



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

The district will provide rigorous and relevant instruction that prepares students to be career, college and future ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment: 19-20 Maintain the increase from 2018-2019, pending credentialing trends. Baseline 96% are fully credentialed and appropriately assigned.	Goal met. In 2020-21 96% of teachers were fully credentialed.
Metric/Indicator Priority 1(b): Basic Services: Pupils access to standards-aligned materials 19-20 All pupils have access to standards-aligned materials and ensure materials are appropriately aligned, per state adoption availability. Baseline	Goal met. All pupils have access to standards-aligned materials and materials are appropriately aligned, per state adoption availability.

Expected	Actual
<p>All pupils have access to standards-aligned materials and materials are appropriately aligned, per state adoption availability.</p> <p>Metric/Indicator Priority 1(c): Basic Services: School facilities maintained in good repair-</p> <ul style="list-style-type: none"> Maintain an overall rating of "GOOD" on all facilities as indicated on the FIT report <p>19-20 Maintain an overall rating of "GOOD" on all facilities as indicated on the FIT report</p> <p>Baseline Maintain an overall rating of "GOOD" on all facilities as indicated on the FIT report</p>	<p>Goal met. Overall rating of "GOOD" on all facilities as indicated on the FIT report</p>
<p>Metric/Indicator Priority 2(a): Implementation of State Standards: Implementation of CA academic and performance standards:</p> <ul style="list-style-type: none"> Teachers across curricular areas have partially implemented CCSS and substantially implemented ELD standards. <p>19-20 Increase the percentage of teachers receive CCSS professional development to 90%</p> <p>Teachers across curricular areas will substantially to fully implemented CCSS and substantially implemented ELD standards as reported on faculty survey.</p> <p>All core area departments will engage in summer curriculum development to support common core standards.</p>	<p>Goal met. All teachers had the opportunity to take Literacy Standard training for Common Core State Standards during the school year. 100% of teachers have substantially to fully implemented California academic and performance standards for their subjects.</p>

Expected	Actual
<p>Baseline 90% of teachers receive CCSS professional development</p> <p>Metric/Indicator Priority 2(b): Implementation of State Standards: Programs/Services to enable English Learners access to CCSS and ELD standards</p> <p>19-20 Maintain ELD services for EL levels 1, 2 & 3 in English and sheltered academic instruction, as well as provide bilingual instructional assistants in other academic areas.</p> <p>Continue to implement state standards in core subject areas and ELD</p> <p>Create a Level 3 ELD class for additional support to ELD students</p> <p>100% of bilingual aides will receive professional development in SDAIE strategies for working with students</p> <p>Tutoring available through AVID tutors are available and bilingual aides after school.</p> <p>Baseline Maintain ELD services for EL levels 1, 2 & 3 in English and sheltered academic instruction, as well as provide bilingual instructional assistants in other academic areas.</p> <p>100% of bilingual aides will receive professional development in SDAIE strategies for working with students</p>	<p>Goal partially met. State standards were implemented in all core subject areas and ELD Level 3 class was created to support English Learners. Bilingual aides were given professional development opportunities for Literacy standards and worked with specific students through the COVID closure to support learning. Student support services were available to 100% of students. Student support time and tutoring was made available for students after school via Zoom.</p>
<p>Metric/Indicator Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts:</p>	<p>N/A There were no state assessments in the 19/20 school year.</p>

Expected	Actual
<p>19-20 Increase the students meeting or exceeding standards by 3% from 2019. Decrease the students scoring not met by 3%</p> <p>Baseline Students scoring met or exceeded standard 37% Students nearly met 29% Students not meeting standard: 33%</p>	
<p>Metric/Indicator CAASPP-Overall Achievement in Math</p> <p>19-20 Increase the students meeting or exceeding standards by 3% and decrease the students scoring not met by 3% on CAASPP.</p> <p>Baseline Students scoring met or exceeded standard 16%. Students nearly met 27%</p> <p>Students not meeting standard: 57%</p>	<p>N/A There were no state assessments in the 19/20 school year.</p>
<p>Metric/Indicator CAASPP- Subgroups</p> <p>19-20 Socially Economically Disadvantaged: We will Increase the students meeting or exceeding standards and decrease the students scoring not met on CAASPP.</p> <p>English Learners: We will Increase the students meeting or exceeding standards and decrease the students scoring not met on CAASPP.</p> <p>Students with Disabilities: We will Increase the students meeting or exceeding standards and decrease the students scoring not met on CAASPP.</p> <p>Baseline</p>	<p>N/A There were no state assessments in the 19-20 school year.</p>

Expected	Actual
<p>Socially Economically Disadvantaged on CAASPP Students scoring met or exceeded standard 26% ELA 13% Math</p> <p>Students nearly met 29%ELA 28%Math</p> <p>Students not meeting standard: 35% ELA 60% Math</p> <p>English Learners: Students nearly met 11%ELA 10%Math</p> <p>Students not meeting standard: 89% ELA 90%Math</p> <p>Students with Disabilities Students nearly met 13%ELA 0%Math</p> <p>Students not meeting standard: 88% ELA 100% Math</p>	
<p>Metric/Indicator CELDT 2014-2015 (District): 19-20 Increase students scoring Level 3 and Level 4 by 1%</p>	<p>N/A ELPAC was unable to be given in the 19-20 school year due to closure of school because of COVID.</p>

Expected	Actual
Baseline Transition to ELPAC in 2017-18	
Metric/Indicator Priority 4(c): Pupil Achievement: UC/CSU/Technical Education 19-20 Increase the number of students meeting A-G requirements by 1%. Increase district wide CTE enrollments by 1% Baseline Students graduating with A-G requirements in 15-16 was 25% Student enrollment in CTE courses was 929 for the 15-16 school year with 54 completers	Goal partially met. There was an increase in students graduating with A-G requirements and an increase in the number of students completing a CTE pathway. However, there was a decrease in the enrollment of CTE courses. Students graduating with A-G requirements in 19-20 was 28.7% Student enrollment in CTE courses was 395 for the 19-20 school year with 165 completers
Metric/Indicator Priority 4(d): Pupil Achievement: CELDT Progress 19-20 N/A Baseline Transition to ELPAC and establish baseline 2017	N/A There were no state ELPAC assessments in the 19-20 school year because of COVID closures.
Metric/Indicator Priority 4(e): Pupil Achievement EL Reclassification Rate: 19-20 Increase redesignation rate by 2% from previous year. Baseline Redesignation rate FEP 2015-16 baseline of 26.4%	Goal not met. 14% of students were redesignated FEP in the 19-20 school year.
Metric/Indicator Priority 4(f): Pupil Achievement Percentage of Pupils passing AP exam with a 3 or higher: 19-20 Percentage of pupils passing AP exams will increase by 2% from previous year.	Goal met. 56% scored a 3 or higher in 2020. Please note the test was given in an alternate format and was taken from home due to COVID.

Expected	Actual
<p>Baseline 2015-16 38.5% passed with a score of 3 or better</p> <p>Metric/Indicator Priority 4(g): Pupil Achievement Percentage of Pupils who participate in and demonstrate college preparedness on EAP (or other)</p> <p>19-20 EAP preparedness - percentage of students demonstrating preparedness will grow by 3% from previous year in Math and English.</p> <p>Baseline English 2015-16</p> <ul style="list-style-type: none"> • Prepared 14% • Partially Prepared 32% <p>Math 2015-16</p> <ul style="list-style-type: none"> • Prepared 4% • Partially Prepared 11% 	<p>N/A There were no state assessments in the 19-20 school year for EAP scores to be calculated</p>
<p>Metric/Indicator Priority 5(a): Pupil Engagement: School attendance rates</p> <p>19-20 Increase by 1% from previous year.</p> <p>Baseline 2015-16 Attendance rate 92%</p>	<p>Goal met Attendance rate in 2019-20 school year was 94.6%</p>
<p>Metric/Indicator Priority 5(b): Pupil Engagement: Chronic Absenteeism rates</p> <p>19-20 Decrease current Chronic Absenteeism rate by 1% from the previous year</p> <p>Baseline 2015-16 12%</p>	<p>Goal not met 16.7% Chronic Absenteeism rate</p>

Expected	Actual
Metric/Indicator Priority 5(c): Pupil Engagement: Middle School Dropout rate 19-20 N/A Baseline N/A	N/A
Metric/Indicator Priority 5(d): Pupil Engagement: High School Dropout rate 19-20 Maintain High School Dropout rate of less than 2% Baseline 2015-16 dropout rate 2.5	Goal not met. The dropout rate for the 2019-20 school year was 6%.
Metric/Indicator Priority 5(e): Pupil Engagement: Graduation Rate 19-20 Maintain graduation status Baseline 2015-16 93.7%	Goal not met. 89.3% of our Cohort graduates.
Metric/Indicator Priority 7(a) Course Access: Extent to which pupils have access to and are enrolled in a broad course of study 19-20 Increase enrollment in advanced math class by 3% as measured by course enrollment in Advanced Math courses in Adv. Alg, Alg, AP Statistics, and AP Calculus. Maintain 90% student enrollment in rigorous College preparatory (UC A-G) coursework. Maintain 76% student enrollment in CTE coursework Baseline:	Goal Partially met. Enrollment in UC A-G Coursework: 29% Career pathway: 486 concentrators and 54 completers Advanced Math enrollment was maintained at 40%

Expected	Actual
<p>Advanced Math Courses: - Advanced Math enrollment 25% Career pathway: 486 concentrators and 54 completers</p> <p>Increase the number of concentrators and completers by 10 students.</p> <p>Baseline Increase enrollment in advanced math class by 3%. Maintain 90% student enrollment in rigorous College preparatory (UC A-G) coursework Maintain 76% student enrollment in CTE coursework Baseline: Advanced Math Courses: - Advanced Math enrollment 25% Career pathway: 486 Concentrators and 54 completers</p>	
<p>Metric/Indicator Priority 7 (b): Course access: Exceptional Needs Access 19-20 Maintain access for 100% of students with special needs in specially designed instructional settings. Baseline 2015-2016</p>	<p>Goal met: Maintained access for 100% of students with special needs in specially designed instructional settings.</p>
<p>Metric/Indicator Priority 7 (c): Course Access: 19-20 Continue to assign Goalbook and assess annually as part of IEPs Baseline 2015-16 100% of students with special needs have access to and are enrolled in specially designed instructional settings.</p>	<p>Goal met. Maintained access and assignment of goals through Goalbook and assess annually as part of the IEPs.</p>
<p>Metric/Indicator Priority 8: Pupil Other Outcomes</p>	<p>Goal met</p>

Expected	Actual
19-20 Increase areas of Aerobic Capacity and Body Composition by 1% from previous year. Baseline 2015-16 *57.5% for aerobic capacity *60.1% for aerobic capacity	Percent of students scoring in the healthy fitness zone on the physical fitness exam for grade 9 for 2018-19: 2019-20 was suspended due to COVID. 2018-19 results listed below. Ab Strength 95% Aerobic Capacity 58% Body Composition 56% Flexibility 95% Trunk extensions 99% Upper body strength 83%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain an appropriately assigned and credentialed teaching staff.	\$1,727,389 Certificated Salaries & Benefits - MATHEMATICS (\$637,013.37), Science (\$536,109.00), and English (\$554,266.72) 1000-1999: Certificated Personnel Salaries Base 1,727389.09	Math Certificated Salaries & Benefits 1000-1999: Certificated Personnel Salaries Base 681809.87 Science Certificated Salaries & Benefits 1000-1999: Certificated Personnel Salaries Base 549723.20 English Certificated Salaries & Benefits 1000-1999: Certificated Personnel Salaries Base 758359.65
Using supplemental and concentration money the District has been able to maintain small class sizes in our ELD sections with B section classes that include a bilingual aide to assist English Learners in language acquisition as it relates to the content. These classes are taught by our B section teachers and the small size allows for more personalized instruction for unduplicated students with support from the bilingual aides.	\$695,429 Certificated Salaries & Benefits - SOCIAL SCIENCE (\$581,597.06) and ELD (\$113,831.86) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 581,597.06	Social Science Certificated Salaries & Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 575592.69

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The data shows that 58% of our unduplicated students are not at standard, therefore, funding also allows the District to offer smaller than average general section social science class sizes that allows teachers to provide more direct assistance to these unduplicated students. Without using supplemental and concentration money, many of these sections would have to be cut and unduplicated students would be in large classes due to current funding limitations. Large classes would result in less personalized instruction for the unduplicated students. For these reasons, this action greatly increases and improves services for unduplicated students that would not be available otherwise.</p>	<p>\$695429 Certificated Salaries & Benefits - SOCIAL SCIENCE (\$581,597.06) and ELD (\$113,831.86) 3000-3999: Employee Benefits Supplemental and Concentration 113831.86</p>	<p>ELD Certificated Salaries & Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 114157.56</p>
<p>Continue with IlluminateEd to enable teachers and departments to analyze student achievement data to assist in classroom instructional strategies, benchmarks, and formative assessments. State standards-based assessments given throughout the year will improve CAASPP assessment rates. Additionally, staff will use reporting from programs that support instruction (e.g. "No Red Ink", IXL - math, IXL - Spanish, Accelerated Reader, Read 180, System 44, Albert AP) to inform grade-level instruction. The data will guide instructional support for students. These strategies are principally directed for English Learners and low-income students by quickly identifying areas of need for targeted classroom intervention and since the district is over 60% low socio-economic this is a school-wide implementation. Interim block assessments will be incorporated in Math and English content areas and the data provided by these assessments will be used department-wide to inform instruction.</p>	<p>\$12,500 Prof Svcs \$55,000 Certificated Salaries (Illuminate - \$8,650, Albert IO - \$800, Director Ed Tech Salary & Benefits (1/3) - \$43,594.65 + \$14,746.54) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 43594.65</p> <p>\$12,500 Prof Svcs \$55,000 Certificated Salaries (Illuminate - \$8,650, Albert IO - \$800, Director Ed Tech Salary & Benefits (1/3) - \$43,594.65 + \$14,746.54) 3000-3999: Employee Benefits Supplemental and Concentration 14746.54</p> <p>\$12,500 Prof Svcs \$55,000 Certificated Salaries (Illuminate - \$8,650, Albert IO - \$800, Director Ed Tech Salary & Benefits (1/3) - \$43,594.65 + \$14,746.54) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 12500</p>	<p>Director Ed Tech Salary & Benefits (1/3 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 59266.38</p> <p>Illuminate Education License 5000-5999: Services And Other Operating Expenditures Other 7754</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to implement standards-aligned instructional materials in English Language Arts, Math and Social Science using action plans created by each department. Purchase standards-aligned instructional materials for chemistry and calculus courses. Focus will be placed on universal learning strategies and content included in textbook adoption for unduplicated student support principally directed for English learners and socio-economically disadvantaged students.</p> <p>Provide professional development for teaching staff on how to use the digital content available through online texts to assist unduplicated students.</p> <p>As Fine Arts curriculum and materials require updating, CCSS-aligned materials will be purchased.</p>	<p>\$7,000 Prof Svcs - APEX Licenses 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 7000</p>	<p>APEX Licenses 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 9000</p>
<p>Continue to Maintain ELD services for EL levels 1, 2 & 3 in English and sheltered academic instruction, as well as provide the support of bilingual instructional assistants in other academic areas. Continue to provide professional development for teachers and instructional assistants that specifically meet the needs of English Learners, Special Education students, and socio-economically disadvantaged students during District professional development days and workshops.</p> <p>Expand support of EL students and special education students through the use of System 44 and Read 180 to provide a personalized learning experience for students who are reading two or more years below grade level. The curriculum will be used to address the learning gaps.</p>	<p>\$95,757.15 Certificated Salaries - (\$63,885.00 - 1000-1999 Certificated Salaries) & Benefits (\$31,872.15 - 3000-3999 Certificated Benefits) - M. DAVIS LITERACY CLASS</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 63885.00</p> <p>\$95,757.15 Certificated Salaries - (\$63,885.00 - 1000-1999 Certificated Salaries) & Benefits (\$31,872.15 - 3000-3999 Certificated Benefits) - M. DAVIS LITERACY CLASS 3000-3999: Employee Benefits Supplemental and Concentration 31872.15</p>	<p>M Davis Literacy Course 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 32785.98</p> <p>M Davis Literacy Course 1000-1999: Certificated Personnel Salaries Title I 65581.74</p> <p>Goalbook Subscription 5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Supplemental and Concentration 7155
Continue to maintain an overall rating of "GOOD" on all facilities as indicated on the FIT report by repairing any facilities that are marked less than "Good".	\$600,000 Classified Salaries \$200,000 Supplies \$225,000 Prof Svcs 2000-2999: Classified Personnel Salaries Base \$1,025,000	Classified RRM Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 476348.94 RRM Supplies 4000-4999: Books And Supplies Supplemental and Concentration 110219.72
<p>With the new modified schedule to allow for sheltered student support time two days a week, students will be given supplemental instruction opportunities with instructional aides and AVID tutors beyond the school day. Instructional supports (AVID tutoring, etc.) during and beyond the school day will be principally directed towards effectively meeting the needs of English Learners, homeless/foster students and low-income students needing additional assistance.</p> <p>Additionally, the new modified schedule will allow for departments to develop and analyze data from common assessments and benchmarks. With this data analysis, departments will make informed instructional decisions along with allowing for intervention for students in need of additional individualized support.</p> <p>Develop Multi-Tiered Systems of Support (MTSS) in Math and English through professional development and curriculum development opportunities for staff. Faculty will visit high-performing schools as they develop the MTSS system for the District.</p> <p>Continue to provide access to and instruction on Google Classroom, instructional technology integration and internet safety for students, parents, and staff, including electronic help resources. Along with access will come instruction on the use of technology for academic purposes, with an emphasis on meeting the needs of low-income students and English Learners.</p>	<p>(a) \$200,000 Certificated Salaries (a) \$50,000 Classified Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$250,000 (b) \$15,000 Professional Services 1000-1999: Certificated Personnel Salaries Base 15,000</p>	<p>AVID Tutors 2000-2999: Classified Personnel Salaries Supplemental and Concentration 88921.52 AVID Membership & Related Travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 7008 NoRedInk 5000-5999: Services And Other Operating Expenditures Title V 8000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue support of the co-teaching model for Special Education through regular professional development and consultation (eight days) with both the general education teacher and the special education teacher. These strategies are principally directed to meet the needs of low-income students and English Learners.</p> <p>ELA department will continue to use “No Red Ink” to improve writing through grammar instruction and Accelerated Reader to improve reading fluency and comprehension. ELA department will work alongside other departments to develop a Writing Across the Curriculum Plan. ELA department will also explore a department wide assessment of students in the 3rd quarter to ensure that they are appropriately placed for the following school year.</p> <p>Math department will explore the resequencing of math courses and a possible 3rd year math requirement to address the academic needs of students. The Math department will continue to use IXL to support the learning needs of students.</p>		
<p>Continue to maintain career pathways and CTE courses, implement Success 101 course for freshmen and Career Choices curriculum modules for grades 10-12. Visits to colleges, fine arts festivals, and/or businesses will continue. Strategies are principally directed towards exposing low income, English Learners and Homeless/Foster students to future college/career planning.</p> <p>Continue to pursue A-G approval in electives and CTE courses.</p> <p>Continue implementation of the College Bound Parent Meeting. This meeting engaged all parents of students preferenced in AP and A-G level courses for the 2019-20 school year in an attempt to address the dropout rate in these higher level courses at the semester. This meeting included an explanation of the College Bound Contract and information delivered by teachers of the courses for the upcoming</p>	<p>\$140,000 Certificated Salaries & Benefits (CTE Director - \$55,695.5+\$20,241.84; Success 101 Teachers - \$73130.24+30309.71) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 149067.58</p> <p>\$3,000 Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$3000</p>	<p>Certificated Salaries & Benefits - Success 101 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 85558.21</p> <p>Certificated Salaries & Benefits - CTE Director 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 77297.58</p> <p>Supplies - Success 101 4000-4999: Books And Supplies</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
school year. (In its first year, the College Bound Meeting had 245 parents in attendance with their students).		<p>Supplemental and Concentration 4351.51</p> <p>Certificated Salaries & Benefits - OTA Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 9556.19</p> <p>CTE Program Supplies 4000-4999: Books And Supplies Other 9218.05</p> <p>CTE Program Supplies 5000-5999: Services And Other Operating Expenditures Other 4995</p>
With the reduction in faculty, the career center has been closed yet, we will continue to maintain employment-related training and career guidance through the Success 101 class for freshmen and modules for grades 10-12 using the Career Choices curriculum and within the courses of the 11 career pathways available to students. Within the current offering of courses, staff will explore the possible inclusion of other disciplines into current pathways (ex: translation in medical and/or law enforcement) and the formation of pathways within current courses (ex: Visual and Performing Arts).	<p>0 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p> <p>0 4000-4999: Books And Supplies Supplemental and Concentration 0</p>	
Continue to provide access to and instruction on Google Classroom, instructional technology integration and internet safety for students, parents, and staff. Including electronic help resources. Along with access will come instruction on the academic use of technology for academic purposes. Principally direct to meet the needs of unduplicated students since over 60% of our school is low socio-economic providing access to technology at school and home is done school-wide.	<p>Director Ed Tech Salary & Benefits (1/3) - \$43,594.65 + \$14,746.54 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 43594.65</p> <p>Director Ed Tech Salary & Benefits (1/3) - \$43,594.65 + \$14,746.54 3000-3999: Employee Benefits Supplemental and Concentration 14746.54</p>	<p>Director Ed Tech Salary & Benefits (1/3 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 44386.68</p> <p>Director Ed Tech Salary & Benefits (1/3 3000-3999: Employee Benefits Supplemental and Concentration 14879.60</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continued participation in the ELD Network to determine best practices and supports for our EL students. Additional support of EL students through the exposure to System 44 and Read 180 curriculum in both their ELD class and in a Read/Write course offered to reinforce needed foundational skills.</p> <p>Continue Universal Design for Learning (UDL) training to address the needs of English Learners and Special Education students.</p>	<p>Renewal of Read 180 Software License 5700-5799: Transfers Of Direct Costs Title V 5000</p> <p>Certificated Sub - Release Time for EL Network @ 4 meetings annually, all day (7 hours daily) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 840</p> <p>Certificated Sub - Release Time for EL Network @ 4 meetings annually, all day (7 hours daily) 3000-3999: Employee Benefits Supplemental and Concentration 168</p> <p>Professional Development OR Training Services Cost - UDL 5700-5799: Transfers Of Direct Costs Supplemental and Concentration 2400</p>	<p>Renewal of Read 180 Software License 5000-5999: Services And Other Operating Expenditures Title V 1834.80</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.

Funds budgeted for Actions/Services that were not implemented were used to support needs as a result of online learning. Additional APEX licenses were purchased, Canvas and Zoom licenses were continued from last year, and extra supplies for classrooms and CTE programs were also purchased as a result of the need for online schooling. Student support time for tutoring was done by instructional assistants to assist students struggling with online learning. English Learners, Foster, Homeless, and low-income students received support during additional tutoring times. EL aides were assigned a caseload of students to monitor and assist in tutoring outside of the regular school day.

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

2019-20 was a school year full of change. Staff continued to transition face-to-face activities online. Board meetings, parent meetings, student classrooms, and interventions all began the year in an online format. The next change came as we brought students back to school in a small cohort. We brought back our Special Education students first. Working with students, staff, and the community to ensure safety was the number one priority as we reinstituted face-to-face learning in small cohorts, homeroom model and then blue and gold hybrid sessions throughout the 20-21 school year took a lot of planning, communication with parents and schedule changes. The staff and the community learned to be very flexible and focused on what was best for the students and how to get the most students back in school. Chronic absenteeism was higher than usual this year with students that did not engage in the virtual classroom. Some students and parents did not respond to the calls, letters, and efforts put forth by the District to reengage the students. Some families expressed the need to keep high school students at home to care for younger siblings that were still on distance learning and some students completed work outside of school hours because they had gotten jobs. Successes included reorganizing the instructional aides to work specifically with certain students, giving them one person to check in with and one person to focus with them on academic supports. This model continued forward as we returned to campus. The organization of using Canvas and the student embedded supports were also helpful to many students.

Goal 2

To assist students and staff in developing personal awareness skills so they may contribute to a a positive and collaborative learning/work environment.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 5(a): Pupil Engagement: School attendance rates 19-20 Increase by 1% from previous year. Baseline 2015-16 Attendance rate 92%	Goal met. Attendance rate in 2019-20 school year was 94.6%
Metric/Indicator Priority 5(b): Pupil Engagement: Chronic Absenteeism rates 19-20 Decrease current Chronic Absenteeism rate by 1% from the previous year Baseline 2015-16 12%	Goal not met. The chronic absenteeism rate for 2018-19 was 16.7%. 19-20 local data shows 11% chronic absent rate.
Metric/Indicator Priority 5(c): Pupil Engagement: Middle School Dropout rate 19-20 N/A Baseline N/A	N/A
Metric/Indicator	Goal not met.

Expected	Actual
<p>Priority 5(d): Pupil Engagement: High School Dropout rate</p> <p>19-20 Maintain High School Dropout rate of less than 2%</p> <p>Baseline 2015-16 dropout rate 2.5</p>	<p>2019-20 Cohort Dropouts 6%</p>
<p>Metric/Indicator Priority 5(e): Pupil Engagement: Graduation Rate</p> <p>19-20 Maintain current graduation rate.</p> <p>Baseline 2015-16 93.7%</p>	<p>Goal not met. 2019-20 Cohort Graduates was 89.3%</p>
<p>Metric/Indicator Priority 6 (a): School Climate: Pupil suspension rate</p> <p>19-20 Maintain current suspension rate of less than 5%</p> <p>Baseline 2014-15 11.3%</p>	<p>Goal met 2019-20 Suspension rate was 3.4 %</p>
<p>Metric/Indicator Priority 6 (b): School Climate: Pupil expulsion rate</p> <p>19-20 Maintain expulsion rate of less than 1%</p> <p>Baseline 2014-15 .2%</p>	<p>Goal met 2019-20 Expulsion rate was 0%</p>
<p>Metric/Indicator Priority 6 (c): School Climate: Other local measures (surveys): Focus Questions: School safety & Connectedness ? Continue to monitor "School Safety"</p> <p>19-20 Increase feeling of safety by all groups by 3%.</p>	<p>Goal partially met. Feeling of safety at school</p> <ul style="list-style-type: none"> • Students responding positively 75% • Parents/Community responding positively 84%, • Staff responding positively 83%

Expected	Actual
<p>Increase feeling of being connected at school by 3% in all groups.</p> <p>Baseline</p> <p>Feeling of safety at school</p> <ul style="list-style-type: none"> Students responding positively 78% Parents/Community responding positively 84%, Staff responding positively 82% <p>Feel connected to school</p> <ul style="list-style-type: none"> Students responding positively 74% Parents/Community 90% Staff responding positively 76%. 	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>25 staff attending the Labor Management Institute, Release time for District Learning Team to meet quarterly.</p> <p>Continue to implement A2A attendance monitoring. Principally directed towards targeting students attendance by increasing attendance and lowering the chronic absenteeism rate.</p>	<p>\$2,500 Certificated Staff Training 1000-1999: Certificated Personnel Salaries Base \$2,500</p>	<p>A2A Attendance Monitoring 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 25000</p>
<p>Maintain curriculum development and planning time as the District shifts to MTSS approach in addressing the varied needs of students in the district. Based upon the needs of students through the MTSS approach, 2019-20 planning to district faculty/staff/students and parents will be addressed. At Buena Vista High School, teams will continue with the implementation of PBIS and participate in ongoing professional development. Cost decreased to part-time salary for PBIS coordinator as implementation continues.</p>	<p>17660.54 Certificated Salaries - PBIS Coordinator Salary & Benefits 1000-1999: Certificated Personnel Salaries Base 17660.54</p>	<p>PBIS Coordinator Salary & Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 15347.75</p> <p>PBIS Supplies 4000-4999: Books And Supplies Supplemental and Concentration 143.42</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
While efforts to address schoolwide systems of support for students develop, a continued focus on student recognition activities will remain. Wildcat to Watch and Feed the Brain recognition events highlight the academic excellence of students on a regular basis.		PBIS Supplies 4000-4999: Books And Supplies Other 350 Thrively License 5000-5999: Services And Other Operating Expenditures Other 2562.50
<p>Continue implementation of the Alternative to Suspension (ATS) Program and continue the implementation of Personalized Academic Center (PAC) with the services of two full-time teachers. Funds will be principally directed to keep district low-income and English Learner student populations on campus with the ability to personalize learning needs through alternative class assignments as needed.</p> <p>Staff will continue to explore alternative credit recovery models and online programs to address the needs of students with disabilities and EL students.</p>	<p>\$100,000 Certificated Salaries - ATS & PAC Salaries & Benefits (\$167,206+81731.73 \$10,000 Professional Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 167206.00</p> <p>\$100,000 Certificated Salaries - ATS & PAC Salaries & Benefits (\$167,206+81731.73 \$10,000 Professional Development 3000-3999: Employee Benefits Supplemental and Concentration 81731.73</p> <p>\$100,000 Certificated Salaries - ATS & PAC Salaries & Benefits (\$167,206+81731.73 \$10,000 Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10000</p>	<p>Certificated Salaries - ATS & PAC Salaries & Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 173467.38</p> <p>Certificated Salaries - ATS & PAC Salaries & Benefits 3000-3999: Employee Benefits Supplemental and Concentration 88376.60</p>
Continue to implement the Human Element course (a project that celebrates students' similarities and differences and promotes kindness) and implementation of Link Crew program. Implement the Sandy Hook Promise programs: Start with Hello, Signs of Suicide and Safety Assessment & intervention programs and the Say Something	<p>\$20,000 Certificated Salaries \$2,500 Supplies</p> <p>1000-1999: Certificated Personnel Salaries Base \$22,500</p>	Human Element Salaries & Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 20542.42

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Anonymous Reporting System that provides 24/7/365 access to crisis intervention counselors and referrals.		Human Element Supplies 4000-4999: Books And Supplies Supplemental and Concentration 1557.22
Continue to implement Share911 workplace emergency management system that allows any employee to initiate emergency communication. Continue to implement Raptor Visitor Management System. Implement Sandy Hook Promise programs: Start with Hello, Signs of Suicide and Safety Assessment & intervention programs and the Say Something Anonymous Reporting System that provides 24/7/365 access to crisis intervention counselors and referrals. To continue developing a collaborative work environment, and promoting staff attendance at the annual training, staff are attending the Labor Management Institute during the summer. District will provide release time for District Learning Team members to meet quarterly and provide registration and housing for the summer training.	Professional Services - Licensing of Share 911 software 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5000	Professional Services - Licensing of Share 911 software 5000-5999: Services And Other Operating Expenditures Title IV 4500

Goal Analysis

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

Funds were diverted to support additional PAC teacher time due to the increased need of students needing to credit recover classes not passed, this supported many socioeconomically disadvantaged students who took jobs during the pandemic and as a result missed or failed classes. Human Element supplies were purchased to increase campus culture when students were back on campus and a Thrive license was purchased to provide online professional development for teachers in the area of socio-emotional learning and creating a positive classroom culture online. The socio-emotional learning supported building relationships with students which increases student attendance, especially with foster, homeless and EL students.

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

Graduation rate was more of a challenge in the 19-20 year and we had a few more students drop out since they had gotten a job during the school closure, we also had an increase in the number of students trying to make up credits as a result of not passing classes. Expulsion and suspension rates were very low because of the limited number of students on campus and social distancing requirements. The Human Element class and ASB worked to give students events and activities in new ways to continue to boost student connection with the school and engagement. Virtual events were planned to connect students like Mock Rock.

Goal 3

To increase parent and community participation that supports the preparation of students to be career, college and future ready

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 3(a): Parental Involvement: Efforts to seek parent input for decision making-</p> <p>19-20 Continue with School Site Council participation at 10 or more parents</p> <p>Reintroduce Parent Project and reach out to incoming freshman parents. Maintain at least 30 parents attending</p> <p>Continue encouraging Parents to log into MyCATS and Increase from (current) 43.9% to 50% of parents logging in to MyCATS at least 11 times per month</p> <p>Baseline 10 parents as part of school site council</p> <p>30 parents involved in parent project.</p> <p>43.9% to 50% of parents using MyCats a min. of 11 times a month.</p>	<p>Goal partially met. School site council meetings were run virtually for the majority of the 2019-20 school year with an average of 8 people attending. Parent project was not done during the 2019-20 school year. MyCats was not used as frequently this year since we brought in Canvas and had parents become observers of the students classes and follow grades and missing assignments.</p>
<p>Metric/Indicator</p>	<p>Goal met. 166 Parents attended DELAC meetings for the 19-20 school year.</p>

Expected	Actual
<p>Priority 3(b): Parental Involvement: Participation of Parents for Unduplicated Pupils</p> <p>19-20 Maintain parent participation in DELAC meeting to an average of 20 parents per meeting</p> <p>Baseline 2016-17 Parent participation in DELAC meetings averaged 157.</p>	
<p>Metric/Indicator Priority 3(c): Parental Involvement: Participation of Parents of Pupils with Exceptional Needs</p> <p>19-20 Increase participation in IEP process to 100%.</p> <p>Increase participation of parent meeting for AP students by 3% from 2017-18 benchmark</p> <p>Baseline 2016-2017 Parent participation 72% in IEP Process.</p>	<p>Goal met. Parent participation in the IEP process for the 2019-20 school year was 100%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain meetings of School Site Council (SSC), DELAC teams, and District Learning Team (DLT). Teams will revisit and revise the goals for the district.	\$5,000 Certificated Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000	Classified (Cafeteria) Salaries & Benefits - DELAC 2000-2999: Classified Personnel Salaries Supplemental and Concentration 232.40 Supplies & Materials - DELAC 4000-4999: Books And Supplies Supplemental and Concentration 447.74
Revisit parent education opportunities created through Parent Academy principally directed at serving Low-Income and English Learner student	\$2,500 Certificated Stipends \$5,000 Classified Salaries	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
groups. Efforts to engage parents will include outreach through social media. Work with School Site Council and DELAC to set topics and dates early in the year. Continue efforts to increase presence on social media through the District Facebook page. Work with the Video Production team to develop bilingual informational videos that parents can access online to learn how they can more actively participate in their students education.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,500	
Continue education opportunities with a liaison for GED completion and ESL, Citizenship, Literacy courses in conjunction with West Kern Adult Education Network. Principally directed at serving Foster Youth, English Learners and low-income parents.	\$5,000 Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,000	Certificated Salaries & Benefits - Superintendent 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2301.59
Efforts to establish a manageable and effective IEP process will continue in 2019-20. When all other methods of contact are unsuccessful, the District will conduct home visits with parents of pupils with exceptional needs who fail to attend the IEP meeting and participate in the process.	Transportation Cost - Mileage reimbursement for personal use of vehicles (or cost of utilizing District transportation). 5000-5999: Services And Other Operating Expenditures Base 500.00	

Goal Analysis

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

Parent and community participation was done primarily through Zoom due to COVID and Social Distancing Requirements. Since we do not receive additional funding for LCFF there were no funds diverted in this area.

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

Connection and communication with parents was extensive throughout the 19-20 school year. Social media posts, all calls home, text and email messages alerted parents and students of upcoming events. School site council, DELAC and other parent meetings all became virtual meetings. IEPs were done online and by phone when possible and parents were explained their rights and options as part of distance learning. Parent academy did not happen this year because of limited the limited resources and time with parents.

The District continued to refer parents and students for GED completion and opportunities that existed with the school partnership with West Kern Adult Education Network.

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
In-person instruction will allow Special Education students in the Moderate/Severe classes to receive direct instruction in small cohorts from their teacher with the modeling and repetition of skills required for success.	54,281.00	0	No
Estimated transportation costs for students receiving in-person instruction for small cohorts.	18,000	48917.16	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.

Funds were used to enhance classroom sanitation and cleanliness to mitigate virus transmission. Transportation costs were also increased as additional bus runs had to be added because of Social Distancing requirements and school schedules as we returned to face-to-face instruction. Sanitation Supplies to ensure enhanced classroom cleanliness and virus transmission mitigation costs were \$39,162.80.

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 COVID-19 pandemic has impacted the Taft Union High School District (TUHSD) students, staff, parents, and community members and altered how instruction and support services are provided. After the Governor's Executive Order requiring all individuals in the State of California to stay home, on March 18, 2020, instruction in the District moved to distance learning. Because TUHSD students have annually been issued a laptop to use at home and at school, they already had access to technology. The challenge was with students who did not have Internet access at home. That problem was addressed through the use of hotspots for families who needed access and later adding a communication tower. District-wide professional development shifted to a focus on operations during school closure, transitioning to distance learning and meal distribution. Canvas, Zoom meetings, Google Meets, phone calls,

texts, and email were used to connect with students and continue with instruction. The 2020 spring semester concluded with a virtual Honor's Night, Mock Rock, and virtual graduation ceremony. Books and materials were collected during a drive-through and seniors were able to pick up their diplomas during a similar event, "Senior Send-off." Over the summer, teachers, instructional assistants, and administrators had the opportunity to participate in professional development focused on distance learning strategies and tools, including creating their Fall 2020 courses in the Canvas platform during 20 hours of professional development. In addition, teachers and administrators were invited to engage in professional development focused on Social, Emotional, and Academic Learning (SEAL) for a minimum of 24 hours. In July 2020, the Reopening Schools Planning Committee, a 100-member stakeholder group, met to develop recommendations for reopening schools in the fall. Recommendations were developed for nine different areas: Instruction, Meals, Health and Safety, Mental Health, Cleaning and Disinfecting, Athletics and Activities, Transportation, Communications, and Risk Management. The Committee consisted of students, parents, teachers, classified staff, trustees and administrators from TUHSD and local feeder districts as well as community members. As a result of Kern County being placed on the State Monitoring List, TUHSD began the 2020-21 school year with a distance learning instructional model.

In October 2020, TUHSD brought back small cohorts of Special Education, Alternative Education, and English learners for in-person instruction. As soon as the county moved into the Red Tier and schools were allowed to reopen, TUHSD declared itself open for in-person instruction and began offering classes for all grade levels under a hybrid phase 1 model. Students were assigned to one of the teachers on their class schedule for homeroom instruction. TUHSD was one of the few districts in Kern County offering in-person instruction for high school students

In April 2021, schools moved into the hybrid phase 2 model, and students were assigned to the blue cohort or gold cohort for in-person instruction. They met with each of their teachers over a two-day period. Over 60% of the students elected to participate in-person for instruction. One of the greatest successes in 2020-21 was that staff and students were able to shift quickly to a distance learning model in the Fall and, a few months later, shift to a hybrid model of instruction. Teachers were quick learners of online platforms and courses and simultaneous online and distance learning instruction. Students, parents, and staff were excited to be on-site and in-person learning again although some students elected to finish the year on distance learning and are simultaneously given synchronous direct instruction online while their peers receive it in class face-to-face. This was a little challenging for students and staff to acclimate to in the beginning but adjustments were made and the year concluded in this model.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
To support students enrolled in Piano courses, keyboards were purchased for each student so that they may participate from home	12,725.70	12725.70	No
To support student enrolled in Art courses, art supply kits were packaged and distributed to each student so that they may participate from home.	3,277.08	760.38	No
To allow our Career and Technical Education (CTE) courses to support students, Occupational Safety and Health Administration (OSHA) certification training is being provided to all students in CTE courses. Low socio-economic students, foster youth and homeless would not be able to pay for certification training without these funds.	38,825.00	0	Yes
For science courses that include a lab, when applicable, students will be provided materials for home labs so that they may be further engaged in the learning provided virtually. Socio-economically disadvantaged students, foster youth and homeless students would not be able to pay for certification training without these funds.	15,000.00	0	Yes
College and Career/Get Focused Stay Focused transitioned from workbook to online content for additional student support with remote resources for students college and career planning.	28,684.30	12052.55	No
90 Hotspots purchased for students without Internet access	1,521.71	10079.10	No
Canvas Online platform purchased to replace Google Classroom. Canvas will be used to deliver online content and has additional accommodations for meeting the needs of various learning styles and disabilities. A few examples are immersive reader and translation capabilities.	5,000.00	5400.00	No
Canvas Learning Management System professional development for Certificated faculty and administration. An investment in faculty capabilities and versatility to enrich the distance learning classroom	107,900.00	188553	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
environment for all students, enhancing efficacy in the distance learning environment.			
Zoom Video Communications	7096.51	7707.03	No

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

Funds were used for additional hotspots needed for student connectivity off-site and for the transition to all online content for the Get Focused curriculum. An emergency backup generator was purchased to mitigate power outages of the server since all content was online and attendance was required daily. Training software was purchased for band courses and additional audio-visual equipment was purchased to assist teachers in teaching simultaneously with online and face-to-face students. Backup emergency power generation to mitigate the impact of power outages on distance learning and hybrid student learning was purchased for \$63,390.31. To support students enrolled in Band courses, specialized training software was purchased for each student so that they may participate from home costing \$10,000. To support staff delivering instruction in a distance learning or hybrid format, various audio-visual equipment was purchased as needed to attach the respective staff member's work PC for \$996.93.

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.

TUHSD staff was presented with the opportunity to participate in Canvas professional development in the Summer of 2020 to increase their skills and classrooms for delivering online content to students and how to engage students online. This was the first time the District embarked on delivering professional development in an online platform. Canvas was used so teachers understood both how it felt to be a student in an online course and how to create their content in the most understandable and thorough way for students. TUHSD students were engaged in Distance Learning through all of the 2020-21 school year. Students and their parents participated in a drive-thru registration process that provided the curriculum and instructional resources to transition to distance learning.

Prior to the drive-thru date, parents were able to complete the registration process online. Parents needing assistance were able to participate in "Help Nights" for personalized support. On the day of registration, students and their parents were able to drop off any documents requiring signatures and to pick up their technology, textbooks, supplemental reading, learning materials, supplies, fall schedule, and identification card. In addition, written instructions on how to access the coursework were included in the distribution of materials. Students and parents were informed of how to access the coursework through YouTube instructional videos promoted on the District's social media, website, and email. Workshops on how to onboard into Canvas were offered to parents and students before

summer school began and again prior to the opening of school. All teachers created their Fall courses in the Canvas platform over the summer and were ready to meet with their students on the first day of school. School started on August 13, 2020. The District is providing continuity of instruction and learning by focusing on essential content standards and direct instruction during live Zoom meetings and on the Canvas platform. In addition, instruction is recorded so that students can review the information and activities as often as needed. The technology allows for students to actively interact in both large and small groups, as would occur in the in-person classroom. The Canvas platform allows students to engage in learning activities and submit their assignments. Teachers are also available to students during office hours so that small group and individual tutoring can occur. Instruction transitioned from distance learning to a hybrid distance learning/in-person instruction and teachers continued to use Canvas and Zoom to augment the direct instruction during the in-person meetings.

For our students in the two Moderate to Severe Special Education classes, a survey revealed that 70% of parents were interested in having their students return to the campus for Small Cohort instruction. Consequently, teachers will be meeting with their small cohort twice per week for six hours total of supplemental in-person instruction. Instructional assistants will provide additional support. These services are in addition to the distance learning education on the days the students are not physically in class. Students whose parents do not want them to participate in person will continue to have distance learning instruction with their teachers. Students in the Science-based Approached to Independent Life Skills (SAILS) program have the opportunity to meet with their teacher for two hours two afternoons per week of in-person instruction. These meetings are supplemental to the daily distance learning instruction and focus on both academic and social-emotional learning.

All TUHSD students were issued a laptop with a carrying case as part of their regular instructional materials. Sophomores, juniors, and seniors retained their laptops from the previous school year. Freshmen attending summer school were issued a laptop at the beginning of summer and those not attending summer school received their device during the registration drive-thru. Students who did not have Internet access at home were provided a hotspot for connectivity. In the area where connectivity where hotspots were not available, a school bus was equipped with WiFi to be parked in the community for student access. A student survey was used to ascertain the needs of students for connectivity. Students indicating a lack of connectivity were interviewed and their needs were determined. If a hotspot was needed, and would work in their area then it was provided. We contracted with T-Mobile, AT&T, and Verizon to cover the District boundaries. The district also erected a tower to continue to provide additional Internet access for students in a sustainable manner to those who live 2 miles from the school. Technology support was made available to students and staff by calling or emailing the District. Technicians worked with students and their parents to repair or replace equipment as needed through remote phone support and on-site technical support. Parents and students could contact the school by calling the school number and the phone system would transfer to the Jabber connection for teachers and staff working off-site.

Every student was expected to log into their Canvas classes every day and daily participation and engagement are documented. Synchronous and asynchronous student engagement was monitored and measured on both Canvas and Zoom using their system's analytics to verify daily participation and track assignments. Teachers took attendance and note daily engagement in Aeries. The Attendance Office reviewed and monitored attendance on a daily basis. Parents of students that were not in attendance received an automated phone call to their home and personal follow-up by the District Engagement Team if attendance issues persist. Teachers

assign and verify the time value of pupil work in their courses based on both synchronous and asynchronous instruction and assignments.

Instructional support staff who were assigned classrooms by subject matter were assigned a caseload of students for support. In addition to the teachers, the aides are the main point of contact for their individual students to support synchronous and asynchronous instruction provided during the instructional day. English Language Development (ELD) aides translate live Zoom instruction and all aides facilitate mini-tutorials with students. Aides use verbal check-ins to encourage engagement and ensure academic participation is maintained. They also offered individualized supports and encouragement during distance instruction and facilitate communication between teachers and families. The Alternative to Suspension teacher began running social-emotional group support including grief support, socialization, and other social-emotional needs. Additionally, the teacher also supported students who enroll throughout the semester as they transitioned to the distance learning environment of our school. Teachers incorporated social-emotional learning strategies into classroom activities. The District nurse provided videos on proper hygiene and health practices during the pandemic for staff and students. Campus supervisors have transitioned to be attendance support staff. They engaged in phone calls, home visits, and facilitating on-site registration for new families. We created a transitional quarter program using the independent study model (PAC.). Athletics supported student services and other needs on campus. For staff whose roles have changed due to the shift to distance learning, the primary focus was on supporting student attendance and engagement and working with families to facilitate full student engagement.

Instructional assistants were assigned to support individual students for special education and English learners. Each instructional assistant was assigned a caseload of students who they supported in the classroom, in small break-out groups and/or individually through Zoom meetings. In addition, they monitored student attendance and academic progress. Students with disabilities had their Certificated Faculty Case managers to support their IEP goals as they navigate distance learning. Case Managers/ELD Coordinator, Instructional Aides, and teachers worked together to support students and engage families so that they, in turn, could support the students as they learned from home. Homeless liaison and support staff connected with homeless and foster youth to ensure basic needs of meals, school supplies, and Internet access was available. Virtual Student Support/Tutoring was offered to all students on a drop-in basis Monday - Thursday. Students in the SAILS program have the opportunity to meet with their teacher for two hours two afternoons per week for in-person instruction. These meetings are supplemental to the daily distance learning instruction and focus on both academic and social-emotional learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Virtual Student Support/Tutoring for students in need of additional support outside the scheduled class time. This support is offered to all students on a drop in basis Monday - Thursday.	15,750.00	5118.17	No
Targeted supplemental support for students in the SAILS class is offered virtually in the evening for two hours each week by the teacher.	2,625.00	2893.04	No

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

Outside use of AVID tutors was decreased as instructional aides assisted in providing support to students. Supplemental support for SAILS class was offered virtually.

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.

The District began using the KiDS (Kern Integrated Data System) platform to track student learning loss by tracking attendance, grades and assessments on a dashboard that could be monitored and used to identify students in danger of falling behind. The math department used online assessments such as IXL, Ascend Math, and textbook assessments to measure learning status at the beginning of the year and measure status throughout each unit. The English department used NoRedInk and textbook assessments to measure student learning status and progress. Student work was evaluated and assigned on a weekly basis. English Language Development teachers used the Read 180 program and NoRedInk to measure the learning status of students and properly place them into the curriculum to meet their needs and assign and teach topics on a weekly basis based on progress from reports and student interaction with teachers. Teachers used online interactive quiz platforms to measure pre and post-assessment of content and to accelerate or remediate student learning. These online platforms have reports for teachers that show progress at their own pace. During department professional learning team and School Learning Team meetings, the student data was reviewed and discussed to implement and/or design intervention strategies to address learning loss.

One way learning loss was addressed with English learners and students with exceptional needs is through the use of aides to support student learning. The aides worked closely with the classroom teachers to understand assignments and provide additional

support to students during additional Zoom meetings and tutoring times. Students were assigned one aide to work with that student in all their courses, this provided students with one person to contact for questions. Teachers also hosted Friday tutorials for students needing additional support. Foster youth, socio-economically disadvantaged students, and pupils experiencing homelessness received calls to ensure support needs were met, Internet access, and school supplies were offered and available to students. Students were called or call in requesting supplies and they were available for pickup or sent to the bus stop with meal delivery. Students with exceptional needs were able to work with the support of their assigned case managers and aides through the online learning platforms to mitigate learning loss. In addition, the district provided small cohort instructional support for students in the Severely Handicapped and Specialized Academic Instruction and Life Skills programs, as well as for EL newcomers and others who need supplemental support. All SWD's will had a Distance Learning Plan in place to address the ways in which the district could address the specific needs of each student, even when taught in a modified manner. In this way, teachers and instructional support staff provided more intensive help for SWD's during distance learning instruction.

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 August and September, 66 certificated staff registered for a certificate program in Social Emotional and Academic Learning through Thriving YOUniversity. The self-paced program consisted of 12 modules focused on proven instructional strategies to promote social-emotional learning. Teachers report that the strategies are very effective in engaging students in participating in class activities and in developing a sense of belonging. All students are also enrolled in a Principal's Forum at each school site. This forum serves as a single place where all communications from administration come. Daily announcements, encouragement, challenges, surveys, and recorded messages were delivered daily to students through the forum. Principals host "Feel Good Fridays" or "Wellness Wednesdays," which invited students to engage in live online interaction and activities with the administrator. The principals implement social emotional academic 2020-21 Learning Continuity and Attendance Plan for Taft Union High Page 11 of 14 learning activities. In addition, students were surveyed weekly to learn how distance learning is working for the student. Parent, Faculty, and Staff surveys were also sent periodically to both refine and inform our practices for distance learning with our students and support of our staff. Survey questions included queries regarding student mental health and emotional well-being. The surveys were sent through email and the Canvas platform. Data was shared with teachers to help inform their practice. In addition, the district contracted with Qualtrics, a data analytics company to link data from student and staff surveys with school and community based supports that may help to address student mental health, social and emotional well-being.

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.

In June prior to the start of the summer school program, TUHSD trained parents and students on the distance learning platform, Canvas, that was utilized in summer school. This parent/student training on the Canvas Platform was given virtually to parents/students in English and in Spanish to help families understand the new distance learning platform and understand how to monitor student progress from home. TUHSD used the Aeries Communication system which allowed the parents to select language and whether phone, text or email notifications were preferred for school correspondence. To start the 20-21 school year, we utilized communications through our student information system, Aeries, social media platforms, and broadcast the Week of Welcome via YouTube on the district YouTube channel. The Week of Welcome served to both troubleshoot connectivity issues and acclimate the students to the online learning environment. After the start of school, TUHSD again offered parent/student training on Canvas virtually over the weekend prior to the start of the regular schedule. Since the school year, we have transitioned to monitoring student progress and making individual phone calls for students that are unengaged. For our students with disabilities and English learners, we have assigned instructional aides to offer an additional level of

support and work as a liaison with students, families, and teachers. Additionally, our students with IEPs have case managers who worked with their teachers to monitor their IEP goals. When making connections via phone or email are unsuccessful, home visits were made to determine why the student is disengaged and look for ways to remedy the problem. Teachers and aides monitored attendance and work submission by students. Attendance calls went home nightly to parents of students who are marked absent by teachers. Tiered support includes level 1, phone calls home to celebrate engaged students, and provide support as needed outside of school. Level 2 includes follow-up by instructional aides and case managers and engage in SEAL supports. Level 3 support included SARB, counseling and placement considerations. To continually support students, parents, and keep our community informed, we regularly surveyed students and their families. In addition to Aeries Communication and use of social media, TUHSD has begun a podcast to also inform the parents and students of changes as they occurred during the school year.

Analysis of School Nutrition

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

Taft Union High School District complied with the Governor's Executive Order to provide meals to students during school closure by distributing meals through the Seamless Summer Program to youth ages 18 and under. A system of curbside "grab and go" and delivery to outlying areas was used to maintain social distancing practices. During a two-hour block of time, youth were provided breakfast and lunch on a daily basis. Delivery stops were scheduled for youth living in the outlying communities of Derby Acres, Dustin Acres, Valley Acres, McKittrick and Belridge. In addition, meal distribution was coordinated with feeder school districts to prevent duplication of effort and sufficient coverage of our attendance area. For the first three weeks of the fall semester, districts were required to shift to the National School Lunch Program and served only students enrolled in the District. In order to better serve our students, hot meals were provided and students were able to select their options and place their order online. On August 31, 2020, districts were informed of the option to shift back to the Seamless Summer Program. Grab and Go meals were provided for students in the 0-18 age group. Families were informed of the meal availability and distribution schedule through the local newspaper, District website, District social media, email to parents and students, text message to parents, and automated phone calls. Teachers also informed their students of meal availability. Students received an announcement in the Canvas platform and a podcast announcing meal availability and ordering options was placed in the Principal's Forum.

When the District transitioned to the hybrid distance learning/in-person instruction, meals continued to be distributed through the existing curbside "grab and go" and delivery to outlying areas system. For the students attending in-person, students were served meals as they left the classroom. As more students returned on-site it became difficult to deliver all the meals to each classroom so we changed to distributing meals at the exit gates of the school.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Access to Devices and Connectivity)	Additional Hotspots provided to families that lack consistent connectivity	5000.00	3600	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Instructional Aide training on the Canvas platform and the implementation of Canvas classroom for caseload to better support the diverse needs of SWD and EL students.	12,000.00	0	No
Mental Health and Social and Emotional Well-Being	Purchased Qualtrics for mental health interventions and supports so that students and families would be better served in finding specific community resources	3,000.00	3000	No

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.

Instructional Aides were trained with teachers on the Canvas platform. Additional hotspots were purchased on an as needed basis to provide all students with connectivity from home if they did not have home WiFi..

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.

Distance learning worked well for a small population of students. Students and staff liked the organization and structure the Canvas platform brought to the classroom. Students liked being able to rewatch videos, find assignments easily and know what assignments were do when with the calendar feature were very helpful. The District after feedback from the staff and students has decided to keep Canvas and use it in place of our Google classroom. Canvas also has some accessibility and translation features that were not available with Google. There was also a significant group of students that didn't log in or meet with their teachers during distance learning. The learning loss that occurred with students that were not engaged was addressed in the 21-24 LCAP through student

intervention specialists and through additional assessment opportunities to track student learning. In addition to the assessments, the departments will create action plans based on feedback received from assessments to mitigate learning loss and accelerate learning.

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 the 2021-24 LCAP a goal was set for more data analysis in the District. This will assist teachers in pinpointing student learning and learning deficits that need to be addressed. The incorporation of the intervention specialists will help eliminate chronic absenteeism and reduce learning loss by making sure the students are on campus and in front of their teachers for learning. The 2nd intervention specialist will assist in academic supports and the needs of targeted groups of students most in need. Learning loss for socio-economically disadvantaged, foster, homeless, and ELs will be monitored through department assessments and District software such as IXL, NoRedInk, and District benchmarks.

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.

Some certifications for our CTE programs funded OSHA certifications through grant funding that became available. The Science courses did not purchase lab content after further investigation on how it could be safely distributed and experiments safely conducted off of the school site. Special Education students came back in small cohorts as planned but was funded through general funds. Instructional Aides were trained on the Canvas platform to increase supports for EL and SWD students using other funds.

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.

Some successes of the 20-21 Learning Continuity and Attendance Plan were assigning English Learner students and Special Education students to specific instructional assistants. The flexibility of distance learning also captured some additional students who had taken jobs to help support their families. The flexibility of finishing assignments anytime during the day allowed them to meet their work responsibilities as well as their academic responsibilities. This did become a little problematic as we transitioned back to face-to-face or synchronous learning. Teachers and instructional assistants used the existing digital curriculum and instructional tools more effectively and consistently. New tools were also discovered and increased the effectiveness, management, and student engagement, some of these new online systems and textbooks, such as our transition to Success 101, will remain as an online resource to assist in student learning and engagement. Staff increased connection with students through the use of social-emotional training and instructional strategies taught through the summer professional development. These successes will be referenced in the 2021-24 LCAP goals. The District will continue to prioritize the socio-emotional learning for staff and in working with students.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

- 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	4,427,831.39	4,138,590.89
Base	2,810,549.63	1,989,892.72
Other	0.00	24,879.55
Supplemental and Concentration	1,612,281.76	2,043,902.08
Title I	0.00	65,581.74
Title IV	0.00	4,500.00
Title V	5,000.00	9,834.80

* 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	4,427,831.39	4,138,590.89
1000-1999: Certificated Personnel Salaries	3,100,334.57	3,265,734.87
2000-2999: Classified Personnel Salaries	1,025,000.00	565,502.86
3000-3999: Employee Benefits	257,096.82	103,256.20
4000-4999: Books And Supplies	3,000.00	126,287.66
5000-5999: Services And Other Operating Expenditures	22,500.00	77,809.30
5700-5799: Transfers Of Direct Costs	7,400.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	12,500.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	4,427,831.39	4,138,590.89
1000-1999: Certificated Personnel Salaries	Base	1,785,049.63	1,989,892.72
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	1,315,284.94	1,210,260.41
1000-1999: Certificated Personnel Salaries	Title I	0.00	65,581.74
2000-2999: Classified Personnel Salaries	Base	1,025,000.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	565,502.86
3000-3999: Employee Benefits	Supplemental and Concentration	257,096.82	103,256.20
4000-4999: Books And Supplies	Other	0.00	9,568.05
4000-4999: Books And Supplies	Supplemental and Concentration	3,000.00	116,719.61
5000-5999: Services And Other Operating Expenditures	Base	500.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	15,311.50
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	22,000.00	48,163.00
5000-5999: Services And Other Operating Expenditures	Title IV	0.00	4,500.00
5000-5999: Services And Other Operating Expenditures	Title V	0.00	9,834.80
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	2,400.00	0.00
5700-5799: Transfers Of Direct Costs	Title V	5,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	12,500.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	4,105,233.12	3,803,761.87
Goal 2	306,598.27	331,847.29
Goal 3	16,000.00	2,981.73

* 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	\$72,281.00	\$48,917.16
Distance Learning Program	\$220,030.30	\$237,277.76
Pupil Learning Loss	\$18,375.00	\$8,011.21
Additional Actions and Plan Requirements	\$20,000.00	\$6,600.00
All Expenditures in Learning Continuity and Attendance Plan	\$330,686.30	\$300,806.13

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$72,281.00	\$48,917.16
Distance Learning Program	\$166,205.30	\$237,277.76
Pupil Learning Loss	\$18,375.00	\$8,011.21
Additional Actions and Plan Requirements	\$15,000.00	\$3,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$271,861.30	\$297,206.13

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$53,825.00	
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$5,000.00	\$3,600.00
All Expenditures in Learning Continuity and Attendance Plan	\$58,825.00	\$3,600.00