# 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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|---|---|---|
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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

1. Support student achievement by aligning curriculum and Common Core Standards and offering targeted intervention.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>DIBELS (reading)<br><br>STAR Reading<br>STAR Math<br>Fast ForWord<br>CAASPP ELA<br>CAASPP MATH<br>CELDT Rate<br>Reclassification Rate<br>Staff Survey<br>Providing Professional Learning<br>Providing Instructional Materials<br>Identifying Areas of Improvement<br>Ancillary Academic Standards<br>Support for Teachers | STAR Reading and Math: percentage of students at or above benchmark from prior year decreased by 6.8% in math and decreased 3.7% in reading.<br>DIBELS ( Reading): A 5% growth from intensive support to strategic and 6% increase to Core readers<br>Overall lexile growth in Reading Eggs Program is +102<br>No State testing results for 2019-2020 due to COVID-19<br>No ELPAC testing for 2019-2020 due to COVID-19<br>Staff survey results show that in all areas we are in initial to full implementation<br>• English Language Arts – 4.0<br>• English Language Development – 3.42<br>• Mathematics – 4.0<br>• Science – 3.0<br>• History/Social Science – 3.25<br>• Career Technical Education – 3.0<br>• Health – 3.33<br>• Physical Education – 3.0<br>• Visual and Performing Arts – 4.0<br>• World Language – 3.0<br><br>Professional Learning Opportunities for groups and/or whole group --3.5 |

| Expected | Actual |
| --- | --- |
| **19-20**<br>Student performance on interim assessments in language arts and mathematics will improve by at least three percent over the previous year.<br><br>**Baseline**<br>DIBELS: 4% decrease in beginning readers and a 3% increase in Core readers.<br>Star Reading:  .7 GE<br>Star Math: 1.7 GE<br>Fast ForWord 45% Gain<br>CAASPP ELA  34% Meeting/Exceeding +8%<br>CAASPP MATH  20% Meeting/Exceeding + 2%<br>CELDT Rate: 56%<br>Reclassification Rate: 12%<br>Staff Survey:<br>Providing Professional Learning:  ELA/Math=Full Implementation/Sustainability<br>ELD/NCSS/HSS= Exploration/Research or Beginning Develop<br>Providing Instructional Materials:<br>ELA/Math=Full Implementation/Sustainability<br>ELD/NCSS/HSS= Exploration/Research or Beginning Develop<br>Identifying Areas of Improvement:<br>ELA/Math=Full Implementation/Sustainability<br>ELD/NCSS/HSS= Exploration/Research or Beginning Develop<br>Ancillary Academic Standards:<br>Exploration/Research or Beginning Develop<br>Support for Teachers:  Initial or Full Implementation | Professional Learning Opportunities for individual teachers-- 3.70<br>Professional Support on Standards/Curriculum not yet mastered-- 3.25 |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 1.1 Purchase CCSS aligned curriculum, state board adopted textbooks, and research-based universal and targeted intervention materials. | Curriculum 4000-4999: Books And Supplies Supplemental and Concentration 32921 | Curriculum 4000-4999: Books And Supplies LCFF Supplemental and Concentration 3106 |
| 1.3 Maintain licensing and research-based software for reading and math intervention, and English Language Development support (AR, STAR Math and Reading, Math Score/Front Row) Increase software licensing to include Spanish language support ( Calico, Estrellita) kindergarten assessment ( ESGI) and Science (Mystery Science) | Software Licenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 20000 | Software Licenses 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 28946 |
| 1.4 Continue to provide a Dual Language Immersion program and English Language Development Support and Instruction. Add a 5th grade Dual Immersion class. Increase the hours of the upper elementary bilingual paraprofessional to support Spanish language development | Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 209289<br>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 39414<br>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 96029 | Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 213604<br>Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 55657<br>Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 88426 |
| 1.5 Continue to provide before school instructional support at Chinese Camp and after school instructional support at Jamestown for targeted students. | Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 7017<br>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 2190 | Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 7959<br>Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2090 |

## Goal Analysis

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

There was an  interruption of the science curriculum piloting due to COVID and therefore no decision was made on a science curriculum adoption but rather to extend the pilot into the following year.  The allocated funds for goal 1.1 were moved to support additional software programs, to support intervention and distance learning, as well as MTSS related objectives in Goal 7. .  All other Actions/Services were implemented as stated.

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

The Dual Immersion program continues to be successful and we are increasing grade levels and staffing each year. Spanish student achievement levels are increasing.  Learning loss due to COVID in March 2020 is significant, especially within our subgroups of EL, SWD, and FY/Homeless. Even with the various digital software programs purchased and available, after March 2020 and with the move to distance learning, technology access and connectivity for our student population was challenging. Regular attendance and academic participation was a significant problem during distance learning and significantly impacted student achievement.

# Goal 2

2. Invest in technology to support student achievement, implementation of the Common Core Standards, and the Smarter Balanced Assessment.

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)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Ratio of working computers per student.<br><br>**19-20**<br>Technology, including the wireless network, will be maintained in good working order and access will be reliable. Students and teachers will have access to online resources and software that support teaching and learning of the common core standards.<br><br>**Baseline**<br>Curent ratio is 334 working computers to 331 students (1:1). | We continue to monitor and support 1:1 devices with 360 devices in 1-8 grades with iPad stations in kindergarten, and we continue to maintain an effective technology replacement plan. We purchased 75 new devices for students, five Mac Books for teachers and one Chromebook cart. The stipend position for an on site technology specialist continues to be effective. We continue to utilize the services contracted through the County Schools Office for network and infrastructure needs. |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 2.1 Stipend an employee for on site technology support to maintain technology devices and to provide staff support for technology needs. | Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10200 | Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 10200 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 2556 | Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2214 |
| 2.2 Continue to acquire and maintain sufficient devices to provide 1:1 access to technology for students in grades TK-8. | Computer/Device/Equipment Replacement 4000-4999: Books And Supplies Supplemental and Concentration 15000<br>Technology Supplies 4000-4999: Books And Supplies Supplemental and Concentration 3000 | Computer/Device/Equipment Replacement 4000-4999: Books And Supplies LCFF Supplemental and Concentration 19425<br>Technology Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 594 |
| 2.3 Continue to purchase technology equipment that supports instruction of the CCSS. | Instructional Technology Supplies (4300) 4000-4999: Books And Supplies Supplemental and Concentration 3000<br>Instructional Technology Replacement (4400) 4000-4999: Books And Supplies Supplemental and Concentration 10000 | Instructional Technology Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5750<br>Instructional Technology Replacement 4000-4999: Books And Supplies LCFF Supplemental and Concentration 7194 |
| 2.4 Maintain a hosted Destiny library management software for textbook and computer inventory. | Licensing Agreement 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1700 | Licensing Agreement 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 1662 |

## Goal Analysis

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

The actions for technology purchases ( equipment and supplies) for student and staff were not expended as allocated due to the immediate and significant need to supply students and staff with technology devices, and supplies to accommodate distance learning. Additional funding through federal, state and local sources allowed the district to fulfill all of our technology needs for the year. The

allocation for software also increased due to the need to provide appropriate digital access to instruction due to distance learning. Any leftover budgeted amounts were moved to goal 7 and MTSS and were principally focused on EL, SWD, Homeless/FY and SED students. All other Actions/Services for this goal were implemented as planned.

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

We have been successful in providing all students with devices that needed them while on distance learning. Internet access and connectivity was a challenge and acquiring effective hotspots also proved difficult. Additional devices were needed for staff as well in order for teachers and para staff to deliver instruction remotely. Additional software was purchased quickly in order to support remote learning.

# Goal 3

3. Improve campus climate to impact student/parent connectedness to school by building a safe, nurturing learning community.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Suspension Rate<br>Discipline Referrals to principal<br>Attendance Rate<br>Chronic Absentee Rate<br>Expulsion Rate<br><br>**19-20**<br>There will be a 5% decrease in disciplinary referrals, suspensions, and expulsions as measured by SIS data reports. Maintain the current attendance rate and decrease the chronic absenteeism rate by 3% students as measured by state attendance data.<br>**Baseline**<br>Suspension Rate: 7.8%<br>Discipline Referral Rate: 9%<br>Attendance Rate: 97%<br>Chronic Absenteeism Rate: 17%<br>Expulsion Rate:1% | Suspension Rate- 5.9% declined by 1.9%<br>Unduplicated subgroups: Homeless/FY declined by 6.3%; SWD declined by 9.1%; Hispanic declined by 1.5% with ELs maintaining at 0%; SED declined by 2%<br>Total Discipline referrals declined by 48%<br>Expulsion .003% decreased by 66%<br><br>Chronic Absenteeism: 13.9% declined by 3.1%<br>unduplicated subgroups: Homeless/FY declined 8.9%;SWD declined1.6%;SED declined 2.3% ;EL maintained at 0.2% with Hispanics declining by 2.8%<br>Attendance rate: 95.44% .This is as of February as COVID and school closure occurred and attendance was held harmless as of Feb. 14th. |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 3.1 Continue to provide and fund a .8 FTE counselor to implement Positive Behavior and Support, train on Trauma Informed Practice and classroom behavior management, begin restorative justice practices, and support positive student behavior and increased attendance with more rewards and incentives. Increase the Positive Behavioral Support Paraprofessional ( Safe School Ambassador ) position to 6 hours a day. | Counselor Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 56582<br>PBIS and Attendance Rewards 4000-4999: Books And Supplies Supplemental and Concentration 2000<br>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 24780<br>PBS Paraprofessional 2000-2999: Classified Personnel Salaries Supplemental and Concentration 30432 | Counselor Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 59411<br>PBIS and Attendance Rewards 4000-4999: Books And Supplies LCFF Supplemental and Concentration 769<br>Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 26976<br>PBS Paraprofessional 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 25211 |
| 3.2 Continue to support the Reflection Room to complement Trauma Informed Practice and the extended hours of the paraprofessional position. | Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 19867<br>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 6208 | Classified Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 10081<br>Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2651 |
| 3.3 Continue to fund a .15 homeless/foster youth/family services coordinator position with the addition of attendance support services and home visits. | Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 12972<br>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 5403 | Classified Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 6493<br>Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 1758 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 3.4 Provide canine detection to ensure campus safety for all students. | Canine Detection Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2100 | Canine Detection Contract 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1512 |

## Goal Analysis

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

Due to staffing shortages and fiscal recovery, we did not continue with the implementation of the Reflection Room for the remainder of the school year. The funds that were budgeted for this were shifted to more counseling support and to Goal 7 MTSS. Both PBIS and Canine Detection were implemented, however not all funds were expended due to COVID and school closure. A portion of the budgeted amounts for our homeless and foster youth services coordinator was shifted to grant funds and Title I funding. The remainder was allocated to counseling support and MTSS which were principally focused on EL, SWD, Homeless/FY and SED students.

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

The Reflection Room started off as a great support for student regulation and trauma informed practices. However, over time it became a place for students to escape from class and instructional demands. It lost its effectiveness and began to create more behavioral challenges. We shifted our focus toward more tiered counseling supports, more classroom education and curriculum in social emotional learning, increased training in trauma informed practices, and the use of our Safe School Ambassador. These shifts seemed to be more successful as reflected in reduced discipline referrals, and a decreased in suspensions. Attendance support prior to school closure was successful with tiered interventions of targeted phone calls, follow-up conferences and home visits to address chronic absenteeism. Counseling supports proved crucial for many of our students with increased needs due to school closure its consequences, and we continued counseling into the summer months. With COVID school closure, attendance and participation became an issue and the attendance support shifted to reengagement strategies and problem solving for how to assist families with distance learning. Canine detection visits that were not able to be completed due to COVID, were rescheduled for the following year.

# Goal 4

4. Increase communication and connection between home and school to support student success.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Parent Involvement Survey<br>**19-20**<br>There will be a 3% increase in parent responses that they were given opportunities to be involved with the schools in each of the categories.<br><br>**Baseline**<br>Seeking Input From Parents: 33-88% Agree/Strongly Agree<br>Participation in Programs: 78-94% Agree/Strongly Agree<br>Safety: 72-83% Agree/Strongly Agree<br>Academics: 77-78% Agree/Strongly Agree | There was not a parent involvement survey this year due to COVID and school closure. Multiple letters and surveys were sent out to parents in May, during the summer months, and into the new 2020-2021 school year in regard to returning to school decision making and reopening plans. |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 4.1 Keep the website updated and fresh. | Webmaster/Certificated Stipend<br>1000-1999: Certificated Personnel | Webmaster/Certificated Stipend<br>1000-1999: Certificated Personnel |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | Salaries Supplemental and Concentration 1000 | Salaries LCFF Supplemental and Concentration 0 |
| 4.3 Provide opportunities for parent education classes, community outreach events and Family Fun Nights. | Supplies for parent education 4000-4999: Books And Supplies Supplemental and Concentration 3500 | Supplies for Parent education 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1016 |

## Goal Analysis

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

The website stipend did not get turned in before the end of the fiscal year due to the abrupt school closure. The website was maintained and the stipend was applied to the next fiscal year LCAP. The parent engagement and family fun nights were not held due to COVID restrictions and were shifted to Goal 7 for MTSS which were principally focused on EL, SWD, Homeless/FY and SED students.

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

Due to the abrupt school closure because of COVID-19, staff did not return to campus for the remainder of the school year. The website did become a key communication device for our families and many forms were added that allowed for convertible PDFs for forms that required digital input and signatures. Family Fun Nights and parent education are always successful and a key objective that our stakeholders look forward to. The events were planned and on the activity calendar, but only one was able to happen due to school closure and COVID.

# Goal 5

5. Prioritize safety and maintenance of district facilities.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>FIT: Chinese Camp<br>FIT: Jamestown<br>Annual Safety Inspection: CC<br><br>Annual Safety Inspection: Jamestown<br><br>**19-20**<br>N/A<br>**Baseline**<br>Chinese Camp: 95.24% Good<br>Jamestown: 92.22% Good<br>Chinese Camp: Level 1=1; Level 2=1, Level 3=5<br>Jamestown: Level 1=1; Level 2=7; Level 3=10 | Even though this goal was removed the FIT continues annually. The results for 19-20 are as follows:<br><br>Chinese Camp: 96.43% Good--1.19% increase<br>Jamestown: 94.57% Good --2.75% increase |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|

## Goal Analysis

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

This goal was removed from LCAP and funded out of other sources

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

Even though this is not a current LCAP goal, a facility plan was established and implemented to respond to the needs referenced within the FIT.

# Goal 6

6. Ensure a broad course of study for all students

State and/or Local Priorities addressed by this goal:

| | |
|---|---|
| State Priorities: | Priority 4: Pupil Achievement (Pupil Outcomes)<br>Priority 7: Course Access (Conditions of Learning)<br>Priority 8: Other Pupil Outcomes (Pupil Outcomes) |
| Local Priorities: | |

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Master Schedule<br>**19-20**<br>100% of students will receive instruction in music, art, technology, STEM, English Language Arts, math, social studies, science, and PE each year.<br>**Baseline**<br>100% of students receive instruction in music, art, technology, STEM, English Language Arts, math, social studies, science, and PE each year. | 100% of students received instruction in music, art, technology, STEM, English Language Arts, math, social studies, science, and PE each year.<br>Additional STEAM supports were added in the areas of curriculum supplies. |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 6.1 Provide a music and art teacher and supplies, STEAM supplies and assemblies. | Supplies for Jamestown Elementary 4000-4999: Books And Supplies Supplemental and Concentration 7500<br>Supplies for the Science Academy 4000-4999: Books And Supplies | Supplies for Jamestown Elementary 4000-4999: Books And Supplies LCFF Supplemental and Concentration 4883<br>Supplies for Science Academy 4000-4999: Books And Supplies |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | Supplemental and Concentration 1500 | LCFF Supplemental and Concentration 257 |
| | Art/Music/STEAM assemblies 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1000 | Art/Music/STEAM Assemblies 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0 |
| | STEAM services for Chinese Camp 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2000 | STEAM services for Chinese Camp 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0 |
| | Art and MusicTeacher Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 67791 | Art and MusicTeacher Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 69828 |
| | Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 26212 | Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 17872 |

## 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 for STEAM assemblies, supplies and field trips were not spent due to COVID and school closure. The funds were shifted to goal 7 for MTSS support with a focus on EL, SWD, Homeless/FY and SED students.

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

Many of the scheduled trips and assemblies were scheduled for the spring and were unable to be completed due to COVID and school closure. Art and Music instruction were able to continue in a virtual format which was successful, along with STEAM materials

provided for students to utilize at home on remote learning. The ability to have credentialed teachers in art and music is a success for our district. In all stakeholder group input this is a priority and is integral in the development of the whole child.

# Goal 7

7. Build the capacity of the faculty to deliver rigorous high quality Common Core Standards based instruction to students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Materials, sign in sheets for staff development.<br><br>Staff Survey<br>Providing Professional Learning<br>Providing Instructional Materials<br>Identifying Areas of Improvement<br>Ancillary Academic Standards<br>Support for Teachers<br><br>**19-20**<br>100% of teachers who teach ELA, Math, Science, and Social Studies will receive professional development in how to select CCCS aligned textbooks that are part of the adoption cycle.<br><br>Staff responses will indicate increasing by at least one level on the survey rubric for each category of the survey. | Staff survey results showed that as a whole most subjects were at full implementation or sustainability. Professional development was offered throughout the course of the school year. After COVID and school closure it was imperative that professional development was offered to assist teachers and staff in making the shift to virtual learning including technology support and instructional programs. |

| Expected | Actual |
|---|---|
| **Baseline**<br>100% of teachers received training in how to select ELA/ELD standards-aligned textbooks.<br><br>Staff Survey:<br>Providing Professional Learning: ELA/Math=Full Implementation/Sustainability<br>ELD/NCSS/HSS= Exploration/Research or Beginning Develop<br>Providing Instructional Materials:<br>ELA/Math=Full Implementation/Sustainability<br>ELD/NCSS/HSS= Exploration/Research or Beginning Develop<br>Identifying Areas of Improvement:<br>ELA/Math=Full Implementation/Sustainability<br>ELD/NCSS/HSS= Exploration/Research or Beginning Develop<br>Ancillary Academic Standards:<br>Exploration/Research or Beginning Develop<br>Support for Teachers: Initial or Full Implementation | |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 7.1 Increase funding to a .25 Multi-Tiered Student Support Coordinator to enhance classroom instruction. | Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 23963<br><br>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 7381 | Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 51457<br><br>Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 8866 |
| 7.2 Delete trauma informed training which will be funded from another source and help support trauma informed practices by funding a Behavior and Attendance Support Assistant | Employee Benefits. 3000-3999: Employee Benefits LCFF Supplemental and Concentration 8028 | Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 11908 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | Classified Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 28182 | Classified Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 42187 |

## Goal Analysis

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

Trauma Informed training did continue, however it was funded through another grant source. Leftover funds were used to support and increase MTSS support to a .40 coordinator and increase services of the Behavior and Attendance Support Assistant( BASA) . This was necessary to help support our EL, SED, SWD, and Homeless/FY who required more assistance and resources as the district moved to distance learning. The BASA increased time making home visits and supporting home/school connection.

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

Professional development in math and science were successful, yet needs to be ongoing. Staff survey results showed that as a whole most subjects were at full implementation or sustainability. Challenges continue to be continued need for ELD curriculum and professional development for both designated ELD and integrated and strengthening or Dual Language Program with consistent staffing. It continues to be very difficult to locate and retain bilingual staff. Another challenge was piloting science materials and not being able to complete the pilot successfully due to school closure. The district did not make a decision on a NGSS aligned Science curriculum.

When COVID and school closure happened, the successes were that the district was able to provide appropriate technology and connectivity resources where available. Increasing home visits to provide paper/pencil packets, food delivery, IEP/Special education support. Also, MTSS systems supports attendance and reengagement support. With all of the extra support, we were still challenged in having all students/families participate consistently in distance learning, and the challenges for teachers to move instructional practices to a virtual format.

# 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 |
|---|---|---|---|
| Additional custodial services during reopening of school preparation from March-August and the salary and benefits for an additional 7.25/hr. custodian for the 2020-2021 school year for in person instruction | 36,353 | 36,722 | Yes |
| Purchase of digital student pick up and home screening system for students--PikMyKid | 6,000 | 7,509 | Yes |
| Purchase of Personal Protective Equipment (PPE) and materials to ensure safety and to provide and prepare both students and staff for the implementation of health and safety guidelines ( e.g. office, cafeteria and classroom shield barriers, hands-free sanitizer machines and sanitizer, digital thermometers, masks, gowns, signage, oximeter, disinfectants, sprayers, pop-ups for outdoor learning spaces). | 50,000 | 17,521 | Yes |
| Purchase of a digital visitor sign in system, Envoy, with the added component for employees to remotely health screen prior to the beginning of their workday. | 3,000 | 2,403 | No |
| Purchase of MERV-13 filters to upgrade ventilation and filtration of classroom HVAC units to prevent the spread of COVID-19. These should be changed every 60 days. Purchase of air purifiers for portable classrooms to increase ventilation. | 10,000 | 17,917 | Yes |

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

Most of the actions and budgeted expenditures were implemented as planned. The largest change was in ventilation needs where we needed more air purifiers than originally thought. This was in response to staff requests for additional safety measures against possible COVID exposure during in-person instruction.

## 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 biggest challenges were in acquiring sufficient PPE and safety materials in a timely manner. Thankfully, we planned and prepared early during the summer months and we were able to have our campus ready with all health and safety protocols in place for when we returned to in person instruction in mid October. We did have, and continue to have, difficulty finding and keeping custodial employees to add cleaning and disinfecting support. This created frequent scheduling challenges for a necessary task. Many other classified staff were taken out of their regular duties to assist in implementing health and safety protocols. The new digital visitor system, ENVOY, and the dismissal system, PIK-MY-KID have been very successful in streamlining our health and safety procedures, as well as assisting in our record keeping of COVID related issues.

# Distance Learning Program

## Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| Cost of professional development for teachers to prepare for distance learning through a Virtual Summit (Over 60 sessions ) and the purchase of new technology platform, Nearpod, to assist in distance learning instruction as well as paid webinars to assist with new budget and HR needs related to COVID. Continued professional development as needed to provide a robust distance learning program | 10,000 | 30,013 | Yes |
| Purchase of technology devices for students and staff (e.g. Chromebooks, hotspots, mobile document cameras for teacher instruction during distance learning) | 55,125 | 69,615 | Yes |
| Technology specialist to support a continuity of instruction and support distance learning for students and staff | 5,000 | 1,500 | Yes |
| Hiring of Independent Study teacher(s) for those students that are unable to participate in distance learning | 10,000 | 3,915 | Yes |

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

Professional Development needs for staff to prepare for Distance Learning was more significant than originally thought. There was a need for more instructional programs, training in effective practices practices, as well as the actual technology necessary to implement. Technology needs for both students and staff also were greater than expected. Many families with multiple children needed more that one device and many families had spotty internet connectivity and availability due to the ruralness of the area. The actual expenditures in both of these areas greatly exceeded budgeted funds. We did expect that we would need to hire an additional teacher to teach and manage the independent study students, however we did not end up having too many students on independent study and we were able to cover it with existing staff with minimal cost. The technology specialist support was paid out of the original LCAP funds with only the additional hours covered though this plan.

## 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.

The challenges in the implementation of distance learning was the need for a very quick shifting of instructional practices and delivering of curriculum to a digital format. Teachers needed to learn how to continue instruction through Zoom and Google Meet, and understanding new digital tools such as Nearpod. Understanding the new attendance requirements and how to respond to teaching synchronously and asynchronously, were challenges as well as staff spent more than contracted hours preparing and implementing instruction. The district needed to quickly assess who needed devices, internet access and connectivity, and then get them delivered to families. We also installed a drop box in front of school for families to drop off paper-packet work, any signed forms or documents. We were successful in providing devices and support to all families and in the provision of professional development to teachers and staff. The stress and challenges distance learning created upon families was tremendous. Parents needed to juggle remote learning and child care, balanced with their own work schedules. For some families it was difficult to have their children participate regularly in remote learning due to technology problems, scheduling, or the added challenges of students with special needs or language barriers. Much of our staff had to adapt to the needs of the students and the district by shifting their roles and responsibilities by working at different hours, providing virtual tutoring and counseling, providing daily meal delivery and/or curriculum delivery for those without technology access or due to homelessness, or by making home visits for student re-engagement. Intervention programs, designated ELD support, and Spanish language development for our Dual Immersion Program had to continue outside of the synchronous instructional day and often participation in these programs was irregular. As we transferred to more in-person instruction the challenges became how to effectively teach in a hybrid model when there were students in person and distance learning at the same time. We know that school closure, and the inconsistency of in person instruction, has created significant student learning loss and learning acceleration for the next year is a priority.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| Digital software programs to address student learning loss, provide assessment and progress monitoring and assist in the implementation of instruction for distance learning (e.g. Study Island, Language Power, New Classroom, Transparent Language, Lalilo, Splash Learn, Mystery Science, Happy Numbers). | 15,000 | 9,636 | Yes |

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

The budgeted amount for software necessary to assist in pupil learning loss was more than actual expenses. Some of the necessary software was funded through original LCAP funding as it was annual renewal of instructional and intervention software. However, due to the number of students on distance learning there was a need to purchase additional software that was more effective in providing progress monitoring data and able to be used with minimal support within the home.

## 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 ability for most parents and families to adjust to the concept of remote learning, to find the time to assist their child, and to navigate Zoom and Google virtual meetings was extremely challenging. Those students that needed the most support and guidance within our EL, Homeless/Foster Youth, SWD, and SED populations struggled greatly within the distance learning environment. It was a slower process to to make sure that all health and safety protocols were in place before we could offer any type of in-person instruction. Once we were able to open for in-person in a hybrid format, the priority was to return those students with the greatest need first. After that the challenge was for teachers and staff to respond to the needs of both in-person and distance learners at the same time within a shortened synchronous instructional day. Intervention support for reading and math, SWD service provider services, ELD support and SLD support for our Dual Language Learners all occurred outside of the in-person day and was challenging to have students show up consistently and remain engaged. One success is that preliminary academic data using new software programs with progressing monitoring reports shows that our SWD did make growth during school closure and now with hybrid learning. Another success has been those students working within the Read 180 reading program which has a heavy digital component with specific targeted goals. We repurposed the after school program to provide more in person class support and also tutoring for referred

students. We will need to continue to analyze data and provide specific targeted intervention support both within school and outside of school.

## 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.

As our district has a mission and vision of providing a trauma informed approach to our students and families, social emotional learning was a purposeful component to the instructional day whether remotely or in-person. Office hours were mandatory for staff to provide an opportunity to connect individually with students as well as follow up with those that had not shown up to class for the day. We had designated staff that would make home visits to deliver food, instructional materials, IEPs and other important documents, as well as following up on absences as part of the tiered reengagement process. We have a school counselor who continued to see his caseload virtually, and was integral in helping students and families navigate the stress and problems COVID had created on many levels by connecting them with resources and to the appropriate agencies. Our safe School Ambassador developed a Google Classroom devoted to social emotional videos and activities to keep students connected. All of these supports have been incredibly helpful to many, but there still were many that were difficult to reach and see consistently. We know that as we move into the next year it will be even more important to address and support the mental health needs of our students.

## 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.

Over the course of the year, the district sent out surveys and letters to both seek parent input and to inform them in the quickly changing environment during COVID.  We found it successful to use the district autodialer system regularly with messages going out in both phone and email and translated in Spanish. In addition, all teachers used communication platforms such as Google Classroom, Remind, Class Dojo to make themselves available and regularly communicate to their students and families. Office hours, available to both students and parents, were a regular component to the school day. If teachers had not heard from a student or a parent on a particular day for instruction, they would make attempts that afternoon to reach out and make contact with each student and family individually.  Tiered reengagement strategies such as school office and administration follow-up phone calls, virtual conferences, home visits, counseling support and collaboration with the county schools reengagement team through SARB were all used to address absenteeism in distance learning. In addition, the district set up a parent hotline that was answered daily to address any needs in relation to technology, instructional support, and health and safety concerns. Collaboration with our Jamestown Family Resource Center provided basic needs support through the provision of additional food needs, housing, and health care which was integral in the support of our homeless/ FY and SED students and families.

## Analysis of School Nutrition

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

Our cafeteria staff  had to pivot quickly to provide a breakfast and lunch program to our student population during COVID and school closure.  The cafeteria created a drive through a safe food disbursement system with nutritionally balanced bagged meals containing breakfast and lunch. When school reopened for in-person learning, the cafeteria was still not open to the student population and all

meals were eaten in the classrooms. Our district is currently on the Community Eligibility Program  where all students eat for free, and we had already made the decision to have Breakfast After the Bell.  The cafeteria staff prepared breakfasts daily that were taken to the classes in wagons and then wagons returned for lunch distribution. The need to eat in classrooms created some custodial challenges in that more cleaning was required to clear food from classrooms and the to pick up food waste and garbage from every classroom instead of a centralized cafeteria space. Meals also had to be prepared for the Chinese Camp campus where schedules needed to be adjusted in order for staff to pick up breakfast before arrival on campus for health screening. There were still distance learners that required drive through pick up, however we discovered that not all distance learning families were consistently coming to school to receive their meals. We determined that there were several areas that many of the distance learners lived, so we began to have a regular meal delivery service to them to make sure families received daily school meals.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|---|
| Pupil Engagement and Outreach | The shift in the Behavior and Attendance Support Assistant responsibilities to include following up with students that are not participating in distance learning. Including phone calls and home visits to promote student engagement and to identify barriers. Providing additional supports in a tiered intervention system including referrals to community agencies to provide ay necessary wrap around services. | 10,000 | 14,015 | Yes |
| Pupil Engagement and Outreach | Provision of Positive Behavior Intervention Support incentives and rewards | 4,000 | 3,889 | Yes |
| School Nutrition | Addition of cafeteria support 3.0 hours/day substitute employee | 6,500 | 6,500 | Yes |
| School Nutrition | Cafeteria support for the provision of meals during school closure | 18,595 | 18,595 | Yes |

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

All actions were implemented as planned with the exception of the increase in funding to the pupil engagement and outreach support. We have had a significant drop in student attendance and our chronic absenteeism rate skyrocketed during COVID which has required more time and support in reengagement actions.

## Overall Analysis

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

One of the consequences of school closure and distance learning is that for some students education seemed to be optional. We had students that would show up for attendance only, but often had challenges participating in all instructional requirements throughout the day and often were not competing assignments. For our new LCAP we know that we need to make instructionally sound decisions of

identifying essential standards, curriculum and instruction to accelerate learning. The creation of a curriculum and instructional coach is a need so that there is focused attention on progress monitoring, data analysis and targeted approach to accelerate learning. We must provide more intervention support both during the school day and after school. Our technology needs for devices and connectivity were identified and covered through other funding sources this past year and so our goals and objectives will be mostly on supporting the classroom instruction and technology maintenance. Student mental health is a priority. More support services in this area and with student and family engagement will need to be addressed within the new LCAP.

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

The district has plans to increase supports in the following areas: Increase designated ELD time and provide more professional development of integrated ELD; more support for the Dual Language Immersion program to accelerate Spanish development; continue with providing a broad course of study in the areas of music, art, STEAM; Hire a math intervention specialist; Provide before and after school academic intervention support; Provide benchmark assessments and progress monitoring programs; addressing student mental health needs with increased counseling and behavior support which in turn improves student achievement.

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.

Substantive differences between the description of actions and services identified as contributing towards meeting increased or improved services and those implemented were previously described in each of the In-person instruction, Distance Learning, Learning Loss and Additional Actions sections, therefore further information is not required per the instructions.

# 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.

Our overall analysis of student achievement, students engagement and student mental health needs, is that these must be the priority goals moving forward in the development of the 2021-2024 LCAP. We have seen a drastic decrease in academic achievement and a substantial increase in mental health needs. There must be a targeted focus on academic supports in both reading and math. This will require more teacher professional development, and the addition of curriculum and instructional coaching. Mental health services need to be principally directed toward for our unduplicated students by creating equitable access for all students who may not have access outside of the school environment due to lack of insurance, lack of funding, lack of transportation or accessibility. The results of COVID-19 have generated numerous challenges and it is clear that our students will need social emotional learning and a strong Multi-Tiered System of Support ( MTSS). Some areas of focus are providing additional counselors and other mental health supports along with an increase in behavior support services. Our parents and other stakeholder groups have shared their input and overwhelmingly agree that it is important to continue support for the continuance of our art, music, Dual Immersion and Science Academy programs as these programs are essential for engaging students. In addition, stakeholders have requested that students have access to more enrichment activities particularly after-school.

# 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 | 790,717.00 | 789,963.00 |
| LCFF Supplemental and Concentration | 36,210.00 | 789,963.00 |
| Supplemental and Concentration | 754,507.00 | 0.00 |

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

| Total Expenditures by Object Type | | |
|---|---|---|
| **Object Type** | **2019-20 Annual Update Budgeted** | **2019-20 Annual Update Actual** |
| All Expenditure Types | 790,717.00 | 789,963.00 |
| 1000-1999: Certificated Personnel Salaries | 312,243.00 | 345,089.00 |
| 2000-2999: Classified Personnel Salaries | 194,466.00 | 206,999.00 |
| 3000-3999: Employee Benefits | 178,787.00 | 162,761.00 |
| 4000-4999: Books And Supplies | 78,421.00 | 42,994.00 |
| 5000-5999: Services And Other Operating Expenditures | 0.00 | 1,512.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 26,800.00 | 30,608.00 |

* 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 | 790,717.00 | 789,963.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental and Concentration | 0.00 | 345,089.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental and Concentration | 312,243.00 | 0.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental and Concentration | 28,182.00 | 206,999.00 |
| 2000-2999: Classified Personnel Salaries | Supplemental and Concentration | 166,284.00 | 0.00 |
| 3000-3999: Employee Benefits | LCFF Supplemental and Concentration | 8,028.00 | 162,761.00 |
| 3000-3999: Employee Benefits | Supplemental and Concentration | 170,759.00 | 0.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental and Concentration | 0.00 | 42,994.00 |
| 4000-4999: Books And Supplies | Supplemental and Concentration | 78,421.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental and Concentration | 0.00 | 1,512.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF Supplemental and Concentration | 0.00 | 30,608.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Supplemental and Concentration | 26,800.00 | 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** | 406,860.00 | 399,788.00 |
| **Goal 2** | 45,456.00 | 47,039.00 |
| **Goal 3** | 160,344.00 | 134,862.00 |
| **Goal 4** | 4,500.00 | 1,016.00 |
| **Goal 6** | 106,003.00 | 92,840.00 |
| **Goal 7** | 67,554.00 | 114,418.00 |

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

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

| Total Expenditures by Offering/Program | | |
|---|---|---|
| **Offering/Program** | **2020-21 Budgeted** | **2020-21 Actual** |
| **In-Person Instructional Offerings** | $105,353.00 | $82,072.00 |
| **Distance Learning Program** | $80,125.00 | $105,043.00 |
| **Pupil Learning Loss** | $15,000.00 | $9,636.00 |
| **Additional Actions and Plan Requirements** | $39,095.00 | $42,999.00 |
| **All Expenditures in Learning Continuity and Attendance Plan** | $239,573.00 | $239,750.00 |

| Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement) | | |
|---|---|---|
| **Offering/Program** | **2020-21 Budgeted** | **2020-21 Actual** |
| **In-Person Instructional Offerings** | $3,000.00 | $2,403.00 |
| **Distance Learning Program** | | |
| **Pupil Learning Loss** | | |
| **Additional Actions and Plan Requirements** | | |
| **All Expenditures in Learning Continuity and Attendance Plan** | $3,000.00 | $2,403.00 |

| Expenditures by Offering/Program (Contributing to Increased/Improved requirement) | | |
|---|---|---|
| **Offering/Program** | **2020-21 Budgeted** | **2020-21 Actual** |
| **In-Person Instructional Offerings** | $102,353.00 | $79,669.00 |
| **Distance Learning Program** | $80,125.00 | $105,043.00 |
| **Pupil Learning Loss** | $15,000.00 | $9,636.00 |
| **Additional Actions and Plan Requirements** | $39,095.00 | $42,999.00 |
| **All Expenditures in Learning Continuity and Attendance Plan** | $236,573.00 | $237,347.00 |