

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
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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

ENGAGEMENT: Happy Valley School District will provide a safe and engaging environment for students and families will be actively involved in the educational process.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>1. Attendance rates Tardies and late rates 2. Suspension rates</p> <p><b>19-20</b></p> <p>1. Chronic absence rates will be maintained at 3% Chronic tardy and late arrival will decrease from 8%. to 7% Attendance rates will be maintained at 96%. 2. Suspensions have been 0% in the last two years. In the future, the school will maintain that percentage.</p> <p><b>Baseline</b></p> <p>1. 96.11% attendance rate in 2016-17 7.5% tardies 2. 0% in 2016-17. To be maintained.</p>	<p>During the 19-20 school year, attendance rates were maintained at 96.47%, tardy rate was 6%, late arrivals were at 1%, and suspension rate maintained at 0%</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Parent club has committed to raise at least \$78,000 to maintain programs. In 2017-18, the tech position has been restructured to have professional development imbedded, update devices and have tech support. The two day a week tech teacher has been removed. A commitment sheet will continue to be given to all parents at the beginning of the year to either donate time or resources.</p>	<p>\$770 per family or 180 hours of volunteer work Donations \$100,000</p>	<p>3 instructional aides, art/music teacher, life lab and librarian. Donations \$89,149.17</p>
<p>Officers from the Parent Club will reach out and meet with new families to educate them on the programs in place and ways they can be engaged in their children's education.</p>		
<p>Maintain current attendance initiative program with monthly recognition and rewards for perfect attendance and improved attendance. Continue letters home to maintain awareness of tardies and lates. Communicate the importance of good attendance through emails, phone calls and newsletters. Send out letters to parents regarding chronic absences and the importance of seat time at the beginning of school.</p>	<p>01-1100-0-1110-1000-4300-200-3000 4300 MATERIALS &amp; SUPPLIES Lottery \$200</p>	<p>01-1100-0-1110-1000-4300-200-3000 4300 MATERIALS &amp; SUPPLIES Lottery \$139.20</p>
<p>Peacebuilders will continue in the 19-20 school year with a teacher leader to fully implement to fidelity.</p>	<p>01-0000-0-1110-1000-5800-200-2801 1960 OTHER CERT SALARIES-STIPENDS Locally Defined \$1,000</p>	<p>01-0000-0-1110-1000-5800-200-2801 1960 OTHER CERT SALARIES-STIPENDS Locally Defined \$1,000</p>
<p>Maintain a less than 1% suspension rate by maintaining awareness of school rules, how to resolve conflict, safe play, and provide a place for in school consequences instead of sending a student home for disciplinary action.</p>		
<p>Teachers will actively involve parents as volunteers as evidenced by parent volunteer logs which track numbers of parents at events and classroom participation.</p>		
<p>Classified staff will be retrained in conflict resolution as well as effective supervision techniques.</p>		
<p>The school website has a page for resources that parents can access for programs in math, science, ELA, history, coding and more. The parents can access this and use it as a tool for enrichment and/or remediation at home.</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 were implemented.

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

Parent Club raised money for three aides, art/music teacher, life lab coordinator and librarian. When we transitioned to distance learning in Spring of 2020, all donation employees were paid until their contract was completed even if they were unable to work. In 18/19 school year, there were 759 volunteers and in 19/20, there were only 152. Even though our numbers for volunteers were low, the parents were extremely active in their child's distance learning which is an indicator why the HVS students were so successful.

## Goal 2

**PUPIL ACHIEVEMENT:** Happy Valley School District will fully implement Common Core Standards. The teachers will be fully trained and provided with appropriate, aligned materials and technology integration to ensure all students are college and career ready. Social and emotional well being of the students will be a priority.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <ol style="list-style-type: none"> <li>Results of CAASPP tests.</li> <li>Technology restructure and plan</li> <li>Benchmark results per trimester</li> <li>6th grade report cards and benchmarks.</li> </ol> <p><b>19-20</b></p> <ol style="list-style-type: none"> <li>Improvement of 2%</li> <li>Student success based on the outcomes and feedback from benchmarks. Identifying the right student for intervention and giving enrichment curriculum to the advanced student. All grades will have benchmark scores of 72%</li> <li>Graduating 6th grade students will be prepared for secondary education based on report cards, test scores and benchmarks.</li> </ol> <p><b>Baseline</b></p> <ol style="list-style-type: none"> <li>2017 SBAC results 3rd-6th</li> <li>Benchmarks results in all grades will be 60% or above.</li> <li>All students will receive passing grades in 6th grade at the end of 2018</li> </ol>	<p>2018-2019 CAASPP Scores for Happy Valley School District.            Meeting or exceeding standards for grades 3-6            ALL ELA= 85.5%            ALL MATH= 79%</p> <p>2017-2018            ALL ELA= 83.82%            ALL MATH=73.52%</p> <p>DIFFERENCE BETWEEN 17/18 AND 18/19            ELA increased by 1.68%            MATH increased by 5.48%</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Staff and the HVS board will adopt and purchase the new science curriculum for grades K-6 and have vertical articulation and training around that adoption.	01-1100-0-1110-1000-4300-200-3000 4300 MATERIALS & SUPPLIES Other \$10,000	01-1100-0-1110-1000-4300-200-3000 4300 MATERIALS & SUPPLIES Other \$10,939.25
Teachers will continue the work with TTP and SVMJ Lesson Study with a math coach.	01-1100-0-1110-1000-5800-200-3000 5800 OTHER SVCS & OPER EXPENDITURES Locally Defined \$5,000	01-1100-0-1110-1000-5800-200-3000 5800 OTHER SVCS & OPER EXPENDITURES Locally Defined \$5,500
Staff will continue to use the Lucy Calkins Writers workshop curriculum and work as a team on conferencing skills with students.	01-1100-0-1110-1000-4300-200-3000 4300 MATERIALS & SUPPLIES Base \$1500	01-1100-0-1110-1000-4300-200-3000 4300 MATERIALS & SUPPLIES Base \$1,500
The use of iPads will continue in the classrooms with more ipads to be purchased so the older versions can be recycled.	4300 MATERIALS & SUPPLIES Donations \$11,000	\$0
<p>Benchmarks in math, reading and writing will continue to be used three times per year to create flexible group settings, reteach areas of need or give enrichment to students who have scored 95% or more on the benchmark assessment. The instructional aides will be available to work with students who need extra help with these areas.</p> <p>New in 19-20 is the addition of a one day a week intervention teacher who will work with identified students through the SST process, benchmarks and report cards.</p>	<p>01-0000-0-1110-1000-2100-200-2801 2100 CLASS INSTRUCTIONAL SALRY-REG. Supplemental 27,153</p> <p>01-0000-0-1110-1000-2100-200-2801 1100 CERT TEACHERS' SALARIES-REG. Title I 9,000</p> <p>01-0000-0-1110-1000-2100-200-2801 3000 EMPLOYEE BENEFITS Base 2,000</p>	<p>\$38,231.27</p> <p>\$11,364.00</p> <p>\$388.10</p>
All 6th grade students will be ready to graduate from HVS and be successful in middle school as evidenced by the report card, benchmarks and CAASP test scores.		
A counselor will be available for students needing extra support for emotional or social issues based on SST and/or IEP.	01-6512-0-5770-3120-5800-200-0000 5800 OTHER SVCS & OPER EXPENDITURES Federal Funds \$2,000	01-6512-0-5770-3120-5800-200-0000 5800 OTHER SVCS & OPER EXPENDITURES Federal Funds \$5,020

## Goal Analysis

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

Even though the new FOSS science curriculum was purchased and the implementation began, the staff needed to pivot to Mystery Science as FOSS was too hands on and not deliverable in quarantine and distance learning. The mental health counselor was available to all students who needed the service and who were identified by parents or their teacher. This money was unrestricted and not just available to students with IEP's.

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

Lucy Calkins Writer's workshop was able to be used in distance learning as well as TTP (Teaching Through Problem Solving). Both continued to be viable curriculums during the quarantine and distance learning. iPads and Chromebooks were deployed to every student and hot spots were passed out to families who did not have internet service. The intervention teacher worked one on one on ZOOM or assisted students in break out rooms if needed.

# Goal 3

ACCESS AND OPPORTUNITY Happy Valley School District will ensure facilities, communication, and course access are responsive to the needs of all of our students.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <ol style="list-style-type: none"><li>1. In Design Phase of project</li><li>2. Art and Music for 100% of students</li><li>3. Homework policy clarified</li><li>4. Chrome books available</li><li>5. Phone calls returned in 48 hours or less</li><li>6. Class Dojo implemented K-6</li></ol>	<ol style="list-style-type: none"><li>1. The Modernization Grant has been stalled at the state level and there has not been any movement in the 19/20 school year.</li><li>2. 100% of students accessed Art and Music even in the quarantine and distance learning.</li><li>3. N/A</li><li>4. All Chrome books were deployed to each student to be used during the quarantine.</li><li>5. 95.59% of the parents surveyed expressed satisfaction in returned calls or messages.</li><li>6. Class Dojo was used exclusively during the distance learning and quarantine for daily messages from the principal and daily lessons from the teachers.</li></ol>



Expected	Actual
<p><b>19-20</b></p> <ol style="list-style-type: none"> <li>1.The Modernization Grant will be submitted for approval with construction to begin when funded by the state.</li> <li>2.Master schedule will accommodate 100% of the students to receive 100 minutes per week of art and music.</li> <li>3.Homework policy will be rewritten and approved by the board to include minutes of HW as well project based assignments.</li> <li>4. Four chrome books will be checked out to the students who need devices at home over the course of the 16/17 school year.</li> <li>5. Staff will return phone or email communication within the 48 hour window and we will receive 100% satisfaction in the 18/19 parent survey.</li> <li>6. Each teacher will implement and use Class Dojo for notifications home, last minute changes, field trip details. 100% of teachers will use this application.</li> </ol> <p><b>Baseline</b></p> <ol style="list-style-type: none"> <li>1. Design phase of project completed by November 2017</li> <li>2. 100% of students will have art and music twice a week for 100 minutes.</li> <li>3. Homework policy will be understood by all stakeholders.</li> <li>4. Chrome books available to students who need a home device</li> <li>5. Return phone call satisfaction 96%</li> <li>6. Class Dojo in all classrooms in 17/18.</li> </ol>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The Modernization Grant plans will be at funding stage. Parcel Tax passed by 78%. Money generated by the parcel tax will be used for art and music, technology and maintenance and retention of highly qualified staff.</p>	<p>Base \$61,000</p>	<p>Base \$52,371</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The Master Schedule will be designed so 100% students will have equal access to art and music. In addition, the schedule will give priority to the upper grade classes.	01-9009-0-1110-1000-1100-200-MURT 1100 CERT TEACHERS' SALARIES-REG. Donations \$28,323.60	01-9009-0-1110-1000-1100-200-MURT 1100 CERT TEACHERS' SALARIES-REG. Donations \$39,917.90
The Homework Policy was revised to give students an opportunity to work on extended Project based work. Homework will be assigned to those students needing extra reinforcement. Reading each night will be maintained in the policy. Changes to the board policy will be in November 2017 if necessary		
Scholarships will be available to low income students to access any extra curricular activities which includes field trips, science camp, arts alive.	01-1100-0-1110-1000-4300-200-3000 4300 MATERIALS & SUPPLIES Supplemental \$1,000	01-1100-0-1110-1000-4300-200-3000 4300 MATERIALS & SUPPLIES Supplemental \$1,000
Four chrome books were purchased to give to students who do not have a home device or access to the internet at home. The chrome books will be checked out on "an as" needed basis.		
Teachers and staff will return phone calls and emails within the 48 hour window. 95% of the parents will be satisfied with this communication as evidenced by parent survey.		
100% of the teachers will implement Class Dojo for their classrooms. This application will be used for field trips, last minute changes, emergency notifications and any other reminders the teachers want to send to the parents of their students.		

## Goal Analysis

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

The Parcel Tax was used for technology needs for DL, coding, Library software, Benchmarks, Math Coaching and Foss kits. It was also used for a DL coach that HVS hired to assist with the teachers pivoting to DL in less than a week. All students received chromebooks or ipads and hot spots were deployed for families who did not have internet access. Class Dojo was used exclusively to connect with families each day of the quarantine period. It was used as a daily check in time, a time for 6th grade students to read cooperation awards to students who did not receive them before the quarantine, and recorded lessons for the students from their teachers. Also, Life Lab and Art and Music were delivered through Class Dojo.

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

Deploying chromebooks and iPads immediately after the quarantine proved to be efficient and successful. Hotspots were purchased to assist families in distance learning. Art, Music, and Life Lab were difficult to teach via Distance Learning. Class Dojo was utilized each day for a morning welcome and to stream videos of lessons. 6th grade students sent videos for students receiving cooperation awards to be sent via class dojo each day. the modernization grant has had no movement in any phase since the pandemic.

# 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
Updated and Replacement of Technology Hardware: 60 Student Chrome books 8 new Staff Laptops 7 new Document Cameras  COVID-19 Personal Protective Equipment (PPE) and PPE Related Materials Electrostatic Cleaning Device Covid-19 Approved Cleaning Products Masks, gloves, sanitizers Portable containers and Tools for Students COVID-19 Signage	\$50,957	\$56,084.81	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.

Instead of 60 new Chrome books, we purchased 75 at the total cost of \$20,405.12. 12 ipads were purchased for \$3,244.60 and four ipad stands were purchased for \$270.28. Instead of 7 document cameras, only 5 were purchased. the ipads and stands were purchased to be utilized for our distance learners while the teachers were also teaching in person. The 75 chromebooks were purchased instead of 60 because it was determined we needed more updated chrome books. Document cameras were purchased for in person learning as well as distance learning.

## Analysis of In-Person Instructional Offerings

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

Coming back to school was the boost that the staff and families needed. K and 1st came back in full class on March 15. April 5, 2nd through 6th grades came back in hybrid and came back in full class on April 19. The success of coming back in person was that the teachers were able to deliver their instruction to the kids instead of to a screen. Because the classes are so small at HVS, there was at least 5-6 feet distance in K-3, and 4ft at 4-6. There was a class that had to be quarantined for 14 days due to an exposure. This exposure did not happen at school but rather at Little League outside of the school boundaries.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Internet Hot Spots ( Verizon and T-Mobil) to ensure staff and student connectivity--\$900.00</p> <p>Upgraded Online Curriculum and Assessment Materials</p> <ol style="list-style-type: none"> <li>1. SIPPS diagnostic reading program K-6--\$475.00</li> <li>2. Zearn Supplemental Math Curriculum K-6--\$2,500.00</li> <li>3. 1st grade literacy, Learning at the Primary Pond--\$126.00</li> <li>4. Typsey by E-reflect--\$137.75</li> <li>5. Scholastic News--175.59</li> <li>6. Distance Learning PD by teacher who taught in China--\$210.00</li> <li>7. Four extra PD days for teachers to prepare for Distance Learning--\$8400.00</li> <li>8. Spell City--\$69.95</li> <li>9. Simple Skilled in Second, Guided Readers--\$167.00</li> <li>10. Upgraded ZOOM</li> <li>11. Leadership Stipends for Distance Learning--\$3,000</li> </ol>	<p>\$16,161.29</p>	<p>\$20,030.05</p>	<p>Yes</p>

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.

The SIPPS program was already purchased in 2018, so that expenditure came off, the teacher who assisted us in the beginning of the pandemic was paid in 19/20, the total amount with mandatories for the PD days was \$10,106.03, There was a coach hired for the kindergarten teacher, that cost was \$1,825, Mystery Science was purchased for \$99.00, Zaner Bloser spelling was \$374.93, and in addition to the \$2,500 for Zearn, books were purchased for \$500.37. \$1,180 was spent to set up each classroom to accommodate in person and distance learners,

## 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.

Happy Valley was extremely fortunate as the continuity of instruction was consistent and the students were able to access distance learning. We only had one student who did not show up for his daily zoom classes. All students were given chromebooks or ipads and all students were able to access daily zoom meetings. Hot spots were deployed and used. Our attendance rate for this last school year was 97.8%, one of the best years for attendance and engagement. In a typical year, parents take their children out for vacation. This way, the students were still able to go on vacation and still stay engaged by internet and ZOOM. Four extra days were given for Professional Development, and two stipends were given to two teachers who took the lead with the online learning platforms and assisted their colleagues when needed. Every child who needed or asked for counseling received it. SST's and support meetings were given for students who did not access distance learning very well. Starting in January of 2021, teachers had one on one meetings with their students to get them used to the classroom before all the students came back in March.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hired a .2FTE to serve students who would otherwise be served in a RTI model.	\$12,000	\$11,752.10	No

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

N/A

## 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.

When students came back in March, there were very few students who experienced learning loss. For those that did, they met with the interveniton teacher twice a week for targeted instruction. At the end of the year, all students were approaching grade level. There were two kindergartners who were able to make progress enough to advance to first grade.



## **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.

With almost a 98% engagement and attendance rate, we were able to monitor attendance and behavior very closely. Any parent or teacher who identified social and emotional needs were served by our mental health counselor. There were no challenges this year as all students who requested counseling received it on a regular basis.

## **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.

There were only two families that needed re-engagement meetings or support. All others were present and engaged. Meetings with the parents regarding engagement and strategies included one on one meetings at the school to assist with the work completion, counseling, and support with connectivity.

## **Analysis of School Nutrition**

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

N/A

# 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	Counselors to provide remote to students who are experiencing anxiety related to distance learning. Priority will be given to low income families and foster youth.	\$10,000	\$5,020.00	No
Distance Learning Program (Access to Devices and Connectivity)	60 new chrome books 8 new laptops 5 new document cameras	\$40,353.71	\$42,930.99	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.

The only real difference in the actions and expenditures was the purchase of 75 chromebooks instead of 60, and the purchase of 12 ipads and stands to deliver distance learning while also teaching in person learning.

## 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.

Teachers and staff had to pivot several times this year including having to quarantine for one class for a period of 14 days after returning to school with full classes. The 21-24 LCAP includes a 1.0 FTE intervention teacher as well as an intervention aide to work with students who have learning loss, and the continuation of the mental health counselor will continue as needed for student assistance.

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

Happy Valley is very fortunate in that the class sizes are small, there are instructional aides in each class, and the addition of a 1.0 FTE intervention teacher will be able to serve students who are below or approaching grade level.

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 are not substantive differences between actions and services.

# 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.

While Happy Valley School District has been fortunate enough to have high engagement during the pandemic and then the return to school. Thanks to a .4FTE intervention teacher, students who were falling behind were able to catch up by the end of the school year. For the 21-22 school year, a 1.0 FTE intervention teacher will be hired to work with teachers and provide Rtl as well as other Tiered Support for those students who need reinforcement and support. The mental health counselor will continue to serve students when needed through out the year.

## 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	259,176.60	256,519.89
	0.00	49,983.37
Base	64,500.00	53,871.00
Donations	139,323.60	129,067.07
Federal Funds	2,000.00	5,020.00
Locally Defined	6,000.00	6,500.00
Lottery	200.00	139.20
Other	10,000.00	10,939.25
Supplemental	28,153.00	1,000.00
Title I	9,000.00	0.00

\* 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	259,176.60	256,519.89
	161,000.00	191,503.54
1100 CERT TEACHERS' SALARIES-REG.	37,323.60	39,917.90
1960 OTHER CERT SALARIES-STIPENDS	1,000.00	1,000.00
2100 CLASS INSTRUCTIONAL SALRY-REG.	27,153.00	0.00
3000 EMPLOYEE BENEFITS	2,000.00	0.00
4300 MATERIALS & SUPPLIES	23,700.00	13,578.45
5800 OTHER SVCS & OPER EXPENDITURES	7,000.00	10,520.00

\* 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	259,176.60	256,519.89
		0.00	49,983.37
	Base	61,000.00	52,371.00
	Donations	100,000.00	89,149.17
1100 CERT TEACHERS' SALARIES-REG.	Donations	28,323.60	39,917.90
1100 CERT TEACHERS' SALARIES-REG.	Title I	9,000.00	0.00
1960 OTHER CERT SALARIES-STIPENDS	Locally Defined	1,000.00	1,000.00
2100 CLASS INSTRUCTIONAL SALRY-REG.	Supplemental	27,153.00	0.00
3000 EMPLOYEE BENEFITS	Base	2,000.00	0.00
4300 MATERIALS & SUPPLIES	Base	1,500.00	1,500.00
4300 MATERIALS & SUPPLIES	Donations	11,000.00	0.00
4300 MATERIALS & SUPPLIES	Lottery	200.00	139.20
4300 MATERIALS & SUPPLIES	Other	10,000.00	10,939.25
4300 MATERIALS & SUPPLIES	Supplemental	1,000.00	1,000.00
5800 OTHER SVCS & OPER EXPENDITURES	Federal Funds	2,000.00	5,020.00
5800 OTHER SVCS & OPER EXPENDITURES	Locally Defined	5,000.00	5,500.00

\* 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>	101,200.00	90,288.37
<b>Goal 2</b>	67,653.00	72,942.62
<b>Goal 3</b>	90,323.60	93,288.90

\* 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	\$50,957.00	\$56,084.81
Distance Learning Program	\$16,161.29	\$20,030.05
Pupil Learning Loss	\$12,000.00	\$11,752.10
Additional Actions and Plan Requirements	\$50,353.71	\$47,950.99
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$129,472.00</b>	<b>\$135,817.95</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	\$12,000.00	\$11,752.10
Additional Actions and Plan Requirements	\$10,000.00	\$5,020.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$22,000.00</b>	<b>\$16,772.10</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$50,957.00	\$56,084.81
Distance Learning Program	\$16,161.29	\$20,030.05
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$40,353.71	\$42,930.99
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$107,472.00</b>	<b>\$119,045.85</b>