



# San Pasqual

## Union School District

*The Little School in the Valley*

### **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

Increase academic achievement through quality instruction and technology integration in a broad course of study delivered by highly qualified teachers on a safe, clean, and well maintained school campus.

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 6: School Climate (Engagement)

Local Priorities:    Board Goals: 2, 3,4, 6

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Goal 1A: Appropriately credentialed teachers (as measured by annual credential review) will use California State Standard instructional materials (as measured by District annual inventory of instructional materials and Board Public Hearing &amp; Resolution certifying the District has sufficient textbooks and instructional materials).</p> <p><b>19-20</b>            MAINTAIN</p> <p>ADD            Pilot NGSS science materials in preparation for a 2020/21 adoption.</p> <p><b>Baseline</b>            Goal 1A:            Maintain baseline of 100% fully credentialed teacher and appropriately assigned teachers. Maintain (or increase) standards based instructional materials. (as evidenced in annual credential review and board action(s))</p>	<p>Goal met.            As reflected in the School Accountability Report Card (SARC) published during the 2020-21 school year, 27 of 28 teachers (96%) are properly credentialed and assigned. Per an annual credential review and Board Resolution #R20-21-02, the District has sufficient instructional materials for each pupil.</p> <p>The District formed a science curricular adoption committee and members of the committee recommended science materials to pilot. Due to COVID, the science pilot and subsequent adoption were delayed to the 2021/22 school year.</p>

Expected	Actual
<p><b>Metric/Indicator</b> Goal 1B: California State Standards (CC) will be implemented and utilized to support student learning and outcomes.</p> <p><b>19-20</b> MAINTAIN</p> <p><b>Baseline</b> Goal 1B : 100% of classrooms will implement state standards to ensure all students including English Learners have access to the content as evidence by:</p> <ul style="list-style-type: none"> <li>• Site/teacher evaluation</li> <li>• Budgeted purchases</li> <li>• Schedules and calendar</li> <li>• Observations and anecdotal records</li> </ul>	<p>Goal met. 100% of classrooms implemented state standards to ensure all students, including English Learners, have access to the content as evidenced by site/teacher evaluation, budgeted purchases, schedules and calendar, and observations and anecdotal records.</p>
<p><b>Metric/Indicator</b> Goal 1C:</p> <ul style="list-style-type: none"> <li>• FIT</li> <li>• Surveys to measure a positive school culture and learning environment</li> </ul> <p><b>19-20</b> MAINTAIN</p> <p><b>Baseline</b> Goal 1C:</p> <ul style="list-style-type: none"> <li>• Maintain FIT (Facility Inspection Tool) score of 'Exemplary'</li> </ul>	<p>Goal Partially Met</p> <p>2020 FIT Score - "Exemplary"</p> <p>2021 California Healthy Kids Survey (% reflects students who "agree" or "strongly agree"): Anti-Bullying Climate: 85% (5th graders), 81% (7th graders) Respect for Diversity: 79% (7th graders)</p>

Expected	Actual
<ul style="list-style-type: none"> <li>88% of students respond “agree” or better to questions related to school culture and climate.</li> </ul>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Modify goals based on 2018-19 student achievement data.</p> <p>a. Appropriately credentialed and assigned certificated staff.</p> <p>b. Instructional materials aligned to the state standards provided for all students.</p> <p>c. &amp; e. Continue the implementation of state standard curriculum. Pilot Science curriculum. Per results of middle school writing pilot, evaluate needs and options for improvements to middle school writing program.</p> <p>d. Maintain a safe, clean, and well-maintained school facility</p> <p>f. Continue Essential Learning Plans (ELPs) designed for all at-risk students, including English Learners.</p> <p>g. Continue use of surveys used to measure culture and learning environment.</p> <p>NEW</p> <p>h. Improve classroom management, instructional strategies, curricular design, staff development, data-based decision-making, and students' emotional well-being via the creation of a School Improvement Committee to guide the implementation of a Multi-Tiered System of Support (MTSS).</p>	<p>b. Instructional Materials 4000-4999: Books And Supplies LCFF Base \$15,000</p> <p>d. Maintain school facility (maintenance and grounds) 2000-2999: Classified Personnel Salaries LCFF Base \$165,760</p> <p>d. Maintain school facility (maintenance and grounds) 5000-5999: Services And Other Operating Expenditures LCFF Base \$56,500</p> <p>i. School Improvement Committee 1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant \$6,004</p>	<p>b. Instructional Materials 4000-4999: Books And Supplies LCFF Base \$15,140</p> <p>d. Maintain school facility (maintenance and grounds) 2000-2999: Classified Personnel Salaries LCFF Base \$192,397</p> <p>d. Maintain school facility (maintenance and grounds) 5000-5999: Services And Other Operating Expenditures LCFF Base \$56,345</p> <p>i. School Improvement Committee 1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant \$6,020</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>i. Successfully implement MTSS through teacher leadership and vertically-aligned teaming sessions at back to school and teacher PLC meetings. Promote, encourage, and facilitate the "6 Cs" (Collaboration, Communication, Critical Thinking, Creativity, Citizenship, and Character) of 21st Century Learning for all staff and students.</p> <p>j. Revise the master schedule to provide more instructional time in core subject areas (i.e., reading, literature, writing, and math). (Goal 1j)</p> <p>k. Implement a Visitor Management System to improve the safety and security of students and staff on campus.</p>		
<p>a. Certificated and classified staff to receive professional development for instructional strategies for all students, including unduplicated students. Additional PD for English Learners.</p> <p>b. SPED Coordinator to continue TEAMS. Incorporate into MTSS model to provide multi-tiered supports with a focus on students with disabilities.</p> <p>c. Collaborate with SDCOE regarding curriculum and instruction especially as related to MTSS.</p> <p>d. Maintain implementation and evaluation of surveys used to measure culture and learning environment.</p> <p>e. Continue use of Specialists/Coaches/EL Coordinator to support staff and students. EL students and increase PD for teachers of EL students.</p> <p>f. EL Coordinator to continue to attend SDCOE training and meetings, such as ELPAC.</p> <p>g. &amp; h. District to update the technology plan to continue implementation of 'Technology Refresh Plan' to replace old equipment and to purchase</p>	<p>a. professional development 1000-1999: Certificated Personnel Salaries Title I \$3,000</p> <p>a. professional development 1000-1999: Certificated Personnel Salaries Title II \$7,225</p> <p>a. professional development 1000-1999: Certificated Personnel Salaries LCFF Base \$10,000</p> <p>g&amp;h. Technology 4000-4999: Books And Supplies Federal Funds \$40,000</p>	<p>a. professional development 1000-1999: Certificated Personnel Salaries Title I \$0</p> <p>a. professional development 1000-1999: Certificated Personnel Salaries Title II \$852</p> <p>a. professional development 1000-1999: Certificated Personnel Salaries LCFF Base \$6987</p> <p>g. &amp; h. Technology 4000-4999: Books And Supplies Federal Funds \$43,805</p> <p>g. &amp; h. Technology 4000-4999: Books And Supplies Lottery \$5,667</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
new equipment for student and staff use. In addition, the District will continue to address infrastructure, curricular goals, Digital Citizenship, and professional development.		

## Goal Analysis

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

After providing additional training for staff to prepare for distance learning, the District implemented less professional development for teachers. Instead, teachers were provided previously scheduled professional development time to plan and collaborate with colleagues. Additionally, due to the pandemic, adoption of elementary science curriculum was delayed.

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

The District was successful in meeting this goal. Academic achievement increased through the delivery of quality instruction delivered both in-person and virtually. Additional technology was purchased to meet these goals while teachers used a variety of strategies and tools to meet learning objectives. Appropriate funding and care was directed to provide a safe, clean, and well maintained school campus. Survey input gathered from parents, teachers, and students reflect high levels of satisfaction with with teaching, learning and the school safety. Specifically, parents reported an 89% satisfaction rate with pandemic-related teacher instruction while 97% of staff reported that the school was a safe place for students and staff.

## Goal 2

Increase academic achievement through targeted support / intervention and enrichment for all students including Special Education, English Learner, Foster Youth, and Low Income students using data derived from multiple assessments to measure student progress, guide instruction and improve professional practice.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Goal 2A: Schedules, calendars, and PLC notes</p> <p><b>19-20</b>            Maintain timely and effective implementation of district assessments. Effective use of data to guide instruction and develop interventions.</p> <p><b>Baseline</b>            Schedules, calendars, and PLC notes</p>	<p>Goal Met            The District schedules and administers periodic District assessments. Teachers use the data obtained from the assessments to set goals and improve instructional practice. Per input from the School Improvement Committee, Assessment Calendars were revised to reflect the differing needs of primary, elementary, and middle school teachers.</p> <p>As reflected in the 2021 California Healthy Kids Survey 97% of staff "agree" or "strongly agree" that the school uses objective data in decision making. In the same survey, 97% of staff "agree" or "strongly agree" that the student learning environment emphasizes helping students academically when they need it.</p>
<p><b>Metric/Indicator</b>            Goal 2B: Achievement</p> <p>CAASPP/SBAC scores for ELA and Mathematics</p>	<p>Goal Met            The District met the goal of increasing academic proficiency as measured by the CAASPP by 5% in both English Language Arts and Mathematics:</p> <p>CAASPP English Language Arts</p>

Expected	Actual
MAPS scores for ELA and Mathematics	2018 56%
STAR Reading results	2019 65% (+9%)
ELPAC results	2020 Test not administered
EL Reclassification rates	CAASPP Mathematics
Physical Fitness Test (PFT) results	2018 50%
19-20	2019 55% (+5%)
SBAC/CAASPP (via CA Dashboard)	2020 Test not administered
Increase by 5% in both ELA and Math for all students, including English Learners and Students with Disabilities.	The District did not consistently meet the goal of increasing MAPS/NWEA scores by 3% in reading and math:
MAPS	MAP English Language Arts
Increase by 3% in Reading and Math	Winter 2019 67%
STAR Reading	Winter 2020 74%
Increase by 3%	Winter 2021 68%
ELPAC	MAP Mathematics
Increase 2% over the baseline performance for ELPAC	Winter 2019 60%
Maintain a reclassification rate of 12%	Winter 2020 62%
PFT	Winter 2021 59%
Maintain or improve by 1% abdominal and upper body strength sub-category performance.	The District met the goal of increasing STAR Reading scores by 3%:
Baseline	2018 T2 58%
2018 CAASPP ELA - 56% proficient or advanced	2019 T2 63% (+5%)
2018 CAASPP Mathematics - 50% proficient or advanced	2020 T2 Test not administered
	Due to a change from the CAASPP to the ELPAC, it is difficult to compare scores between 2 different assessments. The District appears to have met the goal increasing scores 2% over the baseline:
	2018 - 42% early advanced or advanced
	2019 - 78% moderately developed or well developed
	2020 - 73% moderately developed or well developed



Expected	Actual
<p>Winter 2018 MAP ELA - 67% proficient or advanced</p> <p>Winter 2018 MAP Mathematics - 62% proficient or advanced</p> <p>2018 T2 STAR Reading - 58% proficient or advanced</p> <p>2018 ELPAC/CELDT - 42% Early Advanced or Advanced</p> <p>2018 EL Reclassification Rate - 12%</p> <p>2018 PFT Abdominal 70% proficient or advanced</p> <p>2018 PFT Upper Body proficient or advanced</p>	<p>The District met the goal of maintaining EL reclassification rate</p> <p>2018 - 12%</p> <p>2019 - 11%</p> <p>2020 - 14%</p> <p>2021 - 4% (reclassification process delayed due to COVID)</p> <p>As reflected below, it is unclear whether the District met the Physical Fitness Test goal of increasing abdominal and upper body strength performance by 1%:</p> <p>Physical Fitness Test (PFT) Abdominal</p> <p>2018 70%</p> <p>2019 Data unavailable</p> <p>2020 Test not administered</p> <p>Physical Fitness Test (PFT) Upper Body</p> <p>2018 82%</p> <p>2019 Data unavailable</p> <p>2020 Test not administered</p>
<p><b>Metric/Indicator</b></p> <p>Goal 2C: Student attendance and inclusion as measured by:</p> <ul style="list-style-type: none"> <li>• team notes</li> <li>• Student Attendance</li> <li>• Chronic Absenteeism</li> <li>• Middle School Dropout rate</li> <li>• Pupil suspension rate</li> <li>• Pupil expulsion rate</li> </ul> <p><b>19-20</b></p> <p>Maintain an attendance rate of 97%</p> <p>Maintain or decrease chronic absenteeism by .5%</p> <p>Maintain middle school dropout rate of 0%</p>	<p>The District met nearly all attendance and inclusion goals as reflected below:</p> <p>Student Attendance</p> <p>18/19 - 97.4</p> <p>19/20 - 97.6</p> <p>20/21 - 97.6 (calculated per 19/20 ADA)</p> <p>Chronic Absenteeism</p> <p>18/19 1.2% ("blue" on the CA Dashboard)</p> <p>19/20 3.0%</p> <p>20/21 6.1%</p> <p>Middle School Drop Out</p> <p>18/19 0%</p>

Expected	Actual
<p>Maintain or decrease suspension rate by .5%</p> <p>Maintain expulsion rate of 0%</p> <p><b>Baseline</b>            Goal 2C:            Attendance Baseline of 96.62%            Chronic Absenteeism Baseline of 3%            Middle school Dropout Baseline of 0%            Pupil suspension rate 3%            Expulsion rate 0%</p>	<p>19/20 0% 20/21 0%</p> <p>Suspension Rate            18/19 1.5% (change from "Red" to "Green" on the CA Dashboard)            19/20 1.71%            20/21 0.40%</p> <p>Expulsion Rate            18/19 0%            19/20 0%            20/21 0%</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>a. Use of Specialists/Coaches            b. Continue Implementation ELA curriculum            c. Use of supplemental instructional materials</p> <p>NEW</p> <p>d. Pilot Science curriculum</p>	<p>a. Reading Specialist/Instructional Coach 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$129,404</p> <p>a. EL Coordinator / Instructional Coach 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$51,254</p>	<p>a. Reading Specialist/Instructional Coach 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$129,988</p> <p>a. EL Coordinator / Instructional Coach 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$52,123</p>
<p>MAINTAIN</p> <p>a. Specialist/Coaches, including Special Education Director and special education specialists, to train staff on behavioral and instructional strategies.</p> <p>b. EL Coordinator for student services            c. EL family learning programs            d. Essential Learning Plans</p>	<p>b. EL after school tutorial 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$5,572</p> <p>b. EL summer intervention 2000-2999: Classified Personnel</p>	<p>b. EL after school tutorial 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$4,826</p> <p>b. EL summer intervention 2000-2999: Classified Personnel</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>e. f. Analysis of student data g. h. Staff collaboration, PLC, professional development</p> <p>NEW</p> <p>i. Purchase and implement a data-visualization tool to view, manipulate, and effectively utilized data to improve teaching and learning.</p> <p>j. Using information obtained from the data-visualization tool, specialists and administration to devise a plan to more effectively support the needs of RFEP and special education students and to promote grade-level reading proficiency for all students by the end of the 3rd grade.</p>	<p>Salaries LCFF Supplemental and Concentration \$1,043</p> <p>c. Mano-a-Mano 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2000</p> <p>c. Family Literacy Project 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$600</p> <p>Childcare for Family Events 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$217</p> <p>Coleccion Complete 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,646</p> <p>Translation Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$1,000</p>	<p>Salaries LCFF Supplemental and Concentration \$316</p> <p>c. Mano-a-Mano 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0</p> <p>c. Family Literacy Project 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$577</p> <p>Childcare for Family Events 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$159</p> <p>Coleccion Complete 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0</p> <p>Translation Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$0</p>

## Goal Analysis

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

For most of the school year, services were delivered as planned. The District was unable to fully implement all planned programs, including after school tutorials, EL summer intervention, and Mano-a-Mano, due to pandemic restrictions. In lieu of these programs, students and families were served via outreach efforts, which included home visits, technology support, and personalized distance learning opportunities.

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

Classified and certificated English Learner liaisons worked directly with families to provide services. Outreach efforts to families during pandemic restrictions kept them connected to learning and one another as reflected by an 83% satisfaction rate for parent engagement as reported by DELAC parents. Additionally, access to needed services, including nutritional services and mental health supports, were coordinated. As reflected in the DELAC LCAP Survey, 83% of parents were satisfied or extremely satisfied with the school's pandemic response.

## Goal 3

Increase academic achievement and school climate through student, staff, parent, and community engagement, involvement, and connectedness within the school environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)  
Priority 7: Course Access (Conditions of Learning)

Local Priorities: Board Goals: 3, 4, 6 Superintendent Goals 3,4, 6

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Goal 3A Survey Data Implementation of communication tools Family outreach efforts, especially to EL families</p> <p><b>19-20</b> District collaboration with parent and community groups and activities. (as measured by agendas and notes).</p> <p>Promote parent participation for parents of all students including pupils with exceptional needs and unduplicated students.</p> <p>District will improve services and connection to the community by improvements to the school website, including integrations to a newly-created school app and interconnected mass communications system. Additionally, the District will transition from a newsletter to flyer-based weekly communication, making it easier and more accessible for parents and other community members to find relevant information.</p>	<p>Goal met Despite the effects of the pandemic, parents feel welcome at San Pasqual Union School as reflected by the following data derived from the CA Healthy Kids Surveys conducted in 2020 and 2021 (% = % of parents who "agree" or "strongly agree" listed as reflected in surveys from 2020 &amp; 2021)</p> <p>The school encourages parental partnerships - 98% &amp; 97% Parents feel welcome to participate at school - 99% &amp; 91% School keeps parents well informed about activities - 96% &amp; 100%</p> <p>As expected due to restrictions on visitor access to campus, those same surveys reflected a marked decrease in parents' ability to volunteer and attend campus events: Parent attended a school or class event - 93% &amp; 12% Parent served as a volunteer - 82% &amp; 11% Parent attended a parent/teacher conference - 96% &amp; 79%</p> <p>Consistent with outreach efforts to English Learner families, in 2019/20, the EL Coordinator continued parent training for DELAC via Mano-a-Mano and the Latino Family Literacy Project. Additionally, during those events, students and parents were educated on the dangers of vaping and electronic cigarettes. They</p>

Expected	Actual
<p><b>Baseline</b>  <b>Goal 3A:</b>  District will ensure 100% of schools focus on parent and community involvement and promote participation of parents of all students in the classroom and school activities through multiple methods of communication (print, digital and phone based).</p> <p>EL Coordinator will continue with parent training for DELAC via Mano-o-Mano and will add Latino Family Literacy Project to increase EL family involvement and engagement.(as measured by visitor/volunteer logs, agendas, and notes)</p>	<p>were also linked to community resources, including housing, food, and legal assistance. Unfortunately, the District was unable to offer these programs during the 2020/21 school year due to pandemic restrictions.</p> <p>As reflected in both the 2020 and 2021 LCAP surveys, 100% of DELAC families surveyed were "satisfied" or "extremely satisfied" with communications from the school.</p> <p>Starting in the 2019/20 school year, the District utilized translation software to expedite translations and reduce translation costs. As a result, more timely information was provided to Spanish-speaking families. Coupled with the District's transition to a more cohesive and interconnected communications system, communication with Spanish- speaking families improved.</p> <p>The District also improved services and connection to the community by improvements to the school website, including integrations to a newly-created school app and interconnected mass communications system. Additionally, the District transitioned from a newsletter to flyer-based weekly communication, making it easier and more accessible for parents and other community members to find relevant information. In 2021, the District supplemented this information with a monthly newsletter.</p> <p>Another positive indicator of school climate is the rate of Interdistrict attendance. As of this writing, over 38% of San Pasqual Union School students attend via the interdistrict transfer process.</p>
<p><b>Metric/Indicator</b>  <b>Goal 3B:</b>  Broad course of study  Students to participate in multiple learning opportunities (as measured by student schedule, activities, and school records).</p>	<p>Goal met</p> <p>The District continues to offer a broad course of study, including reading/literature, writing, mathematics, science, history/social science, physical education, and visual and performing arts.</p>

Expected	Actual
<p><b>19-20</b> Maintain <b>Baseline</b> Goal 3B: District to focus on student-learning opportunities so 100% of students have equal access to and are enrolled in a broad course of study including pupils with exceptional needs and unduplicated students(as measured by student schedule, activities, and school records).</p>	<p>However, the pandemic delayed the adoption process for new curricular materials.</p> <p>In a 2021 LCAP Survey, 88% of teachers identified mathematics and/or writing as the curricular areas in most need of improvement. In that same survey, levels of program satisfaction ("Satisfied" or "Very Satisfied") for TEACHERS was reported as follows:  Reading/Literature - 94%  Science - 76%  Mathematics - 47%  VAPA - 41%  Physical Education - 35%  History/Social Science - 24%  Writing - 18%</p> <p>PARENT levels of program satisfaction in the 2021 LCAP Survey for ELEMENTARY and MIDDLE SCHOOL, respectively, parents reflected:  Reading/Literature - 88% &amp; 71%  Science - 63% &amp; 75%  Mathematics - 94% &amp; 68%  VAPA - 52% &amp; 64%  Physical Education - 42% &amp; 46%  History/Social Science - 84% &amp; 68%  Writing - 78% &amp; 68%</p> <p>Due to the pandemic, middle school elective courses were not offered in the 2020/21 school year.</p>
<p><b>Metric/Indicator</b> Goal 3C: Students to receive supports in academics, mental health, attendance, behavior, and safety. (as measured by school anecdotal records)</p>	<p>Goal Met</p> <p>The District continues to employ a school psychologist and behavior specialist. The District partners with the San Diego County Office of Education to retain the services of a part-time</p>

Expected	Actual
<p><b>19-20</b> Maintain and Improve</p> <p>In addition to retaining the services of a school psychologist and behavior therapist, the District will collaborate with SDCOE and San Pasqual Academy to identify additional supports for Foster Youth.</p> <p><b>Baseline</b> Goal 3C: District to continue to employ School Psychologist, Behavior Specialist and collaborate with SDCOE for social worker intern.</p>	<p>social worker. Due to the pandemic, a social work intern was not placed to serve students for the 2020/21 school year.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>MAINTAIN</p> <p>a. Parent and community involvement and support – Administrators to attend regular meetings with all parent groups in an effort to communicate and gain input into educational decisions and strategies.</p> <p>b. EL families will be provided with supports via Mano-a-Mano program and the Family Literacy Project.</p> <p>MODIFIED</p> <p>c. Communicate with parents and groups through multiple methods (i.e. school website, weekly e-newsletter, phone calls and email through BlackBoard, paper copy, and electronic marquee) to increase participation and engagement. Added an integrated school app. Continue the use of surveys to obtain parental input.</p>	<p>c. Blackboard (webpage, mobile app, and mass communications - ongoing costs) 5000-5999: Services And Other Operating Expenditures Low Performing Student Block Grant \$2,984</p> <p>c. Blackboard (webpage, mobile app, and mass communications - 1x training, setup, and webpage improvement costs) 5000-5999: Services And Other Operating Expenditures Low Performing Student Block Grant \$9,580</p>	<p>c. Blackboard (webpage, mobile app, and mass communications - ongoing costs) 5000-5999: Services And Other Operating Expenditures Low Performing Student Block Grant \$2,984</p> <p>c. Blackboard (webpage, mobile app, and mass communications - 1x training, setup, and webpage improvement costs) 5000-5999: Services And Other Operating Expenditures Low Performing Student Block Grant \$9,580</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>MAINTAIN</p> <p>d. Positive school climate and morale – Implement a broad course of study and after school activities to engage students. Continue Character Education programs (6 Pillars of Character) and Expectations Expo to reinforce school and campus expectations and resources for support. Students to receive instruction in Digital Citizenship. Students will be recognized during SOAR assemblies for character and academic achievement.</p>	<p>c. PeachJar 5000-5999: Services And Other Operating Expenditures LCFF Base \$0</p> <p>d. Student recognition 4000-4999: Books And Supplies LCFF Base \$2000</p>	<p>c. PeachJar 5000-5999: Services And Other Operating Expenditures LCFF Base \$0</p> <p>d. Student recognition 4000-4999: Books And Supplies LCFF Base \$713</p>
<p>MAINTAIN</p> <p>a. Students to receive intervention/enrichment services, including unduplicated and special education students. Students will collaborate with their teacher to create individualized learning goals. All 1st to 8th-grade students set individual reading goals to be monitored by teachers.</p> <p>MODIFIED</p> <p>b. Within the MTSS Framework, form SPU PBIS Team. The team will provide training to other staff, integrating PBIS with Trauma Informed Care and Restorative Practices. Counseling services to continue.</p> <p>MODIFIED</p> <p>c. The District to partner with Sandy Hook Promise to provide "Say Something" program to students, staff, and community members. "Say Something" will replace Anonymous Alerts and We Tip, providing an anonymous reporting program linking school and first responders.</p>	<p>b. site behavioral specialist 2000-2999: Classified Personnel Salaries LCFF Base \$50,055</p> <p>b. school psychologist 1000-1999: Certificated Personnel Salaries LCFF Base \$83,400</p> <p>f. EL Coordinator 1000-1999: Certificated Personnel Salaries Title III \$6373</p>	<p>b. site behavioral specialist 2000-2999: Classified Personnel Salaries LCFF Base \$51,066</p> <p>b. school psychologist 1000-1999: Certificated Personnel Salaries LCFF Base \$56,524</p> <p>f. EL Coordinator 1000-1999: Certificated Personnel Salaries Title III \$6,755</p>

## Goal Analysis

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

School psychologist hours and duties reduced to focus primarily on the needs of students with disabilities. Other students' counseling and support needs serviced through other qualified certificated and classified personnel.

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

The District did well to meet this goal by overhauling communications systems, including website and mass communications system, to more effectively communicate with and engage families. 92% of parents reported that they were "satisfied" or "extremely satisfied" with the District's communications with families. Mental health and safety needs supported through new initiatives, including MTSS and Say Something programs. Students used the Say Something app to report concerns for fellow students, including acts of bullying and self harm.

# 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
Purchase equipment to facilitate outdoor learning	\$10,000	\$14,626	Yes
Purchase and install barriers for areas where 6-foot distancing cannot be maintained	\$10,000	\$12,166	Yes
Purchase additional custodial supplies for intensive cleaning and sanitation efforts	\$30,000	\$30,409	Yes
Purchase and install floor decals and directional signs to promote distancing and healthy practices on campus	\$1,000	\$1,062	Yes
Purchase and distribute items to facilitate screening, sanitizing, masking, etc.	\$12,000	\$9,962	Yes
Purchase equipment (desks, chairs) to accommodate physical distancing	\$10,000	\$25,507	Yes
Hire additional custodial staff	\$11,500	\$10,283	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.

While most budgeted funds matched estimated actual expenditures, there were substantive differences in the need for equipment to facilitate outdoor learning and to accommodate physical distancing. In short, as the need to improve ventilation became more readily apparent, the District invested additional funds to purchase tables, tents, shades, and other items to promote distanced, outdoor learning options for all students.

## 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 District adopted a safe, slow, and staggered approach to returning children to in-person instruction following COVID-19 mitigation and safety protocols consistent with CPDH guidelines, including screening, masking, distancing, cohorting, and enhanced cleaning and sanitation efforts. Students returned to in-person learning as reflected below:

8/19/20 - Preschool students (under childcare guidelines)

9/2/20 - Students with disabilities and English Learners (under cohorting guidance)

9/21/20 - Transitional Kindergarten, Kindergarten, & 1st Grade

10/5/20 - 2nd & 3rd Grade

10/19/20 - 4th & 5th Grade

11/30/20 - 6th, 7th, & 8th Grade

4/19/21 - Returned to full day instruction

In the elementary model, classroom teachers are responsible for both in-person and distance instruction. Upon transitioning to full instructional day, teachers "Zoom in" distance learners daily to receive instruction and connect with peers. At the time of this writing, 96.4% of elementary students receive full-time on-campus instruction.

In the middle school, distance learners receive instruction primarily via the Edgenuity learning platform with guidance and daily interaction provided by a distance learning specialist. Some students choosing distance learning receive some on-campus instruction via a hybrid (some on campus, some distance learning) model. At the time of this writing, 87.7% of middle school students receive full-time on-campus instruction.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase technology (devices, hotspots, data subscriptions) to facilitate distance learning for all students	\$60,000	\$58,596	Yes
Purchase distance learning curriculum/software	\$30,000	\$18,414	Yes
Create Distance Learning Specialist position	\$130,000	\$129,177	Yes
Form team to create distance learning professional development program for teachers and classified staff	\$8,000	\$7,506	Yes
Offer before school distance learning professional development for teachers and classified staff	\$45,000	\$24,644	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.

While most budgeted funds matched estimated actual expenditures, there were substantive differences in the areas of distance learning curriculum and professional development. The availability of open source materials coupled with extended free trials of educational software programs reduced the need to purchase as much curriculum as anticipated. Additionally, since not all staff chose to participate in before school distance learning professional development, less funds were expended for this purpose.

## 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.

At San Pasqual Union School, the goal was to return the maximum number of students to in-person as soon as it was deemed safe and feasible to do so. Through this process, we experienced successes and challenges implementing our distance learning program as follows.

### Continuity of Instruction

As previously noted, all students were permitted to return to on-campus learning no later than the end of the 1st trimester (November 2021). In the elementary grades, continuity of instruction was supported as students remained with the same teacher. In the middle

school, students choosing distance learning switched to Edgenuity as their learning platform. While aligned to content standards, the pacing created challenges in some content areas.

#### Access to Devices and Connectivity

In the spring of 2020, the District acquired and deployed devices and hotspots to all students and families in need and permitted families to retain possession of these devices for summer learning. As such, for the 2020-21, access to devices and connectivity was generally not a challenge. However, a small number of families residing in the San Pasqual Valley still struggle with Internet connectivity due to lack of sufficient infrastructure. The District continues to partner with SDCOE and other agencies to pursue possible options, including satellite Internet.

#### Pupil Participation and Progress

Generally, most students actively participated in the Distance Learning program. As English Learners, students with special needs, and foster youth are most negatively impacted by a distance learning model, they were the first invited back to campus in September 2020 to learn in stable, cohorted groups. While most of our English Learners and students with disabilities accepted this offer, our foster youth did not and struggled to engage appropriately with the instructional program. Based on MAP assessment data, our students did not make anticipated progress from the Winter of 2020 to the Winter of 2021. In English Language Arts, student proficiency rates dropped from 74% to 68% (-6%) from the prior year. In Mathematics, the decline in proficiency was 3% (62% to 59%).

#### Distance Learning Professional Development

To prepare for the 2020-21 school year, the District formed a committee to create and train staff on effective distance teaching practices. Teachers and classified staff returned to school a week early and were trained by the committee. As the year progressed, teachers were provided with resources and professional development opportunities. However, most scheduled PLC meetings were cancelled to allow teachers time to individually and collectively plan and prepare for students.

#### Staff Roles and Responsibilities

In response to the need to provide Distance Teaching, a Distance Learning Specialist position was created. Initially, the Distance Learning Specialist trained staff and provided resources and instruction for home schooled students. As the year progressed, the Distance Learning Specialist position transitioned into a Distance Learning teacher for middle school, providing daily engagement, instruction, and managing students work via Edgenuity. As such, middle teachers did not have distance learning responsibilities once students returned for on-campus learning. To the contrary, elementary teachers served both. Initially, teachers taught in-class students in the mornings and distance learners (via Zoom) in the afternoon. Upon transitioning to full day instruction, elementary distance learners Zoom into the classroom for daily instruction. At the time of this writing, approximately 93% of students are served via full-time on-campus learning.

#### Support for Pupils with Unique Needs

As noted, pupils with unique needs (i.e., English Learners, students with disabilities, foster youth) were given top priority for on-campus learning. For the majority of English learners and students with disabilities, they were distance learners for just a few weeks before returning for on-campus learning early September 2020.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase and administer Measure of Academic Progress, Star Reading testing	\$8,100	\$7,570	No

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.

There were no substantive differences between planned and actual expenditures.

## 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.

As previously noted, the District prioritized on-campus learning to mitigate pupil learning challenges inherent in a distance learning model. Early indicators suggest a 6% overall decline in English-Language Arts proficiency and a 3% decline in Math proficiency when comparing scores from Winter 2020 to Winter 2021. As reflected in the 2021 LCAP, the District intends to implement a series of measures, including increased staffing, curricular adoptions, and professional development, to address these concerns.



## **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.

The social and emotional well-being of students and staff has been a top priority and no more so since the onset of the pandemic. Fortunately, returning students to campus in a timely fashion appears to have mitigated some of these concerns. Throughout the pandemic, teachers have included Social Emotional Learning (SEL) activities to build student connectedness. These measures appear to be effective as 89% of students report having teachers who care about them (2021 LCAP Survey). Additionally, students reported a 4% increase in school connectedness from the previous school year. Concerns remain as approximately 15% of students report feelings of chronic sadness while 8% of 7th graders report suicidal ideations (2021 CA Healthy Kids Survey). To address these concerns, the District has partnered with SDCOE to implement Multi-Tiered Systems of Support (MTSS). In the 2020-21 school year, a multidisciplinary MTSS team was created and trained to support schoolwide implementation for the 2021/22 school year. It should be noted that a mental wellness goal to "Build Students of Character and Confidence" has been included in the District's 2021 LCAP.

The District also focused efforts on supporting the mental health of staff. The District contracted with Care Solace, a mental health referral service. Approximately 1/3 of the referrals from Care Solace supported staff or their families. Additionally, staff participated in emotional wellness circles led by the school psychologist. The focus of these sessions was social connection and self-care.

## **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.

The District values parent partners and consistently works to solicit input and engage participation. Throughout the 2021-22 school year, the District conducted 13 parent engagement sessions, including meetings with DELAC, PTO, and SP School Foundation. Additionally, the District collaborated School Site Council (SSC) for 4 sessions to discuss how to successful open school, engage families, and prioritize initiatives. Parents report satisfaction with school engagement efforts as reflected on the 2021 CA Healthy Kids Survey, with 97% reporting that the school encourages parental partnerships. However, due to the pandemic restrictions, there was a 71% decrease in parent volunteers (82% in 2020 to 11% in 2021). As reflected in Goal #4 of the District's 2021 LCAP, parent reengagement efforts will focus on re-establishing active relationships with parents while creating new partnerships to enhance student outcomes and opportunities.

## **Analysis of School Nutrition**

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

Although students started returning to campus early in September 2020, on-campus breakfast and lunch options were not available to all students until 4/19/21. As such, most breakfast and lunch items were served "grab and go" for students receiving free or reduced

priced meals. While this ensured that students most in need received at least 2 nutritious meals each day, the District's nutritional services department is expected to incur a loss of approximately \$53,000 for the 2020-21 school year.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

N/A

## Overall Analysis

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

In summary, while Distance Learning appears to be an effective means of learning for some students, the majority of students, including those with unique needs (i.e. English Learners, students with disabilities, foster youth) are better served via in-person learning. As reflected on the 2021 CA Healthy Kids Survey, 97% of staff reported that students are less engaged with remote learning. Similarly, only 25% of staff reported that students learn as much or more on distance learning as compared to on-campus learning. The District will generally discourage distance learning for the 2021-22 school year. Instead, the District intends to use school reopening funding to bolster the on-campus program by providing more academic and social emotional supports while improving the safety of our classrooms. As reflected in the 2021 LCAP Goal #1, Increase Student Achievement for All Students, the District intends to hire additional staff, adopt new curriculum, and train teachers to improve the experience and outcomes for our students. In LCAP Goal #2, Build Students of Character and Confidence, the District intends to take a multi-faceted approach to improving student wellness, including the implementation of MTSS, the hiring of a SEL Arts teacher, and the expansion of the PE teacher's duties to include TK-8th grade students. To make it safer for students, staff, and visitors, LCAP Goal #3, Provide Students, Staff, and Visitors as Safe Clean, and Well-Maintained School, will focus on improving ventilation within our classrooms. Finally, LCAP Goal #4, Promote Family and Community Partnerships That Enhance Student Outcomes and Opportunities, is designed to re-engage with our parents and community members for the betterment of students.

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

The District will administer the CAASPP and CAST tests to monitor student progress and to disaggregate progress for pupil groups with unique needs. Along those lines, the District has partnered with SDCOE, Forecast 5, and Multiple Measures to establish effective

data visualization tools to access comprehensive and actionable data from which to guide instruction/instructional programs and to improve student outcomes. Additionally, by expanding the roles of the reading specialist and EL coordinator, students with unique needs will receive appropriate services and supports.

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.

N/A - All substantive differences noted above.

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

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

The District is proud of its students, teachers, staff, parents, guardians, and community partners as they have worked collaboratively through these difficult times. Pre-pandemic, student achievement scores rose significantly in both English Language Arts and Mathematics, validating programmatic efforts to improve student achievement. Despite anticipated regression concurrent with pandemic restrictions and associated trauma, the District is confident that its strategy to expeditiously return students to on-campus learning, especially our English Learners, foster youth, and students with disabilities, will prove to be of demonstrable academic and social-emotional benefit to students.

While upcoming CAASPP, CAST, and ELPAC scores are eagerly awaited, the District sets its focus on how best to serve students next year and beyond. The 2021-2024 LCAP focuses heavily on restoring and resuming high academic growth and achievement for all students. That being said, for the first time, the District's LCAP includes an overarching goal of student wellness, allocating COVID resources into this vital area. Similarly, as noted in LCAP Goal #3, COVID funding will also be directed to improve ventilation, with the goal creating even safer classrooms environments. Finally, the District is eager to reinvigorate and reinvent vital partnerships with our parents and community partners.

## 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	650,617.00	642,824.00
Federal Funds	40,000.00	43,805.00
LCFF Base	382,715.00	379,172.00
LCFF Supplemental and Concentration	192,736.00	187,989.00
Lottery	0.00	5,667.00
Low Performing Student Block Grant	18,568.00	18,584.00
Title I	3,000.00	0.00
Title II	7,225.00	852.00
Title III	6,373.00	6,755.00
	6,373.00	6,755.00
	6,373.00	6,755.00
	6,373.00	6,755.00

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	650,617.00	642,824.00
1000-1999: Certificated Personnel Salaries	296,660.00	259,249.00
2000-2999: Classified Personnel Salaries	222,647.00	248,764.00
4000-4999: Books And Supplies	59,246.00	65,902.00
5000-5999: Services And Other Operating Expenditures	71,064.00	68,909.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00	0.00
	1,000.00	0.00

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	650,617.00	642,824.00
1000-1999: Certificated Personnel Salaries	LCFF Base	93,400.00	63,511.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	180,658.00	182,111.00
1000-1999: Certificated Personnel Salaries	Low Performing Student Block Grant	6,004.00	6,020.00
1000-1999: Certificated Personnel Salaries	Title I	3,000.00	0.00
1000-1999: Certificated Personnel Salaries	Title II	7,225.00	852.00
1000-1999: Certificated Personnel Salaries	Title III	6,373.00	6,755.00
2000-2999: Classified Personnel Salaries	LCFF Base	215,815.00	243,463.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	6,832.00	5,301.00
4000-4999: Books And Supplies	Federal Funds	40,000.00	43,805.00
4000-4999: Books And Supplies	LCFF Base	17,000.00	15,853.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	2,246.00	577.00
4000-4999: Books And Supplies	Lottery	0.00	5,667.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	56,500.00	56,345.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	2,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Low Performing Student Block Grant	12,564.00	12,564.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	1,000.00	0.00
		1,000.00	0.00
		1,000.00	0.00
		12,564.00	12,564.00
		1,000.00	0.00
		2,000.00	0.00
		12,564.00	12,564.00
		1,000.00	0.00
		2,000.00	0.00
		1,000.00	0.00
		12,564.00	12,564.00
		2,000.00	0.00
		1,000.00	0.00

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	303,489.00	327,213.00
<b>Goal 2</b>	192,736.00	187,989.00
<b>Goal 3</b>	154,392.00	127,622.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$84,500.00	\$104,015.00
Distance Learning Program	\$273,000.00	\$238,337.00
Pupil Learning Loss	\$8,100.00	\$7,570.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$365,600.00</b>	<b>\$349,922.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss	\$8,100.00	\$7,570.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$8,100.00</b>	<b>\$7,570.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$84,500.00	\$104,015.00
Distance Learning Program	\$273,000.00	\$238,337.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$357,500.00</b>	<b>\$342,352.00</b>