



**MONTGOMERY CREEK**



**WOLVERINES**

# 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

Goal 1. The district will focus on establishing positive relationships with students, families and staff; will protect relationships even through difficult conversations; and focus on annual growth and catch up growth for students in the areas of academics, social emotional, behavioral, physical, and cultural needs.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>19-20</b> 100% fully qualified staff will be maintained</p> <p><b>Baseline</b> 100% fully qualified employees</p>	<p>100% fully qualified staff were maintained</p>
<p><b>Metric/Indicator</b> Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator</p> <p><b>19-20</b> There are no English Learner students enrolled in Mountain Union Elementary School. However, if an English Learner Student enrolls, we will monitor English Language Progress and reclassification rates.</p> <p><b>Baseline</b></p>	<p>There are no English Learner students enrolled in Mountain Union Elementary School. However, if an English Learner Student enrolls, we will monitor English Language Progress and reclassification rates.</p>

Expected	Actual
<p>There are no English Learner students enrolled in Mountain Union Elementary School. However, if an English Learner Student enrolls, we will monitor English Language Progress, and reclassification rates.</p>	
<p><b>Metric/Indicator</b> Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results</p> <p><b>19-20</b> 32% of the students will meet or exceed standards in the area of English Language Arts.</p> <p><b>Baseline</b> 24% of students meet or exceed standards in the area of English Language Arts.</p>	<p>2018-2019 data indicated 24% of the students met or exceeded standards in the area of English Language Arts as measured by Smarter Balanced Assessments. (using 2018-2019 data, spring 2019-2020 testing did not happen due to covid)</p>
<p><b>Metric/Indicator</b> Priority 6: State Indicator/Student Suspension Indicator</p> <p><b>19-20</b> 0% Expulsion rate, suspension rate decrease to 5% from 2018-2019 rate of 7.8%</p> <p><b>Baseline</b> Baseline 0% Expulsion rate.</p>	<p>0.013% Expulsion rate. The suspension rate is in the red performance level and increased by 2.4% with 10.2% of students suspended at least once.</p>
<p><b>Metric/Indicator</b> Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results</p> <p><b>19-20</b> Performance indicator low level (Orange) and students scores reduced dramatically almost 40 points</p> <p><b>Baseline</b> 19% of the students meet or exceed standards in the area of mathematics.</p>	<p>2018-2019 data indicated that 39.73% of the students met or exceeded standards in the area of mathematics as measured by Smarter Balanced Assessments. (using 2018-2019 data, spring 2019-2020 testing did not happen due to covid)</p>

Expected	Actual
<p><b>Metric/Indicator</b> Priority 6: State Indicator/Student Suspension Indicator</p> <p><b>19-20</b> Maintain the suspension rate of 4.7%.</p> <p><b>Baseline</b> Baseline is 6.5% suspension rate</p>	<p>The suspension rate increased to 10.2%.</p>
<p><b>Metric/Indicator</b> Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</p> <p><b>19-20</b> Decrease chronic absenteeism to 23%.</p> <p><b>Baseline</b> 25% chronic absenteeism.</p>	<p>decreased chronic absenteeism to 29.1%. While we showed a 10.9% decrease, we still have a very high rate of chronically absent student population.</p>
<p><b>19-20</b> Parent input will increase to 14%</p> <p><b>Baseline</b> Baseline 10% parent input as measured by parent volunteers.</p>	<p>Parent input increased to 45% by participating in surveys, attending conferences, meetings and events although COVID cut short our ability to accurately account for the increase</p>
<p><b>19-20</b> 100% of students will continue to have access to standards-aligned materials.</p> <p><b>Baseline</b> Baseline: 100% of students have access to standards-aligned materials.</p>	<p>100% of students continued to have access to standards-aligned materials.</p>
<p><b>19-20</b> 100% of the academic content standards adopted by the state board will continue to be implemented.</p> <p><b>Baseline</b> Baseline: 100% implementation of the academic content standards adopted by the state board.</p>	<p>100% of the academic content standards adopted by the state board continued to be implemented.</p>

Expected	Actual
<p><b>19-20</b> Every effort will continue to be made to promote parental participation in programs for unduplicated pupils as well as pupils with exceptional needs.</p> <p><b>Baseline</b> Every effort is made to promote parental participation in programs for unduplicated pupils as well as pupils with exceptional needs.</p>	<p>Every effort was made to continue to promote parental participation in programs for unduplicated pupils as well as pupils with exceptional needs.</p>
<p><b>19-20</b> Mountain Union is a K-8 school; therefore, UC, CSU and Career Technical Education Courses do not apply.</p> <p><b>Baseline</b> Mountain Union is a K-8 school; therefore, UC, CSU and Career Technical Education Courses do not apply.</p>	<p>Mountain Union is a K-8 school; therefore, UC, CSU and Career Technical Education Courses do not apply.</p>
<p><b>19-20</b> Mountain Union is a K-8 school; therefore, advanced placement examination state priority does not apply.</p> <p><b>Baseline</b> Mountain Union is a K-8 school; therefore, advanced placement examination state priority does not apply.</p>	<p>Mountain Union is a K-8 school; therefore, advanced placement examination state priority does not apply.</p>
<p><b>19-20</b> Mountain Union is a K-8 school; therefore, The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness do not apply</p> <p><b>Baseline</b> Mountain Union is a K-8 school; therefore, The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness do not apply</p>	<p>Mountain Union is a K-8 school; therefore, The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness do not apply</p>
<p><b>Metric/Indicator</b></p>	<p>91.22% attendance rate</p>

Expected	Actual
<p>Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</p> <p><b>19-20</b> 93.5% attendance rate</p> <p><b>Baseline</b> Baseline attendance rate: 90.69%</p>	
<p><b>19-20</b> Mountain Union is a K-8 school; therefore, high school drop out rates do not apply.</p> <p><b>Baseline</b> Mountain Union is a K-8 school; therefore, high school drop out rates do not apply.</p>	<p>Mountain Union is a K-8 school; therefore, high school drop out rates do not apply.</p>
<p><b>Metric/Indicator</b> Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator</p> <p><b>19-20</b> Mountain Union is a K-8 school; therefore, high school graduation rates do not apply.</p> <p><b>Baseline</b> Mountain Union is a K-8 school; therefore, high school graduation rates do not apply.</p>	<p>Mountain Union is a K-8 school; therefore, high school graduation rates do not apply.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2. K-8 Math and ELA academic data will be generated on a scheduled basis.</p> <p>2b. Maintain Assessment Facilitator for local and state testing (Aimsweb, CAASPP, etc).</p>	<p>Res: 0000 Assessment Facilitator 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$4185</p>	<p>Res: 0200 Assessment Facilitator 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$4203.74</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Res: 0000 Assessment Facilitator Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2238</p> <p>Res: 0000 Materials necessary for intervention support 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2500</p> <p>R: 0200 PE Aide 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$14153</p> <p>R: 0200 PE Aide benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$4398</p>	<p>Res: 0200 Assessment Facilitator Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2214.27</p> <p>Res: 0200 Materials necessary for intervention support 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4936.91</p> <p>R: 0200 PE Aide 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$15719.49</p> <p>R: 0200 PE Aide benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$4771.16</p> <p>Res: 0200 Materials necessary for intervention support 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 2745</p>
<p>3. Academic interventions will be implemented and monitored through the use of the data generated.</p> <p>3a. Teachers and Principal will meet, analyze data on a student by student basis, write an intervention plan and schedule reviews.</p> <p>3b. Resource Teacher will use data to construct targeted interventions for Special Populations and chronically low scoring Students.</p>	<p>Early release days will be maintained \$0</p> <p>Funding for extra duty time to administer the intervention process after school. 1000-1999: Certificated Personnel Salaries</p>	<p>Early release days will be maintained \$0</p> <p>Funding for extra duty time to administer the intervention process after school. 1000-1999: Certificated Personnel Salaries</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	LCFF Supplemental and Concentration \$1900  Related benefits to administer the intervention process after school. 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$382  Res: 0200 Instructional material to aid after school and intervention 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$500	LCFF Supplemental and Concentration \$254.72  Related benefits to administer the intervention process after school. 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$44.44  Res: 0200 Instructional material to aid after school and intervention 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0
4. Class sizes will remain small and well supported 4a. Maintain a fifth teacher to keep class sizes small. 4b. During core instruction for each multi-grade classroom, paraprofessionals to aid in group and individualized instruction	Res: 0200 Fund additional teachers to maintain two additional classrooms and reduce sizes of all classes 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$82953  Res: 0200 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$32886  Res: 0200 Paraprofessional time to aid in individualized instruction and intervention 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$46627  Res: 0200 (estimate of related benefits) 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$14307	Res: 0200 Fund additional teachers to maintain two additional classrooms and reduce sizes of all classes 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$99192.76  Res: 0200 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$37069.03  Res: 0200 Paraprofessional time to aid in individualized instruction and intervention 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$17229.46  Res: 0200 (estimate of related benefits) 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3522.74

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Res: 3010 Paraprofessional time to aid in individualized instruction and intervention 2000-2999: Classified Personnel Salaries Title I \$15200</p> <p>Res: 3010 (estimate of related benefits) 3000-3999: Employee Benefits Title I \$9058</p> <p>Funding for new teacher to establish an engaging classroom environment 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) \$</p>	<p>Res: 0200 Paraprofessional time to aid in individualized instruction and intervention 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$11668.68</p> <p>Res: 0200 (estimate of related benefits) 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3467.95</p> <p>funding for new teacher to establish an engaging classroom environment 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) \$</p> <p>Res: 0200 Fund additional teachers to maintain two additional classrooms and reduce sizes of all classes (subs) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 1688.46</p> <p>Res: 0200 Fund additional teachers to maintain two additional classrooms and reduce sizes of all classes (subs - related benefits) 3000-3999: Employee Benefits LCFF Supplemental and Concentration 259.97</p>
<p>5. Student achievement goals will be based on data generated. 5a. Students will conference with teachers to understand data and help set their own goals.</p>	<p>No added cost \$0</p>	<p>No added cost \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5b. Parents will be invited to conference with teacher and student to understand data and help set goals.		
6. ELL progress for any ELL students will be monitored and maintained to enable ELLs access to CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	There are no English Learner students at this time. \$0	There are no English Learner students at this time. \$0
<p>7. Increased attendance</p> <p>7a. Audit of current attendance system. Set benchmarks that cause actions as per goals.</p> <p>7b. Attendance Support Person will be assigned, and parent support will be offered.</p> <p>7c. Unexcused absences and tardiness will be logged, assessed and a comparison to last year's baseline will be established and published.</p> <p>7d. Stakeholders will be surveyed and input on how to improve attendance will be collected.</p> <p>7e. CSI funds will be utilized to provide engagement opportunities for student in the form of stipend positions for things such as yearbook, drama, science fair, student council, garden project and community activities director</p>	<p>Partial salary for attendance clerk 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$9309</p> <p>Related employee benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5595</p> <p>Certificated wages 1000-1999: Certificated Personnel Salaries Comprehensive Support and Improvement (CSI) \$6750</p> <p>certificated benefits 3000-3999: Employee Benefits Comprehensive Support and Improvement (CSI) \$231</p>	<p>Partial salary for attendance clerk 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$9309.41</p> <p>Related employee benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5569.37</p> <p>Certificated wages 1000-1999: Certificated Personnel Salaries Comprehensive Support and Improvement (CSI) \$4750</p> <p>certificated benefits 3000-3999: Employee Benefits Comprehensive Support and Improvement (CSI) \$974.73</p> <p>Classified Wages 2000-2999: Classified Personnel Salaries Comprehensive Support and Improvement (CSI) \$750</p> <p>Classified Benefits 2000-2999: Classified Personnel Salaries Comprehensive Support and Improvement (CSI) 72.16</p>
Goal completed 2018-19	<p>No added costs</p> <p>No added costs</p> <p>No added costs</p>	<p>No added costs</p> <p>No added costs</p> <p>No added costs</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
14. Occupational training therapists will be contracted as needed to with teachers and students as needed.	Occupational training therapists 5800: Professional/Consulting Services And Operating Expenditures Multi-Tiered System of Supports (MTSS) \$	Occupational training therapists 5800: Professional/Consulting Services And Operating Expenditures Multi-Tiered System of Supports (MTSS) \$5201.02
16. District will contract for a weekly music program to increase student engagement. 16a. District will participate in the Shasta County Sports League.	<p>Res: 0200 Contracted time and mileage for contracted music instructor. 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 7580</p> <p>Res: 0200 Repair and maintain musical instruments and purchase of materials. 4000-4999: Books And Supplies LCFF Supplemental and Concentration 500</p> <p>Res: 0200 League fees and referee costs. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 3000</p> <p>Res: 0200 Sport equipment and supplies. 4000-4999: Books And Supplies LCFF Supplemental and Concentration 500</p> <p>Res: 0200 Contracted time and mileage for contracted music instructor - related benefits 3000-3999: Employee Benefits</p>	<p>Res: 0200 Contracted time and mileage for contracted music instructor. 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$7088.46</p> <p>Res: 0200 Repair and maintain musical instruments and purchase of materials. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$242.98</p> <p>Res: 0200 League fees and referee costs. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1422.00</p> <p>Res: 0200 Sport equipment and supplies. 4000-4999: Books And Supplies LCFF Supplemental and Concentration 499.69</p> <p>Res: 0200 Contracted time and mileage for contracted music instructor - related benefits 3000-3999: Employee Benefits</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	LCFF Supplemental and Concentration 729	LCFF Supplemental and Concentration \$689.49
<p>Utilize CSI funds to facilitate relationship development, cultural engagement and understanding, increased classroom engagement, provide access to technology so that students can receive more targeted intervention and instruction, create incentive systems for attendance, behavior and academic achievement</p>	<p>Purchase Chromebooks and carts to expand to 1:1 grades 3-5 with technology 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) \$9000</p> <p>Purchase new Apple Laptop for use by Admin team or Professional development providers 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) \$2500</p> <p>Use a PSA to recruit and negotiate service rate to include transportation costs. The MUESD seeks to enter a PSA to provide an experienced educator on site daily to function as a resource for things such as: creating effective/engaging classroom environments, build capacity in staff for empathy, understanding and to model appropriate interactions with students, Create an atmosphere of trust and respect for different perspectives, backgrounds and culture, facilitate effective lesson design and Explicit Direct Instruction, work with teams to identify Power Standards, be on call as a substitute teacher as positions are sometimes difficult to fill, and other items as necessary 1000-1999: Certificated Personnel</p>	<p>Purchase Chromebooks and carts to expand to 1:1 grades 3-5 with technology 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) \$12024.40</p> <p>Purchase new Apple Laptop for use by Admin team or Professional development providers 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) \$809.36</p> <p>Use a PSA to recruit and negotiate service rate to include transportation costs. The MUESD seeks to enter a PSA to provide an experienced educator on site daily to function as a resource for things such as: creating effective/engaging classroom environments, build capacity in staff for empathy, understanding and to model appropriate interactions with students, Create an atmosphere of trust and respect for different perspectives, backgrounds and culture, facilitate effective lesson design and Explicit Direct Instruction, work with teams to identify Power Standards, be on call as a substitute teacher as positions are sometimes difficult to fill, and other items as necessary 1000-1999: Certificated Personnel</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Salaries Comprehensive Support and Improvement (CSI) \$55000</p> <p>Continue PSA services with Mr. Rick to engage the community and provide training and resources centered around ACES, Bullying, student leadership, problem solving skills, and cultural awareness 5000-5999: Services And Other Operating Expenditures Comprehensive Support and Improvement (CSI) \$0</p> <p>Create student recognition programs and incentives to recognize outstanding student achievement, growth, positively reinforce behaviors, attendance. 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) \$6000</p>	<p>Salaries Comprehensive Support and Improvement (CSI) \$45849.76</p> <p>Continue PSA services with Mr. Rick to engage the community and provide training and resources centered around ACES, Bullying, student leadership, problem solving skills, and cultural awareness 5000-5999: Services And Other Operating Expenditures Comprehensive Support and Improvement (CSI) \$0</p> <p>Create student recognition programs and incentives to recognize outstanding student achievement, growth, positively reinforce behaviors, attendance. 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) \$603.16</p> <p>Purchase new Apple Laptop for use by Admin team or Professional development providers - software 5000-5999: Services And Other Operating Expenditures Comprehensive Support and Improvement (CSI) \$1115.88</p>
<p>1. Increase Parent volunteering.</p> <p>1a. School Site Council will brainstorm and strategize actions that will increase parent volunteerism.</p> <p>1b. Hold school activities that draw parent involvement and engagement</p> <p>i. Viking Skate Country</p> <p>ii. Lake Briton and Burney Falls or Shasta Dam</p>	<p>Res 0200 Field Trip Fees &amp; Event Services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2000</p>	<p>Res 0200 Field Trip Fees &amp; Event Services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$480</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
iii. Harvest Festival Iv. Cinco de Mayo v. Whiskeytown Environmental School vi. 8th Grade Trip viii. Starship Enterprise 1c. Maintain weekly bulletin that will include articles and advertisements designed to increase parent volunteerism and engagement 1d. Place LCAP Update items on Site Council and Board Meeting monthly agendas for stakeholder engagement	Res 0000 School activities and meeting supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2300  Staff time to create bulletins and communicate with stakeholders \$0  Fuel for trips 5000-5999: Services And Other Operating Expenditures LCFF Base \$1000	Res 0200 School activities and meeting supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1223.49  Staff time to create bulletins and communicate with stakeholders \$0  Fuel for trips 5000-5999: Services And Other Operating Expenditures LCFF Base \$441.61

## Goal Analysis

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

Spending on paraprofessional (salaries and benefits) fro classroom intervention support were significantly less that planned due to a pivot to a distance learning model and uncertainty with the Covid-19 pandemic. These funds were allocated to other Covid -19 mitigation efforts including but not limited to spending on school and staff safety needs, distance learning technology, training and support for staff, students and the community.

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

Maintaining classified staff during the period of uncertainty surrounding the pandemic and distance learning (requirements/job security) was a challenge as many left in order to receive unemployment benefits.

## Goal 2

Goal 2. Provide facilities that are safe, well maintained and in good repair. Be fiscally responsible stewards of the public funds we receive through positive certifications in the budget cycle, receiving no significant audit findings and settling negotiations. Compare expenditures to District Priorities and ensure that we have a highly trained and competent staff, follow professional development opportunities with staff surveys and sharing out of best practices learned

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Priority 1: Local Indicator/ Facilities in good repair</p> <p><b>19-20</b> Facility condition will be maintained in "good" condition.</p> <p><b>Baseline</b> Baseline: Condition of facilities is in "poor" condition.</p>	<p>Facility condition was maintained in "good" condition.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3. Monitor ratings on FIT scores and maintain facilities at good</p>	<p>Contracted contractor to inspect and consult on facility projects 5000-5999: Services And Other Operating Expenditures LCFF Base \$500</p>	<p>Contracted contractor to inspect and consult on facility projects 5000-5999: Services And Other Operating Expenditures LCFF Base \$</p>
<p>Maintain 85% or higher parent satisfaction with facilities in good to excellent condition.</p>	<p>No additional costs - included in maintenance and facilities</p>	<p>No additional costs - included in maintenance and facilities</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	salaries, benefits, supplies, and services \$0	salaries, benefits, supplies, and services \$0
1a. As part of Superintendent's regular duties will monitor that all teachers are fully credentialed and properly assigned.	\$0	\$0
CA Standards Aligned Curriculum will be purchased. Teachers will participate in professional development as needed.	Res: 1100/6300 ELA Curriculum 4000-4999: Books And Supplies Lottery \$20260  Res: 0000 ELA Curriculum 4000-4999: Books And Supplies LCFF Base \$4740  Res: 4035 Professional Development 5000-5999: Services And Other Operating Expenditures Title II \$1878  Res: 0000 Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base \$2000  Co-Op Fees (professional development and instructional support) 5800: Professional/Consulting Services And Operating Expenditures Title V \$	Res: 1100/6300 ELA Curriculum 4000-4999: Books And Supplies Lottery \$0  Res: 0000 ELA Curriculum 4000-4999: Books And Supplies LCFF Base \$0  Res: 4035 Professional Development 5000-5999: Services And Other Operating Expenditures Title II \$3989.44  Res: 0000 Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base \$0  Leading Learning Network Fees 5800: Professional/Consulting Services And Operating Expenditures Title V \$900  Res: 6300 My Math K-5 4000-4999: Books And Supplies Lottery \$1277.71
8. Implementation of California State Standards.	Res: 7810 MTSS Grant will support	Res: 7810 MTSS Grant will support

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>8a. Teachers will attend workshops on implementing the California State Standards.</p> <p>8b. Multi-tiered Support Systems (MTSS) Training Dates professional development (Certificated) (5 days for 4.4 FTEs)</p>	<p>Capturing Kids Hearts 5000-5999: Services And Other Operating Expenditures Multi-Tiered System of Supports (MTSS) \$</p>	<p>Capturing Kids Hearts 5000-5999: Services And Other Operating Expenditures Multi-Tiered System of Supports (MTSS) \$</p>
<p>9. School Climate</p> <p>9a. Teachers and paraprofessionals will participate in PBIS update</p> <p>9b. Maintain surveys on safety and school connectedness.</p> <p>9c. Students will participate in cultural and bullying presentations (Mr. Rick) assemblies.</p>	<p>Res: 7810 MTSS - PBIS Training 5000-5999: Services And Other Operating Expenditures Multi-Tiered System of Supports (MTSS) \$</p> <p>No added cost MTSS Grant - School generated survey \$0</p> <p>Res: 7810 MTSS - Contractor to present cultural and bullying presentations. 5000-5999: Services And Other Operating Expenditures Multi-Tiered System of Supports (MTSS) \$14000</p>	<p>Res: 7810 MTSS - PBIS Training 5000-5999: Services And Other Operating Expenditures Multi-Tiered System of Supports (MTSS) \$</p> <p>No added cost MTSS Grant - School generated survey \$0</p> <p>Res: 7810 MTSS - Contractor to present cultural and bullying presentations. 5000-5999: Services And Other Operating Expenditures Multi-Tiered System of Supports (MTSS) \$8837.00</p>
<p>13a. Behavioral management and instructional materials will be purchased.</p> <p>13b. Social emotional learning software and curriculum will be purchased annually and used to screen all students and assign curriculum.</p>	<p>Res: 7810 MTSS Grant: Behavioral Management, Social Emotional Learning Software and training materials and supplies 4000-4999: Books And Supplies Multi-Tiered System of Supports (MTSS) \$230</p>	<p>Res: 7810 MTSS Grant: Behavioral Management, Social Emotional Learning Software and training materials and supplies 4000-4999: Books And Supplies Multi-Tiered System of Supports (MTSS) \$38.86</p> <p>Res: 7810 Social-Emotional Signage/Instr. Materials 5000-5999: Services And Other</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Operating Expenditures Multi-Tiered System of Supports (MTSS) \$1560
Implement CSI funding schoolwide to address new goals centered around professional development	<p>Work with research based professional development utilizing Doug Reeves to develop systems across the school 5800: Professional/Consulting Services And Operating Expenditures Comprehensive Support and Improvement (CSI) \$7,500</p> <p>Send a team to the annual statewide assessment conference to become familiar with the purpose of and use of data generated by assessments to drive instruction 5000-5999: Services And Other Operating Expenditures Comprehensive Support and Improvement (CSI) \$5,000</p> <p>Bring in research based experts in the area of creating instructional targets in order to clearly communicate to students what they are learning, why it is important and how they will be measured to determine success 5800: Professional/Consulting Services And Operating Expenditures Comprehensive Support and Improvement (CSI) \$12,000</p> <p>Bring in nationally renowned expert on behavior and classroom management Fred Jones 5800: Professional/Consulting Services</p>	<p>Work with research based professional development utilizing Doug Reeves to develop systems across the school 5800: Professional/Consulting Services And Operating Expenditures Comprehensive Support and Improvement (CSI) \$26300.00</p> <p>Send a team to the annual statewide assessment conference to become familiar with the purpose of and use of data generated by assessments to drive instruction 5000-5999: Services And Other Operating Expenditures Comprehensive Support and Improvement (CSI) \$8367.27</p> <p>Bring in research based experts in the area of creating instructional targets in order to clearly communicate to students what they are learning, why it is important and how they will be measured to determine success 5800: Professional/Consulting Services And Operating Expenditures Comprehensive Support and Improvement (CSI) \$0</p> <p>Brought in nationally renowned expert on behavior and classroom management Fred Jones 5800: Professional/Consulting Services</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>And Operating Expenditures Comprehensive Support and Improvement (CSI) \$15,000</p> <p>Access to professional development and support services through Columbia Elementary School District in the areas of Assessment, Accountability, Curriculum, Instruction, participation in grant funding 5800: Professional/Consulting Services And Operating Expenditures Comprehensive Support and Improvement (CSI) \$18,000</p> <p>Send Site administrator and office personnel to off site training called Breakthrough coaching to work on developing relationships internally, defining roles, responsibilities and identifying areas of cross training for a more cohesive office. 5000-5999: Services And Other Operating Expenditures Comprehensive Support and Improvement (CSI) \$3200</p> <p>Purchase research based materials and provide training in the area of ELA content and assessments aligned to established expectation and norms for student achievement and development aligned to ELA standards. 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) \$4000</p>	<p>And Operating Expenditures Comprehensive Support and Improvement (CSI) \$0</p> <p>Access to professional development and support services through Columbia Elementary School District in the areas of Assessment, Accountability, Curriculum, Instruction, participation in grant funding 5800: Professional/Consulting Services And Operating Expenditures Comprehensive Support and Improvement (CSI) \$9375.00</p> <p>Send Site administrator and office personnel to off site training called Breakthrough coaching to work on developing relationships internally, defining roles, responsibilities and identifying areas of cross training for a more cohesive office. 5000-5999: Services And Other Operating Expenditures Comprehensive Support and Improvement (CSI) \$3697.00</p> <p>Purchased research based materials and provide training in the area of ELA content and assessments aligned to established expectation and norms for student achievement and development aligned to ELA standards. 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) \$9909.57</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Work with research based professional development utilizing Doug Reeves to develop systems across the school - Training Supplies 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) \$493.42
CSI funds will be used to investigate a possible new Student information System or to update the existing system to include grade books, report cards, automated letter generation for student attendance and discipline. CSI funds will also be used to pay for the current SIS while the research and selection is being made	SIS Implementation 5000-5999: Services And Other Operating Expenditures Comprehensive Support and Improvement (CSI) \$12,000	SIS Implementation 5000-5999: Services And Other Operating Expenditures Comprehensive Support and Improvement (CSI) \$15,500.00
<p>1. Increase Parent volunteering.</p> <p>1a. School Site Council will brainstorm and strategize actions that will increase parent volunteerism.</p> <p>1b. Hold school activities that draw parent involvement and engagement</p> <p>i. Viking Skate Country</p> <p>ii. Lake Briton and Burney Falls or Shasta Dam</p> <p>iii. Harvest Festival</p> <p>iv. Cinco de Mayo</p> <p>v. Whiskeytown Environmental School</p> <p>vi. 8th Grade Trip</p> <p>vii Starship Enterprise</p> <p>1c. Maintain weekly bulletin that will include articles and advertisements designed to increase parent volunteerism and engagement</p> <p>1d. Hold 3 LCAP stakeholder meetings annually.</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.

Budgeted expenditures differed from actual expenditures due to the Covid-19 pandemic. Expenditures were re-prioritized and updates and developments in Covid -19 conditions on the ground developed; state, federal and local requirements developed; and as student and staff needs, due to the pandemic became apparent,

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

Challenges in implementing and achieving the goal included: Distance learning required locally through March 16 2021; Closed campus through March 16 2021 eliminating opportunities to engage community and parents in person, associated challenges due to the lack of internet infrastructure in the community to address thorough distance learning needs, Facilities focus changed to pandemic related cleaning and safety needs. Successes in implementing the goals included: the development and implementation of online community and board meetings which resulted in increased attendance/ access for some families; Facility improvements in air quality, water quality, cleaning methodologies and materials used, increased awareness via training and signage about the spread of viral contagions; and training and implementation of new policies and procedures regarding safety.

## Goal 3

Goal deleted Actions relocated to goals 1 and 2

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool  <b>19-20</b>            Parent involvement will increase to 8%</p> <p><b>Baseline</b>            5% of the parents are volunteering in the classrooms.</p>	<p>Parent involvement increased significantly at school wide events, culture days, conferences, celebrations and sporting events. Due to COVID, we were unable to accurately track volunteers as the campus was closed to visitors and students beginning in March 2020</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Increase Parent volunteering.            1a. School Site Council will brainstorm and strategize actions that will increase parent volunteerism.            1b. Hold school activities that draw parent involvement and engagement              i. Viking Skate Country              ii. Lake Briton and Burney Falls or Shasta Dam</p>	<p>Res: 0200            Field Trip Fees &amp; Event Services            5000-5999: Services And Other Operating Expenditures            Supplemental and Concentration            2000</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
iii. Harvest Festival Iv. Cinco de Mayo v. Whiskeytown Environmental School vi. 8th Grade Trip vii Starship Enterprise 1c. Maintain weekly bulletin that will include articles and advertisements designed to increase parent volunteerism and engagement 1d. Hold 3 LCAP stakeholder meetings annually.	Res: 0000 School activities and meeting supplies 4000-4999: Books And Supplies Supplemental and Concentration 500 Staff time to create bulletin to inform stakeholders of school events - no added costs 0 Res: 0000 Fuel for field trips 4000-4999: Books And Supplies Base 1000	

## 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
Cleaning and disinfecting products	20,000	6066	No
Social Emotional Learning resources & personnel	30,000	7400	Yes
Signage - directional, hygiene, masking, cafeteria, floor and sidewalk distancing spots	\$7500	3908	Yes
Paraprofessionals - one-on-one support for at-risk students, small group intervention	40,000	23072	Yes
Attendance Incentives	5000	1680	Yes
Classroom supplies, containers for supporting clean environments, etc	2500	2492	Yes
Curricular software (Renaissance, library, others )	17500	1192	Yes
Professional Development - Renaissance products, Discover Education, study sync etc.	10000	3601	Yes
Additional custodial support	10,000	8400	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.

Budgeting was difficult during the Covid 19 pandemic. We did our best to anticipate needs and adjusted spending priorities on the fly as conditions on the ground and regulations/requirements/needs changed. We did not resume in person learning until March 16 of 2021.

## Analysis of In-Person Instructional Offerings

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

The biggest challenge to implementing in-person instruction during the 2020-21 school year was the concern of our local CTA bargaining unit regarding school re-opening safety for staff, students, and the community. After meeting several times to gain understanding of the bargaining unit needs, and then making the required expenditures on equipment, resources, training and technology to meet these needs, the CTA voted to not return to in-person instruction. This cycle continued several times throughout the year and eventually, on March 16 2021, we returned to in-person learning. Finding adequate substitute staff needed to cover absences due to illness, self-quarantining, and personal necessity has been a reality that the district has been forced to deal with on a daily basis. Supporting students and staff and meeting their social, emotional, and mental health needs through the in-person instruction has been accomplished effectively. In-person instruction has been a welcome change from the extended distance learning year and our assessment data is already showing increased growth in reading and math amongst our students.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Parent training for Chromebook, Google Classroom, instructional planning	2000	0	Yes
Technology devices to support remote learning, meetings	45000	26680	Yes
Technology software licenses and subscriptions for virtual platforms	10000	3576	Yes
Behavior intervention specialist/teaching assistant	30000	3031	Yes
SARB/SART Data Coordinator	1500	6535	Yes
Technology support for staff, parents, and students	10000	13002	Yes
Special Education Student Support	25000	17705	Yes
Paraprofessionals		39546	No
Social Emotional Personnel		14220	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.

Budgeting was difficult during the Covid 19 pandemic. We did our best to anticipate needs and adjusted spending priorities on the fly as conditions on the ground and regulations/requirements/needs changed. We did not resume in person learning until March of 2021. Additional funding for technology, training, software, and time were incurred and expended in order to support distance learning. We had not budgeted funding for distance learning as we did not anticipate a long Covid experience. Funding was shifted from in person to distance learning as the distance learning program was extended and in person teaching did not occur

## 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.

We were successful in implementing all of the areas above with the exception of access for students to online connectivity. This is a large issue involving rural access to broadband services in the "last mile". Even though we were able to provide one on one chromebooks and hotspots to students and families in our district, connectivity is such that in our rural area, continued disregard to digital and social infrastructure, by state and federal government leaders will continue to result in continued dissatisfaction with these leaders by the general population. Pupil participation was still exceptional, given the challenges. Our district was able to manage the non-participants through communication, adaptation to paper packets where needed, and the SART process. The success of the district's distance learning program is due to the willingness of our staff to modify roles and responsibilities and develop their distance learning skills. Classroom teachers and paraprofessional staff were reassigned proportional to the number of students. The district supported these staff that were working in the distance learning setting with relevant professional development opportunities to build capacity with distance learning tools and with financial support for their increased responsibilities. Weekly collaboration discussions on needs and challenges were held to support staff and address challenges and opportunities quickly.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Updated Assessment/Intervention/Enrichment products - online	25000	2459	Yes
Intervention/ Assessment staff	35000	0	Yes
Incentives	5000	0	Yes
Parent training/ online platforms	6000	0	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.

Budgeting was difficult during the Covid-19 pandemic. We did our best to anticipate needs and adjusted spending priorities on the fly as conditions on the ground and regulations/requirements/needs changed. We did not resume in person learning until March 16 of 2021. Due to the rural location of the school and the community supporting/attending the school programs, participation in distance learning was difficult for many families. The challenges posed by technological deficits and inequity in broadband infrastructure at the community, county, and state level were magnified by the pandemic. Much of the funding budgeted for intervention, incentives, enrichment was spent on Covid related programs to keep students engaged and having access

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The district has seen some successes in our efforts to address the pupil learning loss that has occurred as a natural consequence of the COVID-19 pandemic and the lack of adequate or equitable social and digital infrastructure in rural areas. We increased certificated/classified staff which helped to keep class sizes and student-to-staff ratios more manageable. With these smaller ratios, staff are able to conduct regular diagnostic assessments and use the formative data to monitor student learning and progress. Our district engaged with Renaissance and incorporated the entire renaissance suite, Star Math and Star Reading benchmark assessments, local benchmarks including BPSTY, SIPPS and curriculum driven summative and formative assessments. They are also able to implement changes to instructional planning and delivery to best meet the needs of learners. Increased support staff have helped with the implementation of the district's Multi-tiered System of Supports so students get the help that they need when they need it. In an effort to minimize removing students from the instruction being provided in the classroom, learning loss mitigation

support has been provided in a push-in support model with the students receiving the support that they need in either 1-1 or small group settings in the classroom. The district has taken measures to ensure that this same level of support is available for all students, whether in-person or in distance learning. As it relates to instructional planning, district staff have collaborated to work extensively to emphasize priority instruction and align curriculum resources with essential standards at each grade level/subject. Supplemental support services have also been provided with certificated staff working beyond their typical school day, providing after school tutoring services for identified students. The district has used established communication channels and direct parent outreach to inform families of the support opportunities available to students. Our school has provided extra tutoring throughout the school year and with the after school program have instituted daily 1 hour session with certificated teachers and support staff available after school for help with missing assignments, enrichment, and intervention.

Our district staff have committed additional resources to do everything we can to minimize the impact of our current COVID reality on our students, with a concentrated effort on our socioeconomically disadvantaged and homeless students, and our students with exceptional needs. In many cases, we have seen these efforts working well with impressive results. Many of the challenges that have resulted in the learning loss that the district is currently experiencing have been mentioned in our analysis of both in-person and distance learning instructional programs. Challenges like adequate staffing, motivation, disproportionate number of students with low grades, access to stable internet, and inconsistent parental support have resulted in an increase in learning loss for students in the district. Looking ahead, the district is in the process of allocating additional learning loss mitigation funding and working with staff to develop plans for a robust summer instructional program to meet the challenges of addressing learning loss and committing resources to do everything that we can to ensure that our students are prepared for academic success moving forward.

## **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.

We continued to provide SEL classes and support throughout the year and have been quite successful in this area. Our school has had a focus on SEL and mental well being prior to the pandemic and we were able to pivot and continue our model online. Student surveys conducted monthly , utilizing online survey product Kelvin which is being piloted at our site with support from the Shasta County Office of Education, show student satisfaction with teachers, feelings of support, feelings of safety, and growth mindset scoring in the high 80 and 90 percentiles on a regular basis. Staff were provided access to anonymous and no cost counseling services on as needed. Early in the pandemic our school had the opportunity to connect with a county-wide collaborative. Facilitated by the Shasta County Office of Education, this collaborative provided a forum for counselors and educators to meet on a monthly basis. Support for SEL work was a standing agenda item in each meeting. In addition, this spring the Shasta County of Education established a SEL Community of Practice opportunity for our district to participate in monthly meetings with other districts from across the county. This Community of Practice works in conjunction with other counties statewide to learn and build SEL capacity by collaborating around statewide best practices, exploring curriculum resources and modules, and sharing needs and challenges. As a result of participation in the county's Community of Practice, the district will be able to access and implement much-needed Tier 1-3 web-based curriculum (BASE Education) for our secondary (7-12 grades) students over the next two years. Other resources that have been made available to the district through various sources include free suicide prevention training and pilot access to Kelvin [for districts participating in the Kelvin pilot]. Kelvin is a formative assessment tool that allows the district to conduct regular "pulse" survey check-ins with students in an embedded interface on every district Chromebooks device. Self-care strategies and resources have also been regularly shared and discussed in collaboration meetings in an effort to ensure that staff are intentional about maintaining their own mental health and social and emotional well-being throughout the prolonged pandemic. We will continue to examine and rework our SEL practice throughout the next LCAP cycle. The SEL program has been chosen as one of our schools "Critical Opportunities" and an internal team has been chosen, supported by an ECL grant and SCOE, to work regularly over the next two year on continuous improvements to our practice

## **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.

To address the engagement and outreach of students and families, the district has continued the work with our School Attendance Review Teams (SART) to implement the tiered reengagement strategies as outlined in the district's Learning Continuity and Attendance Plan. We had limited success with the County program Connecting to Care and found the communication difficult and a reluctance among community members to participate. Without in person learning, engagement and outreach was difficult. The school staff and administration utilized online meeting software to hold bi-monthly meetings with parents in order to keep them engaged and informed. Certificated staff held regular parent meetings and used online collaboration and classroom software to keep the parents

informed. Lunches were provided daily and paper packets, assignments, and incentives were delivered and picked up during the lunch hour.

## **Analysis of School Nutrition**

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

The response of the district staff to continue to safely provide nutritionally adequate meals for the 2020-21 school year has been nothing short of remarkable. The impact of the COVID restrictions and safety guidelines on their conventional meal program was a significant challenge to overcome. Program directors had to work with school staff to coordinate efforts and consider things like cohorting and lifting of restrictions on free and reduced meal participation. Like in the classroom, cafeteria service had to be redesigned to ensure compliance with Public Health safety guidelines. Safety with staff and student interaction and food service became a primary consideration and required extensive redesigning and modifying. Staffing amid COVID testing, quarantining, and close contact tracing was a consistent challenge that directors were forced to monitor closely. The schedule for meal delivery was complicated further as staff managed student populations in both in-person and distance learning environments. With the changes in the free and reduced meal program came an increase in the volume of meals served. It also complicated the need to continue to implement the free and reduced meal identification and application system as that demographic count is still an essential data point to be collected and reported accurately in the district's CALPADS system.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	School Nutrition Supplies for meal preparation and packaging	10000	1700	Yes
School Nutrition	Additional custodial services during meal times	2500	0	Yes

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

Budgeting was difficult during the Covid-19 pandemic. We did our best to anticipate needs and adjusted spending priorities on the fly as conditions on the ground and regulations/requirements/needs changed. We did not resume in person learning until March of 2021

## 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.

The lack of adequate social and digital infrastructure has put a new emphasis on the importance of public/private partnerships and partnerships among public entities. We are working on various opportunities in coordination with other stakeholders in the area and district to secure reliable broadband services to our students and community. Other lessons learned are confirmation of the importance of the SEL program we have instituted and the need for continuous evaluation and improvement of this program. The importance of benchmark, summative, and formative data collection at predetermined intervals in order to impact learning was made clear and confirmed. Sharing assessment data with parents and students often, (keeping digital grade books updated, formative assessment feedback, weekly progress check ins) in order to help students develop and refine learning goals and to check on progress was made clear. Through the distance learning process, many of our students became more involved in planning and taking responsibility for their own learning and we wish to continue to capitalize on this development. A second "Critical Opportunity" will focus on the importance of keeping parents and students informed of their learning via assessments, unit plans with clearly stated goals, updated grade books, and regular individual discussions with students on progress.

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

Pupil learning loss will continue to be addressed and assessed in the 2021-2024 LCAP through weekly data driven team collaborations focusing on interventions and enrichments needed, increased staff supports in and out of the classroom, focus on

MTSS and PBIS, participation in the ELC Grants through SCOE, continued focus on SEL programs, parent and student engagement activities, in-person learning, nutritious and delicious food selections in the cafeteria, expanded after school programs,

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.

Budgeting was difficult during the Covid-19 pandemic. We did our best to anticipate needs and adjusted spending priorities on the fly as conditions on the ground and regulations/requirements/needs changed. We did not resume in person learning until March of 2021

# 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 development of the 21-22 through 23-24 LCAP has been influenced by the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan. We made excellent headway towards the goals of the 2019-20 LCAP and experienced significant disruption of these goals due to Covid 19 in 2020-21. Our school was forced to pivot midstream and focus on delivering distance learning, creating a safe work and school environment, and to deliver nutritious "to go" meals. This process was started literally overnight and we engaged in a process of collaborative continuous improvement over the course of the 2020-2021 year. Unlike many schools, Our school stayed in the distance learning modality exclusively through March of the 2021 school year. The end of the 2020-2021 school year was spent assessing the deficiencies in meeting our 2019-20 LCAP goals, created through Covid 19, and planning for the 2021-22 and 23-24 school years and the LCAP. The main focus will be on learning loss recovery, SEL, and the resumption of normal and enhanced school/student/ community/parent engagement activities

## 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	467,089.00	398,351.02
	0.00	0.00
Base	1,000.00	0.00
Comprehensive Support and Improvement (CSI)	156,181.00	140,591.71
LCFF Base	8,240.00	441.61
LCFF Supplemental and Concentration	238,542.00	235,513.67
Lottery	20,260.00	1,277.71
Multi-Tiered System of Supports (MTSS)	14,230.00	15,636.88
Supplemental and Concentration	2,500.00	0.00
Title I	24,258.00	0.00
Title II	1,878.00	3,989.44
Title V	0.00	900.00

\* 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	467,089.00	398,351.02
	0.00	0.00
1000-1999: Certificated Personnel Salaries	146,603.00	151,735.70
2000-2999: Classified Personnel Salaries	97,054.00	66,041.40
3000-3999: Employee Benefits	69,824.00	58,583.15
4000-4999: Books And Supplies	54,530.00	31,816.57
5000-5999: Services And Other Operating Expenditures	46,578.00	48,398.18
5800: Professional/Consulting Services And Operating Expenditures	52,500.00	41,776.02

\* 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	467,089.00	398,351.02
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	61,750.00	50,599.76
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	84,853.00	101,135.94
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	0.00	822.16
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	81,854.00	65,219.24
2000-2999: Classified Personnel Salaries	Title I	15,200.00	0.00
3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	231.00	974.73
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	60,535.00	57,608.42
3000-3999: Employee Benefits	Title I	9,058.00	0.00
4000-4999: Books And Supplies	Base	1,000.00	0.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	21,500.00	23,839.91
4000-4999: Books And Supplies	LCFF Base	4,740.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	6,300.00	6,660.09
4000-4999: Books And Supplies	Lottery	20,260.00	1,277.71
4000-4999: Books And Supplies	Multi-Tiered System of Supports (MTSS)	230.00	38.86
4000-4999: Books And Supplies	Supplemental and Concentration	500.00	0.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	20,200.00	28,680.15
5000-5999: Services And Other Operating Expenditures	LCFF Base	3,500.00	441.61
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	5,000.00	4,889.98
5000-5999: Services And Other Operating Expenditures	Multi-Tiered System of Supports (MTSS)	14,000.00	10,397.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	2,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	1,878.00	3,989.44
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	52,500.00	35,675.00
5800: Professional/Consulting Services And Operating Expenditures	Multi-Tiered System of Supports (MTSS)	0.00	5,201.02

<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>
5800: Professional/Consulting Services And Operating Expenditures	Title V	0.00	900.00

\* 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>	343,281.00	308,105.75
<b>Goal 2</b>	120,308.00	90,245.27
<b>Goal 3</b>	3,500.00	0.00

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

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

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$142,500.00	\$57,811.00
<b>Distance Learning Program</b>	\$123,500.00	\$124,295.00
<b>Pupil Learning Loss</b>	\$71,000.00	\$2,459.00
<b>Additional Actions and Plan Requirements</b>	\$12,500.00	\$1,700.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$349,500.00</b>	<b>\$186,265.00</b>

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$20,000.00	\$6,066.00
<b>Distance Learning Program</b>		\$39,546.00
<b>Pupil Learning Loss</b>		
<b>Additional Actions and Plan Requirements</b>		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$20,000.00</b>	<b>\$45,612.00</b>

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$122,500.00	\$51,745.00
<b>Distance Learning Program</b>	\$123,500.00	\$84,749.00
<b>Pupil Learning Loss</b>	\$71,000.00	\$2,459.00
<b>Additional Actions and Plan Requirements</b>	\$12,500.00	\$1,700.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$329,500.00</b>	<b>\$140,653.00</b>