventions, teachers will utilize the Student Study Team (SST) process to look at data with a larger team in order to provide supplemental support to students.

Woodside School was committed to addressing student learning loss as we began the 2020-2021 school year for all student groups. Woodside teachers are highly accomplished in providing support to all students in a class that present a wide scope of abilities and needs. Student profiles will be curated in each of the digital platforms that Woodside School has chosen to adopt. Transitional Kindergarten through First Grade students will submit and collect all of their work in SeeSaw. Google Classroom will be used for the same purpose in grades second through eighth. The development of student profiles is multifaceted. Of the many reasons, the one proven most distinctive is the development of student learning ownership, goal setting, and to establish deeper growth mindset as they face challenges and obstacles throughout the year. Woodside School has the opportunity to provide support in advancements of independence, perseverance, grit, and determination for all students.

Woodside School developed and established a plan to provide support to our most vulnerable and disadvantaged students while in distance learning. Those students included, but were not limited to, students with significant and essential Individual Education Plans, English Learners, low income, and students experiencing homelessness. Woodside School has stable cohorts designed to support these students as a first priority. The learning stable cohorts provide supervision and support for students to complete their academics. Woodside School is able to provide such support while maintaining the Four Pillars as established by the San Mateo County Office of Education (SMCOE), along with the Coalition for Safe Schools and Communities as developed in direct consultation with San Mateo County's Health Officer, and reflects guidance for schools released by the California Department of Public Health and the California Department of Education.

Data from attendance records, academic results, and behavioral reports are collected periodically to assess Woodside School's distance learning disadvantaged students to provide timely and relevant interventions and support. The EL coordinator will launch structured support for EL students who present a need. Support provided includes, but is not limited to additional, focused support in subjects deemed challenging to the student, and regular communication to families to support learning at home. Woodside School is also providing family support during distance learning. Two parent educational learning sessions occurred within the first few weeks of school to provide an overview of the digital platforms students will use to navigate their learning and assignments. In addition to these learning sessions, regular training videos were posted on the school's website and in the weekly communication, The Wildcat Weekly. Parents/families and students were provided access to the school's "Help Desk" to submit requests for technological support and attention. Teachers and other support staff had access to all district adopted curriculum as well as other resources made available to support tele-teaching. Additionally, publishers of the adopted curriculum have implemented supplemental materials meant to advance in-person instructional practices to a digital environment. All educators were present for multiple workshops and training to prepare for the upcoming school year with these new materials. Intervention and acceleration was addressed through differentiated instruction carried out by a Woodside educator, support provider, or consultant.

Measuring the effectiveness of services and support provided to the students is critical to the iteration of the planning process in establishing best practices towards instructional adjustments, modifications, and accommodations. Woodside School addressed all student needs, while also focusing on students disadvantaged by distance learning instruction using multiple data sets.
The collection of data will be completed four times a year (at the end of each grading period). Our expectations are to observe the aforementioned students no longer requiring focused monitoring due to evidence that supports improvements and advancements in their academics. Woodside School Administrators will evaluate school and district-wide attendance, performance, and behavioral data in quarterly increments.
Student Study Teams will also provide insight into the specific supports and interventions established for the student, as well as documentation in the SST reports explaining fidelity of teacher implementation of the agreed upon supports. Data reports will be provided using (but not limited to) PowerSchool, SeeSaw, Google Classroom, curricular-based assessments, and the ELPAC. Instructional articulation between grade level teams will occur on Wednesdays at least once a month. During these meetings teaching teams, support provides, and administrators discuss current status of students being monitored and adjustments that should be considered.

Challenges included engagement with teachers, lack of formative benchmark assessments, and measuring where students would be in a "typical" year compared to this year.

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.

Our students, staff, and families' mental health and well-being will remain one of Woodside School's highest priorities. Students and staff returned to school having experienced grief and loss due to COVID-19. As a result, they jad feelings of isolation, loneliness, sadness, or boredom. Students and staff returned to school experiencing some anxiety about COVID-19, including fear for the safety of loved ones who they were temporarily separated from. Uncertainty, anger, or frustration about the need to remain sheltered, and uncertainty about what will happen in the future. It was essential for school staff to be aware of the various types of trauma students and staff were experiencing, how that trauma might manifest itself in words or behavior, and how to best support students and other school staff experiencing mental health challenges.

School counselors, school nurses, and school psychologists helped teachers identify risk factors and signs of distress that indicated the need for mental health services above what are offered at school. As with any counseling services, parents were notified if additional services were recommended and emotional health. Counseling resources were available to all students. If students had any concerns about their well-being, or teachers or parents expressed the need for attention towards students, a member of the student services department contacted families to provide the appropriate support. Students engaged in many social and emotional learning opportunities throughout the day in both Lower and Upper School.

District leadership and the SEL committee used data to determine SEL focus areas for intervention in the 2020-2021 school year and implemented targeted and developmentally age-appropriate social-emotional lessons to develop strong coping skills for all students. Woodside offers a class period in the day/week (Flex, Advisory, etc.) that addresses target areas for SEL (whole group)for students. SEL continues to be embedded in-class lessons, both in-person and during distance learning. Classrooms include SEL, wellness, community activities (virtual), whole-body wellness exercises, and activities. TK-5th grade teachers provide focused attention to SEL collaboratively with each grade-level teaching team multiple times a week. Advisory is offered for students in grades 6-8 within their stable cohorts. The School Psychologist and School Counselor hold virtual office hours to maintain staff, students, and parents' availability.The School Psychologist and School Counselor are guest teachers participating in wellness activities with students. The class can be streamed virtually. They are available to collaborate, consult, and provide resources with staff as well. School site administrators and staff collaborate to designate wellness time(s) during class time with teachers (and woven into content), flex-time, and office hours to practice mindfulness & meditation. Wellness supports and benefits the well-being of both students and staff.

Administrators, School Counselor, School Psychologist, Upper School Special Education staff (Resource Specialist & Paras), and all teachers grades 5th to 8th grade were provided with training before the start of the school year to ensure school staff were prepared to identify, support, and refer middle and high school students who were experiencing thoughts of suicide. District leadership, school psychologist, school counselors, school nurse, and partner agencies provided trauma-informed training for the entire school staff interacting with students and parents. Woodside SEL Committee and counselors provided SEL curriculum training for staff.

Challenges included predicting additional life stressors that affected the parents' and students' ability to meaningfully engage in the learning process, keeping up with increased demand for counseling services, facilitating productive social interactions between students after long periods of isolation, and helping students cope with grief and loss of normalcy.

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.

Prior to the beginning of the 2020-2021 school year, the District's administration, School Board, and School Reopening Task Force held public forums for families to discuss the school year's plans and expectations. School staff regularly communicates with parents/guardians regarding a student's academic progress. School staff were required to ensure that a weekly engagement record was completed for each student documenting synchronous or asynchronous instruction for each day of distance learning, verifying daily participation, and tracking assignments. All teachers provided large groups, small groups, and one-on-one instruction and learning opportunities to ensure appropriate academic support. Those opportunities were also used to address the lack of engagement and completion of expectations. Teachers hosted office hours to provide varied opportunities for families and students to talk through concerns they weren't comfortable addressing in larger settings. Students who were identified as not engaging triggered a series of interventions including; teacher-directed contact (e.g., phone, on-line, etc.), Principal-directed contact (e.g., phone, on-line, etc.), and requested that they begin participating in an on-campus learning cohort where transportation was provided. The District identified targeted students who were not engaged or not attending as required and those students with IEP's and EL students. The District worked collectively to build relationships, determine underlying reasons for the lack of engagement on the part of the student(s), and developed individual plans for re-engagement based on their individual needs. The Woodside School District continued to use our SARB policy and processes, use positive incentives to encourage attendance, and check-in/check-out techniques as applicable. District leadership used triangulated data sources to identify students that did not engage in distance learning in Spring 2020 and monitor engagement. Individual care plans were developed for students struggling with basic needs or experiencing school avoidance due to anxiety related to the pandemic. In collaboration with the Director of Student Services, the ELD teacher, the Lower School Principal, and the Upper School Principal, the District developed workshops for bilingual parents with distance learning in mind to empower parents to be active agents in their students' education. A special focus group included those families reluctant to take advantage of resources, have limited English skills, or are undocumented. The District worked with the translation staff to ensure that all communications with families were provided in English and Spanish, and other languages as needed. The District consider various communication methods, including calls,text, flyers, etc.

The Director of Student Services, Technology Director, and ELD teacher collaborated to survey all students for technology and internet access. District leadership and the ELD teacher collaborated to evaluate any parent requests and to develop appropriate materials. District leadership ensured that special needs groups had access to reliable, consistent wifi and transportation. An ELD teacher was assigned to the EL program for the 2020-2021. A new curriculum was acquired that includes ebooks for students. In addition, technology support such as Co:Writer and Snap&Read were acquired to support the needs of EL students.Co:Writer

(Universal Extension for Chrome) helps EL students write with proper grammar and spelling using topic-specific vocabulary. It has access to a main prediction dictionary (that includes core words) and Topic Dictionaries (that includes topic specific words) which are activated based on the writing task. Co:Writer uses Flexspell technology to handle the widest range of spelling mistakes including phonetic spelling and inventive spelling errors (letter omissions, word ending omissions, letter reversals, etc). Co:Writer bases its prediction on proper grammar, and uses its understanding of grammar to accurately predict words within the framework of valid sentence structures. Snap&Read is a reading tool that can cover the most diverse reading needs of EL students. Snap&Read is a text reader that simplifies vocabulary, translates text, reads inaccessible text, and captures and cites sources.

Challenges included maintaining authentic engagement over Zoom and translating communications in real time.

Analysis of School Nutrition

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

*Change verb tense

The District offered meals to all students during the remote learning period. For students who reside in East Palo Alto; and were not on campus during school hours, the district contracted with Ravenswood School District to provide student meals. The students who were on campus during school hours were provided meals through the district provider, Choice Lunch. Once onsite learning began, the district made meals available to all students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-Person Instructional Offerings	Staff COVID-19 testing (at least monthly) via Ambry Genetics	$50,000	$50,000	Yes
All	Increased nursing services (from 1x/week to 2x/week)	$37,500	$37,500	Yes

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

There were no differences between the planned actions and budgeted expenditures.

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.

Throughout the implementation of in-person and distance learning programs this year, we understood the urgency to individualize and differentiate academic instruction based on the unique circumstances of students' academic, cultural, social, and emotional needs. This led us to develop our first goal, a continued lens towards rigorous, differentiated curriculum and high quality instruction that prepares all learners for future success. We also understood the importance of increasing our efforts to engage English Learner students and families in order to achieve equitable outcomes, and we greatly increased our efforts to connect with families throughout the pandemic, leading to the development of our second goal, focusing on developing an ELD program that addresses the needs of EL students and their families. Finally, we learned the importance of clear and timely communication with families in order to engage families in the learning process. The crisis of COVID-19 brought about situations where stakeholders' interests sometimes conflicted, demonstrating the importance of focusing on increasing opportunity for community-building and resilience to work through these differences and maintain the focus of academic programs at the forefront of children's future success. This led us to develop our third and final goal around creating and maintaining a positive school climate that engages all students in learning. These lessons led to the development of our three new goals.

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

Pupil learning loss will be further assessed and addressed through the use of multiple assessments tools. Students will return to taking standard assessments, such as MARS, ELPAC, and CAASPP, which will allow us to analyze data and growth for all students. Lower grades will also continue to partner with the reading intervention specialist to cross-reference different data points on students' foundational skills and benchmark assessments. The multidisciplinary teams looked at individual pupils with unique needs to determine appropriate actions to support those students' success. These needs were met through the SST and referral process. Having increased data will allow us to continue providing support for pupils with unique needs.

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.

The District switched to testing staff members for COVID weekly after staff concern about rising cases in the first part of the year which resulted in an increased cost. Our increased nursing services went towards supporting staff members and on-campus instruction during Covid-19, as well as towards the support of families of unduplicated students who needed health support and counseling services.

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.

Seeing the high levels of student success demonstrated at our school, as well as our areas for improvement and growth in curriculum adoption, particularly in Science and Social Studies, led us to develop our first goal, a continued lens towards rigorous, differentiated curriculum and high quality instruction that prepares all learners for future success. We also saw a clear need for increased attention to the growth and development of our English Learners, leading to the development of our second goal, focusing on developing an ELD program that addresses the needs of EL students and their families. Finally, we saw growth in our ability to engage in community outreach, even during a pandemic, and our ability to maintain a positive learning environment for students. That being said, knowing that students were returning to campus in the future, we wanted to keep focusing on our school climate and the overall positivity of the learning experience here at Woodside. This led us to develop our third and final goal around creating and maintaining a positive school climate that engages all students in learning. These lessons led to the development of our three new 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:
  - 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	7,165,538.00	8,327,135.85
	5,000.00	0.00
LCFF Base	6,807,936.00	7,945,515.49
LCFF Supplemental and Concentration	222,602.00	244,147.00
Locally Defined	10,000.00	14,680.00
Lottery	110,000.00	112,793.36
Title III	10,000.00	10,000.00

* 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	7,165,538.00	8,327,135.85
1000-1999: Certificated Personnel Salaries	6,550,212.00	7,671,335.00
2000-2999: Classified Personnel Salaries	438,326.00	450,177.49
4000-4999: Books And Supplies	137,000.00	136,671.36
5000-5999: Services And Other Operating Expenditures	40,000.00	68,952.00
	40,000.00	68,952.00
	10,000.00	0.00

* 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	7,165,538.00	8,327,135.85
1000-1999: Certificated Personnel Salaries		5,000.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	6,372,610.00	7,480,969.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	162,602.00	175,686.00
1000-1999: Certificated Personnel Salaries	Locally Defined	10,000.00	14,680.00
2000-2999: Classified Personnel Salaries	LCFF Base	378,326.00	381,716.49
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	60,000.00	68,461.00
4000-4999: Books And Supplies	LCFF Base	17,000.00	13,878.00
4000-4999: Books And Supplies	Lottery	110,000.00	112,793.36
4000-4999: Books And Supplies	Title III	10,000.00	10,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	40,000.00	68,952.00
		40,000.00	68,952.00
		2,366.00	0.00
		70,000.00	88,952.00
		70,000.00	88,952.00
		2,366.00	0.00
		70,000.00	98,952.00
		10,000.00	0.00
		10,000.00	0.00
		10,000.00	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	52,000.00	51,600.00
Goal 2	257,602.00	262,531.00
Goal 3	65,000.00	71,950.04
Goal 4	40,000.00	58,852.00
Goal 5	6,750,936.00	7,882,202.81

* 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	$154,878.00	$154,878.00
Distance Learning Program	$91,000.00	$91,000.00
Pupil Learning Loss	$10,853.00	$10,853.00
Additional Actions and Plan Requirements	$87,500.00	$87,500.00
All Expenditures in Learning Continuity and Attendance Plan	$344,231.00	$344,231.00

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$154,878.00	$154,878.00
Distance Learning Program	$91,000.00	$91,000.00
Pupil Learning Loss	$10,853.00	$10,853.00
Additional Actions and Plan Requirements	$87,500.00	$87,500.00
All Expenditures in Learning Continuity and Attendance Plan	$344,231.00	$344,231.00