



**SILVER VALLEY**  
Unified School District  
Creative. Collaborative. Confident.

## **Annual Update for Developing the 2021-22 Local Control and Accountability Plan**

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

All students will achieve proficiency or better in ELA and Mathematics while receiving appropriate academic supports and a well balanced course of study, including Career Technical Education.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

**Annual Measurable Outcomes**

<b>Expected</b>	<b>Actual</b>
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Expected	Actual
<b>Metric/Indicator</b>	State Metric: 15.4% of EL students were Reclassified
State Metric: % of EL students that are Reclassified	State Metric: EL proficiency on ELPAC will increased from baseline data in 2018-19
State Metric: EL proficiency on CELDT	State Metric: 31% of students making annual progress on ELPAC increased from baseline data in 2018-19
State Metric: % of students making annual progress on CELDT	State Metric: 35% of students met or exceeded the standard in Math
State Metric: % of students the meet or exceed the standard in Math (CAASPP)	State Metric: 51% of students the meet or exceed the standard in ELA
State Metric: % of students the meet or exceed the standard in ELA (CAASPP)	State Metric: % of students passing AP Exams with a 3 or higher is 47%
State Metric: % of students passing AP Exams with a 3 or higher	State Metric: # of 11th and 12th grade students will be enrolled in at least one AP class will increased to 51
State Metric: % of 11th and 12th grade students enrolled in at least one AP course	State Metric: % of students passing EAP (ELA) increased to 62%
State Metric: % of students Ready/Cond. Ready EAP (ELA)	State Metric: % of students passing EAP (Math) increased to 21%
State Metric: % of students Ready/Cond. Ready EAP (Math)	State Metric: % of high school students completing UC/CSU A-G required courses increased to 30%
State Metric: % of high school students completing UC/CSU A-G required courses	Local Metric: % of teachers who believe SVUSD is providing high quality CCSS professional development remained above 80%
Local Metric: % of teachers who believe SVUSD is providing high quality CCSS professional development	Local Metric: % of teachers who believe SVUSD is effectively implementing CCSS remained above 80%
Local Metric: % of teachers who believe SVUSD is effectively implementing CCSS	Local Metric: Effective academic Interventions are in place at all 7 sites (100%)
Local Metric: Effective academic Interventions at all 7 sites.	Local Metric: 66% of students receiving RTI made 1 years growth in reading and math lexile score
Local Metric: % of students receiving RTI that make 1 years growth in reading and math lexile score	Local Metric: Increased amount of CTE Courses for SVHS and
Local Metric: Amount of CTE Courses completed for SVHS and AEC students	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Implement Common Core State Standards that improve student achievement by providing high quality professional development for classroom teachers, principals, administrators, and other school and community based personnel.</p> <p>4 Cs ( Collaboration, Critical Thinking, Communication and Creativity/innovation) is embedded in all training focusing on lesson planning and effective classroom practices to promote those skills.</p> <p>A) Substitute costs for Teachers and staff to attend trainings.</p> <p>B) Associated Health &amp; Welfare Benefits.</p> <p>C) District approved consultants to plan, deliver and evaluate professional development and changes in teacher instructional practice.</p> <p>D) District approved consultants to plan, deliver and evaluate professional development and changes in teacher instructional practice.</p>	<p>A 1100: Certificated Teachers' Salaries Title II 25,000</p> <p>B 3000-3999: Employee Benefits Base 6,000</p> <p>C 5800: Professional/Consulting Services And Operating Expenditures Title I 62,000</p> <p>D 5800: Professional/Consulting Services And Operating Expenditures Title II 12,000</p>	<p>A 1100: Certificated Teachers' Salaries Title II 25,000</p> <p>B 3000-3999: Employee Benefits LCFF Base 5,188</p> <p>C 5800: Professional/Consulting Services And Operating Expenditures Title I 51,900</p> <p>D 5800: Professional/Consulting Services And Operating Expenditures Title II 12,325</p>
<p>Provide high school summer school program.</p> <p>A) Certificated salaries for summer school.</p> <p>B) Classified salaries for summer school.</p> <p>C) Associated Health &amp; Benefits.</p> <p>D) Materials / Software for summer school program.</p>	<p>A 1100: Certificated Teachers' Salaries Base 70,000</p> <p>B 2000-2999: Classified Personnel Salaries Base 30,000</p> <p>C 3000-3999: Employee Benefits Base 16,000</p> <p>D 5000-5999: Services And Other Operating Expenditures Title I 10,000</p>	<p>A 1100: Certificated Teachers' Salaries LCFF Base 86,032</p> <p>B 2000-2999: Classified Personnel Salaries LCFF Base 13,689</p> <p>C 3000-3999: Employee Benefits LCFF Base 21,224</p> <p>D 5000-5999: Services And Other Operating Expenditures Title I 10,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Support for pre-school students attending Colin Powell County Pre-School Program at Fort Irwin National Training Center in the form of nutritional services, tuition assistance and educator salary.</p> <p>A. Services and Operating Expenditures</p>	<p>A 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 250,000</p>	<p>A 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 182,759</p>
<p>Implement a Response to Intervention program at every site.</p> <p>A) RTI Certificated salaries</p> <p>B) Associated Health &amp; Welfare Benefits.</p> <p>C) Purchase instructional materials and supplies for RTI Programs.</p> <p>D) Professional development, licenses and services for RTI programs.</p> <p>E) RTI Certificated Salaries</p> <p>F) Associated Health &amp; Welfare Benefits</p>	<p>A 1100: Certificated Teachers' Salaries LCFF Supplemental and Concentration 145,000</p> <p>B 3000-3999: Employee Benefits LCFF Supplemental and Concentration 45,000</p> <p>C 4300: Materials and Supplies LCFF Supplemental and Concentration 13,000</p> <p>D 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 27,000</p> <p>E 1000-1999: Certificated Personnel Salaries Title I 96,000</p> <p>F 3000-3999: Employee Benefits Title I 14,000</p>	<p>A 1100: Certificated Teachers' Salaries LCFF Supplemental and Concentration 219,245</p> <p>B 3000-3999: Employee Benefits LCFF Supplemental and Concentration 103,324</p> <p>C 4300: Materials and Supplies LCFF Supplemental and Concentration 8,910</p> <p>D 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 27,130</p> <p>E 1000-1999: Certificated Personnel Salaries Title I 116,865</p> <p>F 3000-3999: Employee Benefits Title I 34,889</p>
<p>SVUSD will no longer be administering the Naviance program.</p>	<p>0</p>	
<p>Continue to expand CTE courses district-wide.</p> <p>A) Certificated salaries for CTE positions (1 FTE and CTE Periods).</p> <p>B) Associated Health &amp; Welfare Benefits.</p> <p>C) Professional development, licenses, transportation and services for CTE courses.</p>	<p>A 1100: Certificated Teachers' Salaries Base 60,000</p> <p>B 3000-3999: Employee Benefits Base 20,000</p> <p>C 5800: Professional/Consulting Services And Operating Expenditures Base 70,000</p>	<p>A 1100: Certificated Teachers' Salaries LCFF Base 57,138</p> <p>B 3000-3999: Employee Benefits LCFF Base 33,331</p> <p>C 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 34,131</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		D 6000-6999: Capital Outlay LCFF Base 34,270
<p>Lower class size for Transitional Kindergarten and Kindergarten classes at Yermo Elementary School, Newberry Springs Elementary and Lewis Elementary School (High EL, LI Demographics).</p> <p>A) 2 certificated FTE.</p> <p>B) Associated Health &amp; Welfare Benefits.</p>	<p>A 1100: Certificated Teachers' Salaries LCFF Supplemental and Concentration 130,000</p> <p>B 3000-3999: Employee Benefits LCFF Supplemental and Concentration 60,000</p>	<p>A 1100: Certificated Teachers' Salaries LCFF Supplemental and Concentration 161,262</p> <p>B 3000-3999: Employee Benefits LCFF Supplemental and Concentration 77,101</p>
<p>Maintain AVID Program that promotes academic achievement and increases students meeting college readiness requirements for EL, Foster Youth, and LI students.</p> <p>A) Purchase AVID Curriculum and Instructional Materials.</p> <p>B) AVID Field Trips.</p> <p>C) Staff Development (Summer Institute and other AVID Workshops).</p> <p>D) Pay AVID Participation Fee.</p> <p>E) Certificated Salaries for AVID Teachers.</p> <p>F) Classified Salaries for AVID Tutors.</p> <p>G) Associated Employee Benefits.</p>	<p>A 4300: Materials and Supplies LCFF Supplemental and Concentration 6,000</p> <p>B 5100: Sub-agreements for Services LCFF Supplemental and Concentration 500</p> <p>C 5200: Travel and Conferences LCFF Supplemental and Concentration 44,500</p> <p>D 5300: Dues and Memberships LCFF Supplemental and Concentration 15,000</p> <p>E 1100: Certificated Teachers' Salaries LCFF Supplemental and Concentration 84,000</p> <p>F 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 10,000</p> <p>G 3000-3999: Employee Benefits LCFF Supplemental and Concentration 40,000</p>	<p>A 4300: Materials and Supplies LCFF Supplemental and Concentration 27,967</p> <p>B 5100: Sub-agreements for Services LCFF Supplemental and Concentration 3,311</p> <p>C 5200: Travel and Conferences LCFF Supplemental and Concentration 56,888</p> <p>D 5300: Dues and Memberships LCFF Supplemental and Concentration 11,251</p> <p>E 1100: Certificated Teachers' Salaries LCFF Supplemental and Concentration 112,924</p> <p>F 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 3,662</p> <p>G 3000-3999: Employee Benefits LCFF Supplemental and Concentration 42,097</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Provide intervention/enrichment opportunities for EL, RFEP, Foster Youth and LI students before and/or after school at all sites.</p> <p>A) Pay for teachers to provide intervention/enrichment opportunities before and after school.</p> <p>B) Associated Health &amp; Welfare Benefits.</p> <p>C) Purchase curriculum and instructional materials for before or after school program.</p> <p>D) Transportation costs for after school program</p>	<p>A 1100: Certificated Teachers' Salaries LCFF Supplemental and Concentration 60,000</p> <p>B 3000-3999: Employee Benefits LCFF Supplemental and Concentration 10,000</p> <p>C 4300: Materials and Supplies LCFF Supplemental and Concentration 1,000</p> <p>D 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 79,000</p>	<p>A 1100: Certificated Teachers' Salaries LCFF Supplemental and Concentration 40,247</p> <p>B 3000-3999: Employee Benefits LCFF Supplemental and Concentration 8,546</p> <p>C 4300: Materials and Supplies LCFF Supplemental and Concentration 12,726</p> <p>D 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 48,772</p>
<p>Transportation services for students in low income households in Yermo, Newberry Springs, Ludlow and Daggett, Barstow and Fort Irwin communities.</p> <p>A. Services and Operating Expenditures</p>	<p>A 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 475,000</p>	<p>A 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 475,000</p>
<p>SVUSD will provide 58,000 TK and Kindergarten instructional minutes (22,000 more than required) to increase student achievement.</p> <p>A. Certificated Salaries for full day programs</p> <p>B. Associated Health &amp; Welfare Benefits</p>	<p>A 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 240,000</p> <p>B 3000-3999: Employee Benefits LCFF Supplemental and Concentration 110,000</p>	<p>A 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 243,810</p> <p>B 3000-3999: Employee Benefits LCFF Supplemental and Concentration 99,463</p>

## Goal Analysis

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

SVUSD did not use Naviance this year. The money that was set aside, \$8,400 was used to invest in a student support program called Get Focused, Stay Focused. This program supports our students by giving them the organizational skills they need to be successful in their education.

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

SVUSD had a very successful year, up to and including the move to distance learning due to COVID-19. The continued implementation of AVID, Response to Intervention at the sites, professional development at all levels, after school intervention and enrichment and Career Technical Education had significant positive impacts. Student assessment data was indicating that SVUSD was heading for a jump in its CAASPP scores in the spring across all groups and grade levels. SVUSD was also able to work with its staffs to create a distance learning program for its students that was rigorous and high quality. It included live daily lessons and hands on activities.

## Goal 2

Increase the quantity and quality of technology usage to support student learning, instructional effectiveness, monitoring of student progress, and communicating with stakeholders.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Local Metric: % of teachers reporting they regularly use technology for communication with parents</p> <p>Local Metric: % of teachers feel supported by Technology Services Department</p> <p>Local Metric: % of teachers reporting student use of technology in their classroom is integral to teaching and learning</p> <p>Local Metric: % of SVUSD new hires trained in Technology</p> <p>Local Metric: Develop an implementation plan for Tableau Data System to track student achievement, attendance, and behavior</p>	<p>Local Metric: Maintained above 90% of teachers report they regularly use technology for communication with parents</p> <p>Local Metric: Maintained above 90% of teachers feel supported by Technology Services Department</p> <p>Local Metric: Maintained above 90% of teachers report student use of technology in their classroom is integral to teaching and learning</p> <p>Local Metric: Maintained 100% of SVUSD new hires trained in Technology</p> <p>Local Metric: Expanded the use Tableau Data System to track student achievement, attendance, and behavior</p>

Expected	Actual
<p><b>19-20</b></p> <p>Local Metric: Maintain above 90% of teachers report they regularly use technology for communication with parents</p> <p>Local Metric: Maintain above 90% of teachers feel supported by Technology Services Department</p> <p>Local Metric: Maintain above 90% of teachers report student use of technology in their classroom is integral to teaching and learning</p> <p>Local Metric: Maintain 100% of SVUSD new hires trained in Technology</p> <p>Local Metric: Expand the use Tableau Data System to track student achievement, attendance, and behavior</p> <p><b>Baseline</b></p> <p>Local Metric: 93% of teachers report they regularly use technology for communication with parents</p> <p>Local Metric: 91% of teachers feel supported by Technology Services Department</p> <p>Local Metric: 92% of teachers report student use of technology in their classroom is integral to teaching and learning</p> <p>Local Metric: 100% of SVUSD new hires trained in Technology</p> <p>Local Metric: Introduced Tableau Data System to track student achievement, attendance, and behavior to site administrators</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Expand the use of Tableau Data System to track student achievement, attendance and discipline.</p> <p>A) Cost for annual Tableau Data System subscription fee</p>	<p>A 5800: Professional/Consulting Services And Operating Expenditures Title I 5,000</p>	<p>A 5800: Professional/Consulting Services And Operating Expenditures Title I 5,817</p>
<p>Maintain district technology devices at all sites.</p> <p>A) Continue Lease payment associated with purchase of new desktops and laptops district-wide.</p> <p>B) Continue providing professional development in technology.</p>	<p>A 0</p> <p>B 5800: Professional/Consulting Services And Operating Expenditures Title II 5,000</p>	<p>A</p> <p>B 5800: Professional/Consulting Services And Operating Expenditures Title II 5,000</p>
<p>Administer annual technology survey to all SVUSD staff.</p>	<p>A 0000: Unrestricted Base 0</p>	<p>A 0000: Unrestricted LCFF Base 0</p>
<p>SVUSD will provide Technology Support Specialists to help teachers maximize the software and hardware in their classrooms to maximize student achievement.</p> <p>A) 2 FTE Technology Support Specialist</p> <p>B) Associated Health &amp; Welfare Benefits</p>	<p>A 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 92,500</p> <p>B 3000-3999: Employee Benefits LCFF Supplemental and Concentration 82,500</p>	<p>A 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 96,488</p> <p>B 3000-3999: Employee Benefits LCFF Supplemental and Concentration 80,154</p>

## Goal Analysis

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

We expended all the funds listed above. In addition, due to COVID-19, SVUSD purchased additional technology devices to meet the needs of our students, families, teachers and staff. SVUSD purchased 200 Wifi hot spots for our neediest families to connect to distance learning as well as over 1500 laptops and Chromebooks.

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

SVUSD had a successful year in the area of technology. Being able to purchase laptops and hotspots for our families was critical to our success in distance learning.

## Goal 3

Increase staff and family's ability to support student academic, social/emotional and physical needs.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:



**Annual Measurable Outcomes**

<b>Expected</b>	<b>Actual</b>
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Expected	Actual
<b>Metric/Indicator</b>	State Metric: Attendance rate is 95.12%
State Metric: Attendance rate	State Metric: Chronic absenteeism rate is 9.4%
State Metric: Chronic absenteeism rate	State Metric: Truancy rates is 21.6%
State Metric: Truancy rates	State Metric: Middle school dropout rate will maintained at 0%
State Metric: Middle school dropout rate	State Metric: High school dropout rate will maintained below 5%
State Metric: High school drop out rate	State Metric: High school graduation rate is 91%
State Metric: High school graduation rate	State Metric: Student suspension rate 4.1%
State Metric: Student suspension rate	State Metric: Student expulsion rate will maintained below 1%
State Metric: Student expulsion rate	Local Metric: 100% of Schools had full parent membership and participation on School Site Councils
Local Metric: % of Schools with full parent membership and participation on School Site Council	Local Metric: 95% Parents/Caregivers reported that their input is welcomed
Local Metric: % Parents/Caregivers reporting that their input is welcomed	Local Metric: 86% of Parents/Caregivers reported that schools recognize good behavior (PBIS)
Local Metric: % of Parents/Caregivers reporting that schools recognize good behavior (PBIS)	Local Metric: 78% of students reported they are recognized for doing a good job
Local Metric: % of students that report they are recognized for doing a good job.	Local Metric: 98% of teachers/staff reported their school is a safe place for learning
Local Metric: % of teachers/staff report their school is a safe place for learning.	Local Metric: Offered Parent Leadership training opportunities: PASS Classes, DAC/DELAC, SSC, Strategic Planning/LCAP
Local Metric: Parent Leadership training opportunities will be offered to our community members	Local Metric: All Schools held Site Strategic Planning (Decision Making)
Local Metric: Site Strategic Planning at every site (Decision Making)	Local Metric: Over 700 parents participated in district survey (Input)
Local Metric: Increase the amount of parents that participate in district survey (Input)	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Implement PBIS at all sites.</p> <p>A) Substitute teachers for release time for PBIS trainings.</p> <p>B) Associated Health &amp; Welfare Benefits.</p> <p>C) Purchase Tableau Software to track PBIS Effectiveness.</p>	<p>A 1100: Certificated Teachers' Salaries Base 10,000</p> <p>B 3000-3999: Employee Benefits Base 1,500</p> <p>C 5800: Professional/Consulting Services And Operating Expenditures Base 0</p>	<p>A 1100: Certificated Teachers' Salaries LCFF Base 7,900</p> <p>B 3000-3999: Employee Benefits LCFF Base 1,507</p> <p>C 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 0</p>
<p>Small group social skills interventions at all sites.</p> <p>A) Purchase social skills intervention curriculum and materials.</p> <p>B) Staff Development for social skills curriculum implementation.</p>	<p>A 4300: Materials and Supplies Base 2,000</p> <p>B 5800: Professional/Consulting Services And Operating Expenditures Base 2,000</p>	<p>A 4300: Materials and Supplies LCFF Base 0</p> <p>B 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 0</p>
<p>Counseling services district-wide.</p> <p>A) Certificated Salaries.</p> <p>B) Associated health &amp; welfare benefits cost.</p> <p>C) Contract for independent counseling services.</p> <p>D) Certificated Salaries</p> <p>E) Associated health &amp; welfare benefits cost.</p>	<p>A 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 100,000</p> <p>B 3000-3999: Employee Benefits LCFF Supplemental and Concentration 20,000</p> <p>C 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 55,000</p> <p>D 1000-1999: Certificated Personnel Salaries Title I 96,000</p> <p>E 3000-3999: Employee Benefits Title I 14,000</p>	<p>A 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 122,496</p> <p>B 3000-3999: Employee Benefits LCFF Supplemental and Concentration 64,791</p> <p>C 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0</p> <p>D 1000-1999: Certificated Personnel Salaries Title I 70,013</p> <p>E 3000-3999: Employee Benefits Title I 32,461</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Implement Site Strategic Planning at all sites.</p> <p>A) Substitute teachers for release time for site strategic planning preparation and participation.</p> <p>B) Associated Health &amp; Welfare Benefits.</p>	<p>A 1100: Certificated Teachers' Salaries Base 4,500</p> <p>B 3000-3999: Employee Benefits Base 800</p>	<p>A 1100: Certificated Teachers' Salaries LCFF Base 4500</p> <p>B 3000-3999: Employee Benefits LCFF Base 800</p>
<p>Parent involvement/leadership programs district wide.</p> <p>A) Purchase Curriculum and Instructional materials for parent training.</p> <p>B) Expenses related to consultants, child care, translators and refreshments for parent trainings.</p>	<p>A 4300: Materials and Supplies Base 3,000</p> <p>B 5800: Professional/Consulting Services And Operating Expenditures Base 7,000</p>	<p>A 4300: Materials and Supplies LCFF Base 118</p> <p>B 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 3,163</p>
<p>California Cadet Corps Program at Silver Valley High School</p> <p>A) Certificated Salary</p> <p>B) Associated health and welfare benefits</p> <p>C) Instructional Materials</p> <p>D) Transportation, Professional Development and other operational expenses</p>	<p>A 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 18,420</p> <p>B 3000-3999: Employee Benefits LCFF Supplemental and Concentration 3,623</p> <p>C 4000-4999: Books And Supplies LCFF Supplemental and Concentration 3,500</p> <p>D 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 4,500</p>	<p>A 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 24,160</p> <p>B 3000-3999: Employee Benefits LCFF Supplemental and Concentration 5,130</p> <p>C 4000-4999: Books And Supplies LCFF Supplemental and Concentration 517</p> <p>D 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 3,993</p>

## Goal Analysis

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

All funds that were planned for were expended as listed above. However, with the move to distance learning due to COVID-19, SVUSD provided over 100,000 meals to the students, up to 18 years old, of the SVUSD community from March 23 through June 30, 2020.

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

SVUSD experienced an overall drop in suspensions from the 18-19 to the 19-20 school year. Between August and March, SVUSD went from 78 to 46 suspensions when comparing the two years. SVUSD was also able to maintain an expulsion rate of less than 1%. SVUSD also worked hard to ensure that SEL lessons and supports were given on a daily basis. SVUSD counselors worked together to create a page on each site's website with counseling tips, mindfulness exercises, tips and phone numbers for outside resources if students or their family members needed additional help.

## Goal 4

Build individual leadership skill of teachers, administrators and parents for fostering positive relationships, effective communication, and creating a culture of recognition and excellence.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                          Priority 3: Parental Involvement (Engagement)  
                          Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b>	State Metric: Maintained 100% of teachers appropriately assigned
State Metric: % of teachers appropriately assigned	State Metric: Maintained 100% compliance with student access to instructional materials
State Metric: Compliance with student access to instructional materials	State Metric: Maintained 100% compliance with facilities in good repair
State Metric: Compliance with facilities in good repair	State Metric: 87% highly qualified teacher rate
State Metric: Highly qualified teacher rate	Local Metric: 95% of staff surveyed reported their Administrator supports them
Local Metric: % of staff surveyed that feel their Administrator/Supervisor supports them	Local Metric: 96% of staff surveyed reported Administrators provide organizational support for collaboration
Local Metric: % of staff surveyed that feel Administrators provide organizational support for collaboration	Local Metric: Maintained 100% of Induction teachers that complete all program requirements
Local Metric: % of Induction teachers that complete all program requirements	Local Metric: The amount of Managing Up letters, recognizing employee excellence will increased to 22
Local Metric: The amount of Managing Up letters, recognizing employee excellence	Local Metric: Parents surveyed reported that schools recognize good behavior maintained above 95%
Local Metric: % of parents surveyed report that schools recognize good behavior	



Expected	Actual
<p><b>19-20</b></p> <p>State Metric: Maintain 100% of teachers appropriately assigned</p> <p>State Metric: Maintain 100% compliance with student access to instructional materials</p> <p>State Metric: Maintain 100% compliance with facilities in good repair</p> <p>State Metric: Maintain 100% highly qualified teacher rate</p> <p>Local Metric: % of staff surveyed that feel their Administrator supports them will maintain above 90%</p> <p>Local Metric: % of staff surveyed that feel Administrators provide organizational support for collaboration will maintain above 90%</p> <p>Local Metric: Maintain 100% of Induction teachers that complete all program requirements</p> <p>Local Metric: The amount of Managing Up letters, recognizing employee excellence will increase to 30</p> <p>Local Metric: parents surveyed report that schools recognize good behavior will maintain above 95%</p>	

Expected	Actual
<p><b>Baseline</b></p> <p>State Metric: 97% of teachers are appropriately assigned</p> <p>State Metric: 100% compliance with student access to instructional materials</p> <p>State Metric: 100% compliance with facilities in good repair</p> <p>State Metric: 100% highly qualified teacher rate</p> <p>Local Metric: 90% of staff surveyed that feel their Administrator/Supervisor supports them</p> <p>Local Metric: 88% of staff surveyed that feel Administrators/Supervisor provide organizational support for collaboration</p> <p>Local Metric: 100% of Induction teachers completed all program requirements</p> <p>Local Metric: The amount of Managing Up letters, recognizing employee excellence is 17</p> <p>Local Metric: 96% of parents surveyed report that schools recognize good behavior.</p>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide leadership opportunities for Teacher, Classified and Administrative staff.</p>	<p>A 1000-1999: Certificated Personnel Salaries Base 8,000</p>	<p>A 1000-1999: Certificated Personnel Salaries LCFF Base 8,000</p>
<p>A) Substitute employees for staff attending leadership professional development trainings as necessary.</p>	<p>B 3000-3999: Employee Benefits Base 1,200</p>	<p>B 3000-3999: Employee Benefits LCFF Base 1,660</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>B) Associated Health &amp; Welfare Benefits.</p> <p>C) Cost for conferences, workshops, and trainings for certificated, classified and management staff.</p> <p>D) Cost for consultants/coaches for leadership development.</p>	<p>C 5200: Travel and Conferences Base 25,000</p> <p>D 5800: Professional/Consulting Services And Operating Expenditures Base 12,000</p>	<p>C 5200: Travel and Conferences LCFF Base 25,000</p> <p>D 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 5,188</p>
<p>Survey Parents, Students and Staff to evaluate school climate and Instructional Leadership at each site.</p>	<p>A 0000: Unrestricted Base 0</p>	<p>A 0000: Unrestricted LCFF Base 0</p>
<p>Leadership Development will be an emphasis of every District and Site PLC meeting.</p>	<p>A 0000: Unrestricted Base 0</p>	<p>A 0000: Unrestricted LCFF Base 0</p>
<p>SVUSD will provide beginning teachers with a fully paid induction program to support them and mentor them.</p> <p>A) Stipends for reflective coaches (mentor teachers).</p> <p>B) Associated Health &amp; Benefits.</p> <p>C) Participation fee for beginning teachers.</p>	<p>A 1100: Certificated Teachers' Salaries Title II 23,000</p> <p>B 3000-3999: Employee Benefits Title II 4,000</p> <p>C 5800: Professional/Consulting Services And Operating Expenditures Title II 30,000</p>	<p>A 1100: Certificated Teachers' Salaries Title II 16,000</p> <p>B 3000-3999: Employee Benefits Title II 3,320</p> <p>C 5800: Professional/Consulting Services And Operating Expenditures Title II 34,000</p>
<p>SVUSD will develop and implement a recruitment schedule to find the most qualified teachers to hire annually.</p> <p>A) Travel expenses for recruiting.</p>	<p>A 5200: Travel and Conferences Base 15,000</p>	<p>A 5200: Travel and Conferences LCFF Base 11,974</p>

## Goal Analysis

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

All funds that were planned for were expended as listed above.

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

SVUSD was able to continue to provide a high quality instructional program for its students throughout the COVID-19 pandemic. Those teachers who were going through the Induction Program, continued to receive support and coaching from their site administrators, mentors and fellow teachers to complete their induction program.

# 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
Zoom licenses for students and staff will allow teachers to deliver instruction and intervention to students while we are waiting to return to in-person instruction. Teachers will be able to meet students as a whole class, small groups, and 1:1 to support student individual needs.	\$10,845	\$10,845	No
Online subscriptions, licenses:Edmentum, Kami, HM, Savvas, Edmentum, Snap, etc. These additional resources address the increased needs of our LI, FY, and EL during distance learning allowing them to connect with teachers online and mitigate learning loss.	\$251,679	\$340,554	Yes
Sanitization: Alcohol-based hand rub, cleaning chemicals, equipment for custodians and staff to help prevent spread of COVID-19	\$86,002	\$88,865	No
PPE: Face coverings, , thermometers, desk guards for students and staff to help prevent spread of COVID-19	\$28,398	\$38,974	No
Textbooks: Online access to district adopted curriculum in Math, ELA, History/Social Science, Science and Foreign Language	\$300,426	\$83,411	No
Hotspots: Wireless internet access devices for families that do not have Internet access to allow students to connect to Google Classroom and Zoom for instruction during distance learning	\$61,592	\$53,262	Yes
Technology-Devices: Laptops for students and staff, student chromebooks needed for daily instruction during distance learning	\$901,442	\$704,192	Yes
Technology-Other: Servers needed to handle the increased number of devices on our network and protect devices from external threats like ransomware	\$218,839	0	No

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

No substantive differences between planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

## **Analysis of In-Person Instructional Offerings**

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

In-person instruction for the 20-21 school year was very successful for SVUSD, even in light of the pandemic. It started back in October when we were able to bring small cohorts of our highest need students (EL, homeless, foster youth, special education, low income and at-risk) to our school sites. During this time we were able to start identifying student academic and social emotional needs and providing them supports to close learning loss gaps. In November, SVUSD began its hybrid model of instruction for TK-6th grade students across the district. Students came to school two days a week and stayed home the other three. Teachers were able to do live instruction via Zoom on student off days to help with continuity of learning. During this time, teachers further assessed students for learning loss and were able to provide intervention and supports in the classroom in small groups or one-on-one as needed, while maintaining all safety protocols.

In April, SVUSD was able to have 7th-12th grade students return to in-person instruction as well. This hybrid model was a little different in that students were able to return to school 4 days a week instead of only 2. Teachers were able to assess students for learning loss and adjust instruction to provide intervention as well.

Once students came back to in-person instruction, our site counselors were able to start in-person visits with students and small groups to begin supporting students' social emotional needs.

Some challenges we experienced were having to maintain the 6 ft social distancing and not being able to bring all students back to the classroom five days a week. Another challenge was students having to reintegrate into the classroom after being gone for over a year. Social skills and appropriate behaviors had to be emphasized as students returned to the classroom. Work habits and building stamina were also important aspects we needed to rebuild.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
AVID implementation district wide	\$200,000	\$209,027	Yes
Response to Intervention teachers at Tiefert View Intermediate along with Intervention teacher for specific periods at Yermo Elementary and Fort Irwin Middle School.	\$160,000	\$272,493	Yes
Before and after school tutoring expenses including salaries, benefits and transportation	\$150,000	\$48,285	Yes
TK teacher to reduce class sizes (1 FTE)	\$100,000	\$128,899	Yes
Counseling Services for students	\$140,000	\$163,770	Yes
Technology Support Specialist for classroom support	\$80,000	\$85,887	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.

No substantive differences between planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

### Continuity of Instruction:

Successes: During the summer SVUSD was able to bring together grade level teachers to focus on identifying the most important standards at each grade level and prioritizing instructional time to best support students. The teachers were also able to come up with a plan to keep continuity of instruction when students returned to in-person instruction. Also, using computer programs like Google Classroom and Zoom allowed teachers to consistently connect with students on a daily basis. SVUSD was able to purchase updated curriculum that came with online access to textbooks for students and teachers. Students had continual access to the materials and anyone who asked for a hard copy of a textbook was provided with a copy.

Challenges: Teachers, parents and students had to learn a lot of new technology skills and programs quickly so we could maintain daily instruction. Also, at the beginning of the year, access to some new programs was inconsistent due to the publisher/company being overwhelmed with the number of students and teachers using their products/materials

#### Access to Devices and Connectivity:

Successes: SVUSD was able to secure over 2,000 laptop computers for all TK-12th grade students and 350 wifi hotspots for families who needed assistance with connectivity.

Challenges: Despite having a district-provided wifi hotspot, some families still experienced connectivity issues due to their location or weather conditions (high winds). Families with multiple students on one hotspot device was a challenge as well.

#### Pupil Participation and Progress:

Successes: Throughout our time in distance learning, teachers were able to provide students with a rigorous and high quality instructional program to keep students engaged. Holding virtual parent conferences gave teachers and parents/guardians more flexibility to meet and discuss student performance, progress and any concerns from the teacher and parent/guardian.

Challenges: Despite having a district-provided wifi hotspot, some families still experienced connectivity issues due to their location or weather conditions (high winds). Another challenge was a lack of childcare for families.

#### Distance Learning Professional Development:

Successes: During the week prior to school starting, SVUSD was able to provide virtual professional development in the following areas: Zoom, Google Classroom 101/102 (led by SVUSD teachers) Advanced Google Classroom, digital curriculum across all grade levels and subjects, social emotional learning and supports for students and tech bootcamp for new teachers as well. Throughout the year we also provided math and writing professional development that was adjusted to meet the needs of teachers and students for distance learning as well.

Challenges: Teachers had to learn several new platforms quickly to be successful in distance learning. Also, lack of in-person professional development does not allow teachers to get the full benefit of professional development.

#### Staff Roles and Responsibilities:

Successes: Classified staff provided assistance in many areas that would normally fall outside their normal job description. This included, but is not limited to, assisting with cleaning, setting up laptops for student use, distributing and accepting technology, making phone calls, distributing meals and preparing packets for those students that needed hard copies.

Challenges: A major challenge was teachers having to teach in person and virtually simultaneously.

#### Supporting Pupils with Unique Needs:



Successes: For students on an IEP, SVUSD was able to quickly compose distance learning plans as part of their IEP and begin meeting their needs as best we could until we were able to bring them back to in-person. Also, holding IEPs via Zoom or phone calls helped increase our parent participation for getting input and completing a student's IEP to meet timelines. EL, low income, foster and homeless youth also became a focus for SVUSD. We ensured that these students had the tools they needed to connect to their teacher. These students were also prioritized to receive additional intervention supports outside the instructional day.

Challenges: Holding students accountable to complete their school work was a challenge in distance learning.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Exact Path for all school sites. Exact Path is an online intervention program that allows teachers to assess students, get results and use that data to create a "learning path" that is specific to each student. This learning plan is able to identify the gaps in learning for each student and creates a learning path that will build on existing knowledge and skills to bring them up to grade level. This effort is principally directed and effective in supporting the needs of FY, LI, and EL students in Math and ELA.	30000	\$21,000	Yes
Response to Intervention teachers at Tiefert View Intermediate along with Intervention teacher for specific periods at Yermo Elementary and Fort Irwin Middle School.	160000	\$272,493	Yes
Before and after school tutoring expenses including salaries, benefits and transportation	150000	62,285	Yes
Counseling Services for students	140000	\$163,770	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.

No substantive differences between planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

## 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.

Successes: During the 20-21 school year SVUSD has continuously worked to minimize student learning loss. During distance learning, teachers and school sites offered after school intervention, offered small group and one-on-one intervention via Zoom to assist students who needed extra help. Based on our Exact Path data we have the following information:

Math: 52% passing rate of skills and over 7,200 skills mastered

Reading: 44% passing rate of skills and over 5,200 skills mastered  
Language Arts: 40% passing rate of skills and over 5,100 skills mastered

Teachers are able to look at each student's learning path to help them adjust their instruction and provide intervention for small groups and individuals. At this time we do not have desegregated data for EL, low-income, foster your, pupils with exceptional needs and homeless students. By the end of this year and after administering the CAASPP for Math and ELA, we will be able to have desegregated data to address pupil learning loss.

Challenges: Providing our pullout response to intervention classes at the usual interval and length of time as if we were in person five days a week. Students are only able to receive about half the time they would normally would and as a result, only 28.3% of our students have made at least one year's growth in reading, where this percentage is usually much higher. Parents, students and staff survey data indicated that students will need more opportunities for intervention in both math and English Language Arts once we return to in-person instruction for the 21-22 school year. Increased social emotional supports were also identified as a focus area for the 21-22 school year as well.

## **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.

SVUSD was able to continue to provide students with social and emotional supports during the 20-21 school year. During distance learning, teachers were able to conduct SEL lessons via Zoom classes. Teachers were also able to refer students to site counselors for additional supports. Counselors were available as needed and conducted small groups for SEL support. Once we returned to in-person instruction, those lessons and small groups continued to take place. Site administrators and counselors were also able to refer students and their family members to mental health services through Carel Solace. Appointments would be conducted through phone or video conferences.

One of the challenges we experienced during the 20-21 school year was connectivity. Even with district-provided wifi hotspots, some students still had problems connecting. Also, some families were still hesitant on sending their student to school, despite the safety protocols we had in place. SVUSD was able to provide a clean and safe learning environment for all students and staff and some of our highest need students refused to return.

## **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.

During the 20-21 school year, SVUSD worked hard to improve communication between school sites and families. SVUSD used surveys, email, Zoom meetings, phone calls, robocalls, social media, and home visits, as needed, to engage students and families and make sure students were attending school. Based on that feedback from students, staff and parents, SVUSD was able to quickly adjust from distance learning to bringing in small cohorts of students and eventually to our hybrid model of instruction. SVUSD was also able to maintain important services such as meal service to all children in our attendance area age 2-18. SVUSD was able to put technology into the hands of all TK-12 students for a 1:1 technology program that allowed students to connect to virtual instruction. SVUSD also provided over 350 wifi hotspots to those families that lacked internet connectivity.

Some challenges we experienced included parents who would not respond to repeated contact attempts. Home visits would be conducted and we would find that families may have moved or were not home, no matter what time we attempted to visit the house. Another challenge we experienced were parents who may not have been able to secure childcare and unable to support their students while they went to work that day. Once we returned to in-person instruction many of these parents sent their students back to school, however some remained home.

## Analysis of School Nutrition

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

Last March we went from normal cafeteria service to grab-and-go meals in the blink of an eye. It required quickly modifying menus, adjusting orders for food and supplies, while providing updated guidance to kitchen staff daily, if not hourly. In addition to quickly acquiring the necessary PPE and cleaning supplies, meal preparation areas were restructured to better facilitate social distancing. For example, staff was encouraged to utilize spaces outside the kitchen such as the cafeteria area for meal prep since it was empty of students for the foreseeable future.

The logistics of it all along with supply shortages dictated that the grab-and-go meals be kept simple in the beginning, and included basics like sandwiches, prepackaged entrees, fresh vegetables, fresh fruit and milk. We utilized school buses and later our food service vans to distribute meals along the bus routes for families that had transportation issues and couldn't get to a school site. Our routes take us along both sides of the valley including the marine base and as far as Ludlow.

As the CNS staff gained their footing, we began to offer meals like spaghetti, baked chicken and mac and cheese, which could be picked up hot or sent with reheating instructions. Working closely with our vendors throughout the pandemic has helped CNS maintain continuity of service by identifying potential supply chain shortage trends early on and keeping backup on hand at all sites. We compensate for the continued supply shortages with alternates we have available or can get from another vendor.

Last fall everything changed again, when a portion of our students came back to school. Separate meals were needed for in-person and remote learners, and then an unexpected closure would once again dictate that all of the food had to be served as grab-and-go for a short period of time. This juggling act is still going on today as more but not all district's students have returned to the classroom. Currently, roughly 44% of meals are served to students in person and 56% are served to remote learners.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	N/A	N/A	

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 substantive differences between the planned action and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

## 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.

As we look back on the 20-21 school year, we know that students are going to be returning to school with additional needs: academic, social emotional, and behavioral. With that in mind, we made sure to include in the SVUSD 2021-24 LCAP, actions and measures that will address those student needs. We included actions such as, professional development for all staff, pre-school supports, expanded response to intervention teachers and materials, additional minutes for TK & K students, before and after school intervention and enrichment opportunities for students and building internal capacity of teachers and staff to lead these initiatives. Technology Support Specialists will help teachers maximize the use of technology in their classrooms to maximize student achievement. Continuing to support safe school environments through MTSS supports to expand Tier 2 interventions school-wide will be a priority based on student need. Providing teachers, classified staff and site administrators more time to collaborate across grade levels and subject areas to discuss planning, instructional strategies, assessments will be a priority as well. SVUSD will also provide counseling services through site-based counselors, private contracted counseling services, referrals to D/M SELPA and Care Solace as well.

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

In an effort to accelerate student learning SVUSD will work to support pupils with unique needs. SVUSD will engage teachers in a planning process that will help organize grade level standards that will be spiraled and revisited throughout the school year to support student achievement. SVUSD will provide professional development in Math and ELA to provide teachers with the necessary tools to support these students. Strategies to support students will include, but are not limited too: small group instruction during class, smaller class sizes for TK & K students at our most neediest schools (LES, NES, YES), AVID program to promote academic achievement and

increase students meeting college readiness for EL, Foster Youth and LI students, pull out Rtl intervention and before and after school intervention and enrichment. SVUSD will also provide a summer school program to address learning loss and credit recovery. Teachers and parents will be able to use the Student Success Team process to work together to support individual student needs in the classroom for academic and behavioral achievement. School sites will also partner with the Desert/Mountain SELPA to help identify individual and school-wide social emotional needs through a screening process. School site staff will also have the ability to refer students, and their family members, to counseling or physical addiction services through Care Solace. SVUSD recognizes the need to ensure that a positive and supportive school environment will be important for students as they return to full instruction. PBIS/MTSS processes will be in place at sites to help student transition back to the school site

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

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

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

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

Based on the student outcomes of the 19-20 LCAP and 20-21 LCP SVUSD used the following information to inform the development of the 21-24 LCAP:

- Continued need for math and ELA interventions across the district to improve student achievement and close learning gaps for all students and subgroups
- Continued need for SEL and counseling services at school sites in improve student achievement and maintain positive school climate
- Continued professional development in math, ELA and SEL for teachers and classified staff
- Smaller class sizes allow teachers to give more individual attention to students based on assessed need
- Opportunities for enrichment before and after school to support students social emotional wellbeing
- Maintaining a 1:1 student to device ratio to support and enhance student learning
- Hiring and retaining well trained teachers and staff and developing internal leadership capacity



## 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](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,985,043.00	3,136,527.00
	0.00	0.00
Base	364,000.00	0.00
LCFF Base	0.00	354,813.00
LCFF Supplemental and Concentration	2,225,043.00	2,364,124.00
Title I	297,000.00	321,945.00
Title II	99,000.00	95,645.00

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	2,985,043.00	3,136,527.00
	0.00	0.00
0000: Unrestricted	0.00	0.00
1000-1999: Certificated Personnel Salaries	558,420.00	585,344.00
1100: Certificated Teachers' Salaries	611,500.00	730,248.00
2000-2999: Classified Personnel Salaries	132,500.00	113,839.00
3000-3999: Employee Benefits	448,623.00	614,986.00
4000-4999: Books And Supplies	3,500.00	517.00
4300: Materials and Supplies	25,000.00	49,721.00
5000-5999: Services And Other Operating Expenditures	818,500.00	720,524.00
5100: Sub-agreements for Services	500.00	3,311.00
5200: Travel and Conferences	84,500.00	93,862.00
5300: Dues and Memberships	15,000.00	11,251.00
5800: Professional/Consulting Services And Operating Expenditures	287,000.00	178,654.00
6000-6999: Capital Outlay	0.00	34,270.00

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	2,985,043.00	3,136,527.00
		0.00	0.00
0000: Unrestricted	Base	0.00	0.00
0000: Unrestricted	LCFF Base	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	8,000.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	8,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	358,420.00	390,466.00
1000-1999: Certificated Personnel Salaries	Title I	192,000.00	186,878.00
1100: Certificated Teachers' Salaries	Base	144,500.00	0.00
1100: Certificated Teachers' Salaries	LCFF Base	0.00	155,570.00
1100: Certificated Teachers' Salaries	LCFF Supplemental and Concentration	419,000.00	533,678.00
1100: Certificated Teachers' Salaries	Title II	48,000.00	41,000.00
2000-2999: Classified Personnel Salaries	Base	30,000.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	13,689.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	102,500.00	100,150.00
3000-3999: Employee Benefits	Base	45,500.00	0.00
3000-3999: Employee Benefits	LCFF Base	0.00	63,710.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	371,123.00	480,606.00
3000-3999: Employee Benefits	Title I	28,000.00	67,350.00
3000-3999: Employee Benefits	Title II	4,000.00	3,320.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	3,500.00	517.00
4300: Materials and Supplies	Base	5,000.00	0.00
4300: Materials and Supplies	LCFF Base	0.00	118.00
4300: Materials and Supplies	LCFF Supplemental and Concentration	20,000.00	49,603.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	808,500.00	710,524.00
5000-5999: Services And Other Operating Expenditures	Title I	10,000.00	10,000.00
5100: Sub-agreements for Services	LCFF Supplemental and Concentration	500.00	3,311.00
5200: Travel and Conferences	Base	40,000.00	0.00
5200: Travel and Conferences	LCFF Base	0.00	36,974.00
5200: Travel and Conferences	LCFF Supplemental and Concentration	44,500.00	56,888.00



<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
5300: Dues and Memberships	LCFF Supplemental and Concentration	15,000.00	11,251.00
5800: Professional/Consulting Services And Operating Expenditures	Base	91,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	42,482.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	82,000.00	27,130.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	67,000.00	57,717.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	47,000.00	51,325.00
6000-6999: Capital Outlay	LCFF Base	0.00	34,270.00

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	2,336,000.00	2,502,377.00
<b>Goal 2</b>	185,000.00	187,459.00
<b>Goal 3</b>	345,843.00	341,549.00
<b>Goal 4</b>	118,200.00	105,142.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,859,223.00	\$1,320,103.00
Distance Learning Program	\$830,000.00	\$908,361.00
Pupil Learning Loss	\$480,000.00	\$519,548.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$3,169,223.00</b>	<b>\$2,748,012.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$644,510.00	\$222,095.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$644,510.00</b>	<b>\$222,095.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,214,713.00	\$1,098,008.00
Distance Learning Program	\$830,000.00	\$908,361.00
Pupil Learning Loss	\$480,000.00	\$519,548.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$2,524,713.00</b>	<b>\$2,525,917.00</b>