

# 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

Provide for a coherent rigorous curriculum.

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 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            STATE PRIORITY 1 BASIC SERVICES</p> <p>Priority 1A: Teachers appropriately assigned and fully credentialed for assignment.</p> <p>Priority 1B: Pupil access to standards aligned materials.</p> <p>Priority 1C: School Facilities maintained in good repair.</p> <p>STATE PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS</p> <p>Priority 2A: Implementation of CA academic and performance standards.</p> <p>Priority 2B: Programs/services that enable ELs to access CCSS and ELD content knowledge and EL proficiency.</p>	<p>STATE PRIORITY 1 BASIC SERVICES</p> <p>Priority 1A: 95% of the teachers are appropriately assigned and fully credentialed in the grades/subject area(s) they are assigned to teach. Socio-economically disadvantaged and minority students are not taught at disproportionate rates than non-poor and non-minority students by inexperienced, out-of-field, or ineffective teachers.</p> <p>Priority 1B: All students have access to and use standards-aligned instructional materials for all content areas. English learners, students with disabilities, and students receiving intervention services have appropriate and sufficient materials to support their learning. 100% compliance on Williams.</p> <p>Priority 1C: Schools meet state and federal standards for safety, cleanliness, and adequacy, including facilities that are in good repair and receive regular maintenance. Processes exist, are understood, and well-implemented to actively track and respond to deficiencies, which may include directing funding to purchase, hire, and/or contract for assistance. Lakeside School and Suburu School facilities ratings are in Good Repair.</p>

Expected	Actual
<p>STATE PRIORITY 7 COURSE ACCESS</p> <p>Priority 7A: Extent to which pupils have access to a broad course of study.</p> <p>Priority 7B: Extent to which pupils have access to and are enrolled in services for unduplicated pupils.</p> <p>Priority 7C: Extent to which pupils have access to and are enrolled in services for pupils with exceptional needs.</p>	<p>STATE PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS</p> <p>Priority 2A: 100% full implementation of all state content and performance standards for all pupils. Teachers use instructional strategies and materials designed to address the academic, cultural, social, physical, and emotional well-being of all students including English learners, socioeconomically disadvantaged students, students with exceptional needs, as well as homeless and foster youth; as measured by administrative classroom observations. English learners have full access to an intellectually rich and comprehensive curricula, via appropriately designed instruction.</p>
<p><b>19-20</b></p> <p>STATE PRIORITY 1 BASIC SERVICES</p> <p>Priority 1A: Strive for 100% of teachers appropriately assigned and fully credentialed.</p> <p>Priority 1B: Maintain student access to instructional materials: 100% compliance with Williams Act.</p> <p>Priority 1C: Strive for Lakeside and Suburu School Facilities rating of Exemplary Repair.</p>	<p>Priority 2B: 100% of EL students receive daily instruction in designated and integrated ELD in all content areas. The CA ELD standards are substantially implemented. English learners have full access to a comprehensive curricula, via appropriately designed instruction. To foster steady and accelerated progress, EL programs and services successfully enable ELs to access student content and English language development (ELD) standards for purposes of gaining academic content knowledge and English language proficiency: as measured by administrative classroom observations.</p>
<p>STATE PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS (determined by the Academic Program Survey Tool)</p> <p>Priority 2A: Maintain expected level of 100% full implementation of all state content and performance standards for all pupils.</p>	<p>STATE PRIORITY 7 COURSE ACCESS</p> <p>Priority 7A: 100% of students that have access to a broad course of study offered by district. Programs and services supporting access to and enrollment in a broad course of study are developed and provided to students in grades 1 – 8 that account for the needs of individual students, including unduplicated students (i.e. English learners, low-income students, and foster youth) and students with exceptional needs.</p>

Expected	Actual
<p>Priority 2B: 100% of EL students will receive daily instruction in designated and integrated ELD in all content areas. The CA ELD standards will be fully implemented.</p> <p>STATE PRIORITY 7 COURSE ACCESS</p> <p>Priority 7A: Maintain 100% of students that have access to a broad course of study offered by and district.</p> <p>Priority 7B: Maintain 100% of unduplicated pupils that are provided with programs and services based on state standards and student needs as indicated by local assessments.</p> <p>Priority 7C: 100% of students with exceptional needs are provided programs and services that are based on IEP, state standards, and student needs as indicated by local assessments.</p>	<p>Priority 7B: 100% of unduplicated pupils that are provided with programs and services based on state standards and student needs as indicated by local assessments.</p> <p>Priority 7C: 100% of students with exceptional needs are provided programs and services that are based on IEP, state standards, and student needs as indicated by local assessments.</p>
<p><b>Baseline</b></p> <p>STATE PRIORITY 1 BASIC SERVICES</p> <p>Priority 1A: 95% of teachers are appropriately assigned and fully credentialed for assignment.</p> <p>Priority 1B: 100% of pupils have access to standards aligned materials.</p> <p>Priority 1C: Overall rating is Good for Lakeside, Exemplary for Suburu</p>	
<p>STATE PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS</p>	

Expected	Actual
<p>Priority 2A: 100% Implementation of CA academic and performance standards.</p> <p>Priority 2B: Programs/services that enable ELs to access CCSS and ELD content knowledge and EL proficiency.</p> <p>STATE PRIORITY 7 COURSE ACCESS</p> <p>Priority 7A: 100% of pupils have access to a broad course of study.</p> <p>Priority 7B: 100% of pupils have access to and are enrolled in services for unduplicated pupils.</p> <p>Priority 7C: 100% of pupils have access to and are enrolled in services for pupils with exceptional needs.</p>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase and implement state adopted standards-based CCSS instructional materials (textbooks, supplemental, consumables, etc.) in ELA/ELD, math, and NGSS if available, so all students have access to instructional materials and can meet grade level standards.	Instructional Materials 4000-4999: Books And Supplies Base \$120,000	Instructional Materials 4000-4999: Books And Supplies LCFF Base \$130,000
Provide ongoing professional development support for the the Common Core State Standards in ELA and math, and history-social science and science. This action will target low income students, foster youth, and English learners who may be lacking academic skills in order to improve student achievement.	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$50,000	Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$50,000
Provide differentiated professional learning on strengthening PLCs; emphasizing student data analysis for low income, foster youth, and Els.	Professional Development 5800: Professional/Consulting Services And Operating Expenditures	Professional Development 5800: Professional/Consulting Services And Operating Expenditures

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Differentiation will be used to attend to the learning needs of a particular student or small group of students rather than the more typical pattern of teaching the class as though all individuals in it were basically alike. The goal of a differentiated classroom is maximum student growth and individual success, particularly for unduplicated students.</p>	<p>Supplemental and Concentration \$20,000</p>	<p>LCFF Supplemental and Concentration \$20,000</p>
<p>Strive to maintain ten TK-3 teachers at a class size of 24:1. This service supports instructional strategies that allow for more individual attention for low income, foster youth, and English learners, so they can meet grade level expectations (CBA).</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$820,000</p> <p>Certificated Health and Welfare 3000-3999: Employee Benefits Supplemental and Concentration \$322,000</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$820,000</p> <p>Certificated Health and Welfare 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$322,000</p>
<p>Provide for Teacher Induction Program through the COE, as a means for preliminary credentialed teachers to fulfill requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist credentials. This action will provide all students with high quality teachers which will improve student achievement.</p>	<p>Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Base \$20,000</p>	<p>Contracted Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$22,000</p>
<p>Maintain a Computer Teacher/Technician at each site for additional use of technology with an emphasis to support low income, foster youth, and English Learners that may not have access to internet or wi-fi.</p> <p>Ended</p> <p>Due to the district possibly not meeting the required 3% budget reserves, and not having a positive budget certification for the multi-year projection, the district choose to eliminate two Technology Teacher positions.</p>	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$138,000</p> <p>Certificated Health and Welfare 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$60,000</p>	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0</p> <p>Certificated Health and Welfare 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0</p>
<p>Expand and support wireless network to accommodate technological devices, to provide for all students, but especially those who would not have access to wi-fi at home, with the intent to improve student achievement.</p>	<p>Contracted Services 5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Contracted Services 5800: Professional/Consulting Services And Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration \$75,000	LCFF Supplemental and Concentration \$75,000
Continue to maintain and provide for fine arts music program that enhances ELA and math skills for all students.	Certificated Salary 1000-1999: Certificated Personnel Salaries Base \$90,800  Certificated Health and Welfare 3000-3999: Employee Benefits Base \$36,000  Equipment 4000-4999: Books And Supplies Base \$10,000	Certificated Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$61,260  Certificated Health and Welfare 3000-3999: Employee Benefits LCFF Base \$29,600  Equipment 4000-4999: Books And Supplies LCFF Base \$8,000
Maintain five Special Education Teacher(s) hired in previous years to teach various subjects, such as reading, writing, and math, to students with mild and moderate disabilities. Continued implementation of this action will improve student achievement for Special Education students.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Special Education \$370,000  Certificated Health and Welfare 3000-3999: Employee Benefits Special Education \$180,000	Certificated Salaries 1000-1999: Certificated Personnel Salaries Special Education \$370,000  Certificated Health and Welfare 3000-3999: Employee Benefits Special Education \$180,000
For at-risk students, giving priority to socio-economically disadvantaged, foster youth, and ELs who are Special Education students: provide extended learning through Extended School Year (ESY). Providing ESY will improve academic skills and prepare them for the next grade level.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,500  Certificated Health and Welfare 3000-3999: Employee Benefits Supplemental and Concentration \$450  Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,700  Classified Health and Welfare 3000-3999: Employee Benefits Supplemental and Concentration \$250	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0  Certificated Health and Welfare 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0  Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$0  Classified Health and Welfare 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement a Standards-Based STEM Learning System (web-based) for Engineering, Science, and Technology Education classrooms, grades 7 and 8, with emphasis of engaging low income, foster youth, and English Learners. Continued implementation will enable students to extend grade level standards.	Curriculum and Materials 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,000	Curriculum and Materials 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,000
Improve and/or maintain school facilities. Ensure that all schools are modernized, safe, clean, and in good repair. Maintain a multi-year plan enhance facilities in order to foster academic achievement. Maintaining safe facilities will improve student achievement.	Facilities 5800: Professional/Consulting Services And Operating Expenditures Base \$1,500,000	Facilities 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$150,000

## Goal Analysis

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

Action 8 Continue to maintain and provide for fine arts music program that enhances ELA and math skills for all students was not implemented (\$136,800). The Music/Band teacher resigned effective June 30, 2020, and due to the uncertainty of the pandemic and the means to provide music instruction, the district decided not to fill this vacancy.

Action 10 Provide extended learning through Extended School Year (ESY) Special Education students was partially implemented (\$6,495).

The funds for these Actions were redirected toward purchasing needed Chromebooks and hotspots to support students, particularly for low-income, English learner, or foster youth students and families to mitigate the impacts of COVID-19.

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

Using available state and local data, and stakeholder feedback, the overall effectiveness of the Actions and Services were deemed to be effective and having a positive impact on students, with the exception of Action 8 which was not implement, and described above.

### SUCESSESS

- With the exception of Actions 8 and 10, the overall effectiveness of the Actions since the onset of the pandemic are deemed to have been effective; having a positive impact on students.
- At the beginning of the school year, the expansion and support of a wireless network that supports all students was a challenge, but as time passed it evolved to become a success. During the first days of school the district struggled to provide



hotspots for wi-fi access for low-income students and families, but within a couple weeks we were able to provide every student with needed technology for distance learning.

- With the unfortunate school closure, our maintenance workers were able to accomplish many facility projects that would have been normally delayed to the summer months.

## CHALLENGES

- Implementing differentiated instruction to attend to the learning needs of specific students is an ongoing challenge. Teachers continue to strive to engage students and provide differentiated instruction for specific students, however, some students were not fully engaged while learning from home.
- Prioritize student learning by accelerating their exposure to grade level appropriate content so students can get back to grade level. This won't happen in one year, but will remain our primary goal.
- Students will enter school with more variability in their academic skills. We need to consider ways to further differentiate instruction or provide opportunities for individualized learning.

## Goal 2

Provide for increased student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                               Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            STATE PRIORITY 4 PUPIL ACHIEVEMENT</p> <p>Priority 4A: Statewide assessments            CAASPP ELA            CAASPP Mathematics            CAASPP Science            History-Soc Sci. is embedded in ELA</p> <p>Priority 4B: API - N/A</p> <p>Priority 4C: a-g requirements - N/A</p> <p>Priority 4D: Percentage of EL pupils making progress toward English proficiency</p> <p>Priority 4E: EL reclassification rate</p> <p>Priority 4F: Passed AP exam - N/A</p> <p>Priority 4G: EAP - N/A</p>	<p>Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. Data That Cannot Be Reported:</p> <ul style="list-style-type: none"> <li>• Academic Indicator: No reports due to suspension of California’s English language arts and mathematic assessments.</li> <li>• English Learner Progress Indicator: No reports due to the suspension of the English Language Proficiency Assessments for California (ELPAC) assessments.</li> </ul> <p>Subsequently, the district is utilizing 2019 Dashboard data and CAASPP Test Results data, which are the most recent available data.</p> <p>STATE PRIORITY 4 PUPIL ACHIEVEMENT</p> <p>Priority 4A: Statewide assessments            CA School Dashboard Results 2019            ELA Assessment for all students in the Orange performance band. Maintained -1.9 points.            Math Assessment for all students in the Yellow performance band. Increased 6.5 points.            CAASPP ELA/Literacy overall percentage of students who met or exceed standards declined from 51% to 48.75%            CAASPP Math overall percentage of students who met or exceed</p>

Expected	Actual
<p>STATE PRIORITY 8 PUPIL OUTCOMES</p> <p>Priority 8A: Physical Fitness Results for 5th and 7th grade.</p> <p><b>19-20</b></p> <p>STATE PRIORITY 4 PUPIL ACHIEVEMENT</p> <p>Priority 4A: Statewide assessments</p> <p>CA School Dashboard: both the ELA and Math Assessment Reports for all students will increase from the Yellow to Green Performance Band.</p> <p>CAASPP ELA/Literacy overall percentage of students who meet or exceed standards will increase from 51% to 55%.</p> <p>CAASPP Math overall percentage of students who meet or exceed standards will increase from 31% to 35%.</p> <p>CAASPP CAST 5th &amp; 8th Grade overall percentage of students who are Standard Met (Level 3) and Standard Exceeded (Level 4) will be 55% to 60%.</p> <p>History-Soc Sci. is embedded in ELA</p> <p>Priority 4B: API - N/A</p> <p>Priority 4C: a-g requirements - N/A</p> <p>Priority 4D: CA School Dashboard, English Learner Progress. English Language Proficiency for CA Results: 45% Level 4 - Well Developed. 35% Level 3 - Moderately Developed.</p> <p>Priority E: Strive for EI reclassification rate of 50%.</p>	<p>standards increased from 31% to 32.68%.</p> <p>CAASPP CAST 5th Grade overall percentage of students who met or exceed standards was 18.35%. 8th Grade was 35.90%</p> <p>History-Soc Sci. is embedded in ELA/Literacy.</p> <p>Priority 4B: Academic Performance Index. N/A for a K-8 district.</p> <p>Priority 4C: Successfully complete A-G courses: N/A for a K-8 district</p> <p>Priority 4D: CA School Dashboard 2019, English Learner Progress: 53.9% making progress towards English language proficiency. Performance level medium. 45% Level 4 - Well Developed. 35% Level 3 - Moderately Developed. In 2019 the CA School Dashboard changed how they report Student English Language Acquisition Results. Subsequently, the following actual data is different from the expected metrics of 2019-20.            ELs who decreased at least one ELPI Level 15.6%            ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H 30.4%            ELs who maintained ELPI Level 4 5.2%            ELs who progressed at least one ELPI Level 48.6%</p> <p>Priority 4E: EI reclassification rate 16.5% (Data Quest)</p> <p>Priority 4F: Passed AP exam: N/A for a K-8 district</p> <p>Priority 4G: Early Assessment Program: N/A for a K-8 district</p> <p>STATE PRIORITY 8 PUPIL OUTCOMES</p> <p>Priority 8A: Physical Fitness Results 2019 (Data Quest) 5th Grade</p>

Expected	Actual
Priority 4F: Passed AP exam - N/A	Aerobic Capacity 35.9%
Priority 4G: EAP - N/A	Body Composition 55.7%
	Abdominal Strength 75.6%
	Trunk Strength 96.9%
	Upper Body Strength 61.8%
	Flexibility 75.6%
STATE PRIORITY 8 PUPIL OUTCOMES	7th Grade
Priority 8A: Physical Fitness Results	Aerobic Capacity 39.50%
Maintain minimum performance of 98% for 5th and 7th grade.	Body Composition 45.3%
5th Grade	Abdominal Strength 89.0%
Aerobic Activity 70.0%	Trunk Strength 93.6%
Body Composition 70.0%	Upper Body Strength 52.3%
Abdominal Strength 98.0%	Flexibility 66.3%
Trunk Strength 98.0%	
Upper Body Strength 75.0%	
Flexibility 85.0%	
7th Grade	
Aerobic Activity 60.0%	
Body Composition 65.0%	
Abdominal Strength 98.0%	
Trunk Strength 98.0%	
Upper Body Strength 75.0%	
Flexibility 85.0%	
<b>Baseline</b>	
STATE PRIORITY 4 PUPIL ACHIEVEMENT	
Priority 4A: Statewide assessments	
CA School Dashboard: both the ELA and Math Assessment Report for all students is in the Yellow Performance Band.	

Expected	Actual
<p>CAASPP ELA/Literacy overall percentage of students who meet or exceed standards is 36%.</p> <p>CAASPP Math overall percentage of students who meet or exceed standards is 21%.</p> <p>CAASPP CA Science Test (CAST) Pilot Test for 5th and 8th Grade. No results reported.</p> <p>History-Soc Sci. is embedded in ELA</p> <p>Priority 4B: API - N/A</p> <p>Priority 4C: a-g requirements - N/A</p> <p>Priority 4D: AMAO I. The percentage of ELs Making Annual progress in Learning English will increase from 60% to 65%.</p> <p>Priority 4E: The EI reclassification rate is 41.9%.</p> <p>Priority 4F: Passed AP exam - N/A</p> <p>Priority 4G: EAP - N/A</p>	
<p><b>STATE PRIORITY 8 PUPIL OUTCOMES</b></p> <p>Priority 8A: Physical Fitness Results</p> <p>5th Grade</p> <p>Aerobic Activity 96.4%</p> <p>Body Composition 97.6%</p> <p>Abdominal Strength 98.2%</p>	

Expected	Actual
<p>Trunk Strength 98.2% Upper Body Strength 97.0% Flexibility 99.4%</p> <p>7th Grade Aerobic Activity 97.0% Body Composition 98.2% Abdominal Strength 94.3% Trunk Strength 98.2% Upper Body Strength 97.0% Flexibility 99.4%</p>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide instructional materials (supplemental, consumables) including ELD materials. This Action will provide for all students, but especially to improve low income, foster youth, and English learners literacy outcomes.</p>	<p>Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$30,000</p>	<p>Instructional Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$30,000</p>
<p>Maintain an English Language Development Coordinator, Teacher, and Instructional Aide targeting Long-Term English Learners, monitor academic progress for Redesignated fluent English proficient students, coordinate Migrant Education supplemental programs, and provide services as needed. This action will assist EL students who may lack academic skills, and help them meet grade level standards.</p>	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$170,000</p> <p>Certificated Health and Welfare 3000-3999: Employee Benefits Supplemental and Concentration \$70,000</p> <p>Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$28,000</p> <p>Classified Health and Welfare 3000-3999: Employee Benefits</p>	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$170,000</p> <p>Certificated Health and Welfare 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$70,000</p> <p>Classified Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$28,000</p> <p>Classified Health and Welfare 3000-3999: Employee Benefits</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration \$7,800	LCFF Supplemental and Concentration \$7,800
<p>Hire one Teacher on Special Assignment or Director of Academic Programs to implement education programs and provide coaching, with the overall intent to improve student achievement.</p> <p>Functions of this position include: plans, organizes, implements, and evaluates District education programs, and related programs in accordance with federal and state laws, regulations, and District policies and procedures.</p> <p>Consults with site administrators and District staff to provide support and technical assistance on matters related to District academic programs and services, including programs of instruction designed to maximize student achievement.</p> <p>Provide training, coaching, and support for teachers in reading and/or math methodologies, and instructional strategies; may assist teachers in literacy and early intervention strategies.</p>	<p>Teacher Partner/Coaching 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$84,000</p> <p>Certificated Health and Welfare 3000-3999: Employee Benefits Supplemental and Concentration \$35,000</p>	<p>Teacher Partner/Coaching 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0</p> <p>Certificated Health and Welfare 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0</p>
<p>Hire one additional, for a total of two Intervention Specialists to provide support services for students not working at grade level in ELA and/or math, and facilitate the development of an intervention program that includes universal screening.</p> <p>Functions of this position include working with individuals to diagnose the nature of a student's learning challenge; then prescribe instruction that meets the needs of the student. The specialist will provide a variety of instructional resources and strategies, and refer children to professional personnel for specialized services if needed.</p>	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$170,000</p> <p>Certificated Health and Welfare 3000-3999: Employee Benefits Supplemental and Concentration \$68,000</p>	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0</p> <p>Certificated Health and Welfare 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0</p>
<p>Provide for after-school Targeted Intervention supports in ELA and math for all students, with emphasis on low income, foster youth, and English</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>learners not working at grade level. Supports may include teacher or instructional aide salaries, consumables and supplemental material.</p>	<p>Supplemental and Concentration \$6,000</p> <p>Certificated Health and Welfare 3000-3999: Employee Benefits Supplemental and Concentration \$1,000</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4,000</p> <p>Classified Health and Welfare 3000-3999: Employee Benefits Supplemental and Concentration \$500</p> <p>Materials 4000-4999: Books And Supplies Supplemental and Concentration \$2,000</p>	<p>LCFF Supplemental and Concentration \$6,000</p> <p>Certificated Health and Welfare 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,000</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$4,000</p> <p>Classified Health and Welfare 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$500</p> <p>Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,000</p>
<p>Maintain a data management system to analyze student assessment data. Data management tools will be used to break down student data and inform instruction.</p> <p>The system will help create, upload, and administer standards-based assessments at the teacher, district, or state level.</p> <p>Assessment results can be received immediately and use data for flexible grouping of students, Response to Intervention (RtI) protocol, and judging how to pace and plan lessons. Instant formative feedback can be used mid-lesson to ascertain lesson plan success and inform next steps.</p>	<p>Student Data Analysis Management System 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,400</p>	<p>Student Data Analysis Management System 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$7,400</p>
<p>Educational technology access will be supported by providing all low income, foster youth, and English Learners with digital resources such as chromebooks. Promote home to school technology using Google Apps.</p>	<p>Technology Access 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$70,000</p>	<p>Technology Access 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$70,000</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Maintain a Director of Special Education to provide services to students with IEPs, 504s, home and hospital students, other students with specialized needs and/or at-risk behaviors. This position is essential in providing services that are principally directed toward unduplicated pupils, and are intended to go above and beyond what is provided for not only Special Education students, but for all students.</p> <p>Essential functions of this position include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Supervising the nurse, psychologists, counselor, and other student support services staff to assure coordination of services delivered to unduplicated students.</li> <li>• Implement and monitor programs such as restorative justice, Positive Behavior Interventions and Supports, and Multi-Tiered System of Supports.</li> <li>• Coordinates the actions and activities of other agencies that collaborate with the schools of the district in support of student learning.</li> <li>• Serves as the Foster Youth Liaison for the district.</li> <li>• Monitors student records, and assures compliance for special education programs in support of educational programs.</li> </ul>	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$110,000</p> <p>Certificated Health and Welfare 3000-3999: Employee Benefits Supplemental and Concentration \$48,000</p>	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$110,000</p> <p>Certificated Health and Welfare 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$48,000</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.

The following Actions were not implemented:

Action 3 Hire a Teacher on Special Assignment or Director of Academic Programs (\$119,000).

Action 4 Hire one additional, for a total of two Intervention Specialists (\$238,000).

Action 5: Provide for after-school Targeted Intervention supports in ELA and math for all students (\$13,500). Due to the Covid-19 pandemic, the district implemented a 100% distance learning schedule for all students at the beginning of the year; then moved to a hybrid instructional model in the winter and for the remainder of the year. Teachers taught in virtual classrooms via Zoom in the mornings and afternoons, and were available for office hours in the afternoons. During office hours, teachers met with small groups

and individual students to provide needed extra support. By the end of the regular school day, both students and teachers were wary of on-line learning. Additionally, students were on electronic devices for several hours per day, exceeding healthy screen time guidelines recommended by The American Academy of Pediatrics'. For these reasons, Action 5 was not implemented.

The total funds that were budgeted for Actions 3, 4, and 5 (\$370,000) were used to purchase needed Chromebooks and hotspots to support students, including low-income, English learner, or foster youth students and families to mitigate the impacts of COVID-19. In addition, funds were used for purchasing laptops, speakers, monitors, cameras, and Windows 10 computers to support teachers during distance learning.

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

Using available state and local data, and stakeholder feedback, the overall effectiveness of the Actions and Services were deemed effective and having a positive impact on students. However, Actions 3, 4, 5 were not implemented, and described above.

#### SUCESSESS

- Due to Covid-19, and subsequent distance learning, school staff was able to continue to provide for English Language Development services for English learners. Teachers continued to assist EL students who lack academic skills, and help them meet grade level standards.
- The district was able to provide all students with educational technology such as Chromebooks and hotspots for wi-fi access so students could use Google Apps and Canvas, our learning management system. This is especially true for low-income and foster youth students and families.

#### CHALLENGES

- The district continues to strive to provide services students with IEPs and 504s with specialized needs and/or at-risk behaviors, particularly for unduplicated pupils. Engaging students and scheduling IEP meetings while distance learning is a struggle for parents and staff.

## Goal 3

Provide for engaging and nurturing environments that are safe, healthy, and conducive to learning.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            STATE PRIORITY 3 PARENTAL INVOLVEMENT</p> <p>Priority 3A: Efforts to seek parent input in making decisions for district and school sites.</p> <p>Priority 3B: How district promotes participation of parents of unduplicated pupils.</p> <p>Priority 3C: How district promotes participation of parents for pupils with exceptional needs.</p> <p>STATE PRIORITY 5 PUPIL ENGAGEMENT            Priority 5A: School attendance rates</p> <p>Priority 5B: Chronic absenteeism rates</p> <p>Priority 5C: Middle school dropout rates</p> <p>Priority 5D: High Sch. dropout rates - N/A</p>	<p>Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. Data That Cannot Be Reported:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism Rate: No reports due to the determination by the CDE that the data are not valid and reliable for the 2019–20 academic year. This is due to the manner in which absenteeism data are collected in the California Longitudinal Pupil Achievement Data System (CALPADS) that impacts the integrity of the data and related calculations for any period of time other than the full academic year.</li> <li>Absenteeism Reason: No reports due to the determination by the CDE that the data are not valid and reliable for the 2019–20 academic year. This is due to the manner in which absenteeism data are collected in the California Longitudinal Pupil Achievement Data System (CALPADS) that impacts the integrity of the data and related calculations for any period of time other than the full academic year.</li> </ul> <p>STATE PRIORITY 3 PARENTAL INVOLVEMENT</p>

Expected	Actual
<p>Priority 5E: High Sch. grad. rates - N/A</p> <p>STATE PRIORITY 6 SCHOOL CLIMATE</p> <p>Priority 6A: Pupil suspension rates</p> <p>Priority 6B: Pupil expulsion rates</p> <p>Priority 6C: Student, parent, staff surveys of sense of safety and school connectedness.</p>	<p>Priority 3A: Efforts to seek parent input in making decisions for district and school sites. All parents were solicited to participate in and learn about district and school plans, programs and activities, and to provide input into decision-making for the district and each individual school site. These programs and activities are for unduplicated pupils and individuals with exceptional needs. The intent is to improve student outcomes for all students, including unduplicated students and those from every subgroup (economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency, etc.) Involvement efforts included, but were not limited to telephone, email, text, website postings, online surveys, mailings and flyers sent to parents of ELs, low income, foster youth, and students with disabilities; District Parent Advisory Committee meetings, DELAC meetings, and SSC meetings. The district estimates parent/guardian/community engagement of 10%, evidenced by the number of participants involved surveys, Booster Club, PTC, DAC, Open House, and other school functions.</p>
<p><b>19-20</b></p> <p>STATE PRIORITY 3 PARENTAL INVOLVEMENT</p> <p>The district will continue to promote parental participation in programs for unduplicated pupils and those with exceptional needs. Involvement efforts, include but are not limited to parents of ELs, low income, foster youth, and students with disabilities, and include at least one District Parent Advisory Committee meeting and DELAC meeting; at least three SSC meetings at each site; District Advisory Committee meetings; website postings; online surveys; mailings and flyers.</p> <p>Priority 3A: 20% parents in the district participate in Booster Club, PTA, DAC, Open House, and other school functions.</p> <p>Priority 3B: 54% involvement in ELAC/DELAC. 84% of parents will attend EL Redesignation meetings.</p> <p>Priority 3C: 100% of parents of students with exceptional needs will attend and participate in scheduled annual, initial, triennial, or</p>	<p>Priority 3B: Estimate 5% involvement in ELAC/DELAC. Approximately 75% of parents attended EL Redesignation meetings.</p> <p>Priority 3C: Estimate 95-100% of parents of students with exceptional needs attended and participated in scheduled annual, initial, triennial, or as needed basis IEP meetings. 95-100% of parents of students on 504s attended scheduled meetings.</p> <p>STATE PRIORITY 5 PUPIL ENGAGEMENT</p> <p>The district continued to work to eliminate or reduce barriers to regular school attendance, including mental health, chronic illness, and transportation barriers.</p>

Expected	Actual
<p>as needed basis IEP meetings. 100% of parents of students on 504s will attend scheduled meetings.</p>	<p>Priority 5A: Average Daily Attendance Rates [Ref. Student Information System]</p>
<p>STATE PRIORITY 5 PUPIL ENGAGEMENT Priority 5A: 95% School attendance rates</p>	<p>All students: 86.2% English Learners: 87.7% Low Income: 84.1% Foster Youth: 99% Special Education: 87.7%</p>
<p>Priority 5B: 12% Chronic absenteeism rates</p>	<p>Priority 5B: Chronic absenteeism rate for all is 10%. [Ref. Kern Integrated Data Systems]]</p>
<p>Priority 5C: 0% Middle sch. dropout rates</p>	<p>Priority 5C: Middle school dropout rate is 0%.</p>
<p>Priority 5D: High Sch. dropout rates - N/A</p>	<p>Priority 5D: High school dropout rate: N/A for a K-8 district</p>
<p>Priority 5E: High Sch. grad. rates - N/A</p>	<p>Priority 5E: High school graduation rate: N/A for a K-8 district</p>
<p>STATE PRIORITY 6 SCHOOL CLIMATE</p>	<p>STATE PRIORITY 6 SCHOOL CLIMATE</p>
<p>Priority 6A: 2.0% Pupil suspension rates</p>	<p>The district offers a student centered commitment that meets the cognitive, social, emotional and physical needs of students and fosters the competencies that contribute to success to school and life. A positive learning and teaching environment promotes caring, trusting, and respectful relationships among students, staff, parents and families. All schools offers a sense of order and safety grounded in clearly communicated rules and expectations, fair and equitable discipline, and well-maintained resources and facilities. All students experience supportive, personalized learning conditions and supports that promote mastery of skills and content areas.</p>
<p>Priority 6B: 0% Pupil expulsion rate</p>	<p>Priority 6A: Suspension Rates [CA School Dashboard 2019] All students (Yellow) - Medium Status - Maintained from 2.3% to</p>
<p>Priority 6C: Student, parent, staff surveys of sense of safety and school connectedness. Below are approximate participation rates for taking online surveys: 3rd-8th grade students: 50% Parents/Community: 8% Staff: 50%</p>	
<p><b>Baseline</b> STATE PRIORITY 3 PARENTAL INVOLVEMENT</p>	
<p>The district will continue to promote parental participation in programs for unduplicated pupils and those with exceptional needs. Involvement efforts, include but are not limited to parents</p>	

Expected	Actual
<p>of ELs, low income, foster youth, and students with disabilities, and include at least one District Parent Advisory Committee meeting and DELAC meeting; at least three SSC meetings at each site; District Advisory Committee meetings; website postings; online surveys; mailings and flyers.</p> <p>Priority 3A: 13% parents in the district participated in Booster Club, PTA, DAC, Open House, and other school functions.</p> <p>Priority 3B: 48% involved in ELAC/DELAC. 77% of parents will attend EL Redesignation meetings.</p> <p>Priority 3C: 100% of parents of students with exceptional needs will attend and participate in scheduled annual, initial, triennial, or as needed basis IEP meetings. 100% of parents of students on 504s will attend scheduled meetings.</p>	<p>2.4%</p> <p>African Americans (Red) - Very High - Increased from 5.3% to 10.3%</p> <p>Special Education (Orange) - High Status - Maintained from 4.4% to 4.3%</p> <p>Priority 6B: Expulsion Rate of 0%</p> <p>Priority 6C: Student, parent, staff surveys indicate feeling a sense of safety and school connectedness, and will remain a district focal point. Below are approximate participation rates for taking online surveys: 3rd-8th grade students 40%, Parents/Community 2%, Staff 25%</p>
<p>STATE PRIORITY 5 PUPIL ENGAGEMENT</p> <p>Priority 5A: 95.6% School attendance rates</p> <p>Priority 5B: 9.6% Chronic absenteeism rates</p> <p>Priority 5C: 0% Middle sch. dropout rates</p> <p>Priority 5D: High Sch. dropout rates - N/A</p> <p>Priority 5E: High Sch. grad. rates - N/A</p>	
<p>STATE PRIORITY 6 SCHOOL CLIMATE</p> <p>Priority 6A: 4.4% Pupil suspension rates</p>	

Expected	Actual
<p>Priority 6B: 0% Pupil expulsion rate</p> <p>Priority 6C: Student, parent, staff surveys of sense of safety and school connectedness. Below are approximate participation rates for taking online surveys:            4th-8th grade students: 34%            Parents/Community: 0.6%            Staff: increase from 70%</p>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Solicit students, parents, staff, and community input through all available forms of communication (surveys, meetings, and events) for recommendations to improve/increase services for all students, including English learners, low income, and foster youth.</p>	<p>Student and Parent Engagement 5800: Professional/Consulting Services And Operating Expenditures Base \$12,000</p>	<p>Student and Parent Engagement 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$12,000</p>
<p>Maintain a counselor to help students overcome problems that impede learning, assist them in educational and personal adjustment, and guidance with outside counseling services, especially for unduplicated students.</p> <p>Functions of this position include: plan, implement, and evaluate a school counseling and guidance program that includes academic, personal, social and emotional development. Assume an active role in school wide prevention, Positive Behavior Intervention and Supports (PBIS), and Response to Intervention (RTI) strategies.</p> <p>Provide guidance and support to students struggling with school attendance.</p>	<p>Counseling Services 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$81,000</p> <p>Certificated Health and Welfare 3000-3999: Employee Benefits Supplemental and Concentration \$36,000</p>	<p>Counseling Services 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$81,000</p> <p>Certificated Health and Welfare 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$34,000</p>
<p>Continue to implement Positive Behavioral Interventions and Supports (PBIS) in efforts to improve student engagement particularly with low income, foster youth, and Els.</p>	<p>Student Engagement 5000-5999: Services And Other Operating</p>	<p>Student Engagement 5000-5999: Services And Other Operating</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Expenditures Supplemental and Concentration \$5,000	Expenditures LCFF Supplemental and Concentration \$5,000
Maintain/expand an incentive & reward program that promotes school attendance, with emphasis for low income, foster youth, and Els.	Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,000	Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,000
Maintain a used school bus (diesel) to increase attendance to after-school programs, directed toward unduplicated students; low income, foster youth, and Els.	Student Engagement 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$12,000	Student Engagement 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$12,000
<p>Maintain a restorative justice program integrating alternative to suspension strategies, principally directed toward low income and foster youth.</p> <p>Under the umbrella of social/emotional learning, including Positive Behavioral Intervention and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS), is restorative justice, which is interwoven in these approaches</p> <p>Restorative justice is an effective alternative to punitive responses to wrongdoing. It brings together persons harmed with persons responsible for harm in a safe and respectful space, promoting dialogue, accountability, and a stronger sense of community.</p>	<p>Student Engagement 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,000</p> <p>Certificated Health and Welfare 3000-3999: Employee Benefits Supplemental and Concentration \$12,000</p>	<p>Student Engagement 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$50,000</p> <p>Certificated Health and Welfare 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$12,000</p>
<p>Hire a Behavior Specialist to provide leadership in creating suitable educational environment for students with challenging educational and behavioral needs.</p> <p>The Behavior Specialist will assist individuals and groups through the application of positive behavior supports. He/she will coordinate Functional Assessments of Behavior and Behavior Intervention Plans that address students' inappropriate behaviors and provide a means to help the students become more academically successful. The specialist also provides classroom and school-wide behavior management strategies.</p>	<p>Student Engagement 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$85,000</p> <p>Certificated Health and Welfare 3000-3999: Employee Benefits Supplemental and Concentration \$33,000</p>	<p>Student Engagement 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0</p> <p>Certificated Health and Welfare 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Maintain two Psychologists to apply psychoeducational principles and knowledge in the assessment, classification, prevention and treatment/education of children with school-related learning, social and emotional difficulties. This is for all students, including foster youth, low income, and Els.</p>	<p>Student Engagement 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$171,200</p> <p>Certificated Health and Welfare 3000-3999: Employee Benefits Supplemental and Concentration \$74,600</p>	<p>Student Engagement 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$174,600</p> <p>Certificated Health and Welfare 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$70,000</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.

Due to the district's response at the onset of the Covid-19 pandemic in March 2019, Actions 3 and 4 were implemented at varying degrees, depending if students were distance learning or attending school in-person.

Action 3 Continue to implement Positive Behavioral Interventions and Supports (PBIS) in efforts to improve student engagement particularly with low income, foster youth, and Els.

Action 4 Maintain/expand an incentive & reward program that promotes school attendance, with emphasis for low income, foster youth, and Els.

The following Actions were not implemented.

Action 5 Maintain a used school bus (diesel) to increase attendance to after-school programs, directed toward unduplicated students; low income, foster youth, and Els (\$12,000).

Action 7 Hire a Behavior Specialist to provide leadership in creating suitable educational environment for students with challenging educational and behavioral needs (\$118,000).

The total funds that were budgeted for Actions 5 and 7 (\$130,000) were used to purchase needed Chromebooks and hotspots to support students, including low-income, English learner, or foster youth students and families to mitigate the impacts of COVID-19. In addition, funds were used for purchasing laptops, speakers, monitors, cameras, and Windows 10 computers to support teachers during distance learning.

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

Using available state and local data, and stakeholder feedback, the overall effectiveness of the Actions and Services were deemed effective and having a positive impact on students. However, Actions 5 and 7 were not implemented, and described above.

### SUCESSESS

- Our counselor became instrumental with sharing strategies to help teachers focus on those social and emotional needs of their students. The counselor sent weekly emails with social/emotional lessons and strategies teachers can use with their students. These lessons covered a variety of SEL topics like responsibility, kindness, and making good choices.
- Virtual counseling is also available to some students. Face to face interaction was much more effective than phone calls for many students. It's not clear yet what long-term impacts those services are having on students' well-being.
- Empowering and educating parents. While most students were completing all of their learning from home for the majority of this year, the was counselor able to work with some parents to help them come up with strategies to increase their children's academic engagement. So while the counselor is normally focused on working directly with students, this year she was able to spend more time supporting parents and empowering them to support their children at home in the virtual learning environment.

### CHALLENGES

- No in-person interaction with the counselor. While zooms definitely helped, it was harder to develop rapport with students over a screen rather than in person with the counselor.
- Harder for the counselor to monitor progress. While the counselor would contact teachers and parents for input on how the student was progressing in their area of need, it was not the same as being able to personally observe them on campus and monitor their growth/development in the areas of need.
- Student engagement which affects academic performance is a challenge for teachers who struggle with ways to help their students stay engaged and perform well in class while distance learning. Poor academic performance is not just about academics, and there's no clear path combating education loss. Family dynamics and responsibilities during the pandemic also play a big part in a student's success. Efforts are underway to repair some of the emotional toll on students as well, especially for socioeconomically disadvantaged, English learners, and students with disabilities.

# 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
Sanitizing stations [District-wide]	\$1,240	\$1,590	No
Hands free bottle refilling stations [District-wide]	\$20,000	\$0	No
Point of Use water filters at Lakeside School	Procured from State of CA	\$0	No
Plexiglas to separate working stations [District-wide]	\$2,354	\$44,434	No
Medical Supplies (hand sanitizer, thermometers, latex gloves, masks) [District-wide]	\$10,000	\$11,589	No
Head rest couch for student health room at Lakeside School	\$629	\$752	No
Partitions for health room at Lakeside School	\$1,461	\$1,461	No
Signage [District-wide]	\$734	\$365	No
Cleaning Supplies [District-wide]	\$3,061	\$39,253	No
Illuminate Education DNA (Assessments and Instructional Strategies) [District-wide]	\$7,500	\$10,425	No
One school counselor and two school psychologists provide social-emotional support, particularly for English learners, low-income, foster youth, and homeless [District-wide]	\$178,040	\$262,444	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.

At the beginning of the 2020/2021 school year the district partnered with Self-Help Enterprises to apply for the Drinking Water for Schools Grant Program. The program was established for the purpose of improving access to, and the quality of, drinking water in public schools. Through the State Water Board Division of Financial Assistance (DFA), funding is available to eligible applicants for this purpose. The application process was started, but we are still waiting for further guidance from Self Help Enterprises, and we continue to follow-up with them. Therefore, hands free bottle refilling stations and point of use water filters are pending projects at Lakeside School. Expenditures for plexiglass to separate work stations and cleaning supplies are significantly higher than originally budgeted, due both to increased need and a longer duration than originally planned. Expenditures for a school counselor and two psychologists were also underbudgeted.

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

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

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, the following successes and challenges were experienced in implementing in-person instructional offerings in the 2020-21 school year.

### **SUCCESSSES**

- The district successfully dispersed needed PPE for all students and staff for use when they return to in-person instruction.
- Weekly surveillance testing for staff to help keep them safe was implemented.
- Implementing safety protocols to keep all students and staff safe, including but not limited to: physical distancing, requiring masks to be worn, implementing smaller student groups, increased access to hand washing, daily health screenings and temperature checks, and developing an isolation room for anyone showing symptoms of illness.

### **CHALLENGES**

- Writing several safety plans to meet the state's evolving response to the Covid-19 pandemic.
- Meeting the changing program requirements for specialized services and instruction.
- Safety protocol training for all students and staff. Trainings were done virtually.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Canvas - Learning Management System [District-wide]	\$7,885	\$7,885	No
Laptops for Teachers - improve audio/visual for distance learning [District-wide]	\$86,169	\$86,169	No
Hotspots for internet access. (English learners, low income, foster youth, homeless). Unduplicated students may need access to the internet. [District-wide]	Procured from KCSOS	\$14,000	Yes
Cameras for laptops - improve visual quality for distance learning [District-wide]	\$329	\$329	No
Microphones for laptops - improve audio quality for distance learning [District-wide]	\$69	\$69	No
Windows 10 computers (Teacher work stations) - improve internet access for distance learning [District-wide]	\$35,824	\$35,824	No
Extra Duty Pay, Professional Learning for teachers to learn Canvas [District-wide]	\$30,000	\$15,141	No
Extra Duty Pay for office staff to prepare student schedules and help with Chromebook distribution [District-wide]	\$3,600	\$2,684	No
Zoom Meeting Licensing Plan [District-wide]	\$8,000	\$3,588	No
Portable Evaporative Cooler for Lunch Service at Suburu School	\$2,680	\$2,680	No
Licensing for 350 Chromebooks	\$9,126	\$9,126	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.

While the district was able to procure hotspots for internet access from KCSOS, additional hotspots had to be purchased in order to keep up with demand, replacements, and to meet the needs of families with multiple students in the home. Expenditures for extra-duty pay for professional development for teachers and the licensing plan for Zoom meetings were underbudgeted.

## 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.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, the following successes and challenges were experienced in implementing a distance learning program in the 2020-21 school year.

### CONTINUITY OF INSTRUCTION

#### Successes

- Since the beginning of the pandemic, the district has been successful at adjusting to alternative instructional models, including paper packets at the beginning of the pandemic, then transitioning to online distance learning, and currently to an in-person hybrid model.

#### Challenges

- Due to the state's constantly evolving response to COVID-19, writing and updating new safety plans, along with implementing new procedures that impacts nearly all Actions and Services in the LCAP and LCP, has been a challenge.
- Getting teachers to agree to use Canvas, a learning management platform that is specifically designed for distance learning. After several meetings, the teachers understood and agreed that Canvas can be utilized to effectively track student progress.
- Scheduling services for SpEd students. The constantly evolving response to COVID-19 and subsequent changing schedules and procedures has been very challenging for the SpEd department.

### ACCESS TO DEVICES AND CONNECTIVITY

#### Successes

- Every student that wanted a Chromebook received one for online learning.

#### Challenges

- Some Chromebooks broke down, and getting them repaired or replaced took time, which meant the student didn't have access to on-line distance learning.
- Reliable internet and wi-fi service at students' homes.
- Supporting technology for teachers in order to successfully teach online, including providing reliable computers, cameras, and microphones.

### PUPIL PARTICIPATION AND PROGRESS

#### Successes

- Tracking daily live interaction using the CDE Student Engagement form. The district measures participation and time value of work using daily participation with synchronous learning activities while on Zoom, and asynchronous learning while completing assignments in Canvas.
- Student engagement forms shared at PLC meetings so teachers can identify and reach out to students with poor attendance.

### Challenges

- Daily live interaction for those who regularly aren't seen in zoom, when teachers are calling they are finding it more and more difficult to get in touch with families.
- The ability of students to complete assignments for participation until late into the evening; this makes it difficult for teachers to keep on top of attendance.
- Teachers don't have access to the same information in Canvas that administration does (list of all logins with timestamp; teachers only have access to view last login).
- Lack of parental involvement with distance learning.
- Multiple family households make it difficult to engage students when they need to remain muted/ no video in order to keep their classmates from being distracted.
- Lack of student participation in small group/teacher office hours for those who would benefit from interventions.
- Teachers and students continuously modifying daily routines to adhere to a 'new' schedule.
- Confusion as to when a 'new' schedule should be implemented.
- Miscommunications between teachers and parents in regards to schedule changes.
- Difficult to keep parents updated when schedules vary within a grade level or between school sites.

## DISTANCE LEARNING PROFESSIONAL DEVELOPMENT

### Successes

- The district offered many professional development opportunities facilitated through Kern County Superintendent of Schools, focusing on on-line distance learning; including but not limited to Canvas training and analyzing student progress while distance learning.

### Challenges

- All professional development was on-line, which lacked the face-to-face contact that strengthens engagement.

## STAFF ROLES AND RESPONSIBILITIES

### Successes

- Vice principals, bus drivers, and library clerks worked well in adapting to new roles during the district's response to the pandemic. VP's coordinated their school's distribution of Chromebooks, paper, packets and supplemental materials. The job description for bus drivers includes utility worker, therefore, these employees performed predominantly utility worker task. Although some busing was still needed to bring in SpEd students to in-person instruction as required by IDEA.

## Challenges

- Hiring new employees for in-person instruction in a hybrid model. Finding qualified candidates for temporary supervision aides to provide support when students return to school is challenging.

## SUPPORT FOR PUPILS WITH UNIQUE NEEDS

### Successes

- The district has had great success with returning Special Education students to their home campuses and providing services that include mainstream instruction into general education. These student would have otherwise not had access to mainstream classes and would have not had the same opportunity as their general education peers.

### Challenges

- Due to COVID 19 scheduling services for students has become very difficult to provide all of the services that are needed to gain adequate growth.
- With COVID 19, many special education students are limited to receiving live instruction from only their Special Education teacher. In other cases, students are unable to receive in-person services from their Special Education teacher. This dynamic makes it difficult to plan and provide services and still maintain stable groups.
- Although many students are able to excel using video instruction, many others find it difficult to maintain attention without physical prompting that would be available using in person instruction.



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>After School Intervention and other extended learning opportunities based on the needs of students that are struggling, particularly for English learners, low income, foster youth, homeless. [District-wide]</p> <p>Provide for after-school Targeted Intervention supports in ELA and math, with emphasis on English learners, low-income, foster youth, and homeless who are not at grade level.</p>	\$4,500	\$9,000	Yes
<p>Special Education and English Learner Supports [District-wide]</p> <p>Stakeholder feedback voiced a concern for learning loss and the ability to provide appropriate services for our SpEd student group. To address this we will provide time for teachers to collaborate to discuss and solve issues such as: transportation, extended School Year, health and nursing services, classified and certificated staff, school psychologists, instructional materials, testing materials, and equipment.</p>	\$710,000	\$786,816	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.

Due to the Covid-19 pandemic, the district implemented a 100% distance learning schedule for all students at the beginning of the year; then moved to a hybrid instructional model in the winter and for the remainder of the year. Teachers taught in virtual classrooms via Zoom in the mornings and afternoons, and were available for office hours in the afternoons. During office hours, teachers met with small groups and individual students to provide intervention and needed extra support for students that are struggling, particularly for English learners, low income, foster youth, homeless. By the end of the regular school day, both students and teachers were wary of on-line learning. Additionally, students were on electronic devices for several hours per day, exceeding healthy screen time guidelines recommended by The American Academy of Pediatrics'. For these reasons, after school intervention and extended learning opportunities were offered during the months of April and May. Expenditures exceeded budgeted funds both for after school intervention and special education and EL supports.

## 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.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, the following successes and challenges were experienced in implementing Actions related to pupil learning loss in the 2020-21 school year.

### SUCSESSES

- The district had success with returning ELs, low income, foster youth, and Special Education students to their school sites, and providing services that include mainstream instruction into general education. These student would have otherwise not had access to mainstream classes and would have not had the same opportunity as their general education peers.

### CHALLENGES

- Students will be substantially behind, especially in mathematics. Teachers of different grade levels should coordinate in order to determine where to start instruction.
- Prioritize student learning by accelerating their exposure to grade level appropriate content so students can get back to grade level. This won't happen in one year, but will remain our primary goal.
- Students will enter school with more variability in their academic skills. We need to consider ways to further differentiate instruction or provide opportunities for individualized learning; especially for ELs, low income, foster youth, and Special Education students.
- Addressing learning loss was a challenge due to the fact that the administration of assessments did not allow to ensure controlled environments.

The overall the effectiveness of our efforts is yet to be determined. Bringing back students to in-person instruction and scheduling classes was implemented, however, measuring the learning effects of our efforts are yet to be seen.

## 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.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, the following successes and challenges were experienced in implementing Actions for mental health and social and emotional well-being in the 2020-21 school year.

### SUCSESSES

- Sending out weekly Social/Emotional lessons each week. These lessons covered a variety of SEL topics like responsibility, kindness, and making good choices.
- Zoom counseling sessions with students. While we much prefer seeing kids in person, our counselor is able to hold counseling sessions using zoom. She found that this "face to face" interaction was much more effective than phone calls for many students.
- Empowering and educating parents. While most students were completing all of their learning from home for the majority of this year, the counselor able to work with some parents to help them come up with strategies to increase their children's academic engagement. So while the counselor is normally focused on working directly with students, this year she was able to spend more time supporting parents and empowering them to support their children at home in the virtual learning environment.

### CHALLENGES

- No in-person interaction with the counselor. While zooms definitely helped, it was harder to develop rapport with students over a screen rather than in person with the counselor.
- Harder for the counselor to monitor progress. While the counselor would contact teachers and parents for input on how the student was progressing in their area of need, it was not the same as being able to personally observe them on campus and monitor their growth/development in the areas of need.

## 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.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, the following successes and challenges were experienced in implementing pupil and family engagement and outreach in the 2020-21 school year.

### SUCSESSES

- Mass messaging to parents via telephone, email, and text. The district uses Blackboard to send important updates and information so parents and students are kept up-to-date with any new information.

- Students' daily live interaction classes with their teachers via Zoom teleconferencing. This helps to bring some structure and normalcy to students' lives.
- Encouraging good attendance. Daily live interaction that engages students so they feel connected and know that someone notices, in a caring manner, when they miss school.

#### CHALLENGES

- Chronic absenteeism. There are many reasons that some students are not engaged during distance learning, including family dynamics and responsibilities during the pandemic.
- Early outreach to families and students who are missing too many days of school. Without the face to face interaction, it can be difficult to identify students who are missing school due to barriers such as hunger, homelessness, and transportation.

## Analysis of School Nutrition

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

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, the following successes and challenges were experienced in implementing school nutrition in the 2020-21 school year.

#### SUCCESSSES

- Adapting our school nutrition programs' normal operating procedures from in-school to out-of-school students and families. Every family that wanted a meal got one.
- Implementing a Grab and Go model that allows parents to pickup meals for their children, without the child needing to be present.

#### CHALLENGES

- Considering the needs of our staff and families when making decisions about the frequency, timing, and documentation required for food pickup.
- Trying to avoid distributing too many meals to one person by limiting the number of meals that each person can pick up, and by monitoring pickups across several school sites. However, our main priority for distribution is easing families' access to food, and minimizing burden on staff.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

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

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

N/A

## 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.

Several lessons were learned during the pandemic, many through trial and error. The most important lesson learned was how to stay safe and be successful in supporting all stakeholders. It's important to reflect on our practices moving from distance to in-person instruction. It's clear that continued collaboration is needed to support teacher and student success and growth in any setting virtual or in person. The time to review and discuss successes and challenges related to student performance is important to teachers and students. It's also clear that the technology gap, and creating equal opportunities for all students must continue to be addressed moving forward. This will support student academic and social emotional well-being, and boost our efforts to increase communication and outreach with all stakeholders. Attempts to create connections with students, parents, and families must continue to be a priority moving forward. One of the most apparent needs is in the area of mental health and wellbeing. The isolation and sheltering at home have exposed a need for continuing attention in this area. All the aforementioned lessons have been identified as needs, and will be included in the future 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.

Learning loss will continue to be addressed in the 2021-2024 LCAP. We will emphasize initial screening and diagnostic data, as well as monitor progress of students. English learners, low-income, foster youth, as well as students with disabilities will be prioritized for increased support and expanded learning opportunities. Many efforts are in place such as SST's and English Language Development assessments, and others will be implemented including access to technology, tutoring, one on one with teachers, and opportunities for remediation. In support of these efforts, we will continue to offer professional development supporting the use of summative and formative assessments, as well as strategies for in-class opportunities to identify students in need.

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.

Expenditures were significantly higher than originally budgeted for plexiglass, cleaning supplies, and a counselor and two psychologists that provided services to meet increased or improved services for all pupils, particularly unduplicated students, This was due to both increased need and a longer duration than originally planned. Funds for Actions that were under budgeted were used to support distance learning when and where possible - related to each Action.

# 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.

The district's response to the ongoing 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. The goals and actions of the 2021-24 LCAP will support student learning by focusing on a solid curriculum, having a commitment to grade-level teaching, and implementing strategies to engage students.

School closure and current hybrid instructional models have added to the time that most students already spend at home during the summer months without explicit face-to-face instruction from teachers. Teachers are scrambling to adapt content for an online platform and parents are juggling work responsibilities (if not joblessness) with caring for and educating their own children. Students themselves are faced with isolation, anxiety about a deadly virus, and uncertainty about the future. As we plan for the development of the 2021-22 through the 2023/24 LCAP, we will consider the following:

- Students may be substantially behind, especially in mathematics. Teachers of different grade levels should coordinate in order to determine where to start instruction. We'll also need to find ways to assess students early, either formally or informally, to understand exactly where students are academically.
- Students are likely to enter school with more variability in their academic skills than under normal circumstances. Therefore, we should consider ways to further differentiate instruction or provide opportunities for individualized learning.

Lastly, one of the more pressing issues we need to consider is the emotional well-being of our students. Many students may face depression, food insecurity, loss of family income, loss of family members to the coronavirus, and fear of catching the virus themselves. Understanding and addressing these impacts and how best to support students' social and emotional needs after the huge disruption of COVID-19 will be essential.

## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

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



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

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

### **Annual Update**

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Analysis of School Nutrition**

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

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

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

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

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

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

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

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

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



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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	5,310,200.00	3,251,160.00
Base	1,788,800.00	0.00
LCFF Base	0.00	412,860.00
LCFF Supplemental and Concentration	198,000.00	2,288,300.00
Special Education	550,000.00	550,000.00
Supplemental and Concentration	2,773,400.00	0.00

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	5,310,200.00	3,251,160.00
1000-1999: Certificated Personnel Salaries	2,349,500.00	1,842,860.00
2000-2999: Classified Personnel Salaries	34,700.00	32,000.00
3000-3999: Employee Benefits	984,600.00	774,900.00
4000-4999: Books And Supplies	167,000.00	175,000.00
5000-5999: Services And Other Operating Expenditures	97,400.00	97,400.00
5800: Professional/Consulting Services And Operating Expenditures	1,677,000.00	329,000.00

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	5,310,200.00	3,251,160.00
1000-1999: Certificated Personnel Salaries	Base	90,800.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	61,260.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	138,000.00	1,411,600.00
1000-1999: Certificated Personnel Salaries	Special Education	370,000.00	370,000.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	1,750,700.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	32,000.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	34,700.00	0.00
3000-3999: Employee Benefits	Base	36,000.00	0.00
3000-3999: Employee Benefits	LCFF Base	0.00	29,600.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	60,000.00	565,300.00
3000-3999: Employee Benefits	Special Education	180,000.00	180,000.00
3000-3999: Employee Benefits	Supplemental and Concentration	708,600.00	0.00
4000-4999: Books And Supplies	Base	130,000.00	0.00
4000-4999: Books And Supplies	LCFF Base	0.00	138,000.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	37,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	37,000.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	97,400.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	97,400.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	1,532,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	184,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	145,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	145,000.00	0.00

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	3,821,700.00	2,240,860.00
<b>Goal 2</b>	911,700.00	554,700.00
<b>Goal 3</b>	576,800.00	455,600.00

\* 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	\$225,019.00	\$372,313.00
Distance Learning Program	\$183,682.00	\$177,495.00
Pupil Learning Loss	\$714,500.00	\$795,816.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$1,123,201.00</b>	<b>\$1,345,624.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$46,979.00	\$109,869.00
Distance Learning Program	\$183,682.00	\$163,495.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$230,661.00</b>	<b>\$273,364.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$178,040.00	\$262,444.00
Distance Learning Program		\$14,000.00
Pupil Learning Loss	\$714,500.00	\$795,816.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$892,540.00</b>	<b>\$1,072,260.00</b>