



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 learn through rigorous Common Core aligned courses and materials; have access to qualified, credentialed teachers in every classroom; and will achieve on the State academic standards.

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 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1.1: Teacher misassignment rate</p> <p>19-20 0%</p> <p>Baseline 2016-2017: 0%</p>	<p>All Teachers were appropriately credentialed and we had no misassignments.</p>
<p>Metric/Indicator 1.2: Credentialed teacher rate</p> <p>19-20 100%</p> <p>Baseline 2016-2017: 100%</p>	<p>All teachers were appropriately credentialed.</p>
<p>Metric/Indicator 1.3: Credentialed teachers teaching outside of subject area rate</p> <p>19-20 0%</p> <p>Baseline</p>	<p>We had no teachers teaching outside of their credentialed subject area as all of the Sunol Glen teachers have a Multiple Subject credential.</p>

Expected	Actual
2016-2017: 0%	
<p>Metric/Indicator 1.4: Percentage of students with access to standards-aligned instructional materials</p> <p>19-20 100%</p> <p>Baseline 2016-2017: 100%</p>	100% of our students had access to standards-aligned instructional materials.
<p>Metric/Indicator 1.5: Percentage of instructional materials aligned with standards</p> <p>19-20 100%</p> <p>Baseline 2016-2017: 100%</p>	100% of our instructional materials are aligned to the standards.
<p>Metric/Indicator 1.6: Compliance on Williams quarterly reports</p> <p>19-20 100%</p> <p>Baseline 2016-2017: 100%</p>	We had 100% compliance with Williams as demonstrated through our quarterly reports.
<p>Metric/Indicator 1.7: Teacher participation rate in CCSS professional development</p> <p>19-20 100%</p> <p>Baseline 2016-2017: 100%</p>	All teachers participated in Common Core professional development throughout the year when offered.
<p>Metric/Indicator 1.8: Percentage of lesson plans aligned with CCSS (as captured by monitoring of lesson plans)</p>	100% of lesson plans were aligned with the CCSS.

Expected	Actual
<p>19-20 100%</p> <p>Baseline 2016-2017: 100%</p>	
<p>Metric/Indicator 1.9: Percentage of courses of study aligned with standards (as captured by monitoring of master schedule)</p> <p>19-20 100%</p> <p>Baseline 2016-2017: 100%</p>	<p>All courses are aligned with standards.</p>
<p>Metric/Indicator 1.10: Percentage of students enrolled in standards-aligned courses of study</p> <p>19-20 100%</p> <p>Baseline 2016-2017: 100%</p>	<p>100% of our students were enrolled in standards-aligned courses of study.</p>
<p>Metric/Indicator 1.11: CSSAPP ELA: Percentage of students meeting or exceeding standards</p> <p>19-20 82%</p> <p>Baseline 2015-2016: 79%</p>	<p>Actual Outcome - As a result of COVID, the data to determine this outcome was not available as the CAASPP was canceled last year.</p>
<p>Metric/Indicator 1.12: CSSAPP Math: Percentage of students meeting or exceeding standards</p> <p>19-20 83%</p>	<p>Actual Outcome - As a result of COVID, the data to determine this outcome was not available as the CAASPP was canceled last year.</p>

Expected	Actual
<p>Baseline 2015-2016: 80%</p> <p>Metric/Indicator 1.13: CAASPP ELA: Number of points above level 3</p> <p>19-20 All: 64 points above level 3 Hisp/Latino: 35 points above level 3</p> <p>Baseline 2015-2016: All: 56.5 points above level 3 Hisp/Latino: 29.6 points above level 3</p>	<p>Actual Outcome - As a result of COVID, the data to determine this outcome was not available as the CAASPP was canceled last year.</p>
<p>Metric/Indicator 1.14: CAASPP Math: Number of points above level 3</p> <p>19-20 All: 73 points above Hisp/Latino: 47 points above</p> <p>Baseline 2015-2016: All: 67.1 points above level 3 Hisp/Latino: 40.9 points above level 3</p>	<p>Actual Outcome - As a result of COVID, the data to determine this outcome was not available as the CAASPP was canceled last year.</p>
<p>Metric/Indicator 1.15: English Learner reclassification rate</p> <p>19-20 19%</p> <p>Baseline 2016-2017: 19%</p>	<p>Actual Outcome - As a result of COVID, the data to determine this outcome was not available. This year's ELPAC test results have not been received as of yet.</p>
<p>Metric/Indicator</p>	<p>All English Language Learners participated in English Language Development classes and assignments.</p>

Expected	Actual
<p>1.16: Percentage of English Learner students participating in English Language Development</p> <p>19-20 100%</p> <p>Baseline 2016-2017: 100%</p>	
<p>Metric/Indicator 1.17: Percentage of Students with Disabilities receiving targeted programs and services</p> <p>19-20 100%</p> <p>Baseline 2016-2017:100%</p>	<p>100% of our students with Disabilities received targeted programs and services.</p>
<p>Metric/Indicator 1.18: Percentage of English Learner students who are proficient overall on the ELPAC</p> <p>19-20 TBD based on established baseline.</p> <p>Baseline 2016-2017: Baseline has not been established.</p>	<p>Actual Outcome - As a result of COVID, the data to determine this outcome was not available. This year's ELPAC test results have not been received as of yet.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action 1.1: High quality instruction will be provided by highly qualified teachers in every classroom.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$1,212,132</p> <p>3000-3999: Employee Benefits Base \$337,490</p> <p>1000-1999: Certificated Personnel Salaries Federal (REAP) \$26,586</p>	<p>1000-1999: Certificated Personnel Salaries Base 1201445.95</p> <p>3000-3999: Employee Benefits Base 313560.30</p> <p>1000-1999: Certificated Personnel Salaries Federal (REAP) 29486.82</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Federal (REAP) \$5,370	3000-3999: Employee Benefits Federal (REAP) 6049.21
<p>Action 1.2: Students will receive the latest instruction in all subject areas. Every teacher will receive professional development in the Common Core State Standards.</p> <p>Staff will continue to modify and improve Lucy Calkins Writing and Reading program for Language Arts CCS alignment</p>	Travel & conference 5000-5999: Services And Other Operating Expenditures Base \$10,000	Travel & conference 5000-5999: Services And Other Operating Expenditures Base 3618.42
<p>Action 1.3: All instructional staff will receive support, guidance, & professional development in Common Core State Standards, thereby positively impacting student learning.</p> <p>Staff collaboration time 1-4 times a month will be set for Lesson Plan Development and CCS research</p>	Leader stipend 1000-1999: Certificated Personnel Salaries Base \$3,000	Leader stipend 1000-1999: Certificated Personnel Salaries Base 3000
<p>Action 1.4: Students will be supported in their learning by a highly qualified Instructional Aide in the classroom.</p> <p>Staff collaboration time 1-4 times a month will be set for Lesson Plan Development and CCS research</p>	<p>2000-2999: Classified Personnel Salaries Supplemental \$44,430</p> <p>3000-3999: Employee Benefits Supplemental \$16,594</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 47771.58</p> <p>3000-3999: Employee Benefits Supplemental 10572.42</p>
<p>Action 1.5: Students will receive high quality instruction as a result of Curriculum Leaders providing research and leadership to staff for instructional design, Common Core alignment, and peer support.</p>	Stipends 1000-1999: Certificated Personnel Salaries Base Accounted in action 1.3	1000-1999: Certificated Personnel Salaries Base Accounted in action 1.3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1.6: Staff will be provided training and professional development in the latest instructional methodologies which will provide high quality instruction for our students.	Expense: Travel & Conference 5000-5999: Services And Other Operating Expenditures Base Accounted in action 1.2	Expense: Travel & Conference 5000-5999: Services And Other Operating Expenditures Base Accounted in action 1.2
Action 1.7: Student Learning will be supported through the attainment of qualified Substitute Teachers so that Sunol Glen teacher can attend trainings and conferences.	Expense: Certificated salaries (subs) 1000-1999: Certificated Personnel Salaries Base \$20,000 3000-3999: Employee Benefits Base \$4,038	Expense: Certificated salaries (subs) 1000-1999: Certificated Personnel Salaries Base 20000 3000-3999: Employee Benefits Base 4038
Action 1.8: Student learning will be supported with high quality, standards-aligned instructional materials	Expense: Instructional Materials 4000-4999: Books And Supplies Base \$12,500 Expense: Instructional Materials 4000-4999: Books And Supplies Lottery \$56,524	Expense: Instructional Materials 4000-4999: Books And Supplies Base 1194.28 Expense: Instructional Materials 4000-4999: Books And Supplies Lottery 77699.94
Action 1.9: Special Education students and Response to Intervention (RTI) students will receive FAPE (Free and Appropriate Public Education).	1000-1999: Certificated Personnel Salaries Other Local (SELPA-Special Education) \$85,487 4000-4999: Books And Supplies Other Local (SELPA-Special Education) \$1,000 5000-5999: Services And Other Operating Expenditures Other Local (SELPA-Special Education) \$95,854 3000-3999: Employee Benefits Other Local (SELPA-Special Education) \$17,262	0001-0999: Unrestricted: Locally Defined Other Local (SELPA-Special Education) 87196.29 4000-4999: Books And Supplies Other Local (SELPA-Special Education) 1015.94 5000-5999: Services And Other Operating Expenditures Other Local (SELPA-Special Education) 76146.25 3000-3999: Employee Benefits Other Local (SELPA-Special Education) 17902.07
Action 1.10: Students will be supported through the use of a highly qualified Classroom Aide, working with the classroom instructor to ensure all students receive quality core instruction aligned to the	Expense: Classified salaries & benefits 2000-2999: Classified Personnel Salaries Supplemental Accounted in action 1.4	Expense: Classified salaries & benefits 2000-2999: Classified Personnel Salaries Supplemental Accounted in action 1.4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Common Core Standards through developing differentiated lessons and providing small group instruction.	3000-3999: Employee Benefits Supplemental Accounted in action 1.4	3000-3999: Employee Benefits Supplemental Accounted in action 1.4

Goal Analysis

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

Professional Development listed in Action 1.2 was not able to be expended as budgeted due to the pandemic cancelling/limiting planned PD for the later half of the year, these funds were reallocated and carried forward as applicable.

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

Learning and development have been interrupted and disrupted for millions of students. Our students at Sunol Glen were no exception. The shutdown of schools, compounded by the associated public health and economic crises, created major challenges for our students and faculty alike. Our public education system was not built, nor prepared, to cope with a situation like this—we lack the structures to sustain effective teaching and learning during the shutdown and to provide the safety net supports that many children receive in school. While we do not know the exact impacts, we do know that children’s academic performance is deteriorating during the pandemic, along with their progress on other developmental skills. Despite these challenges, Sunol Glen students did experience amazing success in students maintaining engagement in school and having access to grade level, standards-based curriculum and learning opportunities. The level of creativity, 'thinking outside of the box', problem-solving, and technology skills have been accentuated due to the necessity of providing instruction in a 'reimagined' format with distance learning and concurrent learning opportunities for our students.

Goal 2

Students will be proficient in utilizing technology for grade level assignments.

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 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 2.1: Student to technology device ratio with Chromebooks</p> <p>19-20 1:1</p> <p>Baseline 1:1</p>	<p>We are continuing with providing 1:1 chromebook devices for ALL of our students.</p>
<p>Metric/Indicator 2.2: Percentage of assignments done through technology</p> <p>19-20 Kinder: 10% 1st: 15% 2nd: 15% 3rd: 15% 4th: 20% 5th: 25%</p>	<p>Actual Outcome: we achieved 100% success rate</p>

Expected	Actual
6th:25% 7th: 50% 8th: 55% Baseline 2019-20 Data	
Metric/Indicator 2.3: Percentage of students proficient in grade level technology standards 19-20 Kinder: 80% 1st: 80% 2nd:90% 3rd: 90% 4th: 80% 5th: 80% 6th: 94% 7th: 75% 8th: 75% Baseline 2019-20 Data	Actual Outcome: we achieved 100% success rate. All students exhibited grade-level proficiency in the use of technology.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 2.1: Students will learn utilizing technology-embedded lessons & assignments. Teachers will provide students opportunities to have both formative and summative assessments. This will be accomplished through technology-embedded lessons.	1000-1999: Certificated Personnel Salaries Base \$10,000 3000-3999: Employee Benefits Base \$2,019	0001-0999: Unrestricted: Locally Defined Base 10000 3000-3999: Employee Benefits Base 2019
Action 2.2: Teachers will receive Professional Development (PD) in Technology in order to provide technology-embedded instruction for our students.	Expense: Certificated salaries (substitutes) 1000-1999:	Expense: Certificated salaries (substitutes) 0001-0999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Personnel Salaries Base \$10,000 3000-3999: Employee Benefits Base \$2,019	Unrestricted: Locally Defined Base 10000 3000-3999: Employee Benefits Base 2019
Action 2.3: Teachers will be supported in their technology training with a Technology/Curriculum Support Provider	Expenses: Certificated salaries & benefits 1000-1999: Certificated Personnel Salaries Base \$4,000 3000-3999: Employee Benefits Base \$808	Expenses: Certificated salaries & benefits 1000-1999: Certificated Personnel Salaries Base 4000 3000-3999: Employee Benefits Base 808
Action 2.4: Students will have access to computers both in the lab and in the classroom. Computers will be upgraded as needed.	Expense: Materials and Supplies 4000-4999: Books And Supplies Base \$48,000	Expense: Materials and Supplies 4000-4999: Books And Supplies Base 50523.09
Action 2.5: Students will be provided with technology enhanced curricular opportunities through web-based lessons, programs and moving toward adoption of e-readers for Core Curriculum adoptions.	4000-4999: Books And Supplies Base \$79,200	4000-4999: Books And Supplies Base 83005.65

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 used all of our planned funds.

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

Sunol has always had a goal of ensuring student sand teachers are proficient in the use of technology. This aspect of our preparedness was instrumental in our success in transitioning to virtual teaching/learning during the pandemic. Teachers used some form of paper mailings and electronic technology (eg, video conferencing, emailing) to deliver content to students, while parents assumed a co-teaching responsibility. Most parents, students, and teachers were unprepared and untrained to handle the complexities inherent to distance educating as well as the demands of the technology needed to support these efforts. Although teachers deserve high praise for their rapid response, the process was not without challenges and has had lingering effects on teacher and parent mental health. The successes Sunol Glen has had with attaining this goal have been an increase in both our teachers and students technological skills. As the amount of instruction that was deployed via technology was at 100% for our virtual learners, the

need to be highly skilled in technology became tantamount to successful learning. Our teachers learned a wide-array of platforms and programs to enhance their lessons - students also engaged in a significant amount of skills to access their learning. It is truly remarkable to see our Kindergarteners independently logging onto Clever and using programs such as Epic or Flipgrid with ease as they complete their assigned work. The transformative nature of the outcome of the pandemic and subsequent need for Distance Learning has been remarkable and our school has done exceedingly well.

Goal 3

Students will learn in an environment that promotes good citizenship, and student and family engagement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 3.1: Parent participation rate on District LCAP Parent Survey</p> <p>19-20 67%</p> <p>Baseline 2016-2017: 64%</p>	<p>Due to the complexities brought on by the COVID pandemic, the District opted out of Parent Survey for the 2021 school year. However, the District instituted informal parent communication systems that allowed for daily interactions between parents, teachers and administrators.</p>
<p>Metric/Indicator</p>	
<p>Metric/Indicator 3.2: Percentage of parents who report they feel safe at the school, as measured by the LCAP Parent Survey</p> <p>19-20 97%</p> <p>Baseline Baseline has not been established.</p>	<p>Due to the complexities brought on by the COVID pandemic, the District opted out of Parent Survey for the 2021 school year. However, the District instituted informal parent communication systems that allowed for daily interactions between parents, teachers and administrators.</p>

Expected	Actual
<p>Metric/Indicator 3.3: Percentage of parents who report they feel connected to the school, as measured by the LCAP Parent Survey</p> <p>19-20 97%</p> <p>Baseline Baseline has not been established.</p>	<p>Due to the complexities brought on by the COVID pandemic, the District opted out of Parent Survey for the 2021 school year. However, the District instituted informal parent communication systems that allowed for daily interactions between parents, teachers and administrators.</p>
<p>Metric/Indicator 3.4: Percentage of parents who attend at least one school event each year</p> <p>19-20 All parents: 90% Parents of unduplicated students: 90% Parents of SWD: 90%</p> <p>Baseline 2016-2017: All parents: 90% Parents of unduplicated students: 90% Parents of SWD: 90%</p>	<p>Due to the COVID pandemic, all in-person events were cancelled</p>
<p>Metric/Indicator 3.5: Student participation rate on District LCAP Student Survey</p> <p>19-20 98%</p> <p>Baseline Baseline has not been established.</p>	<p>Due to the complexities brought on by the COVID pandemic, the District opted out of Parent Survey for the 2021 school year. However, the District instituted informal parent communication systems that allowed for daily interactions between parents, teachers and administrators. Teachers also set aside time for 1:1 interactions with students. Parents were encouraged to vocalize any concerns on their students' behalfs.</p>
<p>Metric/Indicator 3.6: Percentage of students who report they feel safe at school, as measured by the LCAP Student Survey</p> <p>19-20 96%</p>	<p>Due to the complexities brought on by the COVID pandemic, the District opted out of Parent Survey for the 2021 school year. However, the District instituted informal parent communication systems that allowed for daily interactions between parents, teachers and administrators. Teachers also set aside time for 1:1</p>

Expected	Actual
<p>Baseline Baseline has not been established.</p>	<p>interactions with students. Parents were encouraged to vocalize any concerns on their students' behalfs.</p>
<p>Metric/Indicator 3.7: Percentage of students who report they feel connected to the school, as measured by the LCAP Student Survey</p> <p>19-20 92%</p> <p>Baseline Baseline has not been established.</p>	<p>Due to the complexities brought on by the COVID pandemic, the District opted out of Parent Survey for the 2021 school year. However, the District instituted informal parent communication systems that allowed for daily interactions between parents, teachers and administrators. Teachers also set aside time for 1:1 interactions with students. Parents were encouraged to vocalize any concerns on their students' behalfs.</p>
<p>Metric/Indicator 3.8: District-wide Average Daily Attendance rate</p> <p>19-20 96% or ></p> <p>Baseline 2016-2017: 95.55%</p>	<p>School were shut down due to COVID -19 pandemic. However, we experienced 97% attendance rate on average.</p>
<p>Metric/Indicator 3.9: Chronic absenteeism rate</p> <p>19-20 1% or <</p> <p>Baseline 2016-2017: 2%</p>	<p>School were shut down due to COVID -19 pandemic. However, there were no cases of "chronic" absenteeism.</p>
<p>Metric/Indicator 3.10: Middle school dropout rate</p> <p>19-20 1% or <</p> <p>Baseline 2016-2017: 0%</p>	<p>School were shut down due to COVID -19 pandemic. we did not have any drop outs.</p>
<p>Metric/Indicator 3.11: Suspension rate</p> <p>19-20</p>	<p>School were shut down due to COVID -19 pandemic. We did not have any suspensions.</p>

Expected	Actual
5% or < Baseline 2016-2017: 2.5%	
Metric/Indicator 3.12: Expulsion rate 19-20 1% or < Baseline 2016-2017: 0%	School were shut down due to COVID -19 pandemic. we did not have any expulsions.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 3.1: Character Education will be taught to students to encourage good decision making and skills to become productive citizens.	Expense: Instructional Materials & Supplies 4000-4999: Books And Supplies Base \$3,000	Expense: Instructional Materials & Supplies 4000-4999: Books And Supplies Base 3000
Action 3.2: Students will engage in safe behaviors including working in a 'bully-free' and 'cyberbully-free' environment.	Expense: None 0	

Goal Analysis

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

All funds were expended as planned

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

To protect students and staff, as well as to flatten the infection curve, parents, teachers, and policy makers endorsed and implemented a modified version of homeschooling in the spring. This decision meant that the District and staff had their hands full trying to ensure students had access to devices, internet and other help, as needed in order to provide uninterrupted access to learning. Additionally, due to the health concerns associated with COVID-19, all in-person events were cancelled. While our staff has done an excellent job

staying in contact with parents and students, it has been a challenge to try to obtain any form of formal data with regards to this goal. One clear success has been in the high level of communication between the school and our families. As teachers needed to become strong partners with our parents who have had to be their children's 'in person' guide, it has been critical to ensure clear and frequent communications with our families. We have had 100% of our families be communicated with on a minimum of once per week as they needed to receive the weekly scheduled assignments for their children. This exchange also increased the amount of email exchanges as parents needed clarification and further instruction on an ongoing basis. The result of this has been the creation of a stronger relationship between the school and parents which is a celebratory outcome.

Goal 4

Students will learn in an environment in which the facilities are clean and in good to excellent condition.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 4.1: Designation on the Facility Inspection Tool (FIT)</p> <p>19-20 Good or Exemplary</p> <p>Baseline All facilities are in Good repair.</p>	<p>All facilities were closed during the pandemic. However, we maintained our facilities in good working conditions and followed all reopening protocols.</p>
<p>Metric/Indicator 4.2: Percentage of parents who report they feel the school facilities are clean and in good condition, as measured by the LCAP Parent Survey</p> <p>19-20 95%</p> <p>Baseline Baseline has not been established.</p>	<p>All facilities were closed during the pandemic and hence parent feedback could not be obtained. Our parents expressed satisfaction and gratitude for all the efforts undertaken to comply with County Health guidelines in keeping our students and faculty safe while on campus.</p>
<p>Metric/Indicator 4.3: Percentage of students who report they feel the school facilities are clean and in good condition, as measured by the LCAP Student Survey</p> <p>19-20 95%</p>	<p>All facilities were closed during the pandemic and hence student feedback could not be obtained. However, when our students came in for hybrid attendance schedules, they were very excited to see their classrooms and overall school building being the "same" but with different rules.</p>

Expected	Actual
Baseline Baseline has not been established.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 4.1: In order to provide an environment conducive to learning and energy efficiency – upgraded HVAC, windows and irrigation systems will be installed.	Expense: Capital Outlay 6000-6999: Capital Outlay Prop 39 \$55,000	Expense: Capital Outlay 6000-6999: Capital Outlay Prop 39 58928.16
Action 4.2: Classrooms will be cleaned and upgraded with carpet, white boards, lights, etc.	Expense: Materials & Supplies 4000-4999: Books And Supplies Deferred Maintenance Fund \$3,000 Services & Other Operating Expenses 5000-5999: Services And Other Operating Expenditures Deferred Maintenance Fund \$21,774	Expense: Materials & Supplies 4000-4999: Books And Supplies Base 3000 Services & Other Operating Expenses 5000-5999: Services And Other Operating Expenditures Deferred Maintenance Fund 23078.27

Goal Analysis

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

All budgeted funds were expended as planned

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

At Sunol Glen, we maintained our facilities in excellent condition to ensure they would be ready for when our students and faculty return to campus for in-person instruction/learning. The challenges for this goal were due to the Covid 19 Pandemic and students remaining in distance learning. The success of this goal is that our school campus is extremely clean and in good condition as our commitment to ensuring the cleanliness of the campus as part of addressing the Covid 19 guidelines. Additionally, as we have eliminated outside use of our facilities and as a portion (about 40%) of our student body has remained in distance learning, the campus is in excellent condition due to a significant reduction in use - due to the pandemic.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>In person instruction is not authorized at this time. However, all teachers have been directed to create a structured schedule and lessons aligned to classroom-based, In-Person learning. By setting up our virtual classrooms as close to the On-Person classroom as possible, we ensure the mitigation of learning loss for our students; as well as minimizing the transition from Distance learning to In-Person learning.</p> <p>The staff has made a concerted effort to create a structured schedule and lessons that emulate as close as possible the 'In-Person/at school' schedules. This was done with the single-minded purpose of preparing for In-Person learning that would minimize the disruption of learning for our children. The grade-level schedules that have been created for Distance Learning are 'ready-made' to transition to In-Person learning when that time arrives. For example, the teachers were all given the bell schedule that is the signal for changing curriculum, they then created schedules including recess and lunch that aligns to our In-Person schedules.</p> <p>The intent of setting up our virtual school in this manner is to provide as smooth a transition and minimize disruption as much as possible for when we return to In-Person instruction. Teachers have been directed to prepare for that outcome and to make plans accordingly. They have been directed to create a "needs list" that would then be utilized by them and the school personnel to shift back to the school campus.</p>	1,652,002	1620890.56	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Examples of items for teachers' "needs list" would include Plexiglas screens for the teacher's desk, private office with Plexiglas 'windows' for each student, blue tape (to mark the floor indicating social distancing), more student supplies so that students would have their own rather than a community of supplies to be shared, etc.</p> <p>All teachers are given access to their assigned classrooms, materials, and equipment for Distance Learning so that they may fully utilize everything they may need to educate their students regardless if it's through Distance Learning or In-Person instruction. Upon returning to In-Person Instruction, the staff will continue with their grade-level curriculum including assignments and assessments. If students are identified as being at-risk of having a learning loss as evidenced by a regression in reading skills as assessed through our programs of I-Ready, Reading Eggs, and Fountas and Pinnell or a regression in math skills as evidenced by a regression in performance on assignments and assessments in math we will immediately plan a Student Study Team (SST) and create action items to address any learning loss. Additionally, the staff will continue to monitor the students social-emotional well-being and refer any student that may be struggling to our school psychologist for support and reference to other community resources as needed.</p>			

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 District expended almost all budgeted funds. Remaining funds are being carried over into 2021-22 when students return to in-person instruction at the start of the new school term.

Analysis of In-Person Instructional Offerings

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

The District implemented a hybrid in-person schedule late during the 2020-21 school year. Getting ready to welcome back our students proved more difficult than we had imagined. The logistics of executing the plan was the area of greatest challenge. However, with help from our parents, students and very supportive staff, we developed a video that provided a visual experience of what returning to school would entail. This video coupled with our reopening plan (both can be found on our website at www.sunol.k12.ca.us) proved instrumental in a smooth rollout of our hybrid schedule.

We focused on core curriculum for the in-person portion of each student's day and asynchronous learning during the distance learning part of the day. This plan proved successful as our students were starting to slip in the core curriculum areas of language arts and math. Having the in-person interactions with teachers got them on track for learning as we move to full in-person learning in the 2021-22 school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>In order to ensure our staff was set up to successfully implement Distance Learning for the 2020-2021 school year, our district offered a summer training program that consisted of three professional development days. During these days, staff was trained on our new Learning Management Systems including SeeSaw for grades K-2, Zoom and Google Meets for grades 3-8. Additionally, we implemented a new program called CLEVER that houses all of the teacher's programs in one place to support accessibility and a more robust structure for our students. The teachers were provided with training on how to utilize Clever. Additionally, we purchased seven new Thinkpads as they are a stronger tool for our teachers than the previous district provided Chromebooks. By having better equipment the teachers are thus able to improve their instructional deployment of information which in turn provides an improved experience for our students.</p> <p>We also have purchased thermometers, face masks and shields, hand sanitizer, Plexiglas (for desks) and more cleaning materials to ensure all of our staff has sufficient Personal Protective Equipment (PPE).</p>	257,472	244736.23	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.

All funds were expended as planned and the remaining balances will be carried into 2021-22.

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.

Sunol Glen USD provides continuity of instruction during the school year to ALL students to ensure students have access to the full curriculum regardless of the method of delivery. Upon learning of the decision to open school with virtual/distance learning, our teachers were provided with three days of intensive professional development and training to prepare for the shift to Distance Learning. They were also provided with two teacher work days to create a structured schedule and to prepare lesson plans aligned to the California State Standards. The schedules created were aligned to the States' AB 98 which provided the mandated number of instructional minutes: 180 minutes for Tk-K, 230 minutes for grades 1-3 and 240 minutes for grades 4-8. The teachers created daily schedules that allowed for both synchronous and asynchronous lessons that included ongoing check-ins with their students. The teachers provide direct instruction through our Learning Management Systems (LMS) of SeeSaw - for our Tk-2nd grade students and Zoom or Google Meets for our 3-8 grade students. Instruction is provided with the teacher on the Learning Management System (LMS) and then the students move into independent practice - asynchronously. During the synchronous learning times, students are given opportunities to work together through break out rooms in which a number of students are grouped together to then be able to communicate and collaborate on their assignments. Additionally, students are given time to 'interact' with one another during their scheduled classes for Art and Physical Education. Both of these classes prioritize the Social-Emotional learning opportunities for the students and encourage student interaction with one another. During Physical Education class, the students are provided with several minutes to socialize while they are warming up. Our teachers are also offering office hours where individual students can receive additional one-on-one or small group support as needed. Our Instructional Aides have been assigned to students that are at-risk or may be struggling; as it is the beginning of the year, each Instructional Aide has been assigned to 2-4 students. This number will increase as the year progresses and teachers refer students for more individualized help. The administration has also instituted a weekly check in with each teacher to ensure that all students are continuing to progress and to learn, and to identify if there are

any students with whom the teacher may be concerned. If a student is identified, the administration then contacts the parent to do a child and/or family wellness check.

The successes include the robust curriculum that was provided for ALL students whether they remained in Distance Learning all year long, or were able to attend to our 'in-person' learning. The students were engaged and progressing as demonstrated in their assigned work and assessments. The challenges continued to be with maintaining endurance and a high level of engagement as the year and pandemic wore on. To meet these challenges, our staff worked arduously to find alternative modes of lesson delivery, engaging parents in partnership on behalf of their child(ren) and seeking other resources to provide support.

All Sunol Glen students were offered a district Chromebook to be checked out and used at the students' homes. Additionally, hot-spots were provided for any family or staff members in need of additional connectivity as was ascertained by a survey that went out to all families prior to the start of school in July. Currently, approximately 50% of our students have checked out and are using their school assigned device, and we have several families that have reached out and requested a hot spot. The other indicator of when a family may be in need of support is provided by the teachers who refer any student that may be having issues connecting with their class. Upon receiving a referral, the I.T. department contacts the parent(s) and offers support including exchanging the device (if it is the District Chromebook that is causing the issue) or a hot-spot to support internet connectivity. We currently have three families and one staff member request hot-spots to support their internet connectivity. This is a critical step and a priority for our staff so that we can ensure the continuity of learning with minimal disruptions.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>The actions implemented to support students who may have a learning loss due to COVID-19 and the move to Distance Learning included:</p> <ul style="list-style-type: none"> • Support from the teacher or a classroom aide in small groups or one-on-one settings • Individualized support • Meeting with the teacher during the teacher's 'office hours' or 'check in times' • A reduction of the length of assignments • Provided more time to complete assignments • A reduction of amount of times student is on 'screen time' (if screen time is a hindrance) • The District to provide a Chromebook and a hot-spot to support internet connectivity (if needed) 	77,107	77107	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.

All budgeted funds were expended

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.

Suspension of face-to-face instruction in schools during the COVID-19 pandemic has led to concerns about consequences for students' learning. So far, data to study this question have been limited but the evidence of such loss having occurred exists everywhere. Perception data is one way that we are prioritizing the whole child. As a district, we have embraced the process of asking questions about how students and families are perceiving the current situation. What are students, teachers, staff, and parents saying

about the service model of our delivery of instruction as a school district. Learning is the core business of schools, but all learning is social and emotional. You cannot separate the two. We care about the whole child and want to wrap our arms around the whole child so that learning can happen.

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.

In the face of the global COVID-19 pandemic, we have confronted unprecedented challenges as we moved to quickly shift classes to an online format, provide equitable access for all students, support teachers' and students' educational needs, and make plans amidst great uncertainty. The pandemic itself has caused much worry, stress, and grief. These stressors can cause mental health challenges for anyone and can cause acute symptoms to appear for people who may experience preexisting mental health challenges.

Some of the typical indicators teachers previously used to identify students experiencing mental health difficulties were not available in the distance learning environment. For the majority of the school year, teachers were not meeting with students in person. When we did shift to a hybrid program, teachers may not have had the same student drop-ins. Teachers may not have been able to read students' masked faces. As such, teachers were left wondering how to gauge their students' mental and social well being and the degree to which they may have been struggling, particularly with respect to emotional problems.

Despite these obstacles, our teachers devised strategies to identify potential mental and social health issues. One important indicator was student performance - if a student was consistently behind in completing assignments or otherwise not engaging during group sessions, teachers conferred within their network to develop strategies to enhance engagement. If the behavior persisted, teachers escalated to parental involvement and a discussion of whether or not professional help was needed. Teachers also had daily check ins with each of their students paying close attention to the student's demeanor during these check ins. These strategies, while not ideal, were a definite support for our students and families.

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.

Due to the COVID - 19 pandemic, formal surveys and in-person events were not undertaken. However, the District and staff maintained daily interaction with parents and students throughout the school year. Interactions included beehively - our daily on-line check-in software program. Poignant videos to communicate current developments and status to our students and community at large. Routine and daily email and telephone communication with parents was ongoing.

Analysis of School Nutrition

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

Sunol Glen did not have any families in need of district-provided nutrition.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

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

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

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

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

If the past year has taught us something, it is to never say never! In 2019-20, we established goals for the "normal" school year" and then Spring came and nothing was normal about the school year. The current school year was no different. However, our experiences through the pandemic, have helped shape our goals for the upcoming year with a stronger than ever focus on student achievement and social, emotional and mental well being. The achievement gap cause by distance learning has made evident the need for a plan for differentiated learning i.e., use assessments, grades and engagement data to track students' academic progress at the beginning of the 2021-22 school year, and set academic and social-emotional learning goals. We realize that there needs to be a keen focus on learning acceleration rather than remediation. Recent research has shown that preparing students for success at grade-level is more effective than the typical remediation approach of helping students master past concepts to fill learning gaps. we need to to prioritize healing, mental health, and connectedness by using universal screenings for students to gauge their social, emotional and mental health needs, and provide the appropriate support. We firmly believe that synchronous, appropriately structured learning with teachers is most effective at building students' academic and social-emotional skills and for that reason we are planning a for a full return to in-person learning except where a student's health prevents such return.

With parks, schools and other recreational access having been completely cut off, expanded outside-the-classroom learning activities are essential to the overall development of the students. This is one way to provide students with additional social time to help sustain emotional and academic progress. We plan to leverage our deep partnerships with families. During distance learning, parents and caregivers have become co-educators with teacher and we plan to build on this foundation of closer collaboration with parents. Overall, the thought of returning to school in person next year is very exciting, whether it is still a little different than what the routine was before the pandemic or not.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,187,087.00	2,151,078.64
	0.00	0.00
Base	1,758,206.00	1,715,231.69
Deferred Maintenance Fund	24,774.00	23,078.27
Federal (REAP)	31,956.00	35,536.03
Lottery	56,524.00	77,699.94
Other Local (SELPA-Special Education)	199,603.00	182,260.55
Prop 39	55,000.00	58,928.16
Supplemental	61,024.00	58,344.00

* 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	2,187,087.00	2,151,078.64
	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	107,196.29
1000-1999: Certificated Personnel Salaries	1,371,205.00	1,257,932.77
2000-2999: Classified Personnel Salaries	44,430.00	47,771.58
3000-3999: Employee Benefits	385,600.00	356,968.00
4000-4999: Books And Supplies	203,224.00	219,438.90
5000-5999: Services And Other Operating Expenditures	127,628.00	102,842.94
6000-6999: Capital Outlay	55,000.00	58,928.16

* 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	2,187,087.00	2,151,078.64
		0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	20,000.00
0001-0999: Unrestricted: Locally Defined	Other Local (SELPA-Special Education)	0.00	87,196.29
1000-1999: Certificated Personnel Salaries	Base	1,259,132.00	1,228,445.95
1000-1999: Certificated Personnel Salaries	Federal (REAP)	26,586.00	29,486.82
1000-1999: Certificated Personnel Salaries	Other Local (SELPA-Special Education)	85,487.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	44,430.00	47,771.58
3000-3999: Employee Benefits	Base	346,374.00	322,444.30
3000-3999: Employee Benefits	Federal (REAP)	5,370.00	6,049.21
3000-3999: Employee Benefits	Other Local (SELPA-Special Education)	17,262.00	17,902.07
3000-3999: Employee Benefits	Supplemental	16,594.00	10,572.42
4000-4999: Books And Supplies	Base	142,700.00	140,723.02
4000-4999: Books And Supplies	Deferred Maintenance Fund	3,000.00	0.00
4000-4999: Books And Supplies	Lottery	56,524.00	77,699.94
4000-4999: Books And Supplies	Other Local (SELPA-Special Education)	1,000.00	1,015.94
5000-5999: Services And Other Operating Expenditures	Base	10,000.00	3,618.42
5000-5999: Services And Other Operating Expenditures	Deferred Maintenance Fund	21,774.00	23,078.27
5000-5999: Services And Other Operating Expenditures	Other Local (SELPA-Special Education)	95,854.00	76,146.25
6000-6999: Capital Outlay	Prop 39	55,000.00	58,928.16

* 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	1,948,267.00	1,900,697.47
Goal 2	156,046.00	162,374.74
Goal 3	3,000.00	3,000.00
Goal 4	79,774.00	85,006.43

* 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	\$1,652,002.00	\$1,620,890.56
Distance Learning Program	\$257,472.00	\$244,736.23
Pupil Learning Loss	\$77,107.00	\$77,107.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,986,581.00	\$1,942,733.79

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	\$1,652,002.00	\$1,620,890.56
Distance Learning Program	\$257,472.00	\$244,736.23
Pupil Learning Loss	\$77,107.00	\$77,107.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,986,581.00	\$1,942,733.79