

# 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

CONDITIONS OF LEARNING: Provide a safe and nurturing environment with rich instructional materials that promotes student success.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Common Core Standards  Commission on Teacher Credentialing  Lesson plans / teacher observation  Facilities Inspection Tool  Williams Quarterly Report	All instructional materials were appropriately aligned with state standards. All teachers were appropriately credentialed and teaching assignments were monitored. All students received instruction aligned to state standards. The facilities were in good repair according to the FIT inspection tool. No complaints were filed via the Williams' Quarterly Report.

Expected	Actual
<p><b>19-20</b> The purchase of new instructional materials (reading) will ensure that students have instructional materials that are differentiated and aligned with state standards. The purchase of NGSS hands-on science curriculum and support of SCOE science personnel to offer science labs.</p> <p>All teachers will be appropriately credentialed and assigned.</p> <p>All students will receive instruction aligned to state standards.</p> <p>The facilities (including outdoor play surfaces and parking area) will be in "good" to "excellent" condition as measured by the Facilities Inspection Tool.</p> <p>All students will have access to instructional materials as measured by the Williams Quarterly Report.</p> <p><b>Baseline</b> Instructional materials are aligned with Common Core Standards.</p> <p>Teachers are appropriately credentialed and assigned.</p> <p>All students receive instruction aligned to state standards.</p> <p>The facilities are in "good" condition.</p> <p>There have been zero Williams Quarterly Report complaints.</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Professional learning opportunities for CLASSIFIED staff will be pursued.	Cost of training 5000-5999: Services And Other Operating	Cost of training 5000-5999: Services And Other Operating

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Expenditures Classified Professional Development Block Grant \$1,084.28	Expenditures Classified Professional Development Block Grant \$1,084
English Language Arts materials will be purchased to bring curriculum up to date with adopted reading materials and maintain alignment with the common core standards for ELA.	Purchase of ELA materials 4000-4999: Books And Supplies Base \$3,500.00	Purchase of Curriculum 4000-4999: Books And Supplies Base \$3,448
FOSS science instructional materials (manipulatives, labs, materials, lesson plans, etc.) as well as extra LAB services (Science Days with Jason Singleton /SCOE) will be purchased to supplement and support curriculum that is aligned with the California Standards and Next Generation Science Standards (NGSS)	Purchase of Services 5800: Professional/Consulting Services And Operating Expenditures CSI Funds \$15,000	Purchase of Services (Science Labs) 5800: Professional/Consulting Services And Operating Expenditures CSI Funds \$10,192
Purchase of library books to update reading materials and provide appropriately leveled books as per ELA standards regarding novel reading and research.	Purchase of FOSS curriculum K-8 4000-4999: Books And Supplies CSI Funds \$40,000	Purchase of FOSS Curriculum K-8 4000-4999: Books And Supplies CSI Funds \$40,080
Purchase of materials from Teachers Pay Teachers will boost reading, math, science and history curriculum for support and intervention.	Purchase of reading materials for the library 4000-4999: Books And Supplies CSI Funds \$5,000.00	Purchase of reading material for the library 4000-4999: Books And Supplies CSI Funds \$4,951
	Teachers Pay Teachers (TPT) Curriculum for Reading, Math, Science and History Supplemental Materials 5000-5999: Services And Other Operating Expenditures CSI Funds \$4,000	Teachers Pay Teachers (TPT) Curriculum for Reading, Math, Science and History Supplemental Materials 5000-5999: Services And Other Operating Expenditures CSI Funds \$4,000
Repair and resurfacing of playground and parking lot. (Fund 40)	Cost of Repair by Contractor 5000-5999: Services And Other Operating Expenditures Base \$30,000	Cost of Repair by Contractor 5000-5999: Services And Other Operating Expenditures Base \$29,410

## Goal Analysis

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

Most actions were completed as planned. The only significant difference came in the shortened schedule for Jason Singleton. The funds that did not get expended for science labs have yet to be spent as the LEA was unsure how CSI money could be "moved" to another expenditure without CSI plan approval. No other significant financial differences happened within this goal and actions.

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

The LEA was able to expend all funds as planned for this goal, and any funds not expended were a result of minor differences in planned versus actual expenditures. Jason Singleton was originally contracted for more days, but had to shorten his contract days due to scheduling conflicts with other schools. The parking lot and playground re-surfacing didn't cost as much as was budgeted; therefore, there was less spent than originally intended for those projects.

## Goal 2

CONDITIONS OF LEARNING: Implementation of Standards: Teachers will implement and monitor the progress of California Standards alignment and related student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Common Core Standards (Lessons)  CAASPP Results  California Dashboard 5 by 5 Indicator Report  <b>19-20</b> State standards will be implemented in all core curricular areas as evidenced by observations and lesson plans.  CAASPP results will increase to a yellow or better in math status on the CA Dashboard indicator. ELA status will increase to a yellow or better status to indicate positive results.	Teachers used assessment data from local/classroom assessments and performance based projects to implement standards in the classroom. Teachers collaborated during structured times to review standards, discuss instruction and best practices to design specific goals for students as well as support differentiated instruction in multi-grade level classrooms. State testing was cancelled for the 2019-2020 school year due to the COVID-19 pandemic; therefore, there are no test results or data for analysis or the CA Dashboard.

Expected	Actual
<p><b>Baseline</b> Teachers are implementing Common Core Standards in lessons.</p> <p>2016-17 CAASPP results show an improvement in math and a decline in ELA; results reflected in the CA Dashboard indicate "yellow" status for math and "orange" status for ELA</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teachers will continue to implement standards-based instructional strategies and collaborate to identify the most effective strategies for student achievement as reflected on standardized tests.	No additional cost	No additional cost
Teachers will continue to collaborate across grade levels, using the staff developed rubric, to monitor the progress of standards implementation and instructional strategies as well as to monitor student achievement.	No additional cost	No additional cost
Teachers will participate in professional learning opportunities related to newly purchased intervention programs and data collection programs in reading and math (FLOW 360) as well as the use of technology in the classroom.	Registration Fees 5800: Professional/Consulting Services And Operating Expenditures CSI Funds \$2,900	Registration Fees 5800: Professional/Consulting Services And Operating Expenditures CSI Funds \$2,900
Teachers will be trained in technology via FLOW data coaching and use gathered data via technology to make necessary adjustments in intervention strategies with new online curriculum.	Registration Fees 5000-5999: Services And Other Operating Expenditures Low Performing Schools Block Grant \$2,550	Registration Fees 5000-5999: Services And Other Operating Expenditures Low Performing Schools Block Grant \$2,550
Teachers will receive updated training to administer the CAASPP Assessments to students who are eligible to take the test in 3-8 grades.	No additional cost	No additional cost
Low performing students will continue to receive extra instructional time, or intervention, in reading and math to help improve understanding of grade-level concepts.	FLOW 360 Online Intervention Program 5000-5999: Services And Other Operating Expenditures Low Performing Schools Block Grant \$4,500	FLOW 360 Online Intervention Program 5000-5999: Services And Other Operating Expenditures Low Performing Schools Block Grant \$4,516

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Low Income students will have priority for interventions times and/or tutoring and priority in usage of newly purchased online intervention curriculum (FLOW 360 & Read Naturally).	Read Naturally Online Intervention Program 5000-5999: Services And Other Operating Expenditures Low Performing Schools Block Grant \$4,140	Read Naturally Online Intervention Program 5000-5999: Services And Other Operating Expenditures Low Performing Schools Block Grant \$4,140
<p>High performing students will continue to have the opportunity to participate in enrichment courses as provided by the Gifted and Talented Education Program (GATE) if student numbers support the program. The purchase of NEW enrichment curriculum and supplies (ex: robotics, coding, circuit kits, etc,) will boost the GATE program and enrichment programs within the classrooms.</p> <p><b>** New:</b> A stipend will be paid to a teacher to organize, manage, maintain and implement the new intervention and GATE/enrichment programs. The teacher will also participate in training related to the new intervention &amp; enrichment programs. Intervention and enrichment (GATE) programs will be implemented weekly throughout the school year.</p>	<p>GATE/Enrichment supplies &amp; kits 4000-4999: Books And Supplies CSI Funds \$10,000</p> <p>Stipend for Intervention/ Enrichment Coordinator 1000-1999: Certificated Personnel Salaries CSI Funds \$15,000</p> <p>Employee Benefit for Coordinator Stipend 3000-3999: Employee Benefits CSI Funds \$3256</p>	<p>GATE/Enrichment supplies &amp; kits 4000-4999: Books And Supplies CSI Funds \$11,967</p> <p>Stipend for Intervention/ Enrichment Coordinator 1000-1999: Certificated Personnel Salaries CSI Funds \$15,000</p> <p>Employee Benefit for Coordinator Stipend 3000-3999: Employee Benefits CSI Funds \$3256</p>
Teachers and the administrator will collaborate to adjust the master schedule to allow more time for additional instruction in math and reading classes when needed. (LOCAL) Master schedule adjustments will take into consideration how Low Income students will be best served with additional instructional minutes.	No additional cost	No additional cost
Differentiated instruction will continue to be used throughout grade levels to better access the different learning styles of all students and address students performing at all levels of proficiency. (LOCAL)	No additional costs	No additional cost
Teachers will continue to collaborate monthly to share teaching strategies, best practices and success stories in order to promote and celebrate personal and professional success. (LOCAL)	No additional cost	No additional cost
Low performing students will receive extra instructional time, or intervention, in reading and math to help improve understanding of grade-level concepts	No additional cost	No additional cost

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The LEA will maintain instructional aide levels (3) in order to support the teaching staff and the implementation of differentiated instruction in classrooms.</p> <p>* New: Additionally, the LEA will hire 1 instructional aide to assist in the implementation of the new intervention and enrichment curriculum alongside the coordinator (teacher) of the new programs. Four aides in total will be hired and maintained to insure the successful implementation of existing curriculum and added intervention and enrichment curriculum &amp; use of resources.</p>	<p>Instructional Aide 2000-2999: Classified Personnel Salaries Concentration \$23,584</p> <p>Instructional Aide Benefits 3000-3999: Employee Benefits Title I \$7,535</p> <p>Instructional Aide 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$13,290</p> <p>Instructional Aide Benefits 3000-3999: Employee Benefits After School Education and Safety (ASES) \$4,246</p> <p>Instructional Aide 2000-2999: Classified Personnel Salaries Concentration \$5,100</p> <p>Instructional Aide Benefits 3000-3999: Employee Benefits Concentration \$1,630</p> <p>Instructional Aide for Intervention &amp; Enrichment (Temp.) 2000-2999: Classified Personnel Salaries CSI Funds \$18,200</p> <p>Instructional Aide (temp) Benefits 3000-3999: Employee Benefits CSI Funds \$5,815</p>	<p>Instructional Aide 2000-2999: Classified Personnel Salaries Concentration \$23,584</p> <p>Instructional Aide Benefits 3000-3999: Employee Benefits Title I \$7,535</p> <p>Instructional Aide 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$13,290</p> <p>Instructional Aide Benefits 3000-3999: Employee Benefits After School Education and Safety (ASES) \$4,246</p> <p>Instructional Aide 2000-2999: Classified Personnel Salaries Concentration \$5,100</p> <p>Instructional Aide Benefits 3000-3999: Employee Benefits Concentration \$1,630</p> <p>Instructional Aide for Intervention &amp; Enrichment (Temp.) 2000-2999: Classified Personnel Salaries CSI Funds \$18,200</p> <p>Instructional Aide (temp) Benefits 3000-3999: Employee Benefits CSI Funds \$5,815</p>

## Goal Analysis

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

Actions and services were carried out and related funds were expended as planned. The overage on GATE/Enrichment supplies & kits (\$1,967) was not used for any other purpose as the administrator was unsure what was an allowable expenditure if funds were not outlined in the CSI spending plan.

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

All actions and services were successfully implemented.

## Goal 3

CONDITIONS OF LEARNING: Course Access: Students will have access to core curriculum, enrichment courses and support services.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Common Core Standards (Lesson plans) SAFE Survey Master Schedule Performance Participation Projects  <b>19-20</b> Students will continue to have access to core curriculum (ELA, math, science, social studies, visual and performing arts, health and physical education) daily; enrichment classes and support services will be provided as needed.  SAFE surveys will continue to show overall satisfaction with the SAFE program.  95% or more of students will participate in school performances.  95% or more of students will complete classroom projects.	Students had access to core curriculum daily. Students participated in various enrichment programs and activities. Support services were readily available for all students and participation rates in core curriculum, enrichment, and projects was 95% or better each day.

Expected	Actual
<p><b>Baseline</b> All students have access to core curriculum.</p> <p>The results of the SAFE survey show overall satisfaction with the SAFE program.</p> <p>Ninety-five percent or more of students participate in school performances.</p> <p>Ninety-five percent or more of students complete classroom projects.</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Students will continue to receive instruction in English language arts, math, science, history and physical education daily.	No additional cost	No additional cost
Students will continue to have the opportunity to participate in the Safe Afterschool For Everyone (SAFE) program and in enrichment courses such as art, music (instrumental and choral), GATE and athletics. Low Income students receive these programs free of charge through grants or scholarships.	<p>SAFE Budget-Supplies 4000-4999: Books And Supplies Safe After School for Everyone \$3000.00</p> <p>SAFE Budget-Personnel 2000-2999: Classified Personnel Salaries Safe After School for Everyone \$23,870.00</p> <p>SAFE Personnel - Benefits 3000-3999: Employee Benefits Safe After School for Everyone \$7,626.47</p> <p>Stipends for athletics 2000-2999: Classified Personnel Salaries Base \$2,800.00</p>	<p>SAFE Budget-Supplies 4000-4999: Books And Supplies After School Education and Safety (ASES) \$3000.00</p> <p>SAFE Budget-Personnel 2000-2999: Classified Personnel Salaries Safe After School for Everyone \$23,870.00</p> <p>SAFE Personnel - Benefits 3000-3999: Employee Benefits Safe After School for Everyone \$7,626.47</p> <p>Stipends for athletics 2000-2999: Classified Personnel Salaries Base \$2,800</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Music Program & Personnel 5800: Professional/Consulting Services And Operating Expenditures CSI Funds \$5,000  Coaching Benefit 3000-3999: Employee Benefits Base \$894.60	Music Program & Personnel 5800: Professional/Consulting Services And Operating Expenditures CSI Funds \$5,000  Coaching Benefit 3000-3999: Employee Benefits Base \$894.60
Students will continue to receive instruction and support from the following programs as they are available: DARE (Drug Abuse Resistance Education), Bullying Prevention, Project Alert, and Positive Prevention. Low Income students will benefit from these programs whose topics may directly relate to issues associated with poverty.	No additional cost	No additional cost
Primary students will continue to benefit from interaction with upper grade level students and tutors from the mentoring program. Upper grade level students will benefit from being mentors, tutors and from the training the mentoring program provides. (LOCAL)	No additional cost	No additional cost
McCloud Elementary School will continue to collaborate with the McCloud Community Resource Center (as available) and the McCloud Healthcare Clinic to provide family support services and counseling services to students and families. MES will also collaborate with Great Northern to provide nutritional support to families during school holidays. Remi-Vista will provide mental health support services via the Boys' Council and Girls' Circle. (LOCAL)	No additional cost-Resource center will support cost associated with these services	No additional cost-Resource center will support cost associated with these services

## Goal Analysis

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

Actions and services were carried out and related funds were expended as planned.

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

All actions and services were successfully implemented.

## Goal 4

PUPIL OUTCOMES : Student Achievement: All students will demonstrate increasing proficiency in all academic content areas.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> California Dashboard California Assessment of Student Performance and Progress CAASPP Results 5 by 5 Indicator Chart Report Cards</p> <p><b>19-20</b> 50% of all students will be near proficient or above as measured by the CAASPP Assessment.</p> <p>The LEA does not have a significant EL group (currently 0%) and therefore the metrics that support the EL population are not included.</p>	<p>Teachers and aides used information (data) gathered from various local and curriculum assessments to guide instruction and support student achievement. Some students were selected for GATE based on class performance and local assessments. Teachers opted to increase intervention time for all students in math and reading due to the prior state test scores (2018-2019) and anticipation of learning loss due to school closure in March of 2020. The LEA lacks data for subgroups in all but two classes because the student numbers are statistically insignificant. The LEA lacks data for The EL subgroup as a reflection of the 0% enrollment of EL students at McCloud Elementary.</p>

Expected	Actual
<p><b>Baseline</b>  2016-17 CAASPP results:  25% of students were proficient or above ("met or exceeded standard") in math;  31% of students were proficient or above ("met or exceeded standard") in ELA;</p> <p>The overall status, according to the CA Dashboard and 5x5 indicator is a "yellow" status for math and an "orange" status for ELA.</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teachers will continue to use data from prior years' testing in addition to current assessments from the curriculum, classroom tests and Accelerated Reading & Math (via Flow 360) assessments to evaluate/monitor student learning. Additionally, ESGI assessment platform will inform teachers with students in K-3 of beginning and emergent reader status.	Purchase of ESGI assessment platform for beginning and emergent readers in primary grades. This tool will help teachers with beginning reading skills and assessment for individualized instruction. 5000-5999: Services And Other Operating Expenditures CSI Funds \$1,000	Purchase of ESGI assessment platform for beginning and emergent readers in primary grades. This tool will help teachers with beginning reading skills and assessment for individualized instruction. 5000-5999: Services And Other Operating Expenditures CSI Funds \$915
<p>Teachers will update their understanding of the CAASPP Assessments and make changes in instructional strategies, classroom environment, and use of technology as needed.</p> <p>*New: Computers will be purchased to upgrade the school-wide system of technology and provide every student in the school a computer to achieve a 1:1 student to computer ratio.</p>	<p>Desktop computers; Chromebooks 4000-4999: Books And Supplies CSI Funds \$20,000.00</p> <p>Computer hardware/accessories; SMART board; charging stations 4000-4999: Books And Supplies CSI Funds \$16,500</p> <p>iPads 4000-4999: Books And Supplies CSI Funds \$5,000.00</p>	<p>Desktop computers; Chromebooks 4000-4999: Books And Supplies CSI Funds \$20,881</p> <p>Computer hardware/accessories; SMART board; charging stations 4000-4999: Books And Supplies CSI Funds \$16, 457</p> <p>iPads 4000-4999: Books And Supplies CSI Funds \$5,063</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>*New: Computer hardware/accessories will be purchased to better implement new online curriculum and promote use of technology in the classroom</p> <p>*New: iPads will be purchased to implement and increase the use of primary applications for beginning readers in K-3</p>		
Teachers will analyze CAASPP Assessment data to address school needs.	No additional cost.	No additional cost.
Professional development will be provided based on need and aligned with newly purchased computers and hardware.	Registration fees 5000-5999: Services And Other Operating Expenditures Low Performing Schools Block Grant \$700.00	Registration fees 5000-5999: Services And Other Operating Expenditures Low Performing Schools Block Grant \$700

## Goal Analysis

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

Actions and services were carried out and related funds were expended as planned.

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

All actions and services were successfully implemented.

## Goal 5

PUPIL OUTCOMES : Other Student Achievement: Multiple measures of student achievement will be used as indications of learning and success.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b>	
Attendance Reports (Aeries)	Teachers used existing methods of assessment and rubrics to analyze student achievement. Observations of performances (presentations) and participation were also included as a metric of achievement. Evaluation of non-standard curriculum products, such as artwork and projects were also used to measure progress. Participation in athletics and instrumental music were unmeasured as both were cancelled due to the COVID-19 pandemic. The attendance rate (as of 4/22/21) was 93% The chronic absenteeism rate (10% + of enrolled school days absent) was approximately 80% due to COVID-19 absence/illness protocols for families, exposures, awaiting test results and/or failure to complete distance learning packets. The suspension rate was below 4 at 3 suspensions The expulsion rate was 0% The middle school dropout rate was 0%
Behavior Reports/ Referrals	
Report Cards	
Performance	
Participation	
Data from Online Intervention Programs	

Expected	Actual
<p><b>19-20</b> Traditional and innovative methods of assessment, such as performance tasks and attendance percentages will continue to provide a diverse analysis of student achievement.</p> <p>Ninety-seven percent (97%) of all students will attend school.</p> <p>Chronic absenteeism will be reduced by 1% of our total student population.</p> <p>Continue to keep suspensions to below 4 per year</p> <p>Continue to keep expulsions to 0 per year.</p> <p>The middle school dropout rate will be maintained at 0%.</p> <p><b>Baseline</b> Traditional and innovative methods of assessment, such as performance tasks and attendance percentages provide a diverse analysis of student achievement.</p> <p>Attendance Rate: 94%</p> <p>Chronic Absenteeism: 4% of enrollment</p> <p>Suspensions: 0</p> <p>Expulsions: 0</p> <p>Middle School Drop Out Rate: 0</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Report cards will continue to reflect student learning and effort and will help guide teachers in the development of individualized instruction based on student needs. A grade point average of 3.0 will be considered an indication of performance at grade level proficiency. Data from Online Intervention Programs (FLOW 360 & Read Naturally) will inform teachers and administration of success and improvement in reading and math.	No additional costs	No additional costs
Instrumental and choral performances will continue to demonstrate the students' level of participation and commitment to the music program. (LOCAL)	No additional costs	No additional costs
Exhibitions of artwork throughout school, in classrooms and in the community will continue to measure the students' learning of art concepts as well as the level of participation and commitment to the art program. (LOCAL)	No additional costs	No additional costs
Participation in athletic practices and events, both individualized and team oriented, will continue to measure students' commitment to a team, goal setting and skill building. Sportsmanship and citizenship displayed during sporting events will also be a measure of student achievement. (LOCAL)	Donations cover cost of program	Donations cover cost of program

## Goal Analysis

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

There are no associated costs with this goal and corresponding actions.

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

The LEA was able to keep its doors open for the 2020-2021 school year, but due to several factors (absence/illness protocols for families, exposures, awaiting test results and/or failure to complete distance learning packets), the chronic absentee rate was HUGE. When students from a big family were sick, or families experienced a COVID exposure, days of absences could be brutal on attendance records. Also, students who had to go on Distance Learning (for various reasons) were not always able to complete

distance learning assignments which counted for their attendance. In short, attendance this year (during a pandemic) is not indicative of a "normal" school year and our county probation department, Sheriff's department and the SARB committee were non-responsive and unable to help with county-wide truancy issues. After repeated attempts to contact and connect with the SARB board and other agencies, the LEA gave up on enforcing SARB letters due to lack of response and increased efforts associated with the pandemic and COVID safety protocols.

## Goal 6

ENGAGEMENT: Parent Involvement: Parents will be invited to participate in student activities and provide input regarding student programs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Sign-in/ roll sheets at formal meetings and events  Annual Survey Responses  <b>19-20</b> All parents will be given an opportunity to become members of the School Site Council, to participate in Local Control Accountability meetings and school board meetings.  Parent participation at formal meetings will increase.  Return rate and response to annual surveys will be 95% or higher.	School staff are welcoming and supportive of parent participation. Parents were invited to participate in School Site Council meetings, Local Control and Accountability meetings, school board meetings and school events via Zoom, call-in, Facetime, email, etc. Participation rates at formal meetings such as School Site Council and board meetings remain low as would be expected during a pandemic. Participation in classroom volunteering, field trip chaperoning and school events (music performances, Open House and Back to School Night) were zero as these events were cancelled due to the pandemic. Limited response to email surveys were collected. Overall, parents were very non-communicative during this school year due to COVID-19 restrictions.

Expected	Actual
<p><b>Baseline</b> All parents are given the opportunity to become members of the School Site Council, to participate in Local Control Accountability meetings, and school board meetings.</p> <p>&lt; 10% parent participation at formal meetings (school board, school site council and Parent Teacher Organization).</p> <p>&gt; 95% return rate and responses to annual surveys.</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
McCloud Elementary School will continue to support our parent and community volunteer program. Volunteers will be acknowledged publicly at monthly assemblies, at school events, in the local newspaper, on our website and with thank you letters, notes, and special certificates.	No additional costs	No additional costs
The School Site Council will continue to consist of staff, parents, and community members. McCloud Elementary School will support parents and community members by meeting at dates and times that accommodate their schedules.	No additional costs	No additional costs
Parents will continue to be encouraged to attend board meetings and give input about school policies and expenditures.	No additional costs	No additional costs
Parent-Teacher conferences will be scheduled in November of each year prior to Thanksgiving Break, but will also be arranged as needed to support students' progress, intervene when necessary, and/or discuss concerns.	No additional costs	No additional costs
The Parent Teacher Organization (PTO) will continue to raise funds for special programs or field trips and make decisions regarding the expenditure of those funds. Parents will be actively invited to join the PTO and participate in fundraisers and plan events for students.	Parent Teacher Organization will support	Parent Teacher Organization will support

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Parents will continue to be invited to and welcomed to Back to School Night Dinner, Open House and Ice Cream Social, monthly awards assemblies and musical performances.	Parent Teacher Organization will support	Parent Teacher Organization will support

## Goal Analysis

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

N/A There were no associated costs with this goal.

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

Until March of 2020, all actions were successfully implement. Any events that took place after March, like Open House, assemblies, fundraisers, sporting events and public meetings were cancelled or altered to accommodate COVID-19 restrictions and protocols.

## Goal 7

ENGAGEMENT: Student Engagement: Students will be supported academically, socially and emotionally at McCloud Elementary School.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Attendance Reports (Aeries) Participation Levels (sign -in) Student Surveys  <b>19-20</b> Students will continue to be empowered by their role as stakeholders in the McCloud Elementary School community and by the culture of support.  Attendance rate will continue to be 94% or higher.  Students participation rate in athletic events and performances will continue to be 95% or higher.  Students surveys will continue to show a 100% response rate.	Students at McCloud Elementary are active participants in their education. Students were supported in academic achievement as well as in their social-emotional development. Students at MES exhibit pride and ownership in their activities. Students are awarded at monthly assemblies for their academic achievement, citizenship and going "above and beyond" in participation. This year, students did not gather for assemblies, but participated in classroom award ceremonies to maintain safety protocols and distancing during the pandemic. Students were unable to participate in sports due to the pandemic and most students who are normally enrolled in SAFE did not attend the after school program due to COVID-19 restrictions and distancing rules. The program was still operational, but at reduced numbers for parents that need after school care. Students' responses on surveys indicate that they are satisfied with the school programs, but that this year of changes and lack of programs was difficult for them.

Expected	Actual
<b>Baseline</b> Attendance Rate: 94%  > 95% student participation rate in athletic events and performances.  Student Surveys: 100% response rate.	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Student attendance will continue to be encouraged and supported through individual and public acknowledgment at assemblies, conferences and in the local newspaper.	Supplies 4000-4999: Books And Supplies Base \$175	Supplies 4000-4999: Books And Supplies Base \$190
Student engagement will continue to be measured by a low number of absences and high or perfect attendance rates. Engagement will also be measured by low chronic absentee rates.	No additional costs	No additional costs
Student engagement will continue to be measured by participation rates in school sponsored extracurricular activities such as athletics, music, art, student groups/clubs and participation in SAFE activities. (LOCAL)	No additional costs	No additional costs
Monthly citizenship and daily Pat on the Back awards will continue to measure student engagement and encourage and reward positive behavior. (LOCAL)	Supplies 4000-4999: Books And Supplies Base \$175	Supplies 4000-4999: Books And Supplies Base \$190
Student engagement will continue to be measured by annual student surveys that will address school culture, safety, curriculum, instruction, and engagement.	No additional costs	No additional costs

## Goal Analysis

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

All funds were expended for their goal action as planned. The planned amount was surpassed simply because more supplies for awards and the prize box needed to be ordered.

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

All actions and services were successfully implemented until March of 2020 when the school was closed and these activities were no longer allowable as per COVID -19 restrictions and safety protocols.

## Goal 8

ENGAGEMENT: School Climate: Students will be educated in a safe, nurturing learning environment that encourages positive behavior.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Attendance levels of family at events (sign in) Annual Parent Survey Results</p> <p><b>19-20</b> 95% or more of parents will participate at school events and parent-teacher conferences.</p> <p>Students, staff and parents will continue to report a high level of satisfaction with the overall school environment.</p> <p>Annual surveys of parents and students will indicate a high level of satisfaction in regard to safety, culture and school policies.</p> <p>95% or more of the annual surveys will be returned.</p>	<p>Parents were limited in their contributions to formal meetings and/or collaborations with teachers, but limited responses revealed that the majority of parents, students and staff members were satisfied with the school culture and climate. Parents felt fortunate to be able to have their children attend in-person instruction for the 2020-2021 school year when many other schools in Siskiyou County were still in distance learning or hybrid modes of education. McCloud Elementary School had 1 suspension and zero expulsions. The behavior policy is followed by all staff members and students understand the expectations and consequences related to the policy. Part of the behavior policy is Hawk Talk - a system of steps for students to resolve conflict with each other. The LEA was unable to continue its collaboration with Mountain Mentors, a group of volunteers from the community, due to the pandemic and the age of the volunteers. A Health Assistant position was continued this year. The assistant screened students for lice once a week and supported students and families in treatment. The LEA continues to see a decrease in cases of lice due to this screening and assistance with treatment.</p>

Expected	Actual
<p><b>Baseline</b></p> <p>&gt; 95% parent participation at school events and parent-teacher conferences.</p> <p>Students, staff and parents report a high level of satisfaction with the overall school environment.</p> <p>Annual surveys of parents and students indicate a high level of satisfaction in regard to safety, culture and school policies.</p> <p>&gt; 95% return of annual parent surveys.</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Suspension and expulsion rates will continue to be kept low with the school wide behavior policy. The policy supports positive behavior and discourages suspension through alternative consequences such as one-on-one counseling with a teacher or the principal, as well as referrals to counseling services as needed. "Hawk Talk" our behavior and peer resolution program will be implemented.	No additional costs	No additional costs
Teachers, staff, and the administrator will continue to collaborate in order to keep rules, procedures and consequences consistent and fair across the grade levels in order to prevent suspension and expulsion.	No additional costs	No additional costs
Violence will continue to be discouraged at McCloud Elementary School. Students who participate in violent acts will be dealt with fairly, consistently and swiftly.	No additional costs	No additional costs
DARE (when available) and the Bullying Prevention Program, as well as classroom activities which promote compassion and address bullying, will continue to promote a positive school culture that discourages all forms of bullying and disrespect. Boys' Council and Girls' Circle will continue in collaboration with Remi-Vista (LOCAL)	No additional costs	No additional costs

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
The perception of the school climate, including the level of satisfaction that parents, staff and community members may have in the areas of safety, school culture, engagement and involvement, will continue to be measured by an annual survey of these stakeholders.	No additional costs	No additional costs
The LEA will contract with SCOE Health Services Department for additional school nurse days in order to provide the students & teachers with additional support services.	Additional nursing days (2) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$899	Additional nursing days (2) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$899
McCloud Elementary will continue to partner with the Mountain Mentors to offer social-emotional and academic support to students in all grade levels.	No additional cost	No additional costs
The LEA will provide a Health Assistant to monitor the occurrences of lice in classrooms and to assist the nurse and families with treatment of the lice and related issues. The Health Assistant will work with the school nurse to provide information to families and keep the nurse apprised of health concerns.	Stipend for Health Assistant 2000-2999: Classified Personnel Salaries Supplemental \$1,000.00 Stipend Benefit 3000-3999: Employee Benefits Supplemental \$320	Stipend for Health Assistant 2000-2999: Classified Personnel Salaries Supplemental \$1,000 Stipend Benefit 3000-3999: Employee Benefits Supplemental \$320

## Goal Analysis

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

Actions and services were carried out and related funds were expended as planned.

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

All actions and services were successfully implemented.

# 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
All staff except for one teacher is on school grounds working normally (ie. as before the pandemic and school closure). So as far as the budget is concerned, there are no abnormal or additional charges related to the pandemic other than purchase of PPE and items to support the re-opening of the school. The total funds to the right reflect our usual budget expenditures for staffing.	653,799.56	653,799.56	No
Personal protective equipment (PPE) such as masks, face shields, gloves, Plexiglas and related items were purchased to enable new COVID safety protocols throughout the school. Increased supplies of hand sanitizers, dispensers and soap were also purchased for all classrooms and additional rooms being used during the pandemic. Additionally, a sanitizing station and electrostatic sprayer for sanitizing classrooms was purchased.	5800.00	5800.00	Yes
Digital thermometers were purchased for every family to provide a reliable way for parents and guardians to pre-screen students before bringing them to school. Two thermometers were purchased for staff and students prior to receiving the thermometers from OES.	485.00	485.00	Yes
Visual cues like floor decals and signage to remind students and staff to practice social distancing. Decals and signs are placed through out the school in classrooms, hallways, bathrooms and in the SAFE program.	320.00	320.00	Yes
Outdoor event tents and tables were purchased to provide an outdoor eating area and alternative learning space to maintain cohorts at breakfast, lunch and recess periods. A speaker system and	7300.00	7300.00	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
microphone were purchased to use in the outdoor learning area for ease of instruction outside with students spread apart. A water bottle filling station and a water faucet for an additional classroom was purchased so that students are not sharing drinking fountains and have a place to wash their hands.			
Alternative recess and PE equipment and activities were purchased to provide no-contact sports and activities that are low or no touch due to restrictions on most team sports. Examples include disk golf with individual frisbees and outdoor dice, Lego sets for indoor recess and other manipulatives for individual versus group activities.	875.00	875.00	Yes
Office supply usage has doubled due to teachers preparing for distance learning and emergency sub plans. Technology and various accessories (microphones, document cameras, projectors, cables, etc.) been purchased to facilitate instruction in classrooms that have been added to maintain cohorts and support Zoom math for 6-7-8.	1400.00	1400.00	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.

There were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

## Analysis of In-Person Instructional Offerings

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

All actions and services were successfully implemented.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>The LEA is currently conducting in person instruction for 55 of 58 students. The 3 students who are on Distance Learning are connected to curriculum and help via Zoom call, text, email or other mode preferable to the student and parents. Services are improved or increased simply by being in-person rather than at a distance. Problems can be addressed in real time and quickly as they normally would.</p> <p>In the event that there is a transition to Distance Learning, the LEA already has computers for each student (if requested) and online platforms for STAR testing (Renaissance Learning) and intervention (Read Naturally). These programs were purchased on a multi-year contract two years ago, so there are no current expenditures for them. Additionally, they DO contribute to improving services to students as they focus on assessment and intervention for students that fall behind. Services to students who are low income students are exponentially impacted because they tend to need more support and intervention due to living in poverty.</p> <p>Though our distance learning is primarily on paper, students do have the option to go online for these learning platforms, but it is not required; it is a choice families can make. The majority of families do not appreciate the online formats and prefer paper assignments and assessments. Computers are available by request for distance learners, but no additional expenditures were made because all computers were purchased last year with CSI funds.</p>	0	0	Yes
A laptop computer and associated technology (mouse and microphone) were purchased to provide the 6-7-8 math teacher a way to work from home. She teaches math and without the purchase of	1000.00	1,070	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
this equipment, the students would not have access to upper grade level math instruction.			

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 significant differences (\$70) between planned actions and/or budgeted expenditures and actual expenditures. The LEA continued with in-person learning through out the 20/21 school year and no additional funds were expended on the 3 students that were distance learning. One of the 3 distance learners returned to in-person instruction and only 2 students of 63 remain on distance learning due to special family circumstances.

## 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.

Because the LEA was conducting in-person instruction for all of the 20/21 school year, there were no issues with any of the above categories. Instruction continued, as usual, with the addition of some safety protocols like mask wearing and distancing, but access to devices and connectivity, pupil participation and progress, distance learning professional development, staff roles and responsibilities, and support for pupils with unique needs were not unique or relevant to the educational experience at the LEA because distance learning was not the mode of instructional delivery. Teachers and staff maintained their current roles as teachers, aides, secretary, cook and maintenance man with additional safety protocols in place, but otherwise job descriptions and duties remained the same as in any given school year.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Read Naturally and Flow 360 for reading and math intervention. Both were purchased last year so there are no costs for this year. As mentioned above, both programs address gains and losses in skill sets for reading and math. Data about each student can be analyzed to show improvement and learning loss.	0	0	Yes
The 6-7-8 grade math teacher conducts break out sessions with the distance learners who need additional help after whole class instruction. On the weekends, the teacher comes to school to prepare for the following week and to grade/assess students. She gives feedback to the homeroom teacher and teacher's aide about students who need additional practice or intervention.	0	0	Yes
The enrichment coordinator is conducting Intervention and GATE to students who qualify for either program. After students are initially assessed with one of the above program and their classroom work and curriculum assessments are evaluated, students are organized into either Intervention, GATE or neither (at grade level; not below or above). These programs and the coordinator's management of the program are key to mitigating learning loss and promoting improvement to grade level or beyond.	15,000.00	15,000.00	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.

There were no differences between planned actions and/or budgeted expenditures for addressing pupil learning loss. The LEA conducted in-person learning for the entire 20/21 school year and proceeded with intervention and enrichment as usual. Students benefited from intervention weekly with Read Naturally and Flow 360. Students in 6-7-8 grade received math instruction daily without interruption and the GATE coordinator was able to conduct GATE classes once a week for students who excel and are at or above grade level in reading and/or math.

## 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.

Due to the LEA providing in-person education for all of the 20/21 school year, students were able to have continuous instruction and monitoring of progress all year. The usual interventions would be provided if a student appeared to be behind or not grasping concepts, but there was no learning loss associated with being on distance learning. If a student had an extended illness or had to be excluded because a sibling or family member was sick, then the teachers and administration would modify or adjust the students workload to address the potential learning loss. Students who missed a significant number of school days would also be counseled and re-focused to the most critical areas of instruction they may have missed while absent. Those students would be closely monitored for signs of learning loss and then given additional instruction in areas of weakness or additional time to complete relevant assignments. A student could potentially be added to an intervention list as well if s/he appeared to have learning loss in a particular area of instruction that could be addressed with intervention.

## **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 LEA was open and functioning all of the 20/21 school year so mental health and social-emotional health of students was handled the same as in prior years. If students appear to need additional counseling, above and beyond the service of teachers, they will be referred to the health clinic or other county resources. Admittedly, resources for mental health counseling for children in Siskiyou County is seriously lacking, but that was the case before the pandemic as well. Due to the LEA's small enrollment, teachers and staff are able to maintain good communication with families regarding the mental and social-emotional health of students.

## **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.

Even though the LEA conducted in-person learning for all of the 20/21 school year, the pandemic greatly impacted the ability of families or students to engage in school functions or day-to-day activities. Due to COVID-19 safety protocols, no volunteers, parents or other community members could enter the building unless they had official business on campus. There was no Back to School Night, Open House and very few in-person parent/teacher conferences. Formal meetings could be attended via Zoom or in-person if a person notified the school first in order for preparations to be made regarding safety and distancing; however, most families and/or community members did not attend formal meetings. Attendance at meetings was low in the past, but the pandemic drove numbers even lower due to fear of virus spread and a subdued excitement for school and activities in general. The community, overall, has suffered the strain and stress of living a full year in the pandemic and meeting were not on the top of anyone's list. Teachers and staff got creative with emails, phone calls, zoom and Facetime to interact with parents, but very few came to school to meet face-to-face with teachers or administration.

## **Analysis of School Nutrition**

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

The school nutrition program was able to operate as usual during the 20/21 school year because the LEA was in-person for the entire school year. In the two instances where school had to be closed for an exposure and a snow day, the cafeteria manager prepared food bags for students to take home. Additionally, Great Northern provided food bags for vacation days so that students did not have an interruption of food service during times out of school. Students were provided with breakfast, lunch and snacks through out the school year.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

N/A

### Overall Analysis

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

For the 2020-2021 school year, the LEA conducted primarily in-person instruction. Just prior to winter break, there was a possible exposure to COVID-19 and out of an abundance of caution, a cohort was sent home and put on distance learning for a two weeks and the other cohort experienced the same concern one week prior to winter break. Quarantining and safety protocols were observed and students returned to in-person learning after winter break in January. Since then, there have been no major issues or need to close certain cohorts. The main take-away from the limited distance learning experience is that many students did not experience success on distance learning due to several factors: sick family members, related health travel, holiday travel, not having one-to-one help, lack of parental supervision, insecure home situations, inconsistency of the internet infrastructure, etc. Students and parents who reached out via phone call, email, text, Face-time or other mode of communication fared much better than students who had limited access to modes of communication.

The goals and actions of the 2021-2024 reflect the previous years priorities with the addition of implementing mental health counseling for students who experienced trauma related to the pandemic and limited school closure. The plan will also reflect increased time for intervention and access to technology to mitigate learning loss that may have occurred during the pandemic or school closure. There are not many changes related to school closure because the LEA was open for the entire school year minus 5-10 days for corresponding cohorts.

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

Pupil learning loss will be assessed much as it has been in the past. Students will be monitored for progress in academic content areas. Students who are not performing at grade level will participate in intervention programs and be re-assessed for continued learning loss via STAR reading and math assessments as well as assessments via Read Naturally and curriculum assessments. The LEA has the benefit of conducting in-person instruction for 2020-2021 and being able to have all eligible students take the CAASPP test this spring. The results of the CAASPP assessment should show whether students maintained grade-level skills during the pandemic, or whether students lost ground due to the pandemic and corresponding stressors despite in-person learning for the duration of the 20/21 school year.

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 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.

# 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 analysis and reflection of student outcomes for the 2019-2020 and 2020-2021 school years changed very little about the 21 - 24 LCAP simply because the LEA conducted in-person learning for all of the 2020-2021 school year. The only significant change in the LCAP for 21-24 is the mental health goal to provide counseling services to students via online platform. The counseling will be sought for students who experienced trauma related to the pandemic and/or struggled with social-emotional well-being prior to the pandemic. Financial resources to mitigate learning loss and emotional well-being will be provided to the LEA, so some goals were developed with that in mind for the future LCAP. Other than that, the LCAP largely reflects the goals and actions that have been successful in the past and proved to be successful during the pandemic as well. Students performed well during the pandemic and some of that success could be due to the fact that students were happy and appreciated being in school when many of their peers in the county were unable to attend school full time. Teachers also had a year of instruction without the interruptions of extracurricular activities and events as a distraction. Other than DARE, Bullying Prevention and Positive Prevention, no other outside entities provided services to students, so music, sports, assemblies, etc. were eliminated. While that was sad for students and staff, it also provided additional instructional minutes which was very beneficial, especially for students who may have missed days, or even weeks of school, if they or their family members became ill. Two other goals that appear in the 2021-2024 LCAP as a "one time" expenditure were the updates to internet infrastructure and lighting for energy efficiency. These two goals were also influenced and enabled by CARES funding which was provided to help encourage in-person learning as well as encourage schools to provide services to students to mitigate learning loss and mental health.

## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

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

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

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

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

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

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

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



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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	17,536.00	20,536.00
	37,544.60	36,932.60
	1,084.28	1,084.00
	30,314.00	30,314.00
	166,671.00	148,220.00
	11,890.00	11,906.00
	34,496.47	31,496.47
	2,219.00	2,219.00
	7,535.00	7,535.00

\* 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		
	15,000.00	15,000.00
	87,844.00	87,844.00
	31,323.07	31,323.07
	103,350.00	89,770.00
	47,974.28	47,315.00
	23,799.00	18,991.00

\* 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		
		15,000.00	15,000.00
		13,290.00	13,290.00
		2,800.00	2,800.00
		28,684.00	28,684.00
		18,200.00	18,200.00
		23,870.00	23,870.00
		1,000.00	1,000.00
		4,246.00	4,246.00
		894.60	894.60
		1,630.00	1,630.00
		9,071.00	9,071.00
		7,626.47	7,626.47
		320.00	320.00
		7,535.00	7,535.00
		0.00	3,000.00
		3,850.00	3,828.00
		96,500.00	82,942.00
		3,000.00	0.00
		30,000.00	29,410.00
		1,084.28	1,084.00
		5,000.00	4,915.00
		11,890.00	11,906.00
		22,900.00	18,092.00
		899.00	899.00

\* 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	98,584.28	93,165.00
Goal 2	121,746.00	123,729.00
Goal 3	43,191.07	43,191.07
Goal 4	43,200.00	27,559.00
Goal 7	350.00	380.00
Goal 8	2,219.00	2,219.00

\* 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	\$669,979.56	\$669,979.56
Distance Learning Program	\$1,000.00	\$1,070.00
Pupil Learning Loss	\$15,000.00	\$15,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$685,979.56	\$686,049.56

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$653,799.56	\$653,799.56
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$653,799.56	\$653,799.56

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$16,180.00	\$16,180.00
Distance Learning Program	\$1,000.00	\$1,070.00
Pupil Learning Loss	\$15,000.00	\$15,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$32,180.00	\$32,250.00