



# Vallecitos School District

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"A community school where we learn to achieve our dreams"

## 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

As a collaborative team, we will improve student learning in reading/language arts as measured by district summative and the CAASPP state exam.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> CAASPP ELA Performance</p> <p><b>19-20</b> 65% of students achieving at the level of standards met on the CAASPP for ELA.</p> <p><b>Baseline</b> 50% of students achieving at the level of standards met based upon 2015-16 data.</p>	<p>Not Applicable - The 2019-2020 CAASPP ELA Performance Assessment was suspended due to the COVID-19 pandemic.</p>
<p><b>Metric/Indicator</b> District MAPS ELA Summative Assessment</p> <p><b>19-20</b> 40% of students will be proficient.</p> <p><b>Baseline</b> 49% of students are proficient based upon spring 2015-16 data</p>	<p>30% of students were proficient at the winter administration. The spring administration was not completed due to the COVID-19 pandemic.</p>
<p><b>Metric/Indicator</b> Appropriately credentialed and assigned teachers</p> <p><b>19-20</b></p>	<p>100% appropriately assigned and fully credentialed</p>

Expected	Actual
<p>Maintain</p> <p><b>Baseline</b> 100% of teachers are appropriately credentialed and assigned as evidenced by Williams compliance documents.</p>	
<p><b>Metric/Indicator</b> Implementation of academic performance and content standards as evidenced by grade level instructional timelines.</p> <p><b>19-20</b> Maintain</p> <p><b>Baseline</b> District ensures standards aligned instructional materials and supplies in 100% of classrooms as evidenced by grade level instructional timelines.</p>	100% implementation of academic performance and content standards
<p><b>Metric/Indicator</b> Quarterly student progress report, and semester report cards</p> <p><b>19-20</b> Maintain</p> <p><b>Baseline</b> 100% of teachers provide quarterly student progress reports and semester report cards.</p>	100%
<p><b>Metric/Indicator</b> English Learner instructional access</p> <p><b>19-20</b> Maintain</p> <p><b>Baseline</b> 100% of English Learner students have access to the CCSS and ELD standards to gain academic content knowledge and English language proficiency.</p>	100%
<p><b>Metric/Indicator</b> English Learner reclassification rate</p> <p><b>19-20</b></p>	Rate for 2019-20 was 6.2%. While this rate was lower than previous years it was impacted by the closure of schools in March 2020.

Expected	Actual
<p>10% of English Learner students will be redesignated as Fluent English Proficient.</p> <p><b>Baseline</b> 22% of English Learner students are redesignated as fluent in 2015-2016 and 12% in 2016-17.</p>	
<p><b>Metric/Indicator</b> English Learner progress toward English proficiency</p> <p><b>19-20</b> Increase 10% of English Learner students demonstrating progress toward English proficiency on the ELPAC over the 2017-2018 baseline.</p> <p><b>Baseline</b> 68% of English Learner students are demonstrate progress toward English proficiency (as measured by 2015-16 CELDT)</p>	<p>38.8% of the EL students made progress in 2019-20 based on ELPAC scores. Newer data is not available due to canceled testing in Spring 2020.</p>
<p><b>Metric/Indicator</b> Other Pupil Outcomes</p> <p><b>19-20</b> 60% of students are within the Healthy Fit Zone in body composition as evidenced by Physical Fitness Testing (PFT)</p> <p><b>Baseline</b> 53.6% of students are within the Healthy Fit Zone in body composition as evidenced by Physical Fitness Testing (PFT)</p>	<p>52.9% of 5th graders are within the HFZ for Body Composition 46.4% of the 7th graders are within the HFZ for Body Composition</p>
<p><b>Metric/Indicator</b> Students enrolled in a broad course of study.</p> <p><b>19-20</b> Maintain</p> <p><b>Baseline</b> 100% of students are enrolled in a broad course of study including unduplicated pupils and pupils with exceptional needs</p>	<p>100%</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>a. All grade level teams will study fall MAPS assessments results to set S.M.A.R.T. goals tied to the school wide goal in reading/language arts.</p> <p>b. Each grade level will revise Common Core Essential Standards in reading/language arts.</p> <p>c. Each grade level will revise Learning Targets for each Essential Standard.</p> <p>d. Each grade level team will develop a timeline for teaching grade level Essential Standards and Learning Targets.</p> <p>e. Each grade level will revise and develop Formative Assessments to determine whether or not students have mastered the Essential Standards and Learning Targets.</p> <p>f. Vertical Teams will collaborate a minimum of four hours each month to analyze Formative and Summative assessment data and develop Tier II intervention plans for students needing extra time and support in mastering grade level Essential Standards.</p> <p>g. Purchase MAPS, Edgenuity, and other instructional software.</p> <p>h. Substitutes for 3 PLC planning days.</p>	<p>Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF Base \$888,925</p> <p>Instructional Software 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$23,000</p> <p>Substitute Costs 1000-1999: Certificated Personnel Salaries LCFF Base \$4,800</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$888,925</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$23,000</p> <p>1000-1999: Certificated Personnel Salaries LCFF Base \$4,800</p>
<p>a. Some certificated teachers choose to instruct students after school to provide them with reading and language small group intervention.</p>	<p>After Sch Tutoring 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) \$30,625</p>	<p>1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) \$35,961</p>
<p>a. Tier I core instruction related to the Common Core Standards from all general education teachers.</p>	<p>Supplies 4000-4999: Books And Supplies LCFF Base \$102,856</p>	<p>4000-4999: Books And Supplies LCFF Base \$42,326</p>
<p>a. Tier II Intervention: 4 days each week, small group instruction (less than 12), 30-45 minutes each session.</p> <p>b. Tier III Intervention: Individual student plans for students needing remediation that are far below grade level.</p> <p>c. Curriculum improving literacy in Tier II and Tier III will be purchased.</p>	<p>Objects 1100 - 3000 Supplemental and Concentration \$204,028</p> <p>Objects 1100 - 3000 Supplemental and Concentration \$163,955</p>	<p>Supplemental and Concentration \$204,028</p> <p>Supplemental and Concentration \$163,955</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
d. A Reading Specialist will be hired to support Tier II and Tier III interventions.	Leveled Literacy Intervention Curriculum 4000-4999: Books And Supplies Supplemental and Concentration \$10,000  Reading Specialist 1000-1999: Certificated Personnel Salaries LCFF Base \$87,279  Benefits for 2nd Grade Teacher 3000-3999: Employee Benefits LCFF Base \$14,000	4000-4999: Books And Supplies Supplemental and Concentration \$4,000  1000-1999: Certificated Personnel Salaries LCFF Base \$87,279  3000-3999: Employee Benefits LCFF Base \$14,000
a. ELD Coordinator to provide small group English language instruction. b. Teachers receive training on ELA/ELD standards.	Targeted services 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$51,810  ELA/ELD Training Substitute Costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,800	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$51,810  1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,800
a. Instructional aides and other support staff to provide small group support for Tier II intervention.  b. Migrant Education aide to provide small group instruction for Tier II and Tier III intervention.	Teacher Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$87,441  Teacher Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$84,100	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$87,441  1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$84,100

## 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 actions and services in support of Goal 1 were implemented. Only two areas had significant decreases in expenditures. These were expenditures for Tier 1 core instruction, and the purchasing of curriculum for improving literacy in Tier II and Tier III. This is because we did not purchase curriculum for in person instruction due to the school closures COVID19 pandemic.

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

Our Tier II and Tier III interventions were not implemented fully due to school closures for COVID-19. In addition, results from state and local assessments were not completed at the end of the school year due to the school closures.

Vallecitos School District was successfully implementing the instructional plan and tiered interventions through the first part of the 2019-20 school year. Small group support for struggling students, especially EL and Migrant students, were showing promise. When the pandemic forced in-person instruction to end, the transition to distance learning was made quickly. Recognizing the difficulty some families would have with technology and WiFi needs the district took steps to ensure instruction continued smoothly. Students were provided with hard-copy packets of activities, along with supplies and other needs. All students were provided a Chromebook and headphones, and hotspots were made available as needed. The availability of WiFi in such a rural and remote area continues to be a challenge.

## Goal 2

As a collaborative team, we will improve student learning in mathematics as measured by district summative and the CAASPP state exam.

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><b>Metric/Indicator</b> CAASPP Math Performance</p> <p><b>19-20</b> 45% of students achieving at the level of standards met on the Math CAASPP</p> <p><b>Baseline</b> 31% of students achieving at the level of standards met on the 2015-16 Math CAASPP.</p>	<p>Not Applicable - The 2019-2020 CAASPP Mathematics Performance Assessment was suspended due to the COVID-19 pandemic.</p>
<p><b>Metric/Indicator</b> District MAPS Math Summative Assessment</p> <p><b>19-20</b> 35% of students will be proficient.</p> <p><b>Baseline</b> 30% of students are proficient based upon spring 2015-16 data</p>	<p>21% of students scored proficient at the winter administration. The spring assessment was not administered due to the COVID-19 pandemic and school closures.</p>
<p><b>Metric/Indicator</b> Appropriately credentialed and assigned teachers</p> <p><b>19-20</b> Maintain</p> <p><b>Baseline</b></p>	<p>100% appropriately assigned and fully credentialed</p>



Expected	Actual
<p>100% of teachers appropriately credentialed and assigned as evidenced by Williams documentation.</p>	
<p><b>Metric/Indicator</b> Implementation of academic performance and content standards as evidenced by grade level instructional timelines.</p> <p><b>19-20</b> Maintain</p> <p><b>Baseline</b> District ensures standards aligned instructional materials and supplies in 100% of classrooms as evidenced by grade level instructional timelines.</p>	<p>100%</p>
<p><b>Metric/Indicator</b> Sufficient Instructional Materials and Supplies as measured by board resolution of material sufficiency.</p> <p><b>19-20</b> Maintain</p> <p><b>Baseline</b> District ensures standards aligned instructional materials and supplies in 100% of classrooms as measured by board resolution of material sufficiency.</p>	<p>100%</p>
<p><b>Metric/Indicator</b> Quarterly student progress report, and semester report cards</p> <p><b>19-20</b> Maintain</p> <p><b>Baseline</b> 100% of teachers provide quarterly student progress reports and semester report cards.</p>	<p>100%</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>a. All grade level teams will study fall MAPS assessments results to set S.M.A.R.T. goals tied to the school wide goal in mathematics.</p> <p>b. Each grade level will revise Common Core Essential Standards in mathematics.</p> <p>c. Each grade level will revise Learning Targets for each Essential Standard.</p> <p>d. Each grade level team will develop an instructional timeline for teaching grade level Essential Standards and Learning Targets.</p> <p>e. Each grade level will develop Formative Assessments for all Essential Standards and Learning Targets.</p> <p>f. Vertical Teams will collaborate a minimum of four hours each month to analyze Formative and Summative assessment data and develop Tier II intervention plans for students needing extra time and support in mastering grade level Essential Standards and Learning Targets.</p> <p>g. Purchase math instructional software.</p>	<p>Included in Goal 1, Action 1 Object 1100-3000 1000-1999: Certificated Personnel Salaries LCFF Base See Goal 1 Action 1</p> <p>Training</p> <p>5000-5999: Services And Other Operating Expenditures Title II \$6,588</p> <p>Included in Goal I Action 3 Object 4000's 4000-4999: Books And Supplies LCFF Base/Lottery See Goal 1 Action 3</p> <p>Math instructional software 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$3,500</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base</p> <p>5000-5999: Services And Other Operating Expenditures Title II \$1,910</p> <p>4000-4999: Books And Supplies LCFF Base/Lottery</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$3,500</p>
<p>a. All students will have access to quality Tier I core instruction related to the Common Core Essential Standards and Learning Targets in mathematics from all general education teachers.</p> <p>b. Students will receive small group differentiation instruction in order to provide students with support in mastering the Tier I core instruction Essential Standards.</p>	<p>Included in Goal I, Action 1 Objects 1100-3000 Object 5800 1000-1999: Certificated Personnel Salaries LCFF Base See Goal 1 Action 1</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base</p>
<p>a. Instructional aides and support staff will provide small group Tier II intervention.</p>	<p>Included in Goal 1, Action 4 Objects 2100-3000 2000-2999: Classified Personnel Salaries Supplemental and Concentration See Goal 1 Action 4</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration</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.

All actions and services were implemented. Many of the expenditures for the actions/services were already reported under Goal 1 expenditures. Only one expenditure for Goal 2 showed a significant difference, that was for training paid for with Title II

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

During the first part of the 2019-20 school year the LCAP actions and services appeared to be effective in improving student outcomes. When the school was forced to close due to COVID-19, the district responded quickly and put in place a variety of options to allow students alternative ways to access the curriculum. Chromebooks, headphones and hotspots were distributed to help with on-line learning. Synchronous and asynchronous lessons and assignments were used, and paper packets and textbooks were also distributed. Students continued to have access to support and intervention when needed, although it may have been in a different format. All staff stepped up to help with outreach and support, with staff that were bilingual helping non-bilingual staff when parent outreach was needed. The district supported these efforts by providing staff training in how to use distance learning effectively and by purchasing software to support that instruction, such as Zoom and Screencastify.

Our Tier II and Tier III interventions were not implemented fully due to school closures for COVID-19. In addition, results from state and local assessments were not completed at the end of the school year due to the school closures.

## Goal 3

Improve school climate and parental involvement related to the mission, core values, and goals of the district.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Schoolwide Parent Involvement</p> <p><b>19-20</b> 65% of parents volunteered at a PTO event, school event, or in the classroom.</p> <p><b>Baseline</b> 35% of parents volunteered at a PTO event, school event, or in the classroom.</p>	<p>During the first part of 2019-20 parents did volunteer, but that was no longer possible once the school closed due to the pandemic. Therefore any data gathered would not be comparable to previous years.</p>
<p><b>Metric/Indicator</b> Promoting Parent participation</p> <p><b>19-20</b> Maintain</p> <p><b>Baseline</b> 100% of school events are publicized through the school website, fliers and classroom announcements. To promote participation of all parents including parents of students with exceptional needs and unduplicated student groups.</p>	<p>100%</p>

Expected	Actual
<p><b>Metric/Indicator</b> Increase the percentage of parents providing input through parent survey on school climate</p> <p><b>19-20</b> Increase by 8% over the baseline the percentage of parents who state they provide input in making decisions for the school district.</p> <p><b>Baseline</b> Baseline to be developed in the 2017-18 school year.</p>	<p>The Spring 2020 administration of the parent School Climate survey was not completed due to school closures in March 2020. Parent input was gathered around school closures and distance learning needs, but it was not comparable to the climate survey.</p>
<p><b>Metric/Indicator</b> School culture survey</p> <p><b>19-20</b> Maintain or increase by 5% students answering “strongly agree” or “agree” on the California Healthy Kids Survey to “I feel safe at school”</p> <p><b>Baseline</b> Baseline to be established during 2017-2018 school year.</p>	<p>Survey not completed in 2019-20 due to school closures in March of 2020.</p>
<p><b>Metric/Indicator</b> Chronic absenteeism</p> <p><b>19-20</b> Decrease the percent of chronically absent students by 0.5% over the prior year.</p> <p><b>Baseline</b> When the new baseline for chronic absenteeism is established by the state during the 2017-18 school year, an expected measurable outcome will be established.</p>	<p>chronic absenteeism for 2018-19, the last year it was reported out, was 7.3%. This is a reduction of 0.4 from the previous year.</p>
<p><b>Metric/Indicator</b> School facilities in good repair</p> <p><b>19-20</b> Maintain 100% “good” schools on FIT tool.</p> <p><b>Baseline</b> Maintain 100% “good” schools on FIT tool.</p>	<p>100%</p>

Expected	Actual
<p><b>Metric/Indicator</b> Suspension rate</p> <p><b>19-20</b> Maintain suspension rate below 3%.</p> <p><b>Baseline</b> Maintain suspension rate below 3%.</p>	2019-20 suspension rate was 0.5%
<p><b>Metric/Indicator</b> Expulsion rate</p> <p><b>19-20</b> Maintain 0 expulsions.</p> <p><b>Baseline</b> Maintain 0 expulsions.</p>	0
<p><b>Metric/Indicator</b> School attendance rate</p> <p><b>19-20</b> Maintain school attendance rate of 96%.</p> <p><b>Baseline</b> Maintain school attendance rate of 98%.</p>	96%
<p><b>Metric/Indicator</b> Middle school dropout rate</p> <p><b>19-20</b> Maintain middle school drop out rate below 1%</p> <p><b>Baseline</b> Maintain middle school drop out rate below 1%</p>	below 1%
<p><b>Metric/Indicator</b> **Due to being a K-8 district the following metrics do not apply: High School dropout rate High school graduation rate AP exam passing rate College preparedness/EAP Pupil completion of</p>	N/A

Expected	Actual
<p>A-G coursework</p> <p><b>19-20</b> Metrics do not apply</p> <p><b>Baseline</b> **Due to being a K-8 district the following metrics do not apply: High School dropout rate High school graduation rate AP exam passing rate College preparedness/EAP Pupil completion of A-G coursework</p>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>a. We will regularly communicate with all families to inform them of PTO and school wide events and activities by using the following methods of communication: All call system, Vallecitos website, teacher websites, newsletters, Facebook, and the marquee.</p> <p>b. Utilize parent volunteers in the classroom and at all PTO sponsored events.</p> <p>c. Provide parents additional workshops in literacy, language, mathematics, social/emotional topics, school rules, and parenting classes.</p> <p>d. Utilize School Site Council and District English Language Advisory Committee to assist in providing feedback on the LCAP goals and development of the Parent Involvement Policy.</p> <p>e. Provide Title I information at Back To School Night to provide parents with an overview of school and district goals.</p> <p>f. Continue to provide former or new opportunities for parents to provide input to district and site goals and actions.</p> <p>g. Continue mental health support from the School Psychologist.</p> <p>h. Continue Social Worker services by 3 days per week.</p>	<p>Social Worker Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$5,000</p> <p>Substitutes for MTSS/SEL training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,600</p> <p>Translating Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000</p> <p>SEL Curriculum 4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$5,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,600</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,375</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$3,769</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>i. Refine the PBIS system.</li> <li>j. Refine tiered system of interventions and supports to improve pupil engagement (MTSS).</li> <li>k. Refine attendance systems and interventions.</li> <li>l. Continue to collaborate with community agencies to provide additional resources to students and families in need.</li> <li>m. Continue free breakfast and lunch provided by the Community Eligibility Provision.</li> <li>n. Continue partnership with the Sandy Hook Promise.</li> <li>o. Continue seeking new community partnerships.</li> <li>p. Substitute costs for MTSS/Social Emotional training.</li> </ul>		
<ul style="list-style-type: none"> <li>a. Review with the Board of Trustees the Facilities Improvement Priority List to determine next steps for items that are needed to improve the safety of our campus and our facilities in general (school fence, remodel kitchen, repave parking lot, remodel room 7, upgrade technology infrastructure, and upgrade telephone system).</li> </ul>	Facilities Improvement 5000-5999: Services And Other Operating Expenditures LCFF Base \$142,250	5000-5999: Services And Other Operating Expenditures LCFF Base \$336,804

## 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 actions and services in support of Goal 3 were implemented, but there were some changes in expenditures due to impacts of distance learning and school closures. Facilities and safety needs increased and transitioned to meeting state and county requirements for maintaining the safety of students, families and staff during the pandemic.

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

School climate actions appear to be creating a learning environment that allows students to feel comfortable while attending school. The chronic absenteeism rate declined, the suspension and expulsion rates remain low, and the middle school dropout rate remains low (see data above). The work of the school psychologist and social worker contributed to the positive climate, and their work became even more important as the school transitioned to distance learning and families had to deal with the stresses brought on by the pandemic.



One challenge was to maintain student engagement and attendance. Determining attendance in a distance learning, and sometimes asynchronous environment was challenging, and time consuming. Especially since many family members in the Vallecitos community were essential workers and not always able to be home to provide supervision for the children during instructional times.

The district continued to reach out to parents and the community for input and feedback, even having staff members call parents/guardians to take surveys or share attendance information. While the focus for family outreach changed somewhat, the importance remained high. In some aspects parents were better informed and had more opportunity for input during the pandemic than during "normal" times.

# 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
Migrant Education Summer School from June 15, 2020 - July 3, 2020. Summer school was offered to all 67 students, but only 28 students attended. Summer school focused on STEAM activities.	N/A	0	Yes
Students needing testing for English learner identification and special education tri-annual or initial assessments will be allowed to be tested on a one on one basis, using social distancing to accomplish the assessments.	N/A	0	Yes
The hybrid model will be implemented when students return. Half of the class will be on campus every other day. Fridays will be left for individual instruction, teacher planning and preparation, teacher meetings.	N/A	0	Yes
Reading Specialist for Tier II and Tier III support.	\$109,953	\$109,953	Yes
English Learner Coordinator	\$80,702	\$80,702	Yes
Specialized Academic Instructor	\$57,306	\$57,306	Yes
Instructional Aides	\$121,249	\$121,249	Yes
Classroom Teachers TK - 8th	\$1,112,275	\$1,112,275	Yes
Social Worker, School Psychologist, Speech Therapist	\$71,036	\$71,036	Yes
School Receptionist and District Data Technician support families, monitor attendance, and support teachers.	\$129,480	\$129,480	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Custodial staff prepare the campus and classrooms for in person instruction.	\$105,106	\$105,106	Yes
ARC before and after school staff.	\$215,000	\$215,000	Yes

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

There were not substantive differences between the planned actions and budgeted expenditures and what was actually implemented/expended for in-person instruction. The Learning Continuity and Attendance Plan was created with stakeholder input and state and county guidelines in mind. While there may be minor updates to the expenditures, the actions were all implemented as planned when possible due to COVID.

### Analysis of In-Person Instructional Offerings

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

The successes for in person instruction is that we returned to in person instruction on October 19, 2020. Only 40 days of instruction were online for full time distance learning from our first day of school on August 20, 2020. We opened with two days per week for each student. However, after learning so many students (30%) wanted to remain on distance learning full time, it allowed us to bring back students four days per week. The challenge to in person instruction was the distancing requirements because it limited how many students could fit into a classroom with desks at 6 feet apart. In addition, staffing was a challenge with the lack of substitutes for certificated and classified staff during weeks of quarantine. Having substitutes that could access the online content and teach students in person at the same time was challenging to manage.

The ASES grant allowed Vallecitos to partner with ARC and provided in person distance learning support for children of staff members and students needing more opportunities for engagement.

The Reading Specialist, English Learner Coordinator, and other support staff provided supplemental support to students needing additional help during both in-person and distance learning. Also the Social Worker, Psychologist and Speech Therapist continued to provide their support to students as needed during both in-person and distance learning times.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development	\$1,500	\$1,500	Yes
Two Additional Preparation Days for Distance Learning Materials Distribution and Hybrid In-Person Instructional Program	\$12,500	\$12,500	Yes
Online programs designed to support successful instruction (Zoom, Screencastify, Google Classroom)	\$2,800	\$2,800	Yes
Online programs designed to support literacy, language, and mathematics (Imagine Learning Literacy and Language, Imagine Math, Imagine Math Facts, Edgenuity, NextGen Math, Zearn, NWEA MAPS, Core Curriculum Online Access)	\$45,000	\$45,000	Yes
Technology Equipment for teachers (HoverCam, Juno Connect, New Phone System, Newline Interactive Panels)	\$85,052	\$85,052	Yes
Technology for students (chromebooks, headphones, and hotspots)	\$34,673	\$34,673	Yes
Substitute Teacher Training	\$1,000	\$1,000	Yes
Expansion of WiFi around the community with partner Lokket	\$0	0	Yes

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

There were not substantive differences between the planned actions and budgeted expenditures and what was actually implemented/expended for distance-learning. The Learning Continuity and Attendance Plan was created with stakeholder input and state and county guidelines in mind. While there may be minor updates to the expenditures, the actions were all implemented as planned.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

### Continuity of Instruction:

Teachers learned how to livestream their lessons and utilize new technology such as Screencastify, Zoom, and Google Classroom was a true success. Students and families seemed very pleased with the quality of online instruction their student was receiving. In addition, any student needing to quarantine, had the ability to log into Zoom and not miss any portion of class time. Parents were able to navigate successfully online meetings, such as DELAC, Open House, and IEP meetings. As a result, parent participation increased.

The challenges faced by teachers were managing students in the classroom, as well as at home online. It took a lot of practice and creativity for meeting the needs of both groups. The other challenge we faced are students unmotivated to come to class would just stay home. We enabled students to feel comfortable logging into Zoom, while simultaneously allowing them to not show up to school in person.

### Access to Devices and Connectivity:

All students were provided a chromebook to support distance learning, and headphones donated by JLab Audio. New students in the 2020-2021 school year, were also provided with headphones. Parents requesting hotspots to support connectivity were given one. Vallecitos partnered with T-Mobile to secure 100 hotspots for students.

The challenge continues to be the poor WiFi reception in some areas of the district.

### Pupil Participation and Progress:

During distance learning teachers used the forms and guidelines for attendance provided by the state/county. Teachers could count students logging on to live lesson interaction, students completing their assignments, and students communicating with their teachers as participation and engagement for learning. Middle school used remote MAPS testing to understand their achievement levels in reading, language, and mathematics and inform instruction moving forward.

Teachers found the record keeping and recording for attendance to be very time-consuming and it was an on-going challenge.

### Distance Learning Professional Development:

The staff underwent a lot of distance learning PD in April of 2020 and over the summer of 2020. This set the stage for more successful planning and implementation of distance-learning when schools had to open the 2020-21 school year in distance-learning. Additional PD was available to support teacher needs, and most importantly collaboration among staff allowed teachers to try new things and build off the best practices of their colleagues as they looked for ever-better ways to engage their students in the learning.

### Staff Roles and Responsibilities:

Instructional aides continued to have their same responsibilities and played a vital role to the success of students. They also had the added responsibility of supporting school wide efforts as needed. Instructional aides helped with a distance learning parent survey by calling each parent to complete them. They also helped with the distribution of materials, including organizing, tagging, inventorying, and assigning student chromebooks. Instructional aides continued to help teachers with planning and will also support online synchronous lessons with students by helping with breakout or individual support. They served as interpreters and translators for teachers that are not bilingual and helped bridge the communication gaps between parents and staff. The noon supervisor supported Child Nutrition Services by helping to prepare meals and distribute them to students. Custodial staff helped support technology distributions and with the tagging/inventorying of chromebooks, hotspots, and technology agreements. The custodial staff and office staff troubleshoot and provide technical assistance in materials distribution and technology technical assistance.

Vallecitos feels fortunate that their staff was able to pull-together and share resources, skills and knowledge to help everyone succeed during the pandemic.

Finding substitute teachers was a challenge during the pandemic.

#### Supports for Students with Unique Needs:

As much as possible during the pandemic students with unique needs were tested/screened in one-on-one in person meetings with staff on campus. This included English Learners and Students with Disabilities. All students then received instruction via virtual learning when required, with additional materials and resources to differentiate their learning based on their needs. Students experiencing lack of engagement during distance learning were invited onto campus for distance-learning support when possible, or they worked in smaller groups with teachers or aides who were knowledgeable about their needs.

This population of students was especially challenged during distance learning. Personal interactions and engagement are more difficult through a computer screen.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
NWEA MAPS Assessment	\$2,750	\$2,750	Yes
School supplies for students to use at home for distance learning.	\$25,000	\$25,000	Yes
Online Software Programs (Imagine Learning and Literacy, Imagine Math, Imagine Math Facts, Next Gen Math, Wonders Connect Ed., Collections Online, SAVVAS Interactive, Edgenuity)	\$45,000	\$45,000	Yes
Technology equipment to support distance learning and hybrid model (chromebooks, hotspots, hover cams, microphone pendants, Newline Interactive Panels)	\$85,052	\$85,052	Yes
Reading Specialist	\$109,953	\$109,953	Yes
English Learner Coordinator	\$80,702	\$80,702	Yes
Instructional Aide Supports	\$121,249	\$121,249	Yes
School Social Worker	\$71,036	\$71,036	Yes
School Psychologist	\$27,016	\$27,016	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 not substantive differences between the planned actions and budgeted expenditures and what was actually implemented/expended related to Pupil Learning Loss. The Learning Continuity and Attendance Plan was created with stakeholder input and state and county guidelines in mind. While there may be minor updates to the expenditures, the actions were all implemented as close to the way they were planned as possible.

## 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 successes for addressing Pupil Learning Loss is that Vallecitos opened in the fall on October 19, 2020 for in person instruction. This allowed for students to return to school two days per week for half days. Since over 30% of students wanted to remain online, this allowed us to invite students in person to come to school four days per week. The challenges to Pupil Learning Loss was that our hybrid schedule was designed for half day in person instruction. This made the timeline tight for teachers to address all of the standards in a short amount of time. In addition, students wanting to remain on distance learning may not show true performance as they may have help or no help from their parents at home. Limited student to student engagement for those remaining on distance learning is a challenge to their social well being.

Teachers used the MAPS assessments, Reading A to Z, and additional classroom formative assessments to determine grade level readiness. Then they were placed at their own level in Edgenuity, an online, adaptable curriculum in English language arts and mathematics. New students were tested on the English Learner Proficiency Assessment of California (ELPAC) initial screener to determine language proficiency levels and whether they qualified for English learner services. Struggling students needing Tier II or Tier III support were assessed using Benchmark. A variety of curriculum and support is available to our most vulnerable students. They were provided with paper copies, along with workbooks and reading books if that was deemed to be helpful based on their needs. When possible, students in most need, received additional intervention support scheduled within the instructional schedule and provided by classroom teachers, the ELD Coordinator, the Reading Specialist, or the School Social Worker on campus. This was funded with the ASES grant.



## **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 challenges and successes throughout this past year were unusual, to say the least. Some less notable while others were the complete opposite, both successes and challenges alike.

Ironically, the same devices that presented positive outcomes and successes also proved to be a huge challenge from the mental health office perspective. This combined with the social distancing factors that were our reality this year made the personal and physical relationship between mental health office and student families all the more challenging. Creating engagement and building on existing or new rapport was tedious at times. Families began looking outside of the school setting for mental health providers and opting for out-of-town services rather than school-based counseling.

The school social worker taught our school's SEL Curriculum (Second Step) in class and in person. He was able to gauge the impact and positive response it played on our students. Prerecording the SEL lessons this year and delivering asynchronous SEL material for students grades K - 8 quickly became a challenge to find students continuously engaged. The lessons were presented weekly to all grades and the students were able to show their lesson assignment competition through Google Classroom. Many students showed a lack of interest in completing the material for credit. The challenge was to remind students to view the weekly recoded SEL lesson and complete the student handout accompanied by the lesson.

## **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.

Some of the most significant successes had to do with communicating with the families and engaging them. Time after time we were left impressed by the fact that families were more responsive through media devices than we had assumed they would be. Meetings such as IEP's or follow-ups to a behavior concern were usually arranged to be presented through video conferences, were almost always attended by parents. Communicating several ways to make contact with the school ( Zoom, Skype, Google Meets, Phone, Text, Class Dojo ... ) helped create enough options where we feel that parent engagement, as well as communication, has increased our response time to mental health assessments and follow-ups. Parents received regular messages and emails on the upcoming school activities or events using Blackboard Connect.

Attendance percentages were announced in the regular messages to emphasize the importance of school attendance. In addition, teachers use social media tools, such as Class Dojo, GroupMe, or Instagram Chat to share classroom updates with parents. The school website is updated on a regular basis to ensure all information and resources are available to parents or community members.

The front office called parents when students were absent, similarly to our previous routines. However, when teachers saw that students are not engaging in the content through synchronous or asynchronous learning, the teacher reached out to the parents to find out why. If the parent did not speak English, the teacher's bilingual aide reached out on their behalf. Teachers used different strategies to ensure students were connecting and engaged in learning. They had students sign in and out, participate in class discussions, and asked students to keep their cameras on so they knew if they were present. Teachers referred students having difficulties with the lessons, connecting virtually, and engaging virtually to the school receptionist, district data technician, school principal, migrant education coordinator, and school social worker. The school team connected with the parents, completed a home visit, or referred them to community agencies and resources available. While these interventions helped keep students engaged, there were also challenges when some students or families had other worries and stresses in their life and were not always able to be supportive of the educational process.

## **Analysis of School Nutrition**

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

The approval of the Seamless Summer Option was the biggest success for our school community. Allowing us to feed all students under the age of 18, it was an incredible gift to all. Not needing to track students who are free versus reduced allowed staff to focus on getting the best meals to the community, while not having to worry about the monitoring of meal assignments. Having the flexibility to distribute meals on a weekly basis saved staff time and supported our district tremendously in having enough staff to distribute the meals. Having the flexibility to be creative with our meal menus was also another success. Building menus that families would desire, enough to drive to the school to pick it up was great.

Some of the challenges we had were staffing shortages schoolwide. Having to do frequent quarantines amongst the staff had us shifting employees to help in various ways. In addition, starting the year online, then into a two day a week hybrid model, then into a 4 day a week hybrid model, presented challenges for kitchen staff to follow. A class would go out for quarantine and informing the kitchen staff certain grade would not be on campus for 10 days was sometimes missed. In addition, trying not to duplicate meals for students in the after school program eating lunch was very challenging to know what days they ate and what days they didn't. The ability to serve students once a week was convenient for kitchen staff, but challenging for students wanting to carry the lunch home or into their cars. Sometimes whole fruit and half gallons of milk were distributed, but students were unable to carry them due to so many days worth of breakfast and lunch meals being shoved into a plastic bag. The meals became extremely heavy.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Temporary school nurse	\$20,000	\$20,000	Yes
In-Person Instructional Offerings	Temporary custodian support	\$1,800	\$1,800	Yes
Distance Learning Program (Continuity of Instruction)	Substitute teachers training and support	\$3,000	\$3,000	Yes
Mental Health and Social and Emotional Well-Being	Second Step Curriculum	\$657	\$657	Yes
Pupil Engagement and Outreach	MTSS Leadership Training	\$1,500	\$1,500	Yes
In-Person Instructional Offerings	Personal Protective Equipment	\$25,000	\$25,000	Yes
In-Person Instructional Offerings	Cleaning and disinfecting solutions and equipment	\$40,000	\$40,000	Yes
In-Person Instructional Offerings	Hand washing stations and COVID-19 signage	\$5,000	\$5,000	Yes
Distance Learning Program	School van for transporting meals to students	\$40,000	\$40,000	Yes

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

There were not substantive differences between the planned actions and budgeted expenditures and what was actually implemented/expended. The Learning Continuity and Attendance Plan was created with stakeholder input and state and county guidelines in mind. While there may be minor updates to the expenditures, the actions were all implemented as close to the way they were planned as possible.

## 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.

There were a lot of lesson learned during this past challenging year. On the positive side we learned how resilient our students are, as they responded to new learning environments, changing schedules and increased stress. Staff demonstrated how flexible and capable they were when there was a need to adapt instructional strategies, learn new skills, and address new problems. The two main lessons learned that will inform the development of the LCAP were about the importance of being prepared to provide high-quality instruction in a variety of settings, and the importance of having a strong system to support students and families through Social/Emotional Learning and Mental Health and Wellness. These ideas are built into the LCAP in Goal 1, Action 3 and Goal 2, Action 2 for being prepared for in-person and distance learning; and in Goal 3 to ensure a strong SEL support system.

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

Having systemic actions to intentionally address the California State Standards will help address learning loss for pupils with unique needs. Continuing support for our students with strong Tier I instructional practices and the full implementation of Tier II and Tier III actions will support our students. The Multi-Tiered Systems of Support Framework will help us further address the needs of various students. MAP assessments and teacher formative assessments will be used to monitor student learning loss, and student placement. Initial ELPAC will be used to appropriately place new EL students.

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. While the school year unfolded with much uncertainty, the plans and services identified in the plan did occur. Sometimes there were adjustments to how they were implemented, or responses to changing state and county requirements that required adjustments. Overall, having a small district, where the school employees know the students, families and the community, was very helpful in the planning process and in the implementation of the plan. The school was able to offer in-person learning quickly once the regulations allowed it, and the staff rose to the challenge of adjusting to the number of students who wanted to stay on distance-learning. There was a lot of support from the community, and of course the additional state and federal funds were available to help expand services and supports as needed. The unduplicated students (EL, LI, and FY) continued to receive

supplemental support and services to help them stay engaged in learning and reach grade-level expectations. Staff funded by LCFF S/C funds made those students their priority and worked with them to find success.

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

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

The 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan have allowed us to continue similar metrics, actions, and services where the data was not completed in 2019-2020. In addition, the baseline information is the best we have at this point, but it's uncertain if it's a true reflection of the student's performance levels. The data used for baseline data is two years old so predicting accurate outcomes through 2023-2024 may not be accurate enough to meet the goals.

One thing the pandemic showed us was the importance of social/emotional learning and support for mental health and wellness. These will be a need moving forward as the impacts from the pandemic linger in our community. Goal 3 in the 2021-24 LCAP responds to those needs. Student survey data supports this need as students reported that their behavior was in need of improvement and that the students in the school don't always get along. This addressed in Goal 3, Action 3 of the 2021-24 LCAP.

## 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	1,934,557.00	2,058,383.00
After School Education and Safety (ASES)	30,625.00	35,961.00
LCFF Base	1,271,610.00	1,405,634.00
Supplemental and Concentration	625,734.00	614,878.00
Title II	6,588.00	1,910.00
	6,588.00	1,910.00

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	1,934,557.00	2,058,383.00
	367,983.00	367,983.00
1000-1999: Certificated Personnel Salaries	1,254,380.00	1,259,716.00
3000-3999: Employee Benefits	14,000.00	14,000.00
4000-4999: Books And Supplies	117,856.00	50,095.00
5000-5999: Services And Other Operating Expenditures	153,838.00	340,089.00
5800: Professional/Consulting Services And Operating Expenditures	26,500.00	26,500.00

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	1,934,557.00	2,058,383.00
	Supplemental and Concentration	367,983.00	367,983.00
1000-1999: Certificated Personnel Salaries	After School Education and Safety (ASES)	30,625.00	35,961.00
1000-1999: Certificated Personnel Salaries	LCFF Base	986,004.00	986,004.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	237,751.00	237,751.00
3000-3999: Employee Benefits	LCFF Base	14,000.00	14,000.00
4000-4999: Books And Supplies	LCFF Base	102,856.00	42,326.00
4000-4999: Books And Supplies	Supplemental and Concentration	15,000.00	7,769.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	142,250.00	336,804.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	5,000.00	1,375.00
5000-5999: Services And Other Operating Expenditures	Title II	6,588.00	1,910.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	26,500.00	26,500.00
		26,500.00	26,500.00

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	1,757,619.00	1,696,425.00
<b>Goal 2</b>	10,088.00	5,410.00
<b>Goal 3</b>	166,850.00	356,548.00

\* 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	\$2,002,107.00	\$2,002,107.00
Distance Learning Program	\$182,525.00	\$182,525.00
Pupil Learning Loss	\$567,758.00	\$567,758.00
Additional Actions and Plan Requirements	\$136,957.00	\$136,957.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$2,889,347.00</b>	<b>\$2,889,347.00</b>

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$2,002,107.00	\$2,002,107.00
Distance Learning Program	\$182,525.00	\$182,525.00
Pupil Learning Loss	\$567,758.00	\$567,758.00
Additional Actions and Plan Requirements	\$136,957.00	\$136,957.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$2,889,347.00</b>	<b>\$2,889,347.00</b>