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 student achievement for all students and sub-groups in ELA, ELD, and mathematics.

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 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1)SBAC - Mathematics **19-20** 1)Through the implementation of content/performance standards education, we will increase the percentage of students achieving at “standards met, standards exceeded” in mathematics to 22% as measured by Smarter Balanced Assessment. **Baseline** 1) In 2015/2016, 11% of students performed at the Standards Met/Standards Exceeded	Actual Measurable Outcome not available due to COVID-19 pandemic, no SBAC Testing in 2020
Metric/Indicator 2)SBAC-English Language Arts **19-20** 2)Through the implementation of content/performance standards education, we will increase the percentage of students achieving at “standards met, standards exceeded” to 34% in ELA as measured by Smarter Balanced Assessment.	Actual Measurable Outcome not available due to COVID-19 pandemic, no SBAC Testing in 2020.

Expected	Actual
Baseline 2) In 2015/2016, 23% of students performed at the Standards Met/Standards Exceeded	
Metric/Indicator 3)CELDT / ELPAC **19-20** 3) English Learner information on progress made toward attaining proficiency in English will now be measured as English Learner progress toward attainment of English Proficiency. Refer to Metrics / Indicators column. **Baseline** In 2015/2016 the approximate average Performance Level was a 3.0 (Intermediate)	Actual Measurable Outcomes not available due to COVID-19 pandemic, no ELPAC Testing scores in 2020.
Metric/Indicator 4)Appropriately Assigned Teachers **19-20** 4)The number of teachers teaching without the appropriately assigned credential will be reduced to 0. **Baseline** In 2015/2016 there were 2 teachers working towards having the appropriately assigned credential in the district.	The number of teachers teaching without appropriately assigned credential is 0.
Metric/Indicator 5)Adoption Cycle-Adoption Purchase **19-20** 5)The district will maintain 100% of the latest state adopted materials. **Baseline**	The district maintained 100% of the state adopted materials.

Expected	Actual
In 2015/2016 it was noted that there have been no new adoptions made in the district for the past 10 years. In 2016/2017 a new ELA/ELD adoption was approved for K-12 grades.	
Metric/Indicator 6)ROLA (STAR) **19-20** 6)Increase in K-12 the reading levels of students reading below grade level by 1 year as measured by STAR to (68%) **Baseline** In 2015/2016 approximately 65%+ of students K-6 were reading below grade level.	Actual Measurable Outcomes not available due to COVID-19 pandemic, no STAR Testing in 2020.
Metric/Indicator 7)PD Calendar/Agendas **19-20** 7)Academic content standards and ELD standards will be the basis of 86% of PLC meetings, grade level meetings, and department meetings. **Baseline** In 2015/2016 approximately 75% of agendas were specific to content standards and ELD as the focus for all PD district wide.	ELD Standards did not meet 86% of the agendas due COVID-19 pandemic as technology competency became the priority of meeting time.
Metric/Indicator 8)English Learner Reclassification Rate **19-20** 8) At least 22% of designated English Learners will be reclassified. **Baseline** In 2015/2016, 15% of designated English Learners were reclassified.	Due to school closure resulting from the COVID-19 pandemic and no ELPAC data to utilize for reclassification purposes, no English Learners were reclassified .
Metric/Indicator 9) Pupil access to standards aligned instructional materials	100% of students had access to standards aligned instructional materials.

Expected	Actual
19-20 9) Percentage of students in the district with access to standards-aligned instructional materials - (100%) **Baseline** 9) Percentage of students in the district with sufficient access to standards-aligned instructional materials Baseline 2018-2019 -100%	
Metric/Indicator 10) English Learner progress toward attainment of English Proficiency based on ELPAC results **19-20** 10) Percentage of of English Learners performing at each ELPAC level: Well Developed (Level 4) - 25.7% Moderately Developed (Level 3) - 39.6% Somewhat Developed (Level 2) -22.6 % Minimally Developed (Level 1) - 12.1 % **Baseline** Percentage of English Learners performing at each ELPAC level: Well Developed (Level 4) - 20.7% Moderately Developed (Level 3) - 34.6% Somewhat Developed (Level 2) - 27.6% Minimally Developed (Level 1) - 17.1% Baseline 2017-2018 ELPAC	Actual Measurable Outcomes not available due to COVID-19, no ELPAC Testing in 2020

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain academic coaches for the comprehensive sites to support teachers with pedagogical teaching practices and assist with providing student interventions in both language arts and math, specifically ELs, and low income students.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $639,189	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $616,142
A coordinator of testing and accountability will be hired to provide district-wide data analysis and reporting for local and state assessments. See the annual update for more information.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $127,088	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $126,836
Continue with the addition of two (2) days to the academic calendar for the purpose of providing Professional Development for the Instructional staff in support of enhancing academic performance in the implementation of the Common Core State Standards.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $165,648	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $165,648
The use of a data-management technician (CALPADS) will be made available district-wide to insure that all student information systems are in alignment with state and local requirements.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $86,927	2000-2999: Classified Personnel Salaries Supplemental and Concentration $90,253
The purchase of classroom technology devices will help support the integration of technology in our classrooms for the purpose of implementing embedded lessons to enhance 21st century skills, the 4C's and to prepare for state Smarter Balance Assessments (SBAC).	4000-4999: Books And Supplies Supplemental and Concentration $440,842	4000-4999: Books And Supplies Supplemental and Concentration $262,637
Provide K-12 summer school services for students for intervention, remediation, and acceleration purposes. Increased funding for summer school resulted from increased student needs for intervention, remediation, and acceleration services.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $86,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $3,673
Supplemental materials and supplies aligned to state standards as well as student intervention resources, and new academic program support (NGSS, dual language, dual enrollment, and GATE / honors) will be provided to further develop student learning. See the annual update for more information.	4000-4999: Books And Supplies Supplemental and Concentration $610,993	4000-4999: Books And Supplies Supplemental and Concentration $218,414
An extension of classroom instruction will be afforded for our students by providing field trips related to their field of study as a way extending their learning through real-world application of their studies.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $115,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $31,665

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
SCICON will be provided for 5th and 6th grade students to extend and enrich their educational experience.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $38,829	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $43,994
Materials as well as supplies will be provided to further develop student learning during the after school program.	4000-4999: Books And Supplies Supplemental and Concentration $25,000	4000-4999: Books And Supplies Supplemental and Concentration $0
Six additional staff will be hired for the after school program for the purpose of providing additional academic assistance for more students and allow the students who are currently on a waitlist to participate in the program.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $107,525	2000-2999: Classified Personnel Salaries Supplemental and Concentration $70,938
The after school coordinator will oversee all aspects of the program to ensure students and staff are provided the necessary resources and support. Increased funding for the after school program coordinator position from co-funded to full funding for this position. See the annual update for more information.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $76,554	2000-2999: Classified Personnel Salaries Supplemental and Concentration $80,562
Late start Wednesdays will be provided for all teachers for the purpose of professional development.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $232,943	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $232,943

Goal Analysis

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

The majority of funds were implemented as outlined in the plan. However, due to COVID-19 pandemic schools were closed and funds allocated for in-person actions could not be used.

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

School closure due to COVID-19 pandemic id provide challenges for schools to implement actions / services. However, the purchase of technology devices helped support the integration of technology for distance learning and did improve 21st century learning skills for both students and staff.

Goal 2

Provide a clean, healthy, orderly, physically and emotionally safe environment in which to engage students in their learning and reach their full potential.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1) Attendance Rate **19-20** 1) Increase student attendance TK-12 to 97%ADA **Baseline** 1) In 2015/2016 average daily attendance was 95%.	Due to school closure resulting from the COVID-19 pandemic, the state allowed schools to maintain K-12 ADA rates from the previous year.
Metric/Indicator 2) Graduation Rate **19-20** 2) Increase graduation rates to 89.3% **Baseline** 2) In 2014/2015 the 4 year cohort graduation rate was 87%.	Due to school closure resulting from the COVID-19 pandemic, graduation rates declined to 88%.
Metric/Indicator 3) Chronic Absenteeism Rate **19-20** 3) Decrease the chronic absenteeism to 7.9%	Chronic absenteeism increased to 10.4%, based on 2018-19 data.

Expected	Actual
Baseline 3) In 2015/2016 10.61% of students missed more than 10% of the school year.	
Metric/Indicator 4) Suspension Rates **19-20** 4) Maintain suspension rates below 4.4% **Baseline** 4) In 2015/16, there was a 5.7% suspension rate in the district.	Suspension rates increased to 5.1% based on 2018-2019 data.
Metric/Indicator 5) Expulsion Rates **19-20** 5) Maintain expulsion rates below 2% **Baseline** 5) In 2015/2016, there was a .07% expulsion rate in the district.	There were no expulsions during the 2019-2020 school year.
Metric/Indicator 6) Dropout Rates **19-20** 6) Maintain dropout rates for High School's below 1% and to maintain the JHS rate at 0% **Baseline** 6) In 2013/14, 4 year cohort high school dropout rate was 7.5%. The junior high school drop out rate was 0.	There were no drop-outs during the 2019-2020 school year.
Metric/Indicator 7) Facilities/Safety Compliance Report **19-20** 7) All sites will receive a “good” score on the Facilities/Safety Compliance Yearly Report. **Baseline**	All schools received "good score" on the Facilities Compliance Yearly Report

Expected	Actual
7) All school facilities need to be in compliance with Williams mandates, and maintain clean and safe environments for students and staff.	
Metric/Indicator 8) Course Access / Broad Course of Study for all students including Unduplicated Pupils and those with exceptional needs **19-20** 8) Percentage of first through twelfth grade students enrolled in and having access to Broad Course of Study. (100%) **Baseline** In 2015/2016 participation for students, teachers, and parents was provided only at the high school. Approximately 45 parents were present.	Due to COVID-19 school closure and limited instructional time, priority for Broad Course of Study was limited to core areas for K-6 classrooms.
Metric/Indicator 9)Safety and Connectedness **19-20** 9) Percentage of students,staff, and parents that feel the school provides a safe and caring environment as measured by surveys: Percentage of students that feel the school provides a caring environment - 89.5% Percentage of students that feel the school provides a safe environment -90% Percentage of staff that feel the school provides a caring environment - 95% Percentage of staff that feel the school provides a safe environment - 85% Percentage of parents that feel the school provides a caring environment - 93% Percentage of parents that feel the school provides a safe environment - 85% **Baseline**	Due to COVID-19 school closure, the Healthy Kids Survey was not provided during the 2019-20 school year.

Expected	Actual
In 2015/16 CA Healthy Kids Survey Data reported that 68% of students surveyed reported a caring school environment.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Two counselors will be hired, one for Hester and one at Snowden to assist students with social/emotional, guidance, and academics.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $260,151	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $280,623
Health aides and LVN will be available at all sites to ensure that student health needs are taken care of immediately upon need during the hours school is in session.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $185,652	2000-2999: Classified Personnel Salaries Supplemental and Concentration $192,961
A bilingual school nurse will be hired to coordinate our district-wide health services department to insure that our student health needs are met and they have accessible health care, including dentists and eye doctors.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $105,789	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $105,789
To ensure a civil and inclusionary environment, campus supervisors-noon duty will be hired at the high school, Jr. high and Deep Creek Academy.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $307,937	2000-2999: Classified Personnel Salaries Supplemental and Concentration $315,936
Attendance clerks will be funded to assist in the school offices in the follow-up of students who are absent from school. In addition, they will work closely with the administration to follow-up on students who are truant from school.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $54,654	2000-2999: Classified Personnel Salaries Supplemental and Concentration $55,544
We will maintain the necessary number of teachers in order to keep class-size reduction to a maximum of 22:1 students in grades Transitional-Kindergarten to 1st grade. This will encourage student engagement and participation resulting in a more rigorous academic program for unduplicated students. The district utilizes this additional funding to provide support beyond the core program to reduce TK-1 class sizes to 22:1 student ratio to provide additional literacy support for English Learners, low income, and foster youth students.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $1,679,901	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $1,544,410

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
In order to maintain safety and connectedness we will purchase two buses to increase above and beyond the basic services and add additional safety to the learning environment for our unduplicated students. Although home-to-school transportation is not required based on the size of the district, it is provided to increase attendance and additional safety. Additionally, purchase one shade structure to ensure student safety at Farmersville JHS. See annual update for more information.	6000-6999: Capital Outlay Supplemental and Concentration $236,000	6000-6999: Capital Outlay Supplemental and Concentration $101,313
Counselor's will be provided at Freedom, the junior high, and the high school to assist students with academics, social/emotional, guidance, college/career, etc.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $431,627	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $384,351
Maintain a school based resource officer to provide support, training, education to students and sites.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $80,690	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $90,588
Save the Children program is a partnership to support young mothers (in district and community) with parenting skills, life skills, and educational support to prepare their children for school. The district will co-fund Save the Children Coordinator position. Save the Children will contribute 57,000 as part of this partnership agreement.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $19,490	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $13,130
To provide socio-emotional and academic support to Unduplicated students and those with disabilities, six classroom aides and one Psychologist intern will be hired. See annual update for more information.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $128,760	2000-2999: Classified Personnel Salaries Supplemental and Concentration $95,101

Goal Analysis

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

The majority funds budgeted for actions/ services were implemented with modifications due to or school closure.

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

Due to school closure resulting from the COVID-19 pandemic, the district identified a need for increased social emotional supports for students.

Goal 3

Increase the level of engagement by parents, family, and community stakeholders in the education of their children.

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:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1) Percentage of parents, including those of Unduplicated Pupils and students with exceptional needs participating in site decision-making opportunities and programs that support students. (Data via attendance sheets, registration forms, surveys, and other sources) **19-20** 1) Percentage of families attending and participating in site decision-making opportunities and programs that support students -31%. **Baseline** 1) In 2015/2016 approximately 20% of families participated in functions at their child's school.	Due to school closure resulting from the COVID-19 pandemic, the percentage of parents participating in decision making opportunities and programs decreased.
Metric/Indicator 2) Course Offerings/Registration Forms **19-20**	Due to COVID-19 in adult education ESL classes. However, there was an increase by 20% in the number of parents attending district technology workshops.

Expected	Actual
2) Maintain at least 4 parent education courses for the purpose of understanding the use of technology, CCSS and English-as-a second-language. **Baseline** 2) In 2015/2016 2 parent education classes were provided to parents to develop their understanding of school services and learning expectations.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain community liaisons to develop links between the community, district and schools for the purpose of initiating contact and pursuing communication with teachers and staff, especially those that do not speak their language.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $112,072	2000-2999: Classified Personnel Salaries Supplemental and Concentration $102,643
Parent empowerment, advocacy, and family literacy programs will be provided in schools and adult education classes. The purpose is to help parents navigate our educational systems and help parents advocate for their children on how to help their child chart a pathway to college. ESL/Literacy/ Classes	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $85,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $36,927

Goal Analysis

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

Due to school closure resulting from the COVID-19 Pandemic, parent engagement decreased initially, until parents became more proficient in their use of technology (zoom meetings) which resulted in a slight increase of parent engagement.

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

Technology literacy and language barriers continue to be the focus of the district for increasing parent engagement.

Goal 4

Every student will graduate with 21st Century skills and a broad course of study for high school success and/or a college preparatory curriculum.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1) A-G Completion Rates **19-20** 1) Percentage of all 2019-2020 Senior students, including unduplicated and those with exceptional needs completing A-G course requirements. All Students - 41.6% Students with Disabilities -5% **Baseline** 1) In 2014, 32% of 4 year cohort completed A-G courses	
Metric/Indicator 2) EAP-ELA Results **19-20** 2) Percentage of all students including Unduplicated Pupils and those with exceptional needs participating in and demonstrating college preparedness in EAP for ELA.	Due to the COVID-19 pandemic, there was no CAASP testing during the 2019-20 school year.

Expected	Actual
All Students - 55.23% Students with Disabilities - 5% **Baseline** 2) In 2015, 52% of students were “conditionally ready or ready” on the EAP in ELA.	
Metric/Indicator 3) EAP-Math Results **19-20** 3) Percentage of all students including Unduplicated Pupils and those with exceptional needs participating in and demonstrating college preparedness in EAP for Math. All Students - 9.1% Students with Disabilities - 5% **Baseline** 3) In 2015, 8% of students were “conditionally ready or ready” on the EAP in Math.	Due to the COVID-19 pandemic, there was no CAASP testing during the 2019-20 school year.
Metric/Indicator 4) AP Exam Results **19-20** 4) Percentage of all students including Unduplicated Pupils and those with exceptional needs passing AP exams with score of “3” or higher. All Students - 39.3% Students with Disabilities - 5% **Baseline** 4) In 2015, 33% of students passed AP exams with scores of “3” or higher	
Metric/Indicator 5) CTE Completion Rates	

Expected	Actual
19-20 5) Percentage of all students including Unduplicated Pupils and those with exceptional needs completing at least 1 Career Technical Education (CTE) Pathway. A;; All Students - 27% Students with Disabilities - 10% **Baseline** 5)In 2014, 22% of 4 year cohort completed at least 1 Career Technical Education (CTE) Pathway. Metrics: Master Schedule (Course Offerings), AP Results, EAP Results, A-G completion by cohort, CTE completion by cohort	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Site and district computer technicians will be available to insure that any devices and/or infrastructure related to the implementation of technology in the classroom function and ensure that the facilities can support the technological changes.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $220,001	2000-2999: Classified Personnel Salaries Supplemental and Concentration $218,813
Media-technology specialist will be available to provide library media services related to the acquisition, circulation, distribution and recovery of materials, audio-visual equipment, school's website and other instructional technological needs in support of the district and school technology needs. They also support our ELs, low income, and foster youth by providing additional time and resources when required.	2000-2999: Classified Personnel Salaries Supplemental and Concentration 338,448	2000-2999: Classified Personnel Salaries Supplemental and Concentration $349,571
A web specialist/computer technician will be available district-wide for the purpose of implementing and maintaining the district website. In addition, they will assist the staff with the usage and operation of multimedia hardware and/or software for the purpose of ensuring timely and immediate communication with the community and stakeholders at large.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $78,080	2000-2999: Classified Personnel Salaries Supplemental and Concentration $76,800

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide resources and materials to support all students with access to courses and programs that will broaden their experience and prepare them with 21st century skills, broad course of study. Increased funding will provide a district match for Career Technical Education grant program funds.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $439,357	2000-2999: Classified Personnel Salaries Supplemental and Concentration $360,088
A music teacher will be hired to provide music foundation and appreciation at the elementary level. They will provide additional music exposure and time to our ELs, low income, and foster youth when necessary.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $82,856	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $88,000
Tulare/Kings College and Career Collaborative will provide important information and training related to college and career readiness.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $3,600	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $0
Repair and/or purchase music instruments in order to build and maintain a music program. ELs, low income, and foster youth will be provided the necessary resources in order to participate in the music program.	4000-4999: Books And Supplies Supplemental and Concentration $15,000	4000-4999: Books And Supplies Supplemental and Concentration $65,616
Maintain a choir/accompanist in order to develop and support music appreciation.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $9,567	2000-2999: Classified Personnel Salaries Supplemental and Concentration $857
Clerical assistance will be provided to the high school counselors with college and career planning (guidance secretary).	2000-2999: Classified Personnel Salaries Supplemental and Concentration $53,765	2000-2999: Classified Personnel Salaries Supplemental and Concentration $55,524
Hire a Career Technical Education (CTE) Coordinator to expand CTE student pathways and grant opportunities. See annual update for additional information.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $113,287	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $113,287

Goal Analysis

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

The majority of funds budgeted for the actions and services were implemented. Due to school closure resulting from the COVID-19 pandemic, distance learning modifications were made.

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

The district was able to successfully adapt programs and services to virtual platforms to meet the needs of students. Student engagement became the challenge for staff to develop new instructional strategies that aligned with 21st Century learning.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide staff resources to implement targeted academic interventions to support unduplicated students	702,804	702,804	Yes
Provide technology resources to support targeted academic interventions for unduplicated students	100, 000	100	No
Provide supplemental instructional materials and staff to support targeted academic interventions for unduplicated students	300,000	300,000	Yes
Provide mental health resources to support social-emotional needs of unduplicated students	50,000	50,000	Yes
Provide PPE equipment to support academic interventions for unduplicated students	150,000	150,000	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.

There were no substantive differences between planned actions and budgeted expenditures.

Analysis of In-Person Instructional Offerings

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

One success achieved during in-person learning was that the district model allowed teachers to keep their students throughout the school year. The other success was that both students and teachers transitioned to 21st Century using Google classroom, Go Guardian, digital textbooks, and implementation of various learning platforms to assess student learning and increase student engagement. The challenges of implementing in-person instruction were the many changes to the health and safety requirements issued by the California Department of Public Health through out the year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology resources to support distance learning	750,000	750,000	No
Instructional resources to support distance learning	500,000	500,000	Yes
Social Emotional Learning and mental health resources to support distance learning	500,000	500,000	Yes
PPE equipment and supplies to support distance learning	700,000	700,000	No
Professional Development resources to support teachers	200,000	200,000	Yes

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

There were no substantive differences between planned actions and budgeted expenditures.

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.

The district achieved success for implementing in-person instruction. These include: 1) The district applied for a rural grant partnership with the California Department of Education, received over $480,000 in Chromebooks and hot spot internet devices. This enabled the district to provide all students with one-to-one computers both at home and school. Additional, the district provided a number of professional development opportunities for teachers to improve their technology skills. This included developing a district Concurrent instructional model that provides 21st Century learning opportunities for students and staff.

The challenges for implementing distance learning include student engagement. Parent LCAP surveys reported that due to distractions at home and lack of student interaction with others created distance learning barriers for students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology resources to support student interventions	50,000	50,000	No
Instructional materials and resources to support tiered student interventions	200,000	200,000	No
Staff support for tiered student interventions	200,000	200,000	Yes
Supplies and equipment to support student interventions	300,000	300,000	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 actions and budgeted 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.

The district success in addressing learning were the small learning cohort groups that provided support for high needs students. This included small group cohorts that addressed the needs of English Learners, students with disabilities, and at-risk for failing students. The challenge in addressing learning loss continues to be student engagement as many district higher grade students provided oversight for younger siblings in lower grades during distance learning.

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 district had success in implementing social emotional supports for students during the 2020-21 school year. School counselors implemented Google classroom hangout rooms for students to interact with each other in a safe manner, and to provide students with social emotional learning (SEL)curriculum. The challenges for school counselors included that both Second Step SEL curriculum was not compatible with Google classroom and each lesson had to be re-created.

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 challenge for implementing family engagement was computer literacy. The success of the district included providing a number of technology literacy support workshops to assist families districtwide. Assisting families with computer literacy assisted parents on how to access online resources to support their child.

Analysis of School Nutrition

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

The district food services staff were successful in providing families student meals that included grab and go lunches and van deliveries to families. The challenges for providing student meals were the changing requirements for schools on reopening schools which altered meal distributing meals at each school and for distance learning students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-Person Instructional Offerings	Cleaning equipment to support a safe environment during the COVID-19 Pandemic	100,000	100,000	Yes
In-Person Instructional Offerings	Additional safety and sanitation supplies	400,000	400,000	No

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.

There were no substantive differences between the planned actions and budgeted expenditures.

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.

Both in-person and distance learning implementation allowed the district to further its growth in the areas of 21st Century learning environments and technology. The district added 21st Century resources action into the 2021-22 LCAP.

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

The district required all students to take the CAASP to assess learning loss of pupils. The data will be used to develop Multi-Tiered Systems of Support for students. MTSS student interventions both academic and social emotional supports are included as actions in the 2021-22 LCAP.

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.

There were no substantive differences between the description of actions or services implemented.

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 2019-2020 LCAP provided specific actions that did not completely align with the 2020-21 Learning and Continuity Plan. This required the district to align and modify LCAP actions to the shifting COVID-19 pandemic for distance learning. The movement to 21st Century learning and technology has provided the district with a new lens of in which to view student engagement, learning loss, and social-motional learning. The 2021-22 LCAP includes several new actions that addresses these findings.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

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

Actions Related to the Distance Learning Program

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

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

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

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

Actions Related to Pupil Learning Loss

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	7,794,222.00	6,591,577.00
Supplemental and Concentration	7,794,222.00	6,591,577.00

* 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	7,794,222.00	6,591,577.00
1000-1999: Certificated Personnel Salaries	3,691,536.00	3,428,759.00
2000-2999: Classified Personnel Salaries	2,199,299.00	2,065,591.00
4000-4999: Books And Supplies	1,091,835.00	546,667.00
5800: Professional/Consulting Services And Operating Expenditures	575,552.00	449,247.00
6000-6999: Capital Outlay	236,000.00	101,313.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	7,794,222.00	6,591,577.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	3,691,536.00	3,428,759.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	2,199,299.00	2,065,591.00
4000-4999: Books And Supplies	Supplemental and Concentration	1,091,835.00	546,667.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	575,552.00	449,247.00
6000-6999: Capital Outlay	Supplemental and Concentration	236,000.00	101,313.00

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

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	2,752,538.00	1,943,705.00
Goal 2	3,490,651.00	3,179,746.00
Goal 3	197,072.00	139,570.00
Goal 4	1,353,961.00	1,328,556.00

* 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	$1,202,904.00	$1,202,904.00
Distance Learning Program	$2,650,000.00	$2,650,000.00
Pupil Learning Loss	$750,000.00	$750,000.00
Additional Actions and Plan Requirements	$500,000.00	$500,000.00
All Expenditures in Learning Continuity and Attendance Plan	$5,102,904.00	$5,102,904.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$100.00	$100.00
Distance Learning Program	$1,450,000.00	$1,450,000.00
Pupil Learning Loss	$550,000.00	$550,000.00
Additional Actions and Plan Requirements	$400,000.00	$400,000.00
All Expenditures in Learning Continuity and Attendance Plan	$2,400,100.00	$2,400,100.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,202,804.00	$1,202,804.00
Distance Learning Program	$1,200,000.00	$1,200,000.00
Pupil Learning Loss	$200,000.00	$200,000.00
Additional Actions and Plan Requirements	$100,000.00	$100,000.00
All Expenditures in Learning Continuity and Attendance Plan	$2,702,804.00	$2,702,804.00