



# 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

All students attain increasingly higher levels of achievement on State Standards through grade level standards-based instruction and targeted support.

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 7: Course Access (Conditions of Learning)  
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:     N/A

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>Priority 1 Basic Services</p> <p>1A Teachers appropriately assigned and fully credentialed for assignment - Williams</p> <p>1B Pupils access to standards-aligned materials - Williams</p> <p>1C School facilities maintained in good repair on the FIT report - Williams</p> <p><b>19-20</b></p> <p>Priority 1: Basic</p> <p>Meet Williams Act requirements of:</p> <p>1A. Zero teacher misassignments with fully credentialed staff totaling 87%. 33% of currently permitted staff become credentialed.</p> <p>1B. Instructional Materials: 100% compliance on Williams textbook review</p> <p>1C. FIT review: Good or Exemplary at all schools.</p> <p>Student survey results increase at each site by 5%</p>	<p>Priority 1 Basic Services</p> <p>1A: There were 0 teacher misassignments for 2019-2020 and all teachers were appropriately assigned. 80.6% of our staff was fully credentialed. 19.4% of currently permitted staff will be credentialed.</p> <p>1B: Per Williams visits, the district was 100% in compliance based on textbook review.</p> <p>1C: An exemplary rating on the Facilities Inspection review was achieved at all schools.</p> <p>Student Survey results from 2019-2020: These are district summary percentages as specific site data was not available from California Healthy Kids data.</p> <p>72% of elementary students reported being satisfied with facilities upkeep which was a decrease of 5%.</p> <p>52% of middle school students reported being satisfied with facilities upkeep which was an increase of 10%.</p>

Expected	Actual
<p><b>Baseline</b></p> <p>Priority 1: Basic</p> <p>1A The 2016-2017 Williams Review requirements as measured by county and self-review indicated zero misassignments for the 2016-2017 school year. 82% of the district's teaching staff is fully credentialed for the 2016-2017 school year and highly qualified staff is no longer measured by the state.</p> <p>1B The district had 100% textbook sufficiency for ELA/ELD, Math, Social Studies and Science at all 4 schools.</p> <p>1C FIT results for the August 2016 Williams site visit resulted in 3 sites rated Exemplary and 1 site rated Good.</p>	
<p><b>Metric/Indicator</b></p> <p>Priority 2 Implementation of CCSS</p> <p>2A Implementation of the Common Core academic and performance standards</p> <p>2B Programs and Services supporting ELL access</p> <p>Implementation Surveys (state provided, APS, Butte)</p> <p><b>19-20</b></p> <p>Priority 2: Implementation of State Standards</p> <p>2A Substantial implementation of Common Core Math and English Language Arts with the purchase of the CC LA/ELD program Benchmark. Evidence gathered through lesson plans, walkthroughs, and evidence of student work to record on Butte County Survey.</p> <p>Substantial implementation of PE and Health standards as measured by walkthrough and lesson plan evidence through dedicated PE instruction.</p> <p>100% of students will receive Social Studies and Science standards instruction through use of core texts and integrated with related materials as measured by district observation.</p>	<p>Priority 2: Implementation of Common Core State Standards</p> <p>2A: Classroom observations, refinement of Learning Windows, lesson design, and the Butte County California State Standards Implementation Metric (Level 3- full awareness) indicate substantial implementation of the State Standards using the tools contained within the most recent adoption of Language Arts and English Language Development.</p> <p>A decline in the Mathematics Dashboard Data does not correlate with perceptions of staff on the Butte County California State Standards Implementation Metric (Level 3 - full awareness). Reflections on Learning Windows and classroom instruction indicate a focus on the state standards yet systemic use of the framework and embedded assessment expectations are not in place.</p> <p>100% of students receive Social Studies and Science instruction with support of the State Adopted Core Curriculum. Butte County California State Standards Implementation Metric results and Learning Window alignment with integration of content standards indicate an early implementation level. Science outcomes indicate</p>

Expected	Actual
<p>2B100% of English Learners will receive daily instruction aligned to the CA ELD standards in designated ELD with the addition of integrated ELD in all content areas to promote core academic content knowledge and English proficiency. All elements on the Butte County rubric for State Standards and EL program implementation will be a level 3 or higher.</p> <p><b>Baseline</b> Priority 2: Implementation of State Standards 2A Implementation of State Standards was measured using three measures.</p> <ol style="list-style-type: none"> <li>1. Site walkthrough information</li> <li>2. The Academic Performance Survey which measures implementation status on a 4 point rubric including Fully, Substantially, Partially, or Minimally.</li> <li>3. The Butte County rubric which measures implementation on a 5 Point metric including Initial Awareness, Developing Awareness, Full Awareness, Student Awareness, and Full Implementation.</li> </ol> <p>Implementation of Common Core Language Arts based on the APS rubric was rated overall as "Substantially" (Level 3/4) to "Fully (Level 4/4) " and Butte County rubric results indicate a range from "Developing Awareness" (Level 2/5) to "Full Awareness"(Level 3/5).</p> <p>Implementation of Common Core Math based on the APS rubric was rated as 3/4 and the Butte County rubric results indicate a range from "Developing Awareness" (Level 2/5) to "Full Awareness". (Level 3/5). Substantial implementation of PE/Health standards is evident as measured by walkthroughs.</p>	<p>an initial awareness level and Social Studies indicates some staff at the initial awareness and some staff at the developing level.</p> <p>Growth in Percentage of students scoring 6 out of 6 in the Healthy Fitness Zones at the middle school and increases to particular subtests on the Physical Fitness Test indicate substantial implementation of Physical Education Standards through dedicated Physical Education Instruction. Implementation of Health Standards is at a minimal level however materials and lesson time for Physical Education teachers are in place.</p> <p>2B: 100% of English Learners receive daily Designated and Integrated English Language Development instruction aligned to California English Language Development Standards. Time is documented on master schedules and reviewed by site administrators. The Butte County California State Standards Implementation Metric indicates standards, planning, instruction, and assessment have reached an average Level 3 (substantial) implementation level.</p>

Expected	Actual																								
<p>100% of students receive science and social studies instruction through core and language arts themed materials. NGSS are rated as Initial Awareness (Level 1/5) by the district.</p> <p>2B Implementation of ELD Program Implementation was rated a level 3/5 (core).100% of English learners receive daily instruction in designated ELD with the addition of integrated ELD in content areas however aligning this instruction to the detailed language of the proficiency continuum is a work in progress.</p>																									
<p><b>Metric/Indicator</b></p> <p>Priority 4: Pupil Outcomes</p> <p>4A Statewide achievement</p> <p>5x5 rubric, Equity reports/CAASPP scores</p> <p>4B Academic Performance Index/NA elementary</p> <p>4C Pupils completing A-G/ NA elementary</p> <p>4D % of EL making progress toward proficiency /CELDT/ELPAC scores</p> <p>4E EL reclassification rate</p> <p>4F % of pupils passing AP exam / NA elementary</p> <p>4G % of pupil indicating college preparedness/NA elementary</p> <p><b>19-20</b></p> <p>Priority 4: Pupil Achievement District Rank of Yellow or Better</p> <p>4A. Statewide Assessments: CAASPP decrease of 5% district-wide for standard not met for each grade level in comparison to their cohort based on Dataquest reporting for most recent year posted.</p> <p>Language Arts 5% decrease target is:</p> <p>3rd 45.31%</p> <p>4th 42.40%</p> <p>5th 35.12%</p> <p>6th 27.57%</p> <p>7th 40.70%</p>	<p>Priority 4: Pupil Outcomes</p> <p>4A The district achieved a rank of Orange for All Students in Language Arts due to maintaining 0.4 (-41.5). English Language Learners (-53), Hispanic (-41.7), Socio-economically disadvantaged (-43.4) students maintained a status of Low. Students with Disabilities increased 15.9 points yet remain in a Very Low status (-102.6). Homeless (-35.3) and White (-41) student groups declined and remain in a status of Low.</p> <p>The district achieved a rank of Orange for All Students in Math due to a decline of 3.4 points (-72.8). English Learners maintained a status of Low (-80). Hispanic (-72.9), Socio-economically disadvantaged (-74.9), and homeless (-78.7) declined and remain in a status of Low. However, the white student group (-70.2) declined significantly and remain in a status of Low. Students with Disabilities increased 12.5 points yet remain in a Very Low Status (-127.4).</p> <p>Percentage of students "not meeting standard" 2018-2019 CAASPP</p> <table><tr><td>3rd Language Arts</td><td>51.92%</td><td>Math</td><td>45.56%</td></tr><tr><td>4th Language Arts</td><td>52.29%</td><td>Math</td><td>42.94%</td></tr><tr><td>5th Language Arts</td><td>41.37%</td><td>Math</td><td>50.41%</td></tr><tr><td>6th Language Arts</td><td>33.65%</td><td>Math</td><td>44.83%</td></tr><tr><td>7th Language Arts</td><td>38.14%</td><td>Math</td><td>56.59%</td></tr><tr><td>8th Language Arts</td><td>42.42%</td><td>Math</td><td>63.83%</td></tr></table>	3rd Language Arts	51.92%	Math	45.56%	4th Language Arts	52.29%	Math	42.94%	5th Language Arts	41.37%	Math	50.41%	6th Language Arts	33.65%	Math	44.83%	7th Language Arts	38.14%	Math	56.59%	8th Language Arts	42.42%	Math	63.83%
3rd Language Arts	51.92%	Math	45.56%																						
4th Language Arts	52.29%	Math	42.94%																						
5th Language Arts	41.37%	Math	50.41%																						
6th Language Arts	33.65%	Math	44.83%																						
7th Language Arts	38.14%	Math	56.59%																						
8th Language Arts	42.42%	Math	63.83%																						

Expected	Actual
<p>8th 26.25%</p> <p>Math 5% decrease target is:</p> <p>3rd 45.23%</p> <p>4th 36.64%</p> <p>5th 39.75%</p> <p>6th 38.84%</p> <p>7th 56.79%</p> <p>8th 49.17%</p> <p>4B. Academic Performance Index: NA</p> <p>4C. A-G requirements: N/A - K-8 district</p> <p>4D. English Learner Progress: Minimum of yellow status</p> <p>4E. EL reclassification: 10%</p> <p>4F: AP Passage: N/A - K-8 district</p> <p>4G: EAP Participation : N/A - K-8 district</p> <p><b>Baseline</b></p> <p>Priority 4: Pupil Achievement</p> <p>4A Statewide assessments</p> <p>District placement on the Language Arts 5 x 5 rubrics is in the yellow range with a status of "low" and a "maintaining" change rate for all students and all significant student groups with the exception of Students with Special Needs. This group has a status of "Very low" and a "maintaining" change.</p> <p>District placement on the Language Arts 5 x 5 rubrics is in the yellow range with a status of "low" and a "maintaining" change rate for all students and all significant student groups with the exception of Students with Special Needs. This group has a status of "Very low" and a "declining" change.</p> <p>Percentage of students "not meeting" proficiency.</p> <p>3rd/LA 59% 3rd Math 50%</p> <p>4th/LA 54% 4th Math 50%</p> <p>5th/LA 52% 5th Math 63%</p>	<p>4B: Academic Performance Index (Not Applicable)</p> <p>4C: A-G Requirements (Not Applicable K-8 District)</p> <p>4D: 45.9% of English Learners made progress toward English Language Proficiency.</p> <p>Well Developed 16.40%</p> <p>Moderately Developed 37.77%</p> <p>Somewhat Developed 30.12%</p> <p>Minimally Developed 15.71%</p> <p>AMAO's are no longer a measurement used.</p> <p>4E: The district reclassification rate for 2018-2019 was 5.7% based on Data Quest information.</p> <p>4F: AP Passage Rate: (Not Applicable K-8 District )</p> <p>4G: EAP Participation (Not Applicable K-8 District)</p>

Expected	Actual
<p>6th/LA 37% 6th Math 48%  7th/LA 57% 7th Math 56%  8th/LA 44% 8th Math 59%</p> <p>4B Academic Performance Index: NA  4C A-G requirements: N/A - K-8 district  4D The district had a status of "low" and a "declining" rate for change resulting in an orange status for ELL Although AMAO's are no longer the state measurement, KeyData estimated outcomes are:  59.7% for AMAO #1.  21.7% for AMAO #2 less than 5 years. 53.8% for AMAO #2 more than 5 years.  4E Data retrieved from Dataquest indicates a 5% redesignation rate for the 2016-2017 school year.  4F AP Passage: N/A - K-8 district  4G EAP Participation : N/A - K-8 district</p>	
<p><b>Metric/Indicator</b>  Priority 7:  7A Percent Enrollment in broad course of study  7B Percent Enrolled in programs/services for unduplicated pupils  7C Percent enrolled in programs for exceptional needs</p> <p><b>19-20</b>  Priority 7:  100% of students, including unduplicated pupils will have access to all required areas of broad coursework as stated in Ed Code 51210.  100% of unduplicated students will have access to and receive general educational programs and services including Dual Immersion and AVID.</p>	<p>Priority 7: The following items were implemented through distance learning or hybrid instruction throughout the end of the 2019-2020 and for the 2020-2021 school year.  7A: 100% of students including unduplicated pupils had access to all required areas of broad coursework as stated in Ed Code 51210.  7B: 100% of unduplicated students had access to general educational programs and services including Dual Immersion, AVID, and Summer School. 100% of TK-3 have access to music and art education. 100% of English Learners received targeted English Language Development instruction and support.  7C: 100% of pupils with exceptional needs had access to and receive special education programs and services in the least restrictive environment as detailed in their IEP's.</p>



Expected	Actual
<p>100% of pupils with exceptional needs will have access to and receive special education programs and services in the least restrictive environment as detailed in their IEP's. 100% of English Learners will receive targeted English Language Development instruction and support.</p> <p><b>Baseline</b> Priority 7: 7A 100% of students, including unduplicated pupils had access to all required areas of broad coursework as stated in Ed Code 51210. 7B 100% of unduplicated students had access to and received general educational programs and services including Dual Immersion and AVID. 100% of English Learners received targeted English Language Development instruction and support. 7C 100% of pupils with exceptional needs had access to and received special education programs and services in the least restrictive environment as detailed in their IEP's.</p>	
<p><b>Metric/Indicator</b> Priority 8: Other Pupil Outcomes Physical Fitness Percentage of students meeting 6 of 6 criteria</p> <p>Percent of 3rd graders reading on grade level according to I Ready.</p> <p>Percentage of students that qualify for intensive intervention</p> <p><b>19-20</b> Priority 8: Other Pupil Outcomes Physical Fitness Percentage of students meeting 6 of 6 criteria elementary 40% middle school 50%</p>	<p>3. Due to the closure of in-person school on March 17, 2020, Physical Fitness and End of Year I-Ready testing did not take place nor did End of Year Read 180.</p>



Expected	Actual
<p>50% of 3rd graders reading on grade level according to I Ready.</p> <p>A decrease of 5% in the percentage of students that qualify for intensive intervention is the expectation for each upcoming school year with a goal of 23.82%</p> <p><b>Baseline</b>  Priority 8: Other Pupil Outcomes  8A Physical Fitness  Elementary percentage of students meeting 6 of 6 standards: 29.9%.  Middle school percentage: 40.7%</p> <p>1a. Aerobic Capacity  5th grade 56.5%  7th grade 73.5%</p> <p>1b. Body Composition  5th grade 39.1%  7th grade 59.3%</p> <p>1c. Abdominal Strength  5th grade 77.4%  7th grade 59.3%</p> <p>1d. Trunk Extension Strength -  5th grade 99.1%  7th grade 96%</p> <p>1e. Upper Body Strength  5th grade 73%  7th grade 80.4%</p> <p>1f. Flexibility  5th grade 75.9%  7th grade 83.3%</p> <p>2. End of Year I-Ready reading level for 3rd graders indicate 29% are reading within the 3rd grade level. Of that 29%, 8% are reading at a mid to end -of -year 3rd grade level.</p>	

Expected	Actual
<p>3. Intervention candidates scoring 2 or more years below grade level based on I-Ready are further tested for entry into the Read 180 program. Students initially identified by I-Ready that are not already Special Education who will receive services totaled the following percentages of the total population. These totals are not comparable to last year data due to changes in assessment criteria.</p> <p>3rd/LA 42.9%    3rd Math 29.8%  4th/LA 31.6%    4th Math 28.6%  5th/LA 55.1%    5th Math 34.5%  6th/LA 63%      6th Math 36.7%  7th/LA 70%      7th Math 52%  8th/LA 66%      8th Math 58%</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. District level personnel to ensure support for Common Core implementation, professional development, coaching for instructional staff, and functionality/access to district technology and data systems leading to 21st century skills.</p> <p>Director of Curriculum and Instruction  Director of Student Services -(modified: extended to 4 days of work to focus on Multi Tiered Systems)  ELD TOSAs  District Data Coordinator  Technology Certificated (2)  Technology Classified (2)  Educator Effectiveness TOSA  Summer/Winter Tech work</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 484,008.43</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 173,323.83</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 134,531.97</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 95,315.62</p> <p>1000-1999: Certificated Personnel Salaries Title III 75,287.34</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 482,283.12</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 181,810.50</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 133,019.07</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 85,427.48</p> <p>1000-1999: Certificated Personnel Salaries Title III 76,022.74</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Title III 28,023.18  1000-1999: Certificated Personnel Salaries Special Education 35,719.52  3000-3999: Employee Benefits Special Education 12,543.88  1000-1999: Certificated Personnel Salaries Title I 160,934.80  3000-3999: Employee Benefits Title I 57,774.14	3000-3999: Employee Benefits Title III 28,241.09  1000-1999: Certificated Personnel Salaries Special Education 35,531.52  3000-3999: Employee Benefits Special Education 11,273.65  1000-1999: Certificated Personnel Salaries Title I 204,687.93  3000-3999: Employee Benefits Title I 44,886.89
2. District level personnel and monitoring/support to facilitate Williams staffing compliance, ensure intern staff progress toward full certification, support quality work habits through organization of the evaluation and certification process, and ensure support staff are in place to meet student needs.  Director of Human Resources is replaced by classified Human Resources Manager  Teacher Induction/Intern programs -increased to accommodate number of teachers	intern stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 34,000  3000-3999: Employee Benefits Supplemental and Concentration 43,376.05  Teacher Induction Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 33,500  salary of Human Resources Manager 2000-2999: Classified Personnel Salaries Supplemental and Concentration 61,788	intern stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 49,994.82  3000-3999: Employee Benefits Supplemental and Concentration 43,704.97  teacher induction program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 18,425.00  salary of Human Resources Manager 2000-2999: Classified Personnel Salaries Supplemental and Concentration 55,282.88  staff development welcoming for new teachers 4000-4999: Books And Supplies Supplemental and Concentration 153.50  staff development for new teachers 5800:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1409.00
3. Reading Support Materials Accelerated Reader	Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 35,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 450
4. Site level personnel to promote increased academic achievement, safe and welcoming climate, and professional development in targeted areas Vice Principals Academic Coaches - 1 each site Dean of Student Success	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 508,155.99  3000-3999: Employee Benefits Supplemental and Concentration 189,955.07  1000-1999: Certificated Personnel Salaries Title I 265,840.28  3000-3999: Employee Benefits Title I 102,239.15  1000-1999: Certificated Personnel Salaries Lottery 124,314.64  3000-3999: Employee Benefits Lottery 49,893.87	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 512,609.95  3000-3999: Employee Benefits Supplemental and Concentration 183,517.08  1000-1999: Certificated Personnel Salaries Title I 270,894.11  3000-3999: Employee Benefits Title I 101,392.18  1000-1999: Certificated Personnel Salaries Lottery 125,646.60  3000-3999: Employee Benefits Lottery 50,300.52
5. Implement Thoughtful Classroom Observation Tool to provide targeted feedback to certificated staff for 9 instructional elements. No outside professional development will be utilized.	thoughtful classroom and stages/Framework support 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0  subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0	thoughtful classroom implementation 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0  1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	subs 3000-3999: Employee Benefits Supplemental and Concentration 0	3000-3999: Employee Benefits Supplemental and Concentration 0
<p>6. Professional development providing strategies and structures for instructional staff, certificated and classified, to meet needs of students in identified areas of need including:</p> <p>writing - Write from the Beginning</p> <p>mathematical practices</p> <p>English Language Development</p> <p>engagement strategies</p> <p>instructional materials implementation</p> <p>close reading</p> <p>standards implementation</p> <p>use of assessments, data systems and intervention programs</p> <p>Professional Learning Communities</p> <p>expansion of AVID and Thinking Maps</p> <p>scaffolding strategies based on research by Hattie/Marzano</p> <p>district after school and weekend trainings</p> <p>AVID National in California</p> <p>RTI/MTSS</p> <p>technology use</p> <p>differentiated staff led workshop sessions</p>	<p>overtime for training -Saturday or afterschool 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 130,000</p> <p>overtime for training 2000-2999: Classified Personnel Salaries Supplemental and Concentration 3000</p> <p>subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,000</p> <p>registration and travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 80,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 40,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 25,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 25,463.36</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 550.27</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 11,098.51</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 20,357.93</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 7478.57</p> <p>4000-4999: Books And Supplies Supplemental and Concentration 4572.99</p>
<p>7. Professional development for district and site administrators focused on Professional Learning Communities, strategic planning and taking action, and program implementation. Innovate Ed</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 100,000</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 84,660.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 20,000  3000-3999: Employee Benefits Supplemental and Concentration 4,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 23,280.00  3000-3999: Employee Benefits Supplemental and Concentration 2492.80
8. Formative assessment and intervention - I Ready and PD/School City assessment software. No item bank will be purchased this year from School City.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 109,623.89  4000-4999: Books And Supplies Supplemental and Concentration 10,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 92,180.00  4000-4999: Books And Supplies Supplemental and Concentration 3282.88
9. Library personnel & expansion Leveled reading materials for site libraries Certificated librarian at Haven Drive Library clerks - elementary sites summer clerks Improve library environment to promote reading leading to increased reading achievement	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 82,890  3000-3999: Employee Benefits Supplemental and Concentration 34,668  2000-2999: Classified Personnel Salaries Supplemental and Concentration 158,455.50  3000-3999: Employee Benefits Supplemental and Concentration 99,826.35  4000-4999: Books And Supplies Supplemental and Concentration 56,000  Follett training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 88,339.92  3000-3999: Employee Benefits Supplemental and Concentration 35,078.71  2000-2999: Classified Personnel Salaries Supplemental and Concentration 166,485.91  3000-3999: Employee Benefits Supplemental and Concentration 117,753.03  4000-4999: Books And Supplies Supplemental and Concentration 1798.07  5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		shelving for additional books purchased in previous years and to prepare for upcoming year 6000-6999: Capital Outlay Supplemental and Concentration 5225.23
10. Intervention personnel 1 teacher at each site Instructional aides - 2 to 3 per site - elementary Special Day Preschool classes - 2 certificated staff members (modified cost - position filled with new teacher)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 429,497.90 3000-3999: Employee Benefits Supplemental and Concentration 175,722.73 2000-2999: Classified Personnel Salaries Supplemental and Concentration 90,079.72 3000-3999: Employee Benefits Supplemental and Concentration 27,069.80 1000-1999: Certificated Personnel Salaries Title I 370,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 439,547.37 3000-3999: Employee Benefits Supplemental and Concentration 176,951.59 2000-2999: Classified Personnel Salaries Supplemental and Concentration 106,442.87 3000-3999: Employee Benefits Supplemental and Concentration 42,819.42 intervention teachers 1000-1999: Certificated Personnel Salaries Title I 246,323.50 3000-3999: Employee Benefits Title I 102,086.51
11. Summer school salaries, benefits, materials, and activities Arvin Advantage - After School program coordinator salary and benefits Kinder Boot Camp (modified to expand program) Additional intervention teachers	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 257,723.20 3000-3999: Employee Benefits Supplemental and Concentration 137,538.61 1000-1999: Certificated Personnel Salaries Title I 80,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4759.70 3000-3999: Employee Benefits Supplemental and Concentration 2559.80 1000-1999: Certificated Personnel Salaries Title I 37,573.20



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Title I 13,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration 35,000 3000-3999: Employee Benefits Supplemental and Concentration 8750 transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000 1000-1999: Certificated Personnel Salaries Base 37,000 3000-3999: Employee Benefits Base 12,500 4000-4999: Books And Supplies Supplemental and Concentration 10,000	3000-3999: Employee Benefits Title I 13,228.30 2000-2999: Classified Personnel Salaries Supplemental and Concentration 67.50 3000-3999: Employee Benefits Supplemental and Concentration 19.32 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0 1000-1999: Certificated Personnel Salaries Base 0 3000-3999: Employee Benefits Base 0 4000-4999: Books And Supplies Supplemental and Concentration 596.94
12. Special Projects Clerk - coordinate materials for parent communication and workshops, support intersession and Summer School preparations.	2000-2999: Classified Personnel Salaries Supplemental and Concentration 16,589.28 3000-3999: Employee Benefits Supplemental and Concentration 2081.95	2000-2999: Classified Personnel Salaries Supplemental and Concentration 11,824.85 3000-3999: Employee Benefits Supplemental and Concentration 3550.95
13. Fund and expand Dual Immersion program: materials Spanish textbooks - science adoption and yearly replacements professional development	textbooks and classroom libraries science adoption 4000-4999: Books And Supplies Supplemental and Concentration 280,000 workshops/travel 5000-5999: Services And Other Operating	4000-4999: Books And Supplies Supplemental and Concentration 5238.61 5000-5999: Services And Other Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Expenditures Supplemental and Concentration 18,000  overtime/subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 15,000  3000-3999: Employee Benefits Supplemental and Concentration 3000	Supplemental and Concentration 1027.30  1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5755.00  3000-3999: Employee Benefits Supplemental and Concentration 1112.84
14. Expand implementation of technology access in elementary grades and middle school math and science classrooms for project based learning. Sustain and refresh outdated and damaged district tech equipment.	4000-4999: Books And Supplies Supplemental and Concentration 450,000  repair contracts 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000	4000-4999: Books And Supplies Supplemental and Concentration 195,659.37  brainstorm contract 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 17,333.17
15. Continue expanded course offerings Elementary art, music, and PE -add 2nd band teacher at elementary Interactive Science and NGSS materials AVID elective at Middle School Summer Band Camp Materials for Class and elective	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 484,177  3000-3999: Employee Benefits Supplemental and Concentration 207,198.80  4000-4999: Books And Supplies Supplemental and Concentration 100,000  conference registration /band entry fees/ band review fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 35,000  bus costs for Haven Drive band field trips 5700-5799: Transfers Of	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 417,254.04  3000-3999: Employee Benefits Supplemental and Concentration 183,328.86  4000-4999: Books And Supplies Supplemental and Concentration 68,184.27  5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2615.36  5700-5799: Transfers Of Direct Costs Supplemental and Concentration 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Direct Costs Supplemental and Concentration 10,000	2000-2999: Classified Personnel Salaries Supplemental and Concentration 47.92  5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2364.00
16. Expand educational extension activities, educational assemblies, and field trips - 1 per grade entry fees bus costs college trips Grades 5-8 Included Camp Keep costs for enrollment and staffing (modified)	5700-5799: Transfers Of Direct Costs Supplemental and Concentration 180,000  Camp Keep and entry frees 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 75,000  1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,000  3000-3999: Employee Benefits Supplemental and Concentration 2000	5700-5799: Transfers Of Direct Costs Supplemental and Concentration 2867.33  5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 84,149.95  1000-1999: Certificated Personnel Salaries Supplemental and Concentration 9859.60  3000-3999: Employee Benefits Supplemental and Concentration 1738.57
17. ELL clerks Ellevation software program Subs to facilitate teacher 1 on 1 contact with students for ELPAC speaking to drive instruction	2000-2999: Classified Personnel Salaries Lottery 67,113  3000-3999: Employee Benefits Lottery 44,986.57  N/A 0  5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 32,000	2000-2999: Classified Personnel Salaries Lottery 71,057.95  3000-3999: Employee Benefits Lottery 53,308.27  0  5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 21,780.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries Lottery 18,889.22  3000-3999: Employee Benefits Lottery 14,745.20  subs to allow teachers to test own students/ overtime for training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 35,000  3000-3999: Employee Benefits Supplemental and Concentration 7000	2000-2999: Classified Personnel Salaries Lottery 0  3000-3999: Employee Benefits Lottery 0  1000-1999: Certificated Personnel Salaries Supplemental and Concentration 32,975.00  3000-3999: Employee Benefits Supplemental and Concentration 11,542.04  2000-2999: Classified Personnel Salaries Supplemental and Concentration 10,309.40
18. Modified allocations Allocate funds to all 4 school sites based on unduplicated pupil counts to meet the needs of targeted students. (modified allocation) Supplemental Technology/Ink/Drums Student Incentives Supplemental student materials Incentive Field Trips Categorical Clerks/overtime supplemental staff Minicorp Support - will not continue Americorp	4000-4999: Books And Supplies Supplemental and Concentration 296,444.64  5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 40,000  2000-2999: Classified Personnel Salaries Supplemental and Concentration 113,983.76  3000-3999: Employee Benefits Supplemental and Concentration 14,304.97  N/A 0	4000-4999: Books And Supplies Supplemental and Concentration 74,737.77  5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 23,433.78  2000-2999: Classified Personnel Salaries Supplemental and Concentration 140,738.88  3000-3999: Employee Benefits Supplemental and Concentration 58460.30  1000-1999: Certificated Personnel Salaries Supplemental and Concentration 41,888.10  5000-5999: Services And Other Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Supplemental and Concentration 13,017.15  5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 23,433.78
19. The district will ensure unduplicated students who also receive Tier 3 intervention are provided additional materials to meet any needs related to language development and/or to support their academic achievement	4000-4999: Books And Supplies Supplemental and Concentration 20,000	4000-4999: Books And Supplies Supplemental and Concentration 10,242.00
20. District student incentives	4000-4999: Books And Supplies Supplemental and Concentration 15,000  5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 32,000	4000-4999: Books And Supplies Supplemental and Concentration 5705.82  5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0  2nd quarter field trips 5700-5799: Transfers Of Direct Costs Supplemental and Concentration 1522.51

## Goal Analysis

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

Funds originally budgeted for a regular school year, end of year activities such as Summer School, end of year student incentives, summative assessments, and projected staffing were not fully expended due to the pandemic and sudden shift to distance only instruction at the end of the 2019-2020 school year. Funds from actions not implemented remained unspent as actions planned were so close to the end of the school year and schools were shut down for in person instruction.

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

District successes include district level personnel hired to ensure support for Common Core implementation, professional development, coaching for instructional staff, and functionality/access to district technology and data systems leading to 21st century skills. Additional successes are the implementation of district level personnel tasked to monitor/support/facilitate Williams staffing compliance, ensure intern staff progress toward full certification, support quality work habits through organization of the evaluation and certification process, and ensure support staff are in place to meet student needs. Success further extends to implementation of site level personnel including Vice Principals, one academic coach for each site, a Dean of Student Success at the middle school, all working to promote increased academic achievement, safe and welcoming climate, and professional development in targeted areas. Library personnel & expansion of leveled reading materials for site libraries including Certificated librarian at Haven Drive, Library clerks at elementary sites, summer clerks, and improved library environment to promote reading leading to increased reading achievement were also part of successes. Implementation of other staff that proved a success were Intervention personnel- 1 teacher per site; Instructional aides - 2 to 3 per elementary site; Special Day Preschool classes - 2 certificated staff members; Special Projects Clerk- coordinate materials for parent communication and workshops, and English Language Learner (ELD program) clerks. Our district also was successful in the implementation of materials including Accelerated Reader for Reading Support, Thoughtful Classroom Observation Tool to provide targeted feedback to certificated staff for 9 instructional elements, and Professional development providing strategies and structures for instructional staff, certificated and classified, to meet needs of students in identified areas in writing, mathematical practices, English Language Development, engagement strategies, instructional materials implementation, close reading, standards implementation, use of assessments, data systems targeting intervention programs, Professional Learning Communities, expansion of AVID and Thinking Maps through support from Teachers on Special Assignment, scaffolding strategies based on research by Hattie/Marzano, district after school and weekend trainings, RTI/MTSS, technology use, and differentiated staff led workshop sessions at the site level. Funding and expanding the Dual Immersion program was also successful including materials, Spanish textbooks - yearly replacements and professional development. Success was further noted in professional development implementation for district and site administrators focused on Professional Learning Communities, strategic planning and taking action, and program implementation including work with Innovate Ed. as well as expansion of technology access in elementary grades and middle school math and science classrooms for project based learning including to sustain and refresh outdated and damaged district tech equipment. Implementation of assessments and software such as formative assessment and intervention including the use of IReady and PD/School City assessment software, and Ellevation software program were successes. The continued expansion of course offerings including Elementary art, music, PE, Interactive Science and NGSS materials, AVID elective at Middle School, materials for elective classes, as well as additional materials to meet any needs related to language development and/or to support the academic achievement to ensure unduplicated students receiving Tier 3 intervention were successes.

Many challenges were faced due to the impacts of the pandemic, which included non implementation of Summer school as planned and field trips suspended from February 2020 through the remainder of the school year due to the state shut-down. Further, due to the closure of school on March 17, 2020, CAASPP, Physical Fitness and End of Year I-Ready testing did not take place nor did End of Year Read 180. Other challenges faced due to the state shut down was the aftermath of unimplemented programs including Summer school salaries, benefits, materials, and activities including Kinder Boot Camp. Further challenges were unexpanded educational

extension activities, educational assemblies, and district student incentives that were originally projected for the end of the 2019-2020 school year. In addition, Summer AVID training for large numbers of staff was not conducted.



## Goal 2

Provide a safe, nurturing environment within high quality facilities for students, staff, parents, and the community.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:    N/A

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>1. Williams</p> <p>1A. Credentialing</p> <p>1B. Instructional Materials</p> <p>1C. FIT Review</p> <p><b>19-20</b></p> <p>Priority 1: Basic    Meet Williams Act requirements of:</p> <p>1. Zero teacher misassignments with fully credentialed staff totaling 87%. 33% of currently credentialed staff become permitted.</p> <p>2. Instructional Materials: 100% compliance on Williams textbook review</p> <p>3. FIT review: Good or Exemplary at all schools.</p> <p>Student survey cleanliness results increase at each site</p>	<p>Priority 1 Basic Services</p> <p>1A: There were 0 teacher misassignments for 2019-2020 and all were appropriately assigned. 80.6% of our staff was fully credentialed. 21.4% of currently permitted staff will be credentialed.</p> <p>1B: Per Williams visits, the district was 100% in compliance based on textbook review.</p> <p>1C: An exemplary rating on the Facilities Inspection review was achieved at all schools.</p> <p>Student Survey results from 2019-2020: These are district summary percentages as specific site data was not available from California Healthy Kids data.</p> <p>72% of elementary students reported being satisfied with facilities upkeep which was a decrease of 5% from the previous year.</p> <p>52% of middle school students reported being satisfied with facilities upkeep which was an increase of 10% from the previous year.</p> <p>A district student survey was not completed in 2019-2020 due to the early physical closure of school.</p>

Expected	Actual
<p><b>Baseline</b></p> <p>Priority 1: Basic</p> <p>1A The 2016-2017 Williams Review requirements as measured by county and self-review indicated zero misassignments for the 2016-2017 school year. 82% of the district's teaching staff is fully credentialed for the 2016-2017 school year and highly qualified staff is no longer measured by the state.</p> <p>1B The district had 100% textbook sufficiency for ELA/ELD, Math, Social Studies and Science at all 4 schools.</p> <p>1C FIT results for the August 2016 Williams site visit resulted in 3 sites rated Exemplary and 1 site rated Good.</p> <p>Student survey results regarding the question "This school is a clean place." increased 18% totaling 54%.at BME, decreased 3.47% totaling 74.53% at ECR, increased 12.9% totaling 60.91% at SV, and decreased 15.69% totaling 29.31 at HD.</p> <p>Student survey results regarding the question "If things are broken at this school they get fixed immediately." now totals 50.13% at BME, 74.3% at ECR, 67.51% at SV, and 37.03% at HD.</p>	
<p><b>Metric/Indicator</b></p> <p>3A: Parent input meetings and surveys</p> <p>3B. Participation rates</p> <p>3C. Parent Participation rates for IEP completion</p> <p><b>19-20</b></p> <p>Priority 3: Parent Involvement:</p> <p>3A 60% Parent survey return rate.</p> <p>3B Parent Surveys will show 95% of parents state attendance at school activities as "yes" or "sometimes"</p>	<p>Priority 3:</p> <p>3A Parent Survey return rate results for 2019-2020 totaled 1,080 responses and 405 families responded to the California Healthy Kids online survey during distance learning in 2020-2021. 91% of parents, while the district did not hold in-person activities and was focused on distance learning and small cohorts, reported on the 2020-2021 California Healthy Kids Survey that the school encourages them to be an active partner with the school in educating their child. 86% stated the school actively seeks the input of parents before making important decisions. 91% feel the are welcome to participate at this school.</p>

Expected	Actual
<p>Sites will offer a minimum of 3 parent activities per trimester in addition to at least 1 Parenting Partners class 1 Latino Family Literacy Class and document attendance for further comparison. Parent Conference attendance will be at least 90% average in the district.</p> <p>Parent input as an agenda item will be on 100% of district and site agendas for DAC, DELAC, SSC, ELAC, Program PAC's and Coffee with Principal with feedback provided to district office.</p> <p>3C: 100% IEP completion with parent input.</p> <p>Hold bi-annual meetings for parents of pupils with exceptional needs including Special Education and GATE and document attendance for further comparison.</p> <p><b>Baseline</b></p> <p>Priority 3: Parent Involvement</p> <p>3A 42% Parent survey return rate</p> <p>3B 90.6% of parents state attendance at school activities as "yes" or "sometimes" slightly missing the goal of 91% yet increased over the previous year of 81.56%</p> <p>All sites met the initial goal of holding a minimum of 2 parent activities per trimester and all sites provided one Parenting Partner series.</p> <p>Parent attendance at parent conferences ranged from 68% at fall conferences for Haven Drive and a fall conference high of 95% at El Camino. The average was 86% for fall conferences and 87% for spring conferences.</p> <p>Parent input was added as a category on district and site agendas and information relayed through site representatives to district councils or by principals.</p> <p>A parent meeting was held for GATE parents with an attendance of 34 GATE parents.</p> <p>The rate of return for the annual parent survey was 41.8%.</p>	<p>3B</p> <p>Parenting Partner and Latino Family Literacy series were held in 2019-2020 and Parent Partner through virtual means in 2020-2021. During the 2020-2021 school year, each site held a minimum of 6 Coffee's with the Principal (2 per trimester), online open house (first trimester) and 2 (first and second trimester) online parent conferences, and 4 grab and go events during the 2020-2021 school year (beginning of year and at least 1 per trimester)</p> <p>Parent conference attendance was 95% at Sierra Vista, 91% at Bear Mountain and El Camino Real, and 63% at Haven Drive.</p> <p>Parent input was gathered as a standing item on district and site agendas.</p> <p>3C IEP completion rates are:100%.</p>

Expected	Actual
<p>3C The district has not held parent committee meetings for students with exceptional needs and does not have baseline data for IEP completion with parent input.</p>	
<p><b>Metric/Indicator</b>  6A Suspension Rate  6B Expulsion Rate  6C Healthy Kids and district climate survey</p> <p><b>19-20</b>  Priority 6: School Climate  Pupil suspension rate: District rate below 3%  Expulsion rate below 0.3%</p> <p>Local measures:  Questions regarding rules and norms will improve satisfactory responses by a minimum of 5% at each site below 75% current rate.  Questions regarding safety will improve satisfactory responses by a minimum of 2% at each site.  School connectedness rates will be a minimum of 88% at elementary sites and 75% at middle school.</p> <p><b>Baseline</b>  Priority 6: School Climate  The most recent state reported data reported by the Department of Education shows a decline in 5 of 6 student groups resulting in a decline for all students. An increase is noted in the suspensions of English Learners. The pupil suspension rate for the district decreased from 4.6% to 3.4% for the comparison years 2013-14 and 2014-15 provided by the Department of Education.</p> <p>2016-2017 end of year data collected by the district indicates 80 unduplicated students were suspended for a total of 275 days</p>	<p>6A  Suspension Rate: The district suspension rate reported on the 2018-2019 district dashboard was 1.2% which placed the district in the Green category for all students. The suspension rate for the incomplete 2019-2020 school year was 1.0%  2018-2019 full year data indicates:  All student groups within the district placed in the Green category. English Learners maintained at a rate of 1.2% suspended. Hispanic declined to a rate of 1.2% suspended. Homeless maintained at a rate of 0.9% suspended. Socioeconomically disadvantaged students declined to a rate of 1.2% suspended. Students with Disabilities declined to a rate of 2.6%. White students declined to a rate of 1.1% suspended.</p> <p>6B:  The expulsion rate from CalPads end of year data was 2018-2019 was 0.06% and 2019-2020 was 0.09%.</p> <p>6C:  Local Measures:  The student survey question, "All adults at this school enforce the same school rules." was not measured as California Healthy Kids changed questions. However students treated with respect was 88% at the elementary and 64% at the middle school.</p> <p>The student survey question, "I am afraid of being beaten up at school" totaled satisfactory responses as 62% at the elementary stating not victimized and 71% at the middle school stating not victimized.</p>

Expected	Actual
<p>which is estimated to be a rate of 2.3%. The estimated expulsion rate is 0.33%.</p> <p>Local Measures: The student survey question, "All adults at this school enforce the same school rules." indicated increased satisfactory responses by 32.58% totaling 71.58% at BME, 11.76% totaling 80.85% at ECR, 5.07% totaling 71.07% at SV, and 33.24% totaling 56.24% at HD.</p> <p>The student survey question, "I am afraid of being beaten up at school" increased satisfactory responses by increasing disagree and strongly disagree by 39.12% to 65.12% at BME, 16.36% to 66.36% at ECR, 24.11% to 57.11% at SV, and 45.83% to 76.83% at HD.</p> <p>The student survey question, "I am happy to be at this school." provided a response percentage of 80.62% at BME, 88.79% at ECR, 83% at SV, and 56.04% at HD.</p>	<p>The student survey question, "I am happy to be at this school." provided a response percentage of 79% which is a decline from all elementary sites compared to the baseline. Results show 72.7% at HD which is an increase of 16.3%.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Engage families and parents through translation and community outreach/training ie. Parent Partners/Parent Universities Parent Facilitator at FRC Community Liaison at DO Clerk at FRC CABE for parents</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 133,017.22</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 88,578.76</p> <p>workshop materials, parent awards, snacks 4000-4999: Books And Supplies Supplemental and Concentration 7000</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 144,875.43</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 93,206.94</p> <p>4000-4999: Books And Supplies Supplemental and Concentration 3472.03</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>CABE for parents 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2000</p> <p>2000-2999: Classified Personnel Salaries Local Restricted Programs 33,996</p> <p>3000-3999: Employee Benefits Local Restricted Programs 25,000.19</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 10,300</p> <p>2000-2999: Classified Personnel Salaries Local Restricted Programs 79,172.34</p> <p>3000-3999: Employee Benefits Local Restricted Programs 56,333.81</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3075.00</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2569.20</p> <p>FRC supervisor 1000-1999: Certificated Personnel Salaries Local Restricted Programs 24,888.84</p> <p>FRC supervisor 3000-3999: Employee Benefits Local Restricted Programs 8801.32</p>
2. Implementation of Family Engagement Framework goals with a focus especially on Principles 1.04, 1.05, 5.01, and 5.03 including District and site webpages/newsletters/flyers and Blackboard Connect including addition of a parent portal	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 51,252	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,127.57</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1000.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		2000-2999: Classified Personnel Salaries Supplemental and Concentration 32.40  3000-3999: Employee Benefits Supplemental and Concentration 98.37  4000-4999: Books And Supplies Supplemental and Concentration 238.43
3. Professional development focused on positive school culture including PBIS and SWIS /Safe School Ambassadors /consider Capturing Kids Hearts Culturally responsive teaching Respectful relationships California Healthy Kids Survey Suicide prevention program	overtime and subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3000  3000-3999: Employee Benefits Supplemental and Concentration 500  PBIS and SWIS contracts and workshops California Healthy Kids Survey Culturally responsive teaching 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 9,000  conference registration and travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 15,000  2000-2999: Classified Personnel Salaries Supplemental and Concentration 3000  3000-3999: Employee Benefits Supplemental and Concentration 2000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2640.00  3000-3999: Employee Benefits Supplemental and Concentration 501.51  contracts noted and RULER training for social-emotional support 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 30,034.63  5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 966.84  2000-2999: Classified Personnel Salaries Supplemental and Concentration 491.21  3000-3999: Employee Benefits Supplemental and Concentration 53.66



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		PBIS Tier 1-111 books for professional development 4000-4999: Books And Supplies Supplemental and Concentration 13,634.04
<p>4. Summer sports camp, After School Sports stipends, and after school clubs</p> <p>Modified to provide funds to after school programs</p>	<p>summer sports camp 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000</p> <p>coach stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 65,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 16,250</p> <p>bus trips middle school 5700-5799: Transfers Of Direct Costs Supplemental and Concentration 18,000</p> <p>bus trips elementary 5700-5799: Transfers Of Direct Costs Supplemental and Concentration 10,000</p> <p>after school clubs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 40,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 10,000</p> <p>club and after school support materials 4000-4999: Books And</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0</p> <p>coach and club stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 40,317.64</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 9,477.17</p> <p>5700-5799: Transfers Of Direct Costs Supplemental and Concentration 3073.20</p> <p>5700-5799: Transfers Of Direct Costs Supplemental and Concentration 0</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 0</p> <p>4000-4999: Books And Supplies Supplemental and Concentration 1077.58</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplies Supplemental and Concentration 40,000  activities to expand after school program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 60,000	art and drama activities by Boys and Girls club 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 36,043.52  positions not taken by certificated staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 19,650.00
5. Personnel for student supervision - modified to expand Campus Supervisor - expand to 6 hours Noon Duty staff to promote positive climate and relationships Gate Duty staff to ensure student safety prior to arrival of certificated staff	2000-2999: Classified Personnel Salaries Supplemental and Concentration 300,000  3000-3999: Employee Benefits Supplemental and Concentration 51,835.40  additional campus supervisor 4 hours at HD additional 2 hours at elementary sites 2000-2999: Classified Personnel Salaries Title IV 44,000	2000-2999: Classified Personnel Salaries Supplemental and Concentration 276,107.95  3000-3999: Employee Benefits Supplemental and Concentration 60,619.73  extra hours campus supervisors 2000-2999: Classified Personnel Salaries Title IV 33,155.24  radios for supervision support 4000-4999: Books And Supplies Supplemental and Concentration 735.45  extra hours campus supervisors 3000-3999: Employee Benefits Title IV 2272.93  campus supervisor training 5800: Professional/Consulting Services And Operating Expenditures

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
		Supplemental and Concentration 300
6. Maintenance Personnel to ensure immediate repairs to facilitate a learning environment and no student displacement or interruption of learning HVAC technician	2000-2999: Classified Personnel Salaries Supplemental and Concentration 56,592  3000-3999: Employee Benefits Supplemental and Concentration 35,420.21	2000-2999: Classified Personnel Salaries Supplemental and Concentration 74,478.72  3000-3999: Employee Benefits Supplemental and Concentration 41,987.85
7. Safety and security updates to ensure increased student safety Exterior lighting Surveillance system with cameras Duress alarms ID labels electronic keys	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 200,000	Raptor /camera infrastructure 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 39,805.00  4000-4999: Books And Supplies Supplemental and Concentration 101,978.78  cameras 6000-6999: Capital Outlay Supplemental and Concentration 9505.00
8. Promote positive, welcoming environments Playground shade structures Replace café tables at BME/HD Student tables outside at HD	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 500,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0  outdoor recreation tables at Haven Drive 4000-4999: Books And Supplies Supplemental and Concentration 12,476.90  upgrades to library at El Camino and cafeteria seating at Bear Mountain and Haven Drive 6000-6999: Capital Outlay Supplemental and Concentration 157,733.05

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
9. Work with Arvin Police Department to provide safety and assistance with no formal contract	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0
10. District liaison attends local advisory group meetings for foster youth and supports Foster students with necessary items to begin school.	4000-4999: Books And Supplies Supplemental and Concentration 5000	4000-4999: Books And Supplies Supplemental and Concentration 184.48  conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 84.87
11. Childcare to accommodate parent meetings	2000-2999: Classified Personnel Salaries Supplemental and Concentration 2000  3000-3999: Employee Benefits Supplemental and Concentration 500	2000-2999: Classified Personnel Salaries Supplemental and Concentration 476.96  3000-3999: Employee Benefits Supplemental and Concentration 39.05

## Goal Analysis

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

Funds for summer sports camp, after school sports stipends, and after school clubs were not fully expended as initially budgeted due to the pandemic and sudden change to distance only learning at the end of the 2019-2020 school year. Funds from actions not implemented remained unspent as actions planned were so close to the end of the school year and schools were shut down for in person instruction.

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

Successes of this goal include family and parent engagement through translation and community outreach and training by staff including our Parent Facilitator, Community Liaison, and Family Resource Center Clerk. Communication became paramount at the end of the 2019-2020 school year as students went to distance-only instruction and getting messages out was essential. Engagement also included Parent Partners/Parent Universities. Also a success were the Implementation of Family Engagement Framework goals with a focus especially on Principles 1.04, 1.05, 5.01, and 5.03 including District and site webpages/newsletters/flyers and Blackboard

Connect including addition of a parent portal. Professional development focused on positive school culture including PBIS and SWIS /Safe School Ambassadors, Respectful relationships, California Healthy Kids Survey, and Suicide prevention program. Personnel for student supervision promoted a positive school climate and helped build relationships principally directed to our unduplicated students and included the expansion of our Campus Supervisors to 6 hours, Noon Duty staff, and Gate Duty staff. The HVAC technician supported a healthy learning environment as classrooms were properly heated and cooled affording an environment conducive to learning. Other successes included Safety and security updates to ensure increased student safety, Exterior lighting, Surveillance system with cameras, ID labels, and electronic keys. The promotion of positive welcoming environments through playground shade structures, replacement of old café tables at school sties and addition of student tables at the middle school were successes based on survey data and feedback. Other successes of this goal were collaboration with Arvin Police Department to provide safety and assistance with no formal contract. In addition, the district assigned a District liaison that attended local advisory group meetings for foster youth including providing these unduplicated students the necessary items to begin school. While childcare to accommodate parent meetings was a success because it afforded those in attendance the opportunity for full uninterrupted engagement, the end of the year projected expenditures did not happen due to the pandemic. We are proud of our success with implementation of Basic Services as we had 0 teacher misassignments for the 2019-2020 and all were appropriately assigned and alike were our Williams visits, with 100% compliance on textbook review as well as an exemplary rating on the Facilities Inspection review was achieved at all schools.

A district student survey was not completed in 2019-2020 due to the early physical closure of school and move to distance only learning. In place of the survey, individual and small group conversations were held as opportunities presented themselves during grab and go events.

Challenges as a result of the dramatic halt due to the pandemic were the suspension of Summer sports camp, suspension of After School Sports, and after school clubs. Throughout the year, a continued challenge has been the engagement of parents in structured activities as well as staffing of after school supplemental activities thus the contract with Boys and Girls Club for art and drama. We continue to focus on respectful relationships and active engagement of students during the school day and after school.

## Goal 3

Increase student attendance rates and engagement in school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities: N/A

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 5A ADA (School Attendance rate) <b>19-20</b> 5A School Attendance Rate: Maintain an overall rate of attendance at 96% or better. <b>Baseline</b> 5A School Attendance Rate: 95.84% as of June 2, 2016	5A: The Average Attendance rate for a full year in 2018-2019 was 95.88% and for 2019-2020 was 95.80% until closure on March 17, 2020.
<b>Metric/Indicator</b> 5B Chronic absenteeism rate <b>19-20</b> 5B Chronic Absenteeism Rate: Decrease to below 9.5% <b>Baseline</b> 5B Chronic Absenteeism Rate: March mid-year chronic absentee rate 9.6% - End of year rate 7.42% March mid-year site chronic absences Haven Drive 9.1% El Camino Real and Sierra Vista 9.2% Bear Mountain 11.0%  District Truancy Rate: March mid-year truancy rate 20.1% site truancy rates as of March Haven Drive 25%	5B Chronic Absenteeism Rate: A2A March mid-year chronic absentee rate 9.5% prior to closure on March 17, 2020. March mid year site chronic absences Haven Drive 8.5% El Camino 7.7% Bear Mountain 11.3% Sierra Vista 10.%  A2A end of year data indicates 9.5% as of March 17, 2020. A2A truancy as of March 17, 2020 Haven Drive 25.4% Bear Mountain 28.3% Sierra Vista 16.3% El Camino Real 14.6%

Expected	Actual
Bear Mountain 23.7% Sierra Vista 17% El Camino Real 16.8%	
<b>Metric/Indicator</b> 5C Middle School Dropout rate  <b>19-20</b> 5C Middle School Dropout Rate: Remain at or below 0.08%  <b>Baseline</b> 5C Middle School Dropout Rate: 2015-2016 drop out data is 0.03%.	5C: The middle school dropout rate for 2018-2019 was 0%. The dropout rate for 2019-20 was 1 student.
<b>Metric/Indicator</b> 5D High School Dropout Rate: N/A Elementary District  <b>19-20</b> 5D High School Drop-out rate -NA   <b>Baseline</b> 5D High School Dropout Rate: N/A Elementary District	5D: High School Drop out rate - Not applicable
<b>Metric/Indicator</b> 5E High School Graduation Rate: N/A Elementary District  <b>19-20</b> 5E High School Graduation rate - NA  <b>Baseline</b> 5E High School Graduation Rate: N/A Elementary District	5E: High School Graduation rate - Not applicable
<b>Baseline</b>	



## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Promote positive attendance through contracted services for communication and site-follow up using reporting system for tracking absences.</p> <p>School Site Clerks</p> <p>Utilize A2A data reports to determine improvement areas and areas in need of focus</p> <p>A2A base contract with professional development for use with tardy letters</p> <p>Pre-K/3 Early Attendance Initiative</p> <p>College &amp; Career Readiness</p> <p>Positive Attendance Initiative through A2A</p> <p>Excellence Contract</p> <p>Attendance Incentives at sites - school awards</p>	<p>contracts A2A and additional attendance incentive contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 55,300</p> <p>\$2000 each site attendance incentive 4000-4999: Books And Supplies Supplemental and Concentration 8,000</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 161,816.25</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 118,419.95</p>	<p>contracts A2A and additional attendance incentive contracts and conference 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 57,895</p> <p>4000-4999: Books And Supplies Supplemental and Concentration 942.50</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 175,677.20</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 125,954.66</p>
<p>2. Personnel to promote parent and student engagement through communication and workshops</p> <p>Student Success Facilitators</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 121,661.69</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 109,076.56</p> <p>Supplies - \$1000 each site 4000-4999: Books And Supplies Supplemental and Concentration 4000</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 136,038.45</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 114,382.74</p> <p>4000-4999: Books And Supplies Supplemental and Concentration 217.84</p> <p>travel and conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 998.26</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		conference 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2861.18
<p>3. Personnel to support physical and mental health to support attendance Clinica Sierra Vista District Nurses (4) Nurses Aide</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 90,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 217,607.06</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 79,571.99</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 80,739.36</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 60,861.02</p> <p>1000-1999: Certificated Personnel Salaries Base 108,803.54</p> <p>3000-3999: Employee Benefits Base 39,786.00</p>	<p>Clinica Sierra Vista and contracted nursing services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 86,400</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 205,519.11</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 98,354.19</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 39,574.57</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 30,088.26</p> <p>1000-1999: Certificated Personnel Salaries Base 77,526.87</p> <p>3000-3999: Employee Benefits Base 32,225.50</p> <p>conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 34.00</p>
<p>4. Contract with KCSOS for social work services as part of Project 180 mental health services including training and related costs</p>	<p>5800: Professional/Consulting Services And Operating</p>	<p>5800: Professional/Consulting Services And Operating</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Continue with increase to 4 School Social Workers KCSOS administrative services (secretary and KCSOS prevention specialist) and related training	Expenditures Supplemental and Concentration 485,000  4000-4999: Books And Supplies Supplemental and Concentration 500  KCSOS Social workers 5800: Professional/Consulting Services And Operating Expenditures Title IV 27,451	Expenditures Supplemental and Concentration 761,176  4000-4999: Books And Supplies Supplemental and Concentration 25.65  5800: Professional/Consulting Services And Operating Expenditures Title IV 0  social workers workshop 4000-4999: Books And Supplies Supplemental and Concentration 25.65
5. Alternative Learning Academy Grades 4-8 as an alternative to suspension /expulsion one teacher, two 3.75 hour aides, additional curriculum	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 55,000  3000-3999: Employee Benefits Supplemental and Concentration 28,962.49  4000-4999: Books And Supplies Supplemental and Concentration 4,000  2000-2999: Classified Personnel Salaries Supplemental and Concentration 32,000  3000-3999: Employee Benefits Supplemental and Concentration 3201.98  behavioral intervention curriculum 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 32,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 52,694.01  3000-3999: Employee Benefits Supplemental and Concentration 28,814.81  4000-4999: Books And Supplies Supplemental and Concentration 0  2000-2999: Classified Personnel Salaries Supplemental and Concentration 32,526.01  3000-3999: Employee Benefits Supplemental and Concentration 6813.87  5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,400

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
6. Support funds for Wings of Knowledge will replace Saturday School	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 9000  3000-3999: Employee Benefits Supplemental and Concentration 1800  5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0  3000-3999: Employee Benefits Supplemental and Concentration 0  5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0

## 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 district wide focus on engagement and relationship building was a priority, however due to the unforeseen ramifications of the pandemic, our district did not spend fully the funds budgeted as planned. These unexpended funds were spent in the 2020-2021 school year to mitigate students' learning loss with a districtwide campaign principally directed to unduplicated students to support engagement and learning.

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

As a success, the average attendance rate was not largely affected due to the dramatic effects of the pandemic as the data indicate only a 0.08% fluctuation from baseline data as the school year attendance recording ended in March. Also as a success our district's chronic absenteeism rate in a completely normal in-person school year (2018-2019) was on a decline from 9.6% to 7.42%, then, when compared to the 2019-2020 school year, the 9.5% rate did not exceed the starting point of the previous school year.

School site clerks promoted positive attendance through daily phone calls and support of attendance reporting logs during the regular school year and distance only student learning. Attention 2 Attendance (A2A) data reports continued to be utilized and correspondence regarding student attendance was sent throughout the year which included tardy as well as positive attendance letters. Student Success Facilitators at school sites promoted positive and improved student attendance through promotion of drive-through celebrations, digital awards, and positive daily percentage campaigns. Clinica Sierra Vista, District Nurses (4), and a Nurse's Aide supported physical and mental health to promote positive attendance principally directed to unduplicated students to support engagement and learning. Social work services as part of Project 180 mental health including 4 School Social Workers rolled out various campaigns throughout the school year including Suicide Prevention and to deal with the added stresses brought about by the

pandemic. Additionally, these social workers hosted late afternoon and evening virtual trainings and support services targeted to for our unduplicated students and their families. Due to distance learning, our Alternative Learning Academy for grades 4-8 as an alternative to suspension/expulsion was implemented through March 17, 2020. Wings of Knowledge was also implemented until March 17, 2020 when students were sent to a distance-only learning model, however, this program was sponsored through an outside agency, so this made previously allocated funds unnecessary.

Challenges included an ongoing concern with students who are ongoing chronic despite efforts of the district staff to re-engage. This was dramatically expanded as students did not attend in person. The dramatic effects of the pandemic on in-person instruction shifting to online learning. The district had to quickly adapt and change it's engagement and attendance support structures from in-person contacts to to a virtual format through platforms such as ZOOM, Microsoft Teams, and telephone calls.

# 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 and sanitizing products have been and will continue to be purchased to support staff working in person, to accommodate visitors to the district in person, and to ensure preparations are readied for future in-person student support and instruction. Cleaning supplies, plastic shields, masks, shields, replacement air filters for rooms in use with children at an increased number, and social distancing supports will be purchased. (CARES ACT)	500,000	162,113.05	No
Custodial staff ensure sanitation and readiness of classrooms. (Salaries and benefits) Base/Routine Maintenance	1,000,000	2,061,348.10	No
Increased costs of food packaging and delivery items including wagons for meals to accommodate meals outside the cafeteria to ensure meals are served with a focus on low income students. (wagons, packaging) (CARES ACT)	10,000	461,749.53	No
Increase current number of after-school personnel and contracted hours with service providers to address learning loss and not interrupt dedicated instructional minutes providing targeted in-person delivery of instruction. The number of staff working have been decreased this year due to low student participation in after-hours programs. Additional services would be targeted to meet the needs of Socio-Economically disadvantaged, English Learners, Foster and Homeless students based on teacher recommendation and data reporting indicating need. (ASES, LCAP, 21st Century)	100,000	140,480.86	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional handwashing stations to accommodate social distancing when students return physically to campus. (CARES ACT)	40,453	40.453	No
Purchase of student-size desktop shields, room dividers, and storage materials which allow in-person services to high need foster, English learner, and low income students at the earliest time possible given extra safety precautions - this initial purchase is to prepare for a hybrid model return and/or for small cohorts to promote personal spacing. (CARES ACT 95,000, LCAP 5000)	100,000	78,849.30	Yes
Signage for hygiene and expected behaviors (CARES ACT )	1,000	3930.61	No
Outside dining tables, trash cans, and portable fabric covers to accommodate breakfast and lunch an outside dining area for a cohort or hybrid need for outside fresh air and social distancing with concrete poured if needed depending on the campus set up. A permanent shade structure is not planned at this time. (CARES ACT)	146,000	95,627.21	No
Additional staff hours to service wellness checks - noon and hallway support PBIS implementation to support California Healthy Kids Survey outcomes to ensure unduplicated students have a safe, welcoming environment to attend. (CARES ACT \$10,000, LCAP \$40,000)	50,000	120,490.59	Yes
STEAM/activity based learning materials and training to promote re-engagement for in-person instruction and to promote the choice to return to physical classrooms at school sites when safe to do so. (LCAP \$50,000)	50,000	40,092.40	Yes

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

At the time of the Learning Continuity Plan writing, the district's future for returning to in-person instruction was constructed with input from stakeholders desiring a safe return to school and the uncertainty of the time. As such, the district expended a significant amount of funds in order to prepare for safe student return. These preparations although not fully implemented in 2020-2021 provide a strong foundation or return to in-person instruction in 2021-2022. Given the uncertainty of this time period, estimated costs vary from expenditures, the most significant differences are noted here. Personal Protective Equipment and Sanitizing products were



substantially less because the district did distance learning for the majority of the school year and were able to partner with the Kern County Superintendent of Schools to get a reduced price on items not initially anticipated. Due to the pandemic and the added need for proactive cleaning and disinfecting to meet requirements, custodial staff cost significantly more than projected. Increased food costs were not initially anticipated as the amount of salaries for cafeteria staff were not covered by the reimbursable meals. After school programs were offered and advertised virtually to ensure student and staff safety as a result of COVID-19 and state and county guidance. Due to low numbers of in-person return once opened and the half-day format, numbers of enrolled students was low and services were brought back to normal rates but not expanded. Assigned additional staff to conduct wellness checks, as well as PBIS were increased costs attributed to distance learning as many families chose not to return to in-person instruction.

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

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

The return of students to in-person instruction was manageable due to the gradual return promoted through the district's reopening plan. District communications as the year began was critical as multiple plans were rolled out as reopening guidance was modified. Structured campaigns utilizing Blackboard, text messages, Zoom meetings, site/district informational meetings and Facebook prompted initial return of students as messages of safety and academic support were shared. Safety measures have been implemented at the highest level prompting a safe and slow return with a focus on identified groups in most need. This began with cohorts designed for Special Education students, those without wifi, English Learners, and students identified as benefiting from extra supports. Collaboration with union representatives and reopening committee members were instrumental in the return to a state defined hybrid model with concurrent instruction where teachers teach students in the room and online. Support through multiple versions of reopening plans resulted in action steps within the Learning Continuity and Attendance plan which were executed as anticipated. Equipment and items mentioned within this section were identified early on through stakeholder input and were in place as students returned.

As COVID-19 ravaged the south valley through late winter, the burden of ensuring the safety of students and staff was overwhelming. A turning point in vaccination rates and decreased rates of COVID-19 prompted reopening however, many families have not yet overcome the fear of COVID which has impacted the number of in-person students. While Arvin COVID numbers were initially extremely high compared to county and state numbers, approximately 25% of parents have selected to send their children for in-person instruction when offered. This percentage decreases as the students increase in age. In an effort to promote consistency, a hybrid model with 1/2 day synchronous and 1/2 day asynchronous was implemented during distance learning and continued upon reopening. This 1/2 day in-person schedule, while supporting some, also may have been a factor in student return numbers.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebook provided for each student in the district to ensure 1 to 1 capacity and reserves to ensure all students will have a device with no wait time if broken or needing replacement. This was a new purchase for each student in the district focused on ensuring equity and access for all students and also supports students enrolled in preschool programs supported by the district to ensure early learning. (CARES act \$974,000, LCAP \$26,000)	1,000,000	1,565,027.49	Yes
Wi-Fi mobile hotspots with purchased internet connectivity bought to ensure service for each family in the district and additional/multiple devices provided for those families with two or more students in the family as we battle significant service delays due to usage in the area. Initial purchase and first month wireless = \$87,777 each month approximately \$27,000 to serve socio-economically disadvantaged families without prior service (CARES act (\$100,000) , LCAP \$170,000)	270,000	571,040.23	Yes
Headphones with microphone provided for each student in the district to limit distractions for the student (output) and the rest of the class (input). (CARES ACT)	71,704	115,329.55	No
A district librarian and library clerks have supported distribution of technology and curriculum materials. The librarian and library clerks will push into distance classrooms to provide lessons and ensure library experiences while being available to support "grab and go" curriculum days if distance learning were to continue and additional chapters and units are needed in homes. This action step is particularly focused on English Learner and Socio-economically disadvantaged students to expand reading materials available to support literacy while students cannot be at school. (LCAP)	413,461	314,544.17	Yes
In addition to ongoing LCAP technology staff that has been largely dedicated to providing support for distance learning platforms and infrastructure, the district technology position has been expanded to	500,000	603,512.66	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
include more hours and an additional position added to support Google Hotlines and the increase technology support for Chromebooks and Wifi purchased. (CARES ACT \$40,000, LCAP \$460,000)			
Additional technology resources to support distance learning include document cameras, cameras for virtual meetings and classes. Technology for after-school personnel (CARES ACT)	6,000	32,777.69	No
The CANVAS platform was purchased in order to deliver curriculum for asynchronous time and to support synchronous learning. (CARES Act)	16,620	16,620	No
Google Suite was purchased to monitor Chromebooks and provide technology management and security. (CARES Act)	82,480	95,980	No
Three Teachers on Special Assignment are in place in the district to support new teachers, English Learners, Title I schoolwide efforts, 95% and Read 180 group intervention as well as the district's Dual Immersion Program for the 20-21 school year. All efforts continue yet focused on supporting these efforts through Distance Learning and platform support to ensure delivery of instruction. An additional Teacher on Special Assignment was hired to support distance learning/hybrid professional development efforts. (CARES Act \$100,000 , LCAP, Title I, Title III, Lottery =\$450,000)	550,000	551,362.21	Yes
Professional development to support Distance Learning formats, scheduling, platforms, attendance, relationship building through virtual means including payment for services and overtime. This cost includes registration, overtime, and materials costs. In addition, planning and preparation time with overtime costs to ensure platforms are readied for student usage. The district will work closely with Kern County Superintendent of Schools to support staff needs for Distance Learning including Hybrid if possible. Training has focused on ensuring platform development is easily accessed by students learning a second language and focusing on engagement of students working to access the platforms to virtually engage and/or complete	300,000	380,043.84	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
work with little supervision due to family work obligations or lack of familiarity with technology. (specifically targeted to low-income students). (CARES Act \$100,000, LCAP/Title IV = \$200,000)			
Transportation for special education students to take advantage of cohort possibilities during mandated distance learning - expanded bus utilization to accommodate social distancing guidance. (CARES Act)	20,000	25,723.57	No
I-5 level processor laptops purchased to replace I-3 level machines to accommodate speed needed for teachers to do direct instruction with synchronous learning to prevent dropping from lessons). Older machines will be returned to rolling labs for use by students when physically present. (CARES Act )	160,000	188,658.27	No
Monitors and HDMI cables for teachers to be able to have dual screens for class observation and instruction (zoom/teams/canvas) to improve monitoring and ability to manipulate multiple screens at one time. (CARES Act )	39,000	37,612.55	No
Zoom purchased to do large scale professional development and meetings. (CARES Act)	5,000	5271.78	No
Materials to support distance learning and to engage students actively in STEAM/hands-on activities during asynchronous time or after school hours. (CARES Act )	300,000	21,612.40	No
Continue to strengthen the technology infrastructure at each campus to ensure capacity for distance learning and especially capacity when returning to a hybrid model when students and staff will be utilizing connectivity requiring on campus and distance impact. This action may include the following: Replacing server equipment, switches and other hardware / expanding bandwidth to support a robust network capable of sustaining staff and student needs. This is especially critical to ensure low income students are able to engage and would be impacted greatly if the infrastructure does not effectively support all students in a distance learning or hybrid environment. (CARES Act, LCAP)	1,000,000	1,206,245.54	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.

At the time of the Learning Continuity Plan writing, the district's future for returning to in-person instruction was constructed with input from stakeholders desiring a safe return to school and the uncertainty of the time. As such, the district expended a significant amount of funds in order to prepare for safe student return. These preparations although not fully implemented in 2020-2021 provide a strong foundation or return to in-person instruction in 2021-2022. Given the uncertainty of this time period, estimated costs vary from expenditures, the most significant differences are noted here. A substantive difference between the planned actions and budgeted expenditures for the distance learning program include one additional Teacher on Special Assignment to the previously planned "Three" Teachers on Special Assignment that supported new teachers, English Learners, Title I schoolwide efforts, 95% and Read 180 group intervention as well as the district's Dual Immersion Program for the 2020-2021 school year. Chromebooks were significantly more due to the increased demand stemming from distance learning. WIFI connectivity including technology infrastructure was also an increased cost needed to support distance learning due to the poor connectivity capacity in the City of Arvin. A retirement in the Library Clerk positions was not anticipated, so the district had a decrease in this area. Technology support was an increase due to the demand of students needing assistance to thrive in the digital platforms for distance learning. Other technology including document cameras were an increased cost as all instruction was delivered virtually for the majority of the 2020-2021 school year. STEM materials were ordered, however, not all received in a timely manner due to being on "back-order" as the pandemic significantly impacted all areas of business.

## 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.

### CONTINUITY OF INSTRUCTION

Learning platforms adopted to support synchronous and asynchronous learning time have proven themselves priceless in the engagement of students to support continuity of instruction. Teachers were able to deliver lessons as if students were in the classroom with them. Purchase and utilization of CANVAS, TEAMS, KAMI, GO GUARDIAN, and ZOOM, PBIS Rewards and RULER supported continuity of instruction and social-emotional learning. Haven Drive also implemented Second Step Curriculum to support social-emotional needs and Freckle for standards based instructional practice. Elementary students grades 1 through 6 were able to access I-Ready. Grab and go events provided a venue for schools to distribute materials to be utilized within units of study to be provided over set time periods. Teachers have been extremely resourceful, creative, and innovative to promote engagement and provide materials that support student access to learning. Intent is evident to provide what students needed given unprecedented circumstances. As the year progressed, the 100% distance learning format systematically transferred to concurrent instruction with some students in-person and some distance for synchronous time in the morning and asynchronous time for all in the afternoon. Grade levels were offered in person instruction in order beginning with Kindergarten on March 15th. Elementary art, music, and PE teachers worked with multiple subject teachers to push into virtual classrooms and offer videos for students to access at any time throughout the afternoons to continue offering opportunities for engagement. The district Dual Immersion Program teachers through

virtual and in-person continued instruction through shared classrooms. English Language Development and interventions, including 95% and Universal Instruction, continued as scheduled within the district reopening plans supported by classroom teachers, intervention teachers, and instructional assistants.

Although the school day meets state requirements for an instructional day, a decision was made to shorten the day with consideration to the amount of time students would be in front of a computer screen, teacher preparation needs, and family obligations while students were at home during distance learning. In order to implement this schedule and support households during distance learning, the reopening team determined documented times for various subject areas, interventions, breaks, etc. While this supported clarity of communication when families asked for information, accommodated family schedules, and ensured continuity of instruction at one level; the impact was significant when flexibility was desired such as push in programs or if support staff were absent. This shortened day has also possibly impacted return to in-person school days as parents may not have the means to pick up students mid-day.

ACCESS TO DEVICES AND CONNECTIVITY was notably the district's largest transformation and, as such, viewed as our greatest success. The Arvin Union School District transitioned from rolling labs in the classroom to 1 to 1 devices within four months. While we hear of districts who must resort to paper-packets, funding and focus of a huge team of people has ensured wifi devices or cohort services to all students. Wifi devices were purchased from Verizon and activated early in the year to promote access to the internet and were supplemented by T-Mobile and AT&T due to low-reception of Verizon hotspots in specific areas. Following successes of Earlimart, Lindsay, and other districts; the district has investigated and contracted for relay towers to broadcast out our district signal. A huge infrastructure project focused on wiring, servers, access point improvement, and prioritizing district internet traffic has supported teachers on site to deliver virtual and in-person instruction.

A struggle is unstable internet and poor service in our rural area which we continue to work to overcome - this is an equity issue faced by many and a battle we must overcome to ensure long-term continuity of instruction for all. Challenges with access to devices and connectivity continue to arise with availability, back orders of devices and related items, and orders not completed in the most timely manner hoped for. Our teams have worked to overcome this battle through innovative use of limited resources and we have learned to order early and order extra proactively anticipating future needs.

#### PUPIL PARTICIPATION AND PROGRESS

A2A Midyear data indicates a significant dichotomy. While student participation reflected active student engagement for synchronous instruction, academic progress did not move in a positive direction for all students. Those students scoring at mid-level, remained at mid-level, students scoring low stayed in that range and declined even further, while high students remained and/or exceeded standards. The undeniable reality of learning loss during distance learning, added to the already significant academic needs of students not meeting grade-level proficiency, requires us to accelerate the mitigation of learning loss with urgency. District academic scores indicate a high percentage of students are struggling and not progressing in Language Arts and Mathematics, which makes evident a need for extra support in these areas to meet student needs and ensure grade level proficiency districtwide.



Chronic absenteeism as measured by Attention2Attendance data and lack of student engagement noted by all stakeholder groups continues to be an identified focus prompting staff to actively promote LCAP goals by implementing our Student Engagement Plan throughout the year. A particular focus will be on African American, Asian, Multi-Race and Foster students who all struggle with attendance. While other groups remained relatively stable, it is a concern that the smaller minority demographics are significantly at risk of high rates of absenteeism. The numbers of students are relatively small however the impact and root causes for each including English Learners, socio-economically disadvantaged will be focus through our Engagement Team and administrative outreach.

To the positive, our percentage of students with excellent engagement and attendance has increased and students performing at high levels continue overall to do so. District classified support staff, now called the Engagement Team, have used a multitude of strategies to support participation and engagement. Strategies include phone calls, TEAMS and ZOOM conferences, meeting with students and families in person and home visits. They follow up on daily attendance reports and attempt to engage students as soon as possible each school day. Teachers utilized asynchronous time to hold office hours, provide intervention, and support complete completion of work assigned for asynchronous time.

More significantly impactful, the percentage of students with chronic attendance has increased dramatically in spite of district efforts with outreach and support. While conferencing had an impact on approximately 20% of families, those with chronic absences many times did not reengage in a regular manner. This was especially evident at the middle school where students dropped in and out of classes. Pupil progress has been dramatically impacted for students who were previously one grade level below standard. This has dropped to 2 or 3 years below grade level during this short time in both language arts and math.

#### DISTANCE LEARNING PROFESSIONAL DEVELOPMENT

Professional development provided strategies and structures for instructional staff, certificated and classified, to meet the unique needs of unduplicated students in identified areas. Trainings specifically targeted to support distance learning included utilizing CANVAS/KAMI to support learning, use of Zoom and TEAMS as communication tools, utilizing break out rooms and groups to facilitate intervention pull out/push in, building familiarity with parent portals and training parents how to access and use, integration of AVID strategies for virtual learning, and implementation of PBIS Rewards. The foundation for use of these platforms was established in partnership with Kern County Superintendent of Schools through the Curriculum and Instruction / Technology departments. This ongoing support has been available to district Teachers on Special Assignment who have pioneered this dramatic transition to a 21st Century skills environment. A fourth Teacher on Special Assignment was added to the team with a focus on distance learning for the 2020-2021 school year. Academic coaches at each site supported this effort. Scaffolded and repeated recorded workshops have been made available to support staff at various levels of computer literacy as knowledge and readiness has matured through the year. Initial workshops focused on building classroom pages and have become very elaborate with integrated assessments, layered notetaking, daily schedules and assignments, and various responses supports like FlipGrid and Kami. While in the midst of COVID, plans to implement 95% intervention continued. Instructional aide training and teacher training to support virtual grouping was conducted by Teachers on Special Assignment. STAR Renaissance was implemented at the middle school and has provided invaluable data in regard to standards attainment. Leadership training with Performance Education Partnership supported district administrators and lead staff to exercise leadership, initiative, and innovation through this very difficult year. The transition to trainings



on-line has opened up opportunities for flexible times, places, and recording. This has allowed staff to prioritize time, prevents the need for travel, and promotes group work in a safe manner.

Looking back to August/September 2020, the environment surrounding professional development was extremely stressful for all involved. Variations in individual capacity and expertise necessitated immediate action, much patience, a growth mind-set, and growing pains. Challenges of prioritization, timing, responsibility, and ensuring outcomes all arose. This year's continually changing situations challenged all stakeholders to adapt and begin to use new programs and develop capacities previously not capitalized upon.

#### STAFF ROLES AND RESPONSIBILITIES

As mentioned above, all staff gained technological proficiency. This growth over time ensured initiatives continued with the least disruption possible when supported virtually. Leading from the middle was evident as staff shared expertise and took time to support other's need and provided input through Reopening Committee work.

Staff from all departments were called upon to lend a hand with various tasks including initial and continuing technology distribution, grab and go meals, material preparedness and distribution, instruction, family contacts, conducting home visits, technology support services, meeting demands to support internet connectivity, and exercising resilience throughout for the benefit of students.

Implementing safety protocols such as cleaning, disinfecting, temperature taking, setting up and conducting COVID testing and vaccinations, ensuring social distancing through reminders and monitoring, updating facilities, and ordering/organizing personal protective equipment were proactive measures taken with health at the forefront of decisions. In addition, utilizing RULER social-emotional check-in and observing stress levels to proactively respond to needs has been a responsibility for all. Throughout the year, Memorandums of Understanding have been written, revised, and implemented to meet changing needs.

Mid-Winter was the most challenging due to the number of cases, possible exposures, and the quick spread of COVID-19 within the community and the district. This tremendously affected particular departments, school sites, and offices as quarantines were implemented. At these times especially, the impact of illness affected staff productivity and job completion for some departments. The challenge of securing substitute services for instructional and department staff has continued throughout the school year and is still a struggle. This struggle has been overcome with support and teamwork from co-workers stepping in to ensure services are complete.

#### SUPPORT FOR PUPILS WITH UNIQUE NEEDS

In addition to grade level work organized, Special Education teachers created individual packets for students and creatively addressed unique needs. Student work and engagement was facilitated by home visits by teachers and support staff and individualized family support provided in order to communicate and support the students. Instructional aides were co-presenters and supported small group and individual student work. Specialized services such as Speech and Resource Specialist Program were conducted virtually by district teachers and contracted Vocovision. District Psychologists followed suit virtually to support students and conduct assessments as prescribed in individual learning plans. County services resumed in person instruction and Arvin students are attending. Parents played a critical role in supporting students guided by instructional staff. Transportation services are being provided to Special Education students only to meet social distancing requirements and these students were the first invited to cohort classes in November. Counseling and mental health support through social-workers continued through distance learning. English Learners were assured dedicated English Language Development during synchronous time and particular classrooms received extra

support from Title III aides. Family Resource Center staff increased contact with foster and homeless families to provide support for needed services. Cohort services were initiated for identified newcomers and foster/homeless. Nurses and social workers helped with physical and mental health needs. Assessments have been conducted initially through the Cohort Assessment Plan and the district now utilizes in-person and virtual assessment as possible.

As with grade level return to school, students with unique needs are not all returning to school based on parent preference. As services are being provided in person and through distance learning, concurrent classes are a challenge especially for students with unique needs.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Formative assessments to identify current levels of performance and ensure a valid, reliable outcome aligned to indicate growth and loss to implement interventions and accelerated learning targets. Assessments to include I-Ready in Grades 1-6 for Language Arts and Math. STAR Renaissance for Grades 7-8 in Language Arts and Math, Read180 in Language Arts, and 95% Group for K-3 Foundational skills to support English Language Arts and English Language Development. (LCAP)	167,000	107,035	Yes
Vice-Principals and coaches are in place to support teachers with student participation and engagement by monitoring lessons, ensuring interventions to support student needs, analyzing data to promote grouping and define professional development needed, measure usage of programs, ensure standards alignment, and implementation of district curriculum and programs. A focus is placed on analyzing data by student group in order to ensure equity including foster/homeless/low income/English learners/ and pupils with exceptional needs. English Language Development is key to designated ELD and Integrated ELD and will be facilitated by these two staff groups. These staff members will also participate on intervention committees focused on analyzing data and determining student groups based on need and help identify students needing cohort support. (LCAP, Title I, Lottery)	985,750	1,149,608.62	Yes
District program directors supporting English Language Learners, Special Education, and Preschool are ensuring assessments are conducted and will be focusing on targeted cohort intervention supports as Distance Learning moves through various stages of ability to ensure in-person support in addition to focusing on supports during Distance Learning. (LCAP, Title I, Special Education Funds)	540,000	532,894.78	Yes
Intervention teachers and instructional assistants funded through Title I and LCAP will facilitate small group instruction. Intervention	1,873,296	2,602,448.19	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
teachers and aides will conduct pull out groups during 95% intervention during synchronous time and support student independent work during asynchronous time or through after school programs. Title III aides will facilitate small group practice of teacher-taught skills during Designated ELD time. Special Education aides will facilitate meeting with students to support meeting individual learning needs. (LCAP, Title I, and Title III)			
95% Group instructional materials have been purchased to facilitate instruction and intervention for students in Kindergarten through Third Grade. While distance learning or hybrid an additional set of kits is necessitated to ensure instructional assistants and intervention teachers working in separate places and unable to share materials have a leveled kit for all students being served. (Title I, CARES act)	100,000	165,264.80	No
Summer School - Summer 2020 including administrative/certificated and classified salaries, transportation, and materials. Enrollment targeted to English Learners, foster, homeless, and socio-economically disadvantaged students at all levels of standards attainment to mitigate learning loss. Extended School Year will be offered to students with disabilities. (LCAP/Title I/Special Education Funds)	400,000	297,346	Yes
Consultation work with Performance Education Partnership, Inc (Nancy Padilla) to work with district and site teams supporting goal setting, analyzing data, collective inquiry to close achievement gaps specific to the unduplicated student group, progress monitoring through data analysis, and grade level support for lesson design and lesson study. (LCAP)	135,000	145,600	Yes
Afternoon school programs and tutoring to support student achievement while distance learning or hybrid through a push in model or afterschool tutoring. (ASES, 21st Century, Kids Code)	1,061,878	757,905.86	No
Migrant support services serving many of our English Learners and low-economic including educational services, home visits, referrals for vision, hearing, food referrals, SEL support for families, and engagement support. (Migrant)	825,456	768,973.8	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Dual Immersion services to support biliteracy - focused on English Learner students to support comprehension and low income students to open horizons with biliteracy (materials and teacher stipends) (LCAP)	105,000	41,311.35	Yes
Base program funds for administrators, teachers, cafeteria, and office support staff. (Base)	20,000,000	17,765,986.46	No
Materials to support learning, extension of lessons, home libraries, STEAM, and intervention materials have been and will continue to be purchased to meet low income student and family needs. (CARES ACT 100,000, LCAP 50,000)	150,000	158,978.71	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.

At the time of the Learning Continuity Plan writing, the district's future for returning to in-person instruction was constructed with input from stakeholders desiring a safe return to school and the uncertainty of the time. As such, the district expended a significant amount of funds in order to prepare for safe student return. These preparations although not fully implemented in 2020-2021 provide a strong foundation or return to in-person instruction in 2021-2022. Given the uncertainty of this time period, estimated costs vary from expenditures, the most significant differences are noted here. District leadership conversations were continuously focused on attempting to meet student needs whether distance or in-person as well as supporting staff through changes and updates to program implementation. As soon as numbers allowed, small group cohorts were implemented for Students with Special Needs, to support wifi, and students struggling to achieve. Time in asynchronous afternoons was focused on individual and small group intervention and supplemental services through afterschool programs continued to be offered. Intervention Teachers and Instructional Support Aides were a significant increase in cost as the district implement the new 95% reading intervention program while in the distance learning format, which necessitated extra hours of work to support instruction and meet student needs. Summer School for 2020-2021 is being implemented after a cancellation in 2019-2020 in a full day format with support of instructional staff, instructional aides, and contracted support from Entrusted Legacy and Boys and Girls Club programs. After school programs were offered and advertised virtually to ensure student and staff safety as a result of COVID-19 and state and county guidance.

## 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.

Teachers and instructional aides as well as after school program staff provided instructional services on revised schedules which included a significant amount of synchronous time as suggested by stakeholders. Dedicated sections of the day were identified to address subject area work with intervention time and English Language Development scheduled to ensure equitable services. With the addition of 1 to 1 devices for all students in conjunction with internet service, CANVAS has been essential to lesson delivery and as a central location for all students to access their work. With an eye to equity, content delivery was facilitated through this platform. While paper packets filled the gap initially after closure, CANVAS most closely simulated a classroom environment. Although engagement has been difficult throughout the year, the Engagement Team and instructional staff efforts have shown a distinctly positive trend to increased engagement and grade levels met on scheduled Mondays to plan learning. Scheduled windows for i-Ready, 95%, and STAR Renaissance were conducted and data used to review program implementation and student needs. Initial ELPAC testing and end of year ELPAC was conducted by classroom teachers and support staff as required by the state. Local measures were completed following the district assessment calendar. The district made the decision to focus on instruction and use of local data rather than CAASPP testing. I-Ready and Freckle self-paced lessons were utilized for First through Sixth Grade and teachers have ensured students utilize the online learning during asynchronous time. Celebrations for the 2020-2021 school year when compared to the period March through June 2020 are evident. Summer School 2020 was packet-based with support from Entrusted Legacy staff and with an I-Ready component, and although nothing like normal and with low enrollment, participating parents and students enjoyed the materials and activities and provided positive feedback. Language arts and math progress was celebrated with drive through incentives throughout the summer. Differentiation for students with unique needs was supported through cohorts, early return to school, individualized materials, and transportation provided.

As the 2020-2021 year progressed, student engagement and unstable internet affected testing. Pacing was modified to meet teacher needs and the assessment calendar, although still in place, was secondary to active engagement of students. Pupil learning loss is significant, especially for students already 1 year below grade level.

Lower levels of engagement correlate with socio-economic status as schools with larger percentages of low-income students had higher chronic absenteeism rates. Engagement directly correlates with academic maintenance and growth. Professional Learning Communities continued through virtual means however staff have stated one of the challenges was being able to share student work when not together physically. Learning Windows were implemented however the focus and time for many was expended largely to make the transition to distance learning and ensure lessons were prepared for each day. Stress has been very high to deliver lessons with all attempts to address selected standards. Daily core lessons were conducted during synchronous time. In addition, leveled interventions were offered during morning instructional periods and also in the afternoons during asynchronous time. Student log-in for intervention in the afternoon has been much more difficult to get students engaged and consequently the learning gaps get larger and larger. Due to the decision to extend the 2020-2021 and 2021-2022 school years by 5 days and to add an additional 2 days of professional development, a decision was made to maintain the 20 day summer school and extend instructional time to a full day rather than extending the number of days as proposed in the Learning Continuity and Attendance Plan.





## 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.

Many compliments have been shared from parent surveys and input from stakeholders regarding the positive impact our nurses, school social workers and administrative attention to physical and mental health and social and emotional well-being has been for students. The stress of the pandemic, physical impacts of COVID-19 within Arvin homes, and distance learning have been substantial. Social workers at each of our four sites and a Clinica Sierra Vista Counselor addressed trauma and other impacts of the pandemic. Social workers contracted through Kern County Superintendent of Schools conducted regular parent informational sessions with an emphasis on students' mental health and well-being as well as family engagement strategies to support parent's communication with their students. These sessions were conducted in English and Spanish. Multi-tiered systems of support (MTSS) for social emotional needs was also continued. Students received social worker services through phone call and virtual connections. Current Implementation of RULER has been instrumental as teachers conducted daily check-ins and check-outs to support as an additional component of the daily schedule in conjunction with support from the site classified Engagement Team and Site Administrators. Administrative staff together with our site campus supervisors and site social workers were trained as trainers this year and will continue the forward momentum to roll-out this initiative more in-depth district-wide. Monitoring and supporting the mental health and social-emotional well-being of our students and staff throughout the school year included building the capacity for our students in Recognizing, Understanding, Labeling, Expressing and Regulating emotions (the five key "RULER" skills of emotional literacy/intelligence). We continued the implementation of our existing Positive Behavioral Interventions and Supports (PBIS) program with the additional digital component of PBIS Rewards as well as Safe School Ambassadors through virtual sessions at all school sites. Our Family Resource Center Staff has readily extended services to guide families to access social service connections to outside agencies to support access to basic necessities. Family Resource staff implemented google-phone numbers to ensure they were available even through the pandemic and times when there was a need for remote work and/or quarantine. Extension services that were supported by the Family Resource Center included access to instructional materials, support accessing technological devices, and provided interpretation services for Spanish speaking families as needed to support the school community. Staff received training hosted by Kern County Superintendent of Schools in Suicide Prevention to support student welfare. Memorandums of Understanding with all units were composed and implemented to exercise assembly bills regarding COVID-19 leaves including remote work and other accommodations. Required trainings such as beginning of the year staff onboarding, forms, mandated policy reviews, and Child Abuse Reporting training were conducted virtually for all district staff. These trainings encouraged staff to watch for signs utilizing virtual platforms and implement making home calls with all precautions when triggers indicated more involvement was needed.

All stakeholders were taken to new heights of mental health and social/emotional challenges due to the drastic change in the educational and home-life settings equally. The reality of the pandemic stretched far beyond what could have been imagined or anticipated of which, many lost family members, loved ones, and acquaintances. Challenges to get students engaged for asynchronous instruction and push the limits of attention-spans utilizing technology were monumental. It was necessary to implement more personal phone calls to homes and exercise home-visits to get students re-engaged. The comfort zones of families with knocks on their doors were challenged and calls after regular school hours were not always welcomed. Staff utilized their outreach skills, but

some students and families to date, have not been receptive to proactive strategies. Our non-engaged middle school student lists went from more than 80 at the beginning of the year, to an average of approximately 25 students. Our reengagement teams continue their work to get this middle school average down as we move toward full in-person instruction.

## **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.

Our pupil and family engagement team consisted of site administrators, site office staff, student success facilitators, campus supervisors, teachers, and instructional aides. Each of these staff members played an integral role in pupil and family engagement/outreach as well as attendance record keeping and engagement compliance. Attendance protocols for distance and hybrid learning were implemented to ensure accuracy in logistics and affirm that all students were receiving instruction accordingly. Staff kept daily attendance utilizing our student information system Schoolwise by entering if a student was engaged during distance learning and entering if they were present when we moved into in-person instruction. Teachers and office staff detailed the reasons for non-engagement or absence utilizing the pull-down feature in this system to inform engagement staff as they completed family contacts with the goal of re-engaging. Tiered re-engagement strategies began with the daily identification of individual students that were "not engaged" as obligated by mandates. Site staff then conducted family contacts. They also supported students and parents with technology on site and at home through home visits to ensure equity in engagement. In addition to Schoolwise, Attention2Attendance (A2A) software and service was utilized to continuously track and measure student participation levels and generate intervention letters translated into the family's home language to support engagement and outreach. Successful implementation of our Engagement Plan led to 82.5% of students were considered "manageable, satisfactory, or excellent" due to the efforts of staff, students, and parents. The district's excellent attendance rate increased 7% compared to 2019-2020. Students participated via ZOOM and/or Microsoft Teams for synchronous time instruction with the incorporation of subjects such as physical education, music, and art. Further, the CANVAS platform was used to house regular classroom assignments including submission of student work with the capability to visually verify assignment completion. This information mirrored weekly engagement record paperwork turned in by each staff member reflecting the schedule and instructional tasks for the week. Incentives were successful in motivating students and parents to prompt engagement and attendance. School closure in March led to utilization of parent packets which, although an emergency stop gap, did not promote equitable access. A huge transition from paper packets to 1 to 1 Chromebooks facilitated engagement for students of all grade levels. This required and led to countless hours of attention to training of staff, parents, and students provided early in the year and ongoing throughout the school months to increase proficiency and use of hardware and software promoting engagement.

A secondary success was the added convenience of remote attendance to district stakeholder meetings brought about new as well as additional participants than in previous years. Stakeholders were able to connect to the various meetings including our District Board Meetings, Coffee with the Principal, School Site Council, District Advisory Council, District English Language Advisory Council, Migrant Education Program Meetings, Title I Parent Meetings, Parent/Teacher Conferences, Individualized Education Plan meetings, Student Success Team meetings, Attendance Conferences, and District/Site workshops and informational meetings through smart

phones and technology devices from home. District and site messaging and initiatives were pushed out through Blackboard Connect via text messages as well as voice recordings, Facebook, and the district website. Google hot-lines and home visits were utilized by multiple staff members to provide communication venues for technology support as well as to contact the Family Resource Center and some program services including Migrant Education. Communications were facilitated by written materials in Spanish and/or interpreters provided.

Our largest challenge will be making up academic losses as some students were very difficult to engage or re-engage. The district's mid-year Attendance (A2A) indicated 6.7% of students missed 25 days or more and 10.8% missed 12.5 to 25 days of school. The district's chronic rate unfortunately has increased 8.6% due to the impacts related to COVID-19. This has particularly affected Kindergarten, although every grade has been impacted. Socio-economics appear to play a significant role as Sierra Vista and Bear Mountain Elementary schools have a much higher "chronic" rate than El Camino Real Elementary and Haven Drive Middle School, which do not have proportionately as many students. Although students engage in the morning for synchronous time, many do not engage in the afternoon for asynchronous work. Although staff worked diligently to hold conferences and meet with families, the improvement rate after a conference was 15.2%, much lower than our typical yearly rate.

## Analysis of School Nutrition

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

No-cost nutritionally adequate meals were offered to 100% of our students as part of Provision 2 funding. Successes included the flexibility to serve all students and afforded our families the opportunity to pick-up their meals from the most convenient location for them. Meal distribution contents include balanced meals for breakfast, lunch, and supper which are served on a daily basis each weekday of school. Service sites included the 3 district campuses with kitchens, mobile service to country students, and bus service to two local parks during distance learning. This continued as students returned to school as less than 1/3 have decided to return in person. Families were advised of meal service through various platforms such as Facebook posts, Blackboard Connect, personal contacts during laptop pick up/exchanges and through our district website. Food distribution at school sites as the district transitions to in-person instruction includes personnel assigned to departure gates at the end of the school day to facilitate safe departure and provision of healthy meals.

School Nutrition challenges included getting proportionate participation rates given the size of our student population and the incurred increase costs for meals to the district. Initial access to food products was very difficult but has improved over time. Although "prepackaged" food was the most practical given the scope of meal distribution, stakeholder input did not favor meal selections particularly those that were "prepackaged". Finding time and opportunity to "rest" and "re-energize" essential staff in the Cafeteria and Maintenance, Operations, and Transportation (MOT) departments at the frontlines of meal delivery and service was also a challenge since school meals were provided from the beginning of the pandemic throughout the school shut-down period and to date.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Additional packaging and materials to support meal service during distance and hybrid formats. (CARES ACT)	5,000	167,427.22	No
Mental Health and Social and Emotional Well-Being	During initial distance learning the assigned Alternate Learning Academy teacher was underutilized and the person in the position was moved to fill a regular education position due to class size overage and to ensure a very small class for the newest students in 4th and 5th grade. This position may be reinstated if a need is seen during distance learning yet expected to be empty until a return to campus physically. (LCAP)	50,000	0	Yes
Mental Health and Social and Emotional Well-Being	Social workers at each site and a counselor at Haven Drive provide mental health services through outreach, small groups, and on-line resources. (LCAP)	600,000	578,037	Yes
Pupil Engagement and Outreach	Parent and student engagement communication tools including Schoolwise Parent Portal, Blackboard, online newsletters, parent workshops, family engagement activities (LCAP)	72,000	68,545.11	Yes
Pupil Engagement and Outreach	Foster/Homeless support to meet the needs of individual families including transportation, clothing, school supplies, vaccinations, etc. (LCAP)	30,000	30,700.75	Yes
Mental Health and Social and Emotional Well-Being	Alternative Learning Academy to support restorative justice efforts at the sites. Includes a teacher and 2 instructional aides. During Distance Learning the instructional aides will be assigned to support family contacts as part of engagement	120,500	30,120.01	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	efforts. The teacher position will be filled when we return to a hybrid status. (LCAP)			
Mental Health and Social and Emotional Well-Being	School nurses are in place at each school site to support health needs, make outreach calls and complete screenings as possible. A health clerk is also in place to support the needs of students and families. (LCAP)	625,200	556,869.00	Yes
Pupil Engagement and Outreach	Student Success Facilitators, Attendance Clerks, and Categorical Clerks ensure family contacts to promote engagement of students during school days. These roles are utilized during both distance learning and during physical attendance at school. (LCAP)	550,500	672,468.56	Yes
Mental Health and Social and Emotional Well-Being	School climate for physical and virtual school continues to be a focus. Funds are allocated to each school to provide resources to promote engagement, academic achievement, and efforts to promote a positive school climate with a focus on increasing positive responses on California Healthy Kids Surveys. In addition, staff funded through this step are Campus Supervisors at each campus assigned to student supervision, relationship building, and to promote engagement and student safety utilizing various tools including training from Bluewater Consultants, RULER, Safe School Ambassadors, etc. (LCAP/Title IV)	200,000	359,264.09	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Provide Tier III materials and supplies for groups or individuals with identified needs requiring differentiated support. (LCAP)	10,000	0	Yes
Pupil Engagement and Outreach	Provide fine arts, PE, and program supplies to provide students with experiences they may not otherwise encounter. This is facilitated by middle	1,112,800	1,000,646.83	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	school staff as well as supplemental elementary art, band, and dedicated single subject elementary PE teachers. This will continue whether in person or distance learning through virtual means. (LCAP)			
Mental Health and Social and Emotional Well-Being	Additional tools, signage, and incentives to "restart" and "overcome" during and following distance learning. (CARES Act)	12,000	14,667	Yes
Mental Health and Social and Emotional Well-Being	Family Resource Staff and district liaisons are available to support and reach out to families particularly facilitating foster, homeless, English learner, and low income families to provide resources, share district information, and facilitate family needs during these stressful times.	241,673	223,761.00	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.

At the time of the Learning Continuity Plan writing, the district's future for returning to in-person instruction was constructed with input from stakeholders desiring a safe return to school and the uncertainty of the time. As such, the district expended a significant amount of funds in order to prepare for safe student return. These preparations although not fully implemented in 2020-2021 provide a strong foundation or return to in-person instruction in 2021-2022. Given the uncertainty of this time period, estimated costs vary from expenditures, the most significant differences are noted here. Costs for nutritionally sound easily portable meals for students were significantly more costly than initially anticipated. The Alternative Learning Academy was not implemented in the 2020-2021 school year as the vast majority of the year was conducted through distance learning and the certificated staff member assigned was assigned an elementary classroom. Instructional aides provided cohort support to students with wifi needs during distance learning. School nurses were substantially less than planned as the district contracted with Maxim. Pupil engagement and outreach was in higher demand than initially planned due to the low number of students returning to in-person instruction and the need to conduct more outreach and home-visits, thus, creating more cost in this area. Mental Health and Social Emotional Well Being costs were increased due to increased Campus Supervisor positions and partnership contracts to support outreach and support onsite classroom support for cohorts and social distancing/movement around campus upon reopening. In addition, campus signage to promote a welcoming environment focused on PBIS and school spirit are included. Materials and supplies for Tier III were modified and new purchases not made due to distance learning and the capacity to utilize materials virtually this also includes fine arts and physical education.



## 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 2021-2024 LCAP has been completely restructured. New goals have been written given stakeholder input and with unknowns still to be addressed. Action steps will focus on a return to in-person instruction yet be flexible to accommodate distance learning as necessary. Multiple action steps are continuations of past initiatives with personnel, programs, and materials associated. Others have been revised to meet the needs of a drastically changed local environment and worldwide impacts. Students now have devices and connectivity to advance the use of technology as a learning and communication tool within and beyond the classroom walls. Moreover, the resilience of our entire school community indicates a desire to overcome challenges and a dedication to addressing those challenges and meeting changing needs. These celebrations guide our work in the goal areas following:

Significantly and with intended purpose, Goal 1 includes actions and outcomes related to social-emotional well-being, mental health, respectful relationships, and engagement with a focus on addressing Maslow's Hierarchy of Needs before Bloom's Taxonomy. Students, staff, and families must have basic needs met as a foundation to beginning to address academic achievement especially given the impacts of the past year. A multi-year review of California Healthy Kids Data indicates many students do not feel meaningfully engaged or connected to their schools— this was compounded by distance learning. Building student relationships and creating a solid base will afford the opportunity to then focus on getting all students to grade level competency through extension of our school year with rigorous and intentional lesson delivery.

Goal 2 includes actions and outcomes related to academic achievement with the utmost attention to meeting academic needs of students through equitable services. A focus on equity has been evident in our mission statement “Every Child Learning, Every Day, No Matter What it Takes.” Review of the impact that distance learning had on particular student groups and individuals, with multiple barriers to overcome, drives an increased attention to utilization of data to identify strengths and needs in order to inform instruction through structural and systems change. Implementation of structures to support differentiated instruction will be critical to mitigate learning loss, drive grade level instruction, and extend rigor for those working at grade level standard. Attention to core frameworks and standards is critical.

Goal 3 includes action steps to accomplish Goal 2. As expectations for implementation of programs or processes evolve, all staff must be able to skillfully address student needs. While meeting certification requirements to hold positions in the district, our goal is to provide continuous support to expand understandings and skills to further the positive impacts for which we are each responsible. Professional development for specific content areas and services have been defined – especially in the areas of differentiating instruction, math and support for English Learners. Utilization of data through cycles of inquiry focused on consistent and timely formative assessments was identified as a significant gap this year and now is our opportunity to ensure planning, assessment, and modification of teaching to ensure learning at high levels is part of a coherent system.



The district's only Focus Goal is in place to systematize structures to support English Learners' acquisition of English and to set foundations for engagement in core content classes. Long-term student outcomes indicate utilization of vocabulary and synthesis of language supports are critical components to student success in the core. This is especially critical as, although communication has been facilitated through TEAMS and ZOOM during distance learning, the need to ensure differentiation and equitable services was magnified. Professional development and communication of structures will be critical to this work to ensure consistency of program implementation.

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

I-Ready and STAR data depict significant gaps and needs due to barriers or circumstances evolving out of distance learning, hybrid schedules, lack of engagement, and a focus on initial survival as transitions were made from classroom-based practices to online/digital platforms. Utilization of these two data systems will continue for consistency. Further formalizing 95% Reading Program data use will support targeting needs and differentiating instruction at the early grade levels and for students with special needs. Interim Assessments from the state testing system will be calendared and utilized to identify programmatic needs as well as focused needs of individual students.

A strategic focus on structures of Professional Learning Communities' utilization of Cycles of Inquiry based on formative assessments developed by classroom teachers will be foundational to this work. In addition, ensuring instructional alignment with content frameworks and grade-level standard's expectations will be supported in the following areas to address pupil learning loss for all students and especially for pupils with unique needs:

1. With the support of Cole Sampson at Kern County Superintendent of Schools for Math as well as the Preschool through third grade Curriculum Continuity Grant through the Gates Foundations
2. With the support of Jill Hamilton-Bunch to support Designated English Language Development to support English Learners
3. Expansion of the implementation of 95% to support students in Kindergarten through Third Grade and those with special needs
4. Continuation of AVID implementation and a focus on building comprehension, critical reading skills, expressive writing skills, and 21st century skill development to support Language Arts and support success across all content areas
5. With the support of Teachers on Special Assignment and Academic Coaches, to dig into frameworks and help further unpack standards
6. With meaningful feedback provided by Administrators through the Thoughtful Classroom Teacher Effectiveness Framework
7. Targeted interventions during and after school hours including summer school, intersessions, and weekend classes
8. Alignment of afterschool program services as a continuation of instruction and relationships built during the school day
9. The addition of one intervention teacher to each site to support differentiated student needs
10. An increase of instructional assistant work time to promote guided practice for students
11. Dedicated personnel from the Family Resource Center identified to contact and support families with students who are foster or homeless and advocate for services on their behalf.
12. The addition of 5 instructional days to the school calendar for the 2021-2022 and 2022-2023 school years
13. Integration of technology platforms and tools to support differentiated learning and project-based assignments focused on performance based outcomes.

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.

Specific attention during this very difficult time was paid to our unduplicated student groups. The pandemic, the length of distance learning, and the amount of parents who opted for their students to stay distance-learning had the greatest impact on the student groups within our unduplicated count. Given the district's population of 65% English Learners, 96.5% Low Income and individual Foster Students, it was imperative that action steps to support these students were implemented. Specifically, wrap-around services and distance learning. All action steps with the exception of STEAM were implemented in the 2020-2021 with the intent to continue these action steps in the 2021-2022 school year.

Substantive differences within items identified as contributing to increased or improved services were:

With the flexibility of regulations, the district was able to provide additional after school personnel services during the day and did not extend as much into the late evenings. Additional staff hours were increased to ensure the safety of those students attending in-person instruction. Chromebooks, WIFI, and technology infrastructure were increased to ensure all students had one to one and connectivity access as well as replacements on-hand to ensure the continuity of instruction. The Librarian was a substantive difference from initial budget due to retirement that wasn't replaced during distance learning. Professional Development was needed as distance learning continued throughout the year to support students throughout the academic year. Formative student assessment was a significantly lower cost because the district did not implement the Accelerated Reader (AR) Program. Vice Principals, Coaches, and Intervention Teachers were an increase in services as the virtual/ distance-learning instruction support was needed to ensure academic instruction was viable for students. Summer School was a decreased cost because less students enrolled than originally anticipated. Dual Immersion services were decreased because the new textbook adoption was not implemented. Alternative Learning Academy Teacher was reassigned to a regular classroom to meet the needs of students that were distance learning and the aides provided outreach support for the year, which was a decrease in cost. Nurses were a substantive difference and a decrease because the staff member at one of the elementary sites was an Licensed Vocational Nurse and another could not be hired, so an outside vendor had to be secured. Pupil Engagement and Outreach was a higher cost as increased services were needed to support students during distance learning this includes student success facilitators and school climate.

# 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.

Despite the challenges our school community continues to face, the district has moved forward to find solutions to support the immediate and long-term needs of the district. Identifying and prioritizing the needs, allowed for improvements and solutions to take place including: adequate technology and internet support, appropriate staffing, instructional modifications with integration of technology, professional development to support new programs, and equitable parent and student services to support student learning. Through ongoing needs analysis, the district continues to provide multiple layers of support to address the “whole child” especially as we all emerge from the depths of the pandemic. Integration of supplemental services also includes ongoing communication and planning regarding academic support through Migrant and After school programs as well as social emotional well-being through services provided by site MSWs.

Through analyzing student outcomes, engaging stakeholders, and utilizing a variety of methods of gathering data, we were able to conduct and evaluate a Needs Assessment of the district. This was the catalyst for developing the next steps of re-configuring and aligning our goals and refining our practices.

As such, the district has restructured the upcoming LCAP plan to include 4 goals and reordered goals with a focus first on socio-emotional and physical health which is immediately followed by actions to support academic success. To support these two areas, professional development will be restructured and is the third plan goal. A focus goal for English Language Development brings specific attention to the instructional system refinement necessary to improve academic and language outcomes for English Learners.

Development of Goal 1 included reviews of student outcomes in regard to survey results and attendance as well as parent surveys. Data and input indicates a need to focus on engagement and communication which we expect to continue to support through:

- \*Outreach teams comprised of school site and district level personnel with the goal of reaching out to actively engage students and families and provide support for mental and physical health
- \*Technological advancements in district software and hardware have proven beneficial in academic accessibility to date.
- \*Communication platforms, professional development and implementation support to improve all stakeholder engagement and access.
- \*Staff and students continuing to develop their personal 21st century skills including use of presentations and canvas digital tools
- \*SEL awareness and strategic knowledge and skills providing opportunities to express and implement effective strategies to address needs of all stakeholders.
- \*COVID safety awareness for the protection of all.
- \*Continue evaluation of implementation of instructional model and strategies across content areas and digital platforms
- \*Increased parental and community engagement through multiple outreach modes including meetings, workshops, online groups, and more intimate settings with small groups to meet individual needs

Based on this continuous adjustment of addressing needs the whole child, we strive to develop more equability for all pupils and pupils of unique needs. Providing for the social-emotional needs of the students, the actions are expected to create a safe environment where pupils are able to excel in learning.

Development of Goal 2 evolves from student academic outcomes which are of immediate concern given the fact that unduplicated student groups have been identified as an Orange on the most recent dashboard and more recent formative/diagnostic assessment illustrates a need to improve our focus on differentiated instruction through all content areas and especially in the area of English Language Development to support student achievement. Items to address systemic supports and differentiated instruction include:

- \*Ensuring alignment across departments

- \*Increased attention to depth of standards and project based learning

- \*Continued development of integration of technology and 21st century skills districtwide

- \*Differentiation in lessons to support content acquisition and standards or grade level

- \*An expansion of intervention teachers and instructional aide support to allow for targeted attention to identified needs and expansion/systematizing of a Multi-Tiered System of Supports for Academics

- \*Coaching and leadership guidance in order to ensure implementation of regularly scheduled Cycles of Inquiry using formative assessments to drive instruction.

- \*Technology integration in daily instruction has provided opportunities for differentiated instruction to meet the needs of all students.

Equity will be a focus to insured access to tools that scaffold and deepen learning. Student engagement and innovation are expected evolved with support from multimedia and web 2.0 tools such as video and audio recordings, text-to-speech, immersive reader, and digital annotation as supports to increased learning.

Development of Goal 3 is a natural outcome of the intent of Goals 1 and 2. In order to achieve desired outcomes, every staff member should receive the support they need to implement strategies and deliver instruction with high levels of student learning as outcomes. This will require building foundations in areas not yet solid, expanding current practices to move to student implementation levels.

- \*All departments will continue open lines of communication to ensure equitable practices to include all stakeholders. Differentiated professional development based on the unique needs of staff to support and advance student learning. Extended Day Programs will continue to support the daily instruction with the implementation of standards based instruction with a focus on project based learning. Utilization of various platforms is needed to increase parental engagement throughout the district.

- \*Data analysis of student learning loss indicated immediate actions were needed to bridge learning gaps. Therefore, summer school will include a full day of instruction and additional days were built into the academic school year calendars for 2021-2022 and 2022-2023

- \*Tiered professional development is expected to build teacher self-efficacy and strengthen the cycle of inquiry by refining current pedagogical practices to meet the needs of 21st-century learners.

Our one and only focus goal, Goal 4, specifically attends to the needs to modify our instruction to support English Learners. Declining redesignation rates and English Language Proficiency movement suggests internal attention to daily practices and lesson design.

\*Targeted professional development, coaching, and grade-level follow through at the site level will be expanded to provide support to classroom teachers and instructional assistants delivery of lessons and to promote intentional practice on key skills noted to be missing in current student expressive performance.

\*To meet the needs of our English Language Learners, effective use of language acquisition and collaborative structures are expected to foster opportunities for students to make meaningful connections and demonstrate application of knowledge.

\*To integrate English development in meaningful ways, the district intends to support the integration of Padlet, Canvas Discussions, and Flipgrid collaborative structures that allow students to engage, build upon, deepen, and present new learning

In summary, the district is committed to increasing or improving services based on needs identified through data and stakeholder input. Actions previously seen as successful in creating a foundation or improving student outcomes are continued. Actions have been expanded and improved for consistency of implementation and with support to guide successful outcomes for staff implementation. A unified voice as students return to in-person instruction is clear - provide a safe, engaging atmosphere with opportunities for all students to achieve through equitable services.

## 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	11,805,886.52	11,280,994.15
	0.00	0.00
Base	198,089.54	109,752.37
Local Restricted Programs	58,996.19	169,196.31
Lottery	319,942.50	300,313.34
Special Education	48,263.40	46,805.17
Supplemental and Concentration	9,956,045.00	9,494,162.34
Title I	1,049,788.37	1,021,072.62
Title III	103,310.52	104,263.83
Title IV	71,451.00	35,428.17

\* 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	11,805,886.52	11,280,994.15
	0.00	0.00
1000-1999: Certificated Personnel Salaries	4,147,959.70	3,538,351.05
2000-2999: Classified Personnel Salaries	1,668,252.97	1,708,083.98
3000-3999: Employee Benefits	2,257,602.32	2,155,736.42
4000-4999: Books And Supplies	1,305,944.64	505,181.55
5000-5999: Services And Other Operating Expenditures	185,000.00	1,765,477.13
5700-5799: Transfers Of Direct Costs	218,000.00	7,463.04
5800: Professional/Consulting Services And Operating Expenditures	2,023,126.89	1,428,237.70
6000-6999: Capital Outlay	0.00	172,463.28

\* 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	11,805,886.52	11,280,994.15
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	145,803.54	77,526.87
1000-1999: Certificated Personnel Salaries	Local Restricted Programs	0.00	24,888.84
1000-1999: Certificated Personnel Salaries	Lottery	124,314.64	125,646.60
1000-1999: Certificated Personnel Salaries	Special Education	35,719.52	35,531.52
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	2,890,059.58	2,439,255.74
1000-1999: Certificated Personnel Salaries	Title I	876,775.08	759,478.74
1000-1999: Certificated Personnel Salaries	Title III	75,287.34	76,022.74
2000-2999: Classified Personnel Salaries	Local Restricted Programs	33,996.00	79,172.34
2000-2999: Classified Personnel Salaries	Lottery	86,002.22	71,057.95
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	1,504,254.75	1,524,698.45
2000-2999: Classified Personnel Salaries	Title IV	44,000.00	33,155.24
3000-3999: Employee Benefits	Base	52,286.00	32,225.50
3000-3999: Employee Benefits	Local Restricted Programs	25,000.19	65,135.13
3000-3999: Employee Benefits	Lottery	109,625.64	103,608.79
3000-3999: Employee Benefits	Special Education	12,543.88	11,273.65
3000-3999: Employee Benefits	Supplemental and Concentration	1,857,110.14	1,651,385.45
3000-3999: Employee Benefits	Title I	173,013.29	261,593.88
3000-3999: Employee Benefits	Title III	28,023.18	28,241.09
3000-3999: Employee Benefits	Title IV	0.00	2,272.93
4000-4999: Books And Supplies	Supplemental and Concentration	1,305,944.64	505,181.55
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	185,000.00	1,765,477.13
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	218,000.00	7,463.04
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	1,995,675.89	1,428,237.70
5800: Professional/Consulting Services And Operating Expenditures	Title IV	27,451.00	0.00
6000-6999: Capital Outlay	Supplemental and Concentration	0.00	172,463.28

\* 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	8,033,385.85	7,884,087.37
Goal 2	1,832,941.78	1,413,094.64
Goal 3	1,939,558.89	1,983,812.14

\* 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	\$1,997,453.00	\$3,164,722.10
Distance Learning Program	\$4,734,265.00	\$5,731,361.95
Pupil Learning Loss	\$26,343,380.00	\$24,493,353.57
Additional Actions and Plan Requirements	\$3,629,673.00	\$3,702,506.57
All Expenditures in Learning Continuity and Attendance Plan	\$36,704,771.00	\$37,091,944.19

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,697,453.00	\$2,784,808.95
Distance Learning Program	\$700,804.00	\$539,585.81
Pupil Learning Loss	\$21,987,334.00	\$19,458,130.92
Additional Actions and Plan Requirements	\$5,000.00	\$167,427.22
All Expenditures in Learning Continuity and Attendance Plan	\$24,390,591.00	\$22,949,952.90

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$300,000.00	\$379,913.15
Distance Learning Program	\$4,033,461.00	\$5,191,776.14
Pupil Learning Loss	\$4,356,046.00	\$5,035,222.65
Additional Actions and Plan Requirements	\$3,624,673.00	\$3,535,079.35
All Expenditures in Learning Continuity and Attendance Plan	\$12,314,180.00	\$14,141,991.29