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

Weed Elementary School will promote and provide a positive, healthy, safe, and inviting learning environment that encourages student, staff, parent, and community involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Sign in sheets at events. 2. Calendar of events, awards nights, monthly Cub Character awards, aeries quarterly attendance reports, report cards for 4-8th grade students 3. Facilities Inspection Tool 4. Web page and communication binder of notices home. 5. District Williams Reports on Teacher Mis-assignments 6. List of Board Adopted Standards-Aligned Instructional Materials, Quarterly Williams Report 7. Computer inventory will reflect student enrollment and bandwidth report 8. Academic schedule and lesson plans 9. Aeries Attendance Report 10. Aeries suspension data 11. Aeries expulsion data 12. Drop out data 13. Chronic Absenteeism Rate	All information is based on data from August through March due to Covid-19: 1. Opportunities for relationship building and parent involvement at school were provided and promoted. Parent involvement for activities prior to Covid-19, increased to 68% participation rate. Data gathered through community outreach events. 2. Activities promoting Character/Citizenship, attendance, achievement and behavior were provided and promoted. Cub Character referrals increased to 87%, 4-8th Honor Roll decreased by 2% to 56% and Attendance awards increased by 3% to 51%. 3. The annual Facilities Inspection Tool (FIT) was completed in September and resulted in no significant findings. 4. Multiple modes of communication between home and school were used. 5. All teachers were appropriately credentialed and assigned. 6. All students had Common Core State Standards Instructional Materials in English Language Arts , math and science. 7. All students had access to computers with an adequate connection speed to the internet, prior to Covid-19. 8. All students received research-based health/nutrition education and structured physical activity time, prior to Covid-19. 9. Student attendance percentages were 94.75% as an average for the year through six month. 10. School suspension rate was .07% compared with total enrollment.

Expected	Actual
19-20 1. Opportunities for relationship building and parent involvement at school will be provided and promoted. Increase parent involvement to 70% for 2017-2018. 2. Activities promoting Character/Citizenship, attendance, achievement and behavior will be provided and promoted. Increase Cub Character referrals to 85%,; 4-8th Honor Roll 70% , 55% Attendance Awards 3. The annual Facilities Inspection Tool (FIT) will result in no significant findings. 4. Multiple modes of communication between home and school will be used. 5. All teachers will be appropriately credentialed and assigned. 6. All students will have Common Core State Standards Instructional Materials in English Language Arts, math, science and social studies. 7. All students will have access to computers with an adequate connection speed to the internet. 8. All students will receive research-based health/nutrition education and structured physical activity time. 9. Student attendance percentages will be maintained at 94% or more as an average for the year. 10. School suspension rates be 4% or fewer compared with total enrollment. 11. Expulsion rate will be maintained at zero. 12. The middle school drop out rate will be maintained at zero. 13. Chronic Absenteeism Rate will be 15% or less	11. Expulsion rate was maintained at zero. 12. The middle school drop out rate was maintained at zero. 13. Student attendance percentages were 94.75% as an average for the year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Create and update school brochures in both English and Spanish to share in the community and with our parent.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $400	
Multicultural assemblies and school-wide celebrations.	No additional costs $0	No additional costs $0
Follow deferred maintenance plan.	Bathroom Repair; ongoing maintenance. 5000-5999: Services And Other Operating Expenditures LCFF $10,000	
Follow school-wide safety plan.	Valcom system phase 2 5000-5999: Services And Other Operating Expenditures LCFF $10,000	
Provide Community relations outreach events • Science fair • Back to school dinner • Quarterly dessert awards assemblies- split into two groups • Summer staff/family sundae social • Kindergarten Round-Up • Kindergarten Graduation • Volunteer Tea Dessert • Open House dinner • Year end athletic celebration • Boles Fire BBQ	Supplies 4000-4999: Books And Supplies Supplemental and Concentration $2,500	
Continue opportunity class/teacher to improve student achievement and school climate.	Local 10007 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $55,994	Local 10007 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 56624.05

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Local 10007 3000-3999: Employee Benefits Supplemental and Concentration $20,719	Local 10007 3000-3999: Employee Benefits Supplemental and Concentration 21102.20
Employ teachers that are appropriately credentialed and assigned.	No additional costs $0	No additional costs $0
Provide all students with an opportunity to be physically active on a regular basis including at least 200 minutes of research-based physical education every 10 school days.	No additional costs $0	No additional costs $0
Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.	No additional costs $0	No additional costs $0
Employee a School Resource Officer (MOU with local police department)	180 days @ 4 hours @ Local Code 10011 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $35,280	180 days @ 4 hours @ Local Code 10011 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 16823.77
Create and maintain a parent resource page on school web site.	Supplemental and Concentration $250	Supplemental and Concentration
Counselor to provide quarterly workshops for parents	Supplies 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $400	
All staff will participate in Restorative Practice professional development.	All staff will participate in Restorative Practice professional development. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1,275	All staff will participate in Restorative Practice professional development. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $875

Goal Analysis

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

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

Goal 2

Weed Elementary School will provide a broad course of study to reflect individual students' academic and social achievement, enhancing understanding among all students, by providing a diverse educational experience including relevant enrichment activities.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Academic Schedule 2. District Benchmark Assessments 3. District Benchmark Assessments 4. CELDT Scores/ re-designations and EL students who made progress on CELDT/ELPAC 5. Band and choir lists (programs), Academic Schedule 6. CAASPP summative assessments	1. All students, including Low Income, English Learners and Foster Youth, had access to broad courses of study such as art, music, PE, healt, athletics, clubs, college and careers and cooking. 2. According to our Success For All benchmark data 73% of first grade and 72% of second grade students were at grade level in ELA. Other data was not able to be complied due to Covid-19. 3. According to our Success For All benchmark data 73% of first grade and 72% of second grade students were at grade level in ELA. Other data was not able to be complied due to Covid-19. 4. We were unable to compare data on English Learner students due to Covid-19. 5. All students had the opportunity to participate in classroom music, band and/or choir. 6. According to our 2019 CAASPP results: 31.67% of students met or exceed standards in ELA, an improvement from previous year of 2.36% 24.23 % of students met or exceed standards in math, an improvement from previous year of 3.09%

Expected	Actual
19-20 1. All students, including Low Income, English Learners and Foster Youth, will have access to broad courses of study such as art, music, PE, health, athletics, clubs, college and careers and cooking. 2. The percentage of 3rd through 8th grade students who meet standards on district benchmarks: 40% math 48%English language arts 3. The percent of English Learner students will improve by one level on Benchmark Assessment during the year. 82% Math 80% ELA 4. At least 11% of English Learner students will be re-designated Fluent English Proficient. 88% of English Learner students made progress on ELPAC. 5. All students will have opportunities to participate in classroom music, band and/or choir. 6. Students will Improve on the CAASPP summative assessment to: 30% in ELA will meet or exceed standard 31% in Math will meet or exceed standard. 7. According to the California Dashboard 96% of students in Special Education will participate in the CAASPP assessment.	

Expected	Actual
Baseline 1. 100% of students, including Low Income, English Learners and Foster Youth, had access to broad courses of study such as art, music, PE, health, athletics, clubs, college and careers and cooking. 2. The percentage of 3rd through 8th grade students who meet standards on district benchmarks: 43 %math 33 % English language arts. 3. The percent of English Learner students improved by one level on Benchmark Assessment during the year. 58% Math 58% ELA 4. 18% of English Learner students were re-designated Fluent English Proficient. 82% of English Learner students made progress on CELDT/ELPAC. 5. 100% of students had the opportunity to participate in classroom music, band and/or choir. 6. CAASPP 2016 scores were: 24 % in ELA (meet or exceed standard) 18 % in Math (meet or exceed standard)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Full Time Equivalent music teacher	Local 20001 - Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $53,303 Local 20001 - HW & Statutory Benefits 3000-3999: Employee Benefits Supplemental and Concentration $20,132	Local 20001 - Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $53,303.04 Local 20001 - HW & Statutory Benefits 3000-3999: Employee Benefits Supplemental and Concentration $19,661.09
Continue common release time for Professional Learning Communities.	No additional costs $0	No additional costs $0
Keep staff web pages and Aeries grades current.	Supplemental and Concentration $3,000	Supplemental and Concentration
Continue resource teacher assistant time to support struggling learners within classrooms along with supporting special education students on their CAASPP test: 3 Teacher assistants @ 5 hours per day.	Local Code 20004 2000-2999: Classified Personnel Salaries Supplemental and Concentration $43,506 Local Code 20004 3000-3999: Employee Benefits Supplemental and Concentration $27,759	Local Code 20004 2000-2999: Classified Personnel Salaries Supplemental and Concentration $34,940.67 Local Code 20004 3000-3999: Employee Benefits Supplemental and Concentration $13,907.65
Provide quarterly/monthly incentives for academics and attendance.	Monthly incentives for SOM and Cub Character (September-May) Local Code 20005 4000-4999: Books And Supplies Supplemental and Concentration $750	Monthly incentives for SOM and Cub Character (September-May) Local Code 20005 4000-4999: Books And Supplies Supplemental and Concentration $990.27
Sixth grade students to attend French Creek outdoor science camp.	Sixth grade students to attend French Creek outdoor science camp. Local Code 20006 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $5,500	Sixth grade students to attend French Creek outdoor science camp. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $6,454.53

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Employ a Counselor (MOU)	815 hours/service/training Local Code 20007 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $68,000	815 hours/service/training Local Code 20007 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $41,754.46
Support athletics by paying athletic league dues.	League Dues Local Code 20008 5000-5999: Services And Other Operating Expenditures LCFF $750	League Dues Local Code 20008 5000-5999: Services And Other Operating Expenditures LCFF $400
Offer College/Career enrichment courses for students	4000-4999: Books And Supplies Supplemental and Concentration $1,500	
Winter and Spring music performances.	No additional costs $0	No additional costs $0
Quarterly Cub Character activities and monthly awards.	December Cub Character Event 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2,000	
Master schedule will support aide time for students with disabilities to complete CAASPP testing.	No additional costs $0	No additional costs $0
Purchase technology software to support ELA, math and Intervention.	AR, Moby Max and Read Naturally 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $10,000	AR, Moby Max and Read Naturally 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $3,426.88

Goal Analysis

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

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

Goal 3

Weed Elementary School will provide challenging and appropriate educational programs with quality materials to support teacher delivery of engaging, Common Core aligned instructional lessons.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Technology Inventory 2. Professional Development Plan, with sign in sheets 3. Williams Textbook Sufficiency & Lesson Plans 4. Professional Learning Agendas	1. All students, including Low Income, English Learners and Foster Youth, had access to learning with technology. (Chromebooks to every student was available to use at home during Distance Learning Covid-19, 83% were given out) 2. All teachers attended professional development on Restorative Practices, Common Core State Standards, ELD, Truama informed practices and or teaching with technology. 3. All students had Common Core State Standards instructional materials and lessons. 4. All teachers collaborated in lesson design, data analysis, and problem solving.

Expected	Actual
19-20 1. All students, including Low Income, English Learners and Foster Youth, will have access to learning with technology. 2. All teachers will attend professional development on Common Core State Standards and or teaching with technology. 3. All students will have Common Core State Standards instructional materials and lessons. 4. All teachers will collaborate in lesson design, data analysis, and problem solving. **Baseline** 1. 100% of students have access to technology. 2. 100% of teachers attended technology professional development. 3. 100% of students have Common Core State Standards instructional materials and lessons. 4. 100% of teachers collaborate in PLC time.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Success For All Curriculum K-2, 3-5 Benchmarks Curriculum	K-2 ($7,141) 3-5 ($1,750)) Local Code 30001 4000-4999: Books And Supplies LCFF $8,891	K-2 ($7,141) 3-5 ($1,750)) Local Code 30001 4000-4999: Books And Supplies LCFF $8,891
Research and explore NGSS Curriculum	Research and explore NGSS Curriculum Local Code 30001 4000-4999: Books And Supplies LCFF $5,000	Research and explore NGSS Curriculum Local Code 30001 4000-4999: Books And Supplies LCFF $5,000
Maintain and replace student computers and accessories as needed.	Maintain and replace student computers and accessories as needed. Local Code 30001 4000-4999: Books And Supplies Supplemental and Concentration $2,000	Maintain and replace student computers and accessories as needed. Local Code 30001 4000-4999: Books And Supplies Supplemental and Concentration $2,000
Provide high quality professional development for staff.	travel and conference, facilitation of SFA, Local Code 30004 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $32,150	travel and conference, facilitation of SFA, Local Code 30004 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $28,309.22
Provide all students with Common Core State Standards instructional materials and lessons.	No additional costs $0	No additional costs $0
Through Professional Learning Community meetings, staff will collaborate in the areas of social and emotional, academics, discipline and attendance on data.	No additional costs $0	No additional costs $0
Use Title 1 funds to support maintaining average class sizes at 24:1 or less in grades K-3; provide Teachers' Assistant support for those classes	Local Code 30007 1000-1999: Certificated Personnel Salaries Title I $81,676 Local Code 30007 2000-2999: Classified Personnel Salaries Title I $9,491	Local Code 30007 1000-1999: Certificated Personnel Salaries Title I $82,425.85 0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Local Code 30007 3000-3999: Employee Benefits Title I $31,916 County Consortium Contract 5000-5999: Services And Other Operating Expenditures Title I $8,800 Administrative Indirect Costs 7000-7439: Other Outgo Title I $2,693	Local Code 30007 3000-3999: Employee Benefits Title I $29,076.16 County Consortium Contract 5000-5999: Services And Other Operating Expenditures Title I $8,500.00 $0.00
Use Title 2 funds to support maintaining average class sizes at 24:1 or less in grades K-3; provide Teachers' Assistant support for those classes	Use Title 2 funds to support maintaining average class sizes at 24:1 or less in grades K-3; provide Teachers' Assistant support for those classes Local Code 30008 1000-1999: Certificated Personnel Salaries Title II $11,737 Local Code 30008 3000-3999: Employee Benefits Title II $4,057 Indirect 7000-7439: Other Outgo Title II $478	Use Title 2 funds to support maintaining average class sizes at 24:1 or less in grades K-3; provide Teachers' Assistant support for those classes Local Code 30008 1000-1999: Certificated Personnel Salaries Title II $11,737.20 Local Code 30008 3000-3999: Employee Benefits Title II $4,141.42 $0.00
Use Title 5 funds to support maintaining average class sizes at 24:1 or less in grades K-3; provide Teachers' Assistant support for those classes	Local Code 30009 1000-1999: Certificated Personnel Salaries Title V $3,489 Local Code 30009 3000-3999: Employee Benefits Title V $1,271 Indirect 7000-7439: Other Outgo Title V $235	Local Code 30009 1000-1999: Certificated Personnel Salaries Title V $4,092.80 Local Code 30009 3000-3999: Employee Benefits Title V $1,518.73 $0.00
After school tutoring from 2:00-4:00.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $14,325	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Supplemental and Concentration $3,296	
Hire three paraprofessionals for 5 hours a day to support smaller class sizes in K-3.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $42,756 3000-3999: Employee Benefits Supplemental and Concentration $8,500	
Provide 5 hours of EL support to EL students.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $31,909 3000-3999: Employee Benefits Supplemental and Concentration $18,729	
Purchase technology for academic or safety	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $7,000	

Goal Analysis

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	$75,000		No
Health Materials Additional Thermometers to screen student temperature and mitigate potential spread of COVID.	$5,000		No
Disinfecting Materials Additional materials to support effective, routine disinfection of high-touch surfaces such as atomizer sprayers, spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$15,000		No
Visual Cues and Materials to Maximize Social Distancing: Visual cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Includes signage, posters, floor decals, and stanchions to direct traffic flow	$5,000		Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Air Scrubbing Units and Heating Ventilation and Air Conditioning (HVAC) filters: Portable air scrubber units to be placed in classrooms, work areas, and common spaces within the districts to mitigate the spread of COVID-19. Increase the frequency of HVAC filter replacement to 2-3 times per year as recommended rather than once a year as has been past practice.	$25,000		No

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

Analysis of In-Person Instructional Offerings

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

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices and Connectivity Computers made available for all students who need a device to access distance learning at home, Wi-Fi hotspots on an as needed basis	$55,000		Yes
Foster Youth Services Provide remote support for Foster Youth through a case management model. Support includes regular check-ins with students and parents, monitoring of attendance/engagement and referral to services as needs are identified.	$10,000		Yes
Special Education Instructional Assistants Continue providing appropriate staffing for both position types and adapt delivery of services and supports.	$65,000		Yes
Purchase Edgenuity Supplementary Curriculum Program	$25,000		Yes
Purchase NWEA's MAP Testing software	$10,000		Yes
Purchase ST Math Supplementary Math Program	20,000		Yes

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

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.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

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.

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.

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.

Analysis of School Nutrition

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

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services and Supplies Additional supplies and services needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes food, additional kitchen equipment, sanitation supplies, Personal Protective Equipment, salary/benefits, and mileage.	$125,000		No
Mental Health and Social and Emotional Well-Being	MOU for Contracted Services with Lassen Counseling Services Beginning August 1, 2020, Children First/Lassen Counseling Services will provide Coaching and intake services for referred individuals in need of counseling services.	$75,000		Yes
N/A	Multiple Areas-Mitigation of COVID-19 and Operational Support Additional staff time in the form of overtime hours, temporary staff, and substitute staff to mitigate the impacts of COVID-19 at our site and district facilities. This action supported efforts in Maintenance and Facilities, Technology Services, Health Services, the Enrollment Center, and school sites.	$75,000		Yes
N/A	Multiple Areas-Technology materials and services for staff to work remotely. Includes computers and headsets to enable staff to support implementation of district programs	$35,000		Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	remotely. Also includes Zoom K-12 contract for 2020-21 distance learning and remote work.			

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

Overall Analysis

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

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

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

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

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

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

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

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

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

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

Actions Related to Pupil Learning Loss

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

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	703,417.00	455,955.99
	0.00	0.00
LCFF	34,641.00	14,291.00
Supplemental and Concentration	512,933.00	300,172.83
Title I	134,576.00	120,002.01
Title II	16,272.00	15,878.62
Title V	4,995.00	5,611.53

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

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	703,417.00	455,955.99
	3,250.00	0.00
1000-1999: Certificated Personnel Salaries	206,199.00	208,182.94
2000-2999: Classified Personnel Salaries	141,987.00	34,940.67
3000-3999: Employee Benefits	136,379.00	89,407.25
4000-4999: Books And Supplies	20,641.00	16,881.27
5000-5999: Services And Other Operating Expenditures	71,975.00	38,084.22
5800: Professional/Consulting Services And Operating Expenditures	119,580.00	68,459.64
7000-7439: Other Outgo	3,406.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	703,417.00	455,955.99
		0.00	0.00
	Supplemental and Concentration	3,250.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	109,297.00	109,927.09
1000-1999: Certificated Personnel Salaries	Title I	81,676.00	82,425.85
1000-1999: Certificated Personnel Salaries	Title II	11,737.00	11,737.20
1000-1999: Certificated Personnel Salaries	Title V	3,489.00	4,092.80
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	132,496.00	34,940.67
2000-2999: Classified Personnel Salaries	Title I	9,491.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	99,135.00	54,670.94
3000-3999: Employee Benefits	Title I	31,916.00	29,076.16
3000-3999: Employee Benefits	Title II	4,057.00	4,141.42
3000-3999: Employee Benefits	Title V	1,271.00	1,518.73
4000-4999: Books And Supplies	LCFF	13,891.00	13,891.00
4000-4999: Books And Supplies	Supplemental and Concentration	6,750.00	2,990.27
5000-5999: Services And Other Operating Expenditures	LCFF	20,750.00	400.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	42,425.00	29,184.22
5000-5999: Services And Other Operating Expenditures	Title I	8,800.00	8,500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	119,580.00	68,459.64
7000-7439: Other Outgo	Title I	2,693.00	0.00
7000-7439: Other Outgo	Title II	478.00	0.00
7000-7439: Other Outgo	Title V	235.00	0.00

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

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	136,818.00	95,425.02
Goal 2	236,200.00	174,838.59
Goal 3	330,399.00	185,692.38

* 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	$125,000.00	
Distance Learning Program	$185,000.00	
Pupil Learning Loss		
Additional Actions and Plan Requirements	$310,000.00	
All Expenditures in Learning Continuity and Attendance Plan	$620,000.00	

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$120,000.00	
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	$125,000.00	
All Expenditures in Learning Continuity and Attendance Plan	$245,000.00	

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$5,000.00	
Distance Learning Program	$185,000.00	
Pupil Learning Loss		
Additional Actions and Plan Requirements	$185,000.00	
All Expenditures in Learning Continuity and Attendance Plan	$375,000.00	