

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

Instructional materials and student learning will be aligned to the California State Standards.

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)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator *Williams Report</p> <p>*Teacher Observations</p> <p>*Teacher Lesson Plans</p> <p>*CAASPP Results</p>	<p>The Quarterly Williams Reports indicated that there were no complaints about textbooks and materials, Teacher vacancies or mis-assignment or facility conditions.</p> <p>During the 2019-2020 school year, all students were provided access to state standards and standards aligned instructional materials. This was accomplished with state aligned textbooks including the Eureka Math Program and the Houghton Mifflin California Journeys ELA System. Quarterly Williams Act Reports indicated not a single complaint for the year.</p>
<p>19-20 All students will have access to standards-aligned materials.</p> <p>Standards will be implemented.</p> <p>Improved assessments will lead to increased student achievement.</p>	<p>Teacher observations revealed that appropriate lesson planning was being conducted that reflected currently accepted instructional methodology related to state standards. Teacher lesson plans are checked regularly for content and reflected a major focus on student outcomes for State Standards. Lesson plans were also checked during Distance Learning and continued to show outcomes for student achievement.</p> <p>Teacher observations, while being a subjective metric, did indicate that State Standards were being implemented and pupil outcomes were being achieved.</p>

Expected	Actual
<p>Baseline</p> <p>*All students have access to standards aligned materials.</p> <p>*State standards implemented for all students.</p> <p>*83% of students tested did not meet standards in ELA or math.</p>	<p>Of course the CAASPP was not conducted and showed no results. Local Measures included the Houghton Mifflin Assessment System and Eureka Math Assessments. Results indicated that 90% of all students had experienced a decline in achievement by a minimum of .2 grade levels.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Continue implementation of ELA - Houghton/Mifflin California Journeys (copyright 2017). Purchase annual consumables. Continue implementation of Houghton/Mifflin Assessment system. Implement the Houghton Mifflin Spelling component in grades 3rd - 6th.</p>	<p>Replace consumables for California Journeys 4000-4999: Books And Supplies LCFF \$1,000.00</p>	<p>Replace consumables for California Journeys 4000-4999: Books And Supplies LCFF \$0.00</p>
<p>1.2 Continue to provide professional development for staff on the ELA - Houghton/Mifflin California Journeys curriculum. Collaboration Day.</p>	<p>Registration fees & Travel Expenses 5000-5999: Services And Other Operating Expenditures Title II \$200.</p> <p>Substitute 1000-1999: Certificated Personnel Salaries LCFF \$240.00</p> <p>3000-3999: Employee Benefits LCFF \$52.15</p>	<p>Registration fees & Travel Expenses 5000-5999: Services And Other Operating Expenditures Title II \$0.00</p> <p>Substitute 1000-1999: Certificated Personnel Salaries LCFF \$0.00</p> <p>3000-3999: Employee Benefits LCFF \$0.00</p>
<p>1.3 Continue to provide Professional Development to Staff in use of classroom technologies including interactive panel and Chromebooks. Connect parents to Google classroom through school web site.</p>	<p>Release time to observe in other tech classrooms. (sub. fees) 1000-1999: Certificated Personnel Salaries LCFF \$240.00</p> <p>Benefits added to Substitute pay 3000-3999: Employee Benefits LCFF \$52.15</p>	<p>Release time to observe in other tech classrooms. (sub. fees) 1000-1999: Certificated Personnel Salaries LCFF \$0.00</p> <p>Benefits added to Substitute pay 3000-3999: Employee Benefits LCFF \$0.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Substitute Fees 2000-2999: Classified Personnel Salaries LCFF \$150.00 Benefits added to Substitute pay 3000-3999: Employee Benefits LCFF \$16.84	Substitute Fees 2000-2999: Classified Personnel Salaries LCFF \$150.00 Benefits added to Substitute pay 3000-3999: Employee Benefits LCFF \$16.84

Goal Analysis

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

In action 1.1, we had anticipated paying for the replacement of consumables for our California Journeys reading series. With an enrollment decline and excess of materials from the previous year, this expenditure was not deemed necessary. Instead, funds were used during our COVID shutdown to purchase an on-line reading curriculum and a similar program for Math called Mathletics. Supplies were also purchased to provide Project Based Learning experiences for students while working from home. The school also purchased math manipulatives for use at home during the closure.

In action 1.2, our Collaboration Day did not occur as it was scheduled in April, after the school closure. Teachers were instead asked to develop their own online learning strategies to provide Distance Learning.

Unfortunately, the plan to send staff out for professional development in technology by observing in other classrooms (action 1.3) did not happen before our COVID closure. It did occur by necessity after the closure but did not require the same level of expenditure. Instead these funds were used to bolster our take home technology via Chromebooks.

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

As goals quickly changed due to the COVID closure, resources were redirected to achieve similar goals but in a whole new setting via Distance Learning. Online Reading and Math curriculums proved to be reasonably successful with our students. Teachers continued with Project Based learning by purchasing materials that could be sent home. This component turned out to be very successful and was very popular with both students and parents.

Professional Development also took on new formats as teachers were thrust into a whole new realm of teaching through their computers. Suddenly, collaborative efforts with other teachers became a necessity to figure out new strategies for engaging students through the Distance Learning. The Siskiyou County Office of Education was also very supportive in this effort.

Funds were utilized to provide Chromebooks for every student which successfully facilitated online learning.

Goal 2

Through enhanced articulation of curriculum and improved student to teacher ratios, all students will demonstrate increased proficiency in English/Language Arts 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 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ul style="list-style-type: none"> *Facility Inspection Tool *Annual Parent Survey *CAASPP Results *School Attendance rates *School suspension/expulsion rates 	<p>The Facility Inspection Tool again reached the highest rating</p> <p>Parent surveys for this year indicated that 89% of respondents said they strongly agreed that staffing levels at the school were adequate. The District continued this year with the addition of a second teacher to greater facilitate small class size and promote articulation of curriculum at each grade level. 100% of respondents strongly agreed that school facilities were well maintained and safe for students, parents and staff.</p> <p>CAASPP did not occur in 2020.</p> <p>Through a renewed attendance incentive program, attendance has improved and through February was maintained at 96.5%, very close to the 97% goal. School attendance rates actually continued to stay high even after the COVID closure due to an aggressive attendance program for Distance Learning.</p>

Expected	Actual
<p>19-20 Facilities will be maintained in good or excellent condition.</p> <p>Parent Survey results will be 95% favorable.</p> <p>Student achievement on CAASPP will improve by 20%.</p> <p>School attendance rate will maintain at 97%.</p> <p>Chronic absenteeism rate will maintain at 10% or less.</p> <p>Suspension rate will be maintained at 0%.</p> <p>Expulsion rate will be maintained at 0%.</p> <p>Baseline *Facilities are maintained in good condition.</p> <p>*Parent Survey results are 89% favorable.</p> <p>*83% of students tested did not meet standards in ELA or Math.</p> <p>*School attendance rate is at 95.5%.</p> <p>*Chronic absenteeism rate is at 0%.</p> <p>*Suspension rate is 0%</p> <p>*Expulsion rate is 0%.</p>	<p>In addition, the chronic absentee rate was at 0% through February.</p> <p>The Suspension and Expulsion rate continue locked in at 0%.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Establish a writing rubric for Kindergarten through 6th grade. Administer weekly summative Writing assessments through Houghton Mifflin Writing Journals.	5000-5999: Services And Other Operating Expenditures No cost	No Expenditures
Maintain After School Program Director position/Homework assistance.	\$10,383.18 2000-2999: Classified Personnel Salaries LCFF \$15,431.47 3000-3999: Employee Benefits Supplemental \$5,150.64	\$10,383.18 2000-2999: Classified Personnel Salaries LCFF \$15,431.47 3000-3999: Employee Benefits Supplemental \$5,150.64
Implement Houghton Mifflin Journeys Benchmark assessments in Reading Comprehension, Spelling and Vocabulary on a bi-monthly basis. Documentation will be provided to parents.	No cost	No Expense
Implement Daily Language Review plus Daily 5 in Kindergarten - 6th grade.	No cost	No Expense
Continue with 2nd teaching position to provide smaller class size.	Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF \$45,386.00 3000-3999: Employee Benefits LCFF \$10,383.18	Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF \$45,386.00 3000-3999: Employee Benefits LCFF \$10,383.18

Goal Analysis

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

Funds budgeted for the After School program were on target through the middle of March, but were discontinued after the COVID school closure. However, the After School Program Director was able to work from home and contributed by continually researching and updating the school's website. An Online Parent Resource Center was created which contained Virtual Resources for Distance Learning, Facebook and FaceTime links with teachers and Google Classroom tutorials.

The funding for the 2nd Teaching position was also continued after the closure which allowed for very specific, grade level Distance Learning Instruction.

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

Distance Learning was the biggest challenge as teachers scrambled to create a meaningful and engaging approach to teaching through a computer. Conducting any kind of realistic and on-going assessment without In-Person exposure was also challenging. The successes we had came through our teachers' numerous attempts to make contact with their students. Frequent phone calls, FaceTime and Facebook encounters where direct interaction occurred were by far the best strategies we utilized.

Goal 3

All students will be provided a rich and well-rounded educational experience with maximum parent and community involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ul style="list-style-type: none"> *Teacher credentialing *Parent Surveys *Field Trip records. *Music program records *Parent visits to school *Newspaper articles/TV segments 	<p>Both teachers are properly credentialed.</p> <p>Students were provided a rich and well rounded educational experience with maximum parent and community involvement. In fact, one of the only benefits from the COVID closure was that parents and extended family became much more involved in their children's education. There was far more regular communication with teachers and parents in regards to assignments, projects and learning objectives. While some learning loss definitely occurred, parent appreciation of the education of their children was also apparent.</p> <p>Parent Surveys indicated that 80% felt that the learning loss experienced during the COVID closure was being addressed. 80% felt that their students were getting extra help as needed by teachers and aides.</p> <p>Parent Surveys also showed 100% approval of the school's SEAT & Ag curriculum as well as 90% approval of the Art Program. There was no music program due to the COVID school closure.</p> <p>The amount of school fieldtrips also declined from 5 to 2 due to the closure as most trips happen in the Spring.</p>

Expected	Actual
<p>19-20 All teachers will be appropriately credentialed.</p> <p>Parents continue to approve of SEAT education.</p> <p>Parents continue to approve of the Art program.</p> <p>Students attend 5 county field trips.</p> <p>All students continue to receive music instruction.</p> <p>Parents visit classroom demonstrations.</p> <p>All parents will be invited to participate in the District Local Control and Accountability Plan committee meetings.</p> <p>At least 2 newspaper articles have been generated.</p> <p>Baseline *Teacher is highly qualified and fully credentialed</p> <p>*Parents approve of the SEAT education.</p> <p>*Parents approve of the Art program.</p> <p>*Students go on several field trips each year</p> <p>*There is currently no music program.</p> <p>*Parents rarely visit school</p> <p>*Currently there is no media promotion</p>	<p>Parent Participation in LCAP meetings was strong, 60% of all families until closure when meetings were not allowed.</p> <p>One newspaper article featuring the school was published in the Fall of 2019.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Continue with SEAT curriculum and expand through California Foundation for Agriculture in the Classroom materials. Supply needed greenhouse supplies. Expand the school garden. Provide professional development for teachers in school gardening. Purchase a school van to facilitate transportation to fieldtrips.	Supplies for greenhouse. 4000-4999: Books And Supplies LCFF \$500.00 School Van Purchase 6000-6999: Capital Outlay LCFF \$20,000.00	Supplies for greenhouse. 4000-4999: Books And Supplies LCFF \$300. School Van Purchase 6000-6999: Capital Outlay LCFF \$20,000.00
3.2 Schedule with county Science Teacher for 5 days of general science and outdoor education support experiences.	Science Days contracted through the County Office of Education 5000-5999: Services And Other Operating Expenditures LCFF \$3,185.	Science Days contracted through the County Office of Education 5800: Professional/Consulting Services And Operating Expenditures LCFF \$0.
3.3 Continue providing the Art Program. Add an additional second period to incorporate increased enrollment.	Arts Instructor 2000-2999: Classified Personnel Salaries LCFF \$1,185.13 Art Instructor benefits 3000-3999: Employee Benefits LCFF \$378.77	Arts Instructor 2000-2999: Classified Personnel Salaries LCFF \$1,185.13 Art Instructor benefits 3000-3999: Employee Benefits LCFF \$378.77
3.4 Continue music program on a bi-monthly basis.	Music Instructor 2000-2999: Classified Personnel Salaries LCFF \$1,060.00 3000-3999: Employee Benefits LCFF \$119.02	Music Instructor 2000-2999: Classified Personnel Salaries LCFF \$0. 3000-3999: Employee Benefits LCFF \$0.
3.5 Continue to encourage parent visits to school to observe student presentation days. Add stipend position to fund a Web Master to add to the school's website parent portal. Incorporate parent access to the Google classroom and CAASPP testing.	Web-master stipend 2000-2999: Classified Personnel Salaries LCFF \$800.00 3000-3999: Employee Benefits LCFF \$89.82	Web-master stipend 2000-2999: Classified Personnel Salaries LCFF 800.00 3000-3999: Employee Benefits LCFF \$89.82
3.6 Promote communication from the school to parents and community through newspaper articles, TV segments, and social media.	No Cost	No Cost

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 SEAT Curriculum in action 3.1 was continued until the COVID closure. As the school was closed just before the beginning of the normal school garden season, the greenhouse activities and garden planting was conducted by staff. The teachers were able to send home some gardening projects that students completed as part of their Distance Learning.

The contract for the County Science Teacher in action 3.2 was unable to be used as the dates are all in the spring. Instead these funds were partially used to purchase science projects to be conducted at home by students.

The Art Program in action 3.3 continued on track until the closure. When the school transitioned into Distance Learning, the Art Teacher made weekly Art packets to be completed at home by students. Funds were then expended to purchase extra Art materials for those projects.

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

At little Shasta, we have strived to offer a robust project orientated, hands on education for our students. This was one of our biggest challenges when we transitioned to Distance Learning. The staff came together and created a plan that addressed this need. One day each week during the closure, parents came to school to drop off completed work and pick up new assignments. There was a 4 hour window to do this and with our small enrollment, we were able to adhere to COVID protocols. Teachers were able to send home Project Based Learning assignments in a variety of subject areas that were very engaging for students. This was a huge success.

The action 3.5 to fund the Webmaster also proved to be very successful in creating a wide variety of learning resources on the school's website. These were widely used by students and parents during the COVID closure.

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
In addition to the above mentioned actions, the school has extended the hours for the existing Instructional Aide position by 2 hours daily for the specific purpose of increasing services to those students most effected by loss of learning continuity.	\$6,014.00	\$6,014.00	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.

What was normally a four hour Instructional Aide position was changed to a six hour position to help mitigate the learning loss experienced by students. Because the school has remained open, we were able to fully expend these funds.

Analysis of In-Person Instructional Offerings

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

Working in both classrooms, under the direction of teachers, the Instructional Aide was able to work with students in direct, remedial instruction. The extra 2 hours proved to be very effective in assisting classroom teachers to provide small group instruction. Local assessments in Eureka Math and Houghton Mifflin Reading showed slow but steady recovery in 90% of all students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The School will need to upgrade technology by purchasing new Chromebooks in order to prepare for the possibility of implementing our Distance Learning Program.	\$2,800.00	\$2,800.00	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.

Total Budgeted Funds were expended for the purchase of 12 new Chromebooks. Students use these Chromebooks daily.

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 did not have to provide distance learning during the 2020-21 school year. Students use these Chromebooks daily to conduct research, complete assignments in Google Classroom and build skills through remedial applications. Extra emphasis on access to devices and connectivity was considered essential as we were constantly preparing for another COVID closure and the immediate shift to Distance Learning that would be required. This for us was considered a success.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
An After School Program that focuses on pupil learning loss will be offered to students in need.	\$10,216.00	\$10,216.00	Yes

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

The very successful Little Shasta After School Program was in operation until COVID closure on March 16th. Because of contractual agreements, the program Coordinator continued to be paid through the remainder of the year. Thus the full amount budgeted was expended. The difference was that the program Coordinator was asked to develop web based resources for students to use in addressing learning loss.

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 After School Program Coordinator created a wide variety of on-line resources that were available through the school's web page. Live links were provided for myriad websites that were supplemental to the Distance Learning that was happening with teachers. Free Online Events and Activities for Kids at Home was full of sites including Storytime, Drawing Lessons, Music Instruction, Science Experiments and Virtual Tours of Parks, Museums and Exhibits. Facebook links at all levels provided Math & Reading Games, Phonics Skills, Math Practice, History Lessons and even Beginning Foreign Language. These resources proved to be very popular with parents as they filled their student's day with meaningful, engaging activities. At weekly parent exchange days, parents gave us feedback on these resources that were rated very highly.

The challenging aspect was that there was still no live, in-person interaction between students and teachers. Without that constant assessment, teachers had a hard time measuring progress and providing remedial learning plans.

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 students at Little Shasta Elementary come from a hard-working, ranching community. Daily chores abound and kids are helpers at a very young age. During the COVID closure the school had a set day of the week, every week for parents to exchange finished work for new assignments. The other advantage to this was regular communication between parents and staff. We regularly checked in on both parent and student mental health and emotional well-being. There were some exceptions, but overall the combination of ranch life and Distance Learning with a wide range of activities and at-home projects kept students busy. Mainly students missed the daily interaction with their teachers and friends.

The challenge for us was that in our remote, rural area there are very limited resources in mental health. There was really nothing we could provide in the realm of counseling, had it been needed.

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.

Little Shasta Elementary has a rich tradition of parental involvement and family engagement. Our remote, rural setting and small school environment (11 families) allows us a true sense of community. Family dinners, picnics and events fill the school year. Two years ago our tiny parent club raised over \$20,000 and contributed to buying a school van for field trips. When COVID hit and gatherings were prohibited, the family events had to stop. To address this challenge, we held a parking lot awards ceremony at the end of last year and with masks and social distancing pulled off a get together. In August, we held a family orientation night to explain our COVID reopening plan. Parents were spread out across our field and we were able to hold an interactive meeting where parents could ask questions and share concerns. Parent surveys this year were redesigned to get input on a variety of COVID related issues and we had 100% participation, giving us much needed feedback.

Due to the fact that our school was open to in-person instruction all year, and parents valuing students attending in-person, we did not have any need for reengagement strategies. The chronic absenteeism rate was below 6%, with only 1 student missing 10% of the schools days, due in large part to illness. The school was in constant contact with the parents of this student and all school work was completed.

Analysis of School Nutrition

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

A week before this school year started, the Cafeteria Manager resigned due to COVID concerns. As it was virtually impossible to replace her, the school contracted with a neighboring school to provide bag lunches. This program has turned out to be very

successful. Because of our small size, we are able to fully social distance in our cafeteria during the lunch period. A newly created position for a Health & Sanitation Aide provides regular monitoring of disinfecting all parts of the lunch program. We anticipate continuing with this program.

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.

We feel that in some cases, with some students, we are suffering from student learning loss and a lack of parent communication. We have included specific actions to enhance communication with parents in regards to student achievement and also included actions specific to measuring academic achievement.

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 is researching assessment systems to determine learning loss. At this time, we are using curriculum based assessments for both ELA and Math. We will be adding to this to more fully determine learning loss and will then address this with more individualized instruction, and the addition of a reading specialist.

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.

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.

Learning loss continues to be a concern moving forward from the 2019-2020 LCAP. Communication with parents through conversations and Parent Surveys indicated that there continues to be a need for acceleration of learning for most students. Those students who were traditionally at the head of the class and have strong parental support at home tended to fair better during the closure with Distance Learning. Students who did not do well with Distance Learning continue to lag behind in grade level standards. The 2020-2021 Learning Continuity Plan had major provisions that addressed these conditions but more work and individual assistance still needs to be done. We believe the 2021-2022 LCAP will take this next step.

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	105,620.17	99,271.85
LCFF	100,269.53	94,121.21
Supplemental	5,150.64	5,150.64
Title II	200.00	0.00
	200.00	0.00

* 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	105,620.17	99,271.85
1000-1999: Certificated Personnel Salaries	45,866.00	45,386.00
2000-2999: Classified Personnel Salaries	18,626.60	17,566.60
3000-3999: Employee Benefits	16,242.57	16,019.25
4000-4999: Books And Supplies	1,500.00	300.00
5000-5999: Services And Other Operating Expenditures	3,385.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00
6000-6999: Capital Outlay	20,000.00	20,000.00

* 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	105,620.17	99,271.85
1000-1999: Certificated Personnel Salaries	LCFF	45,866.00	45,386.00
2000-2999: Classified Personnel Salaries	LCFF	18,626.60	17,566.60
3000-3999: Employee Benefits	LCFF	11,091.93	10,868.61
3000-3999: Employee Benefits	Supplemental	5,150.64	5,150.64
4000-4999: Books And Supplies	LCFF	1,500.00	300.00
5000-5999: Services And Other Operating Expenditures	LCFF	3,185.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	200.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	0.00
6000-6999: Capital Outlay	LCFF	20,000.00	20,000.00
		20,000.00	20,000.00

* 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	1,951.14	166.84
Goal 2	76,351.29	76,351.29
Goal 3	27,317.74	22,753.72

* 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	\$6,014.00	\$6,014.00
Distance Learning Program	\$2,800.00	\$2,800.00
Pupil Learning Loss	\$10,216.00	\$10,216.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$19,030.00	\$19,030.00

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		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$6,014.00	\$6,014.00
Distance Learning Program	\$2,800.00	\$2,800.00
Pupil Learning Loss	\$10,216.00	\$10,216.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$19,030.00	\$19,030.00