



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

1. All students will receive high quality instruction in order to ensure proficiency on current academic standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP Data 19-20 Achieve a 5% increase in the percentage of students meeting grade-level standards or above in Language Arts and Math on CAASPP, 2nd-8th grade iREADY and K-5th-grade AIMSweb Baseline In the Spring of 2016, 3rd-8th grade students meeting or exceeding standards was 46% in Language Arts and 38% in Math.	The district has maintained nearly the same level of proficiency for ELA and Math. We did not meet our growth target.

Expected

Actual

District: Enterprise Elementary

CDS Code: 45-69971-0000000 | County: Shasta

Report Options

Year:

2018-19

Grade:

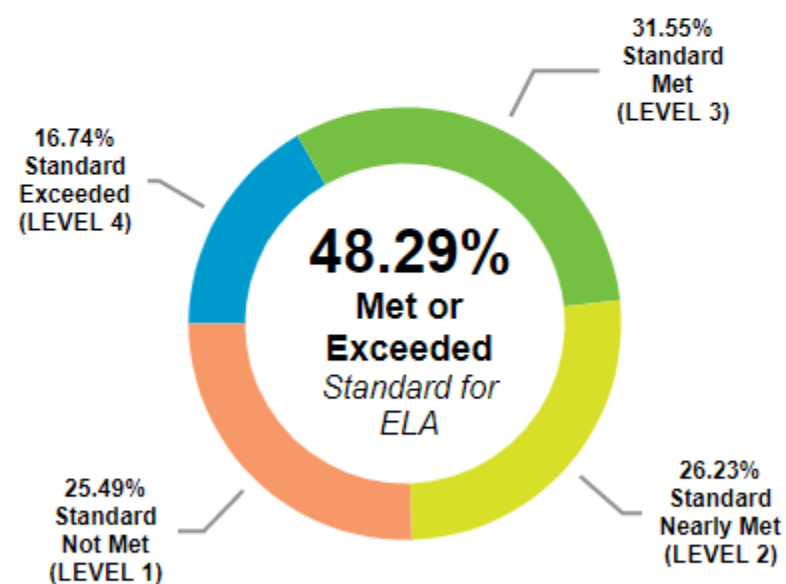
All Grades

Student Group:

All Students (Default)

ELA



Percent of students within each achievement level



[VIEW DETAILED TEST](#)

Expected	Actual
<p>Metric/Indicator Kindergarten Ready! Parent Attendance</p> <p>19-20 Maintain the number of parents attending Ready! for Kindergarten education classes.</p> <p>Baseline Kindergarten Ready parent education classes were offered three times during the 2016-2017 school year. 14 parents attended the Fall class, 17 parents attended the Winter class and 16 attended the Spring class.</p>	<p>We met this goal and had a small increase in attendance during the 2018-19 school year. We only had 3 parents attend in the fall and 6 in the winter. We increased our advertising and promotion of the class and had 46 parents attend the spring session.</p>
<p>Metric/Indicator CAASPP Data and EL Reclassification Data</p> <p>19-20 Increase reclassification rate by 5% from the previous year, increasing percentage of EL students scoring proficient on the CAASPP (Priority 2, 3, 5)</p> <p>Baseline In 2016, 18% of EL students scored proficient on CAASPP in ELA. In 2016, 16% of EL students scored proficient on CAASPP in Math. We increased the percentage scoring proficient by 5%. In 2015-16 school year, 32 out of the 293, or 10% of EL students were reclassified.</p>	<p>In 2019-20, 10.5% of EL students were reclassified (an increase of 4.5%, nearly meeting goal). EL students grew by 1.9 points in ELA on the 2018-19 CAASPP compared to the previous year.</p>
<p>Metric/Indicator Staff Development Data</p> <p>19-20 Pilot new Science curriculum. Provide professional development for newly adopted Science curriculum. (Priority 1, 2)</p> <p>Baseline 15% of staff attended NGSS staff development during the 2016-2017 school year.</p>	<p>The pilot was completed in 2019-20 by a district committee of K-8 teachers who agreed to adopt K-8 science curriculum which was implemented in 2020-21. Training was provided throughout 2020-21 and provided to all teachers who provide instruction in science.</p>
<p>Metric/Indicator</p>	<p>The growth target for fluency was not met. Overall met/exceeded benchmark in fluency at the end of T2 in February 2020 was: Gr.</p>

Expected	Actual
<p>AIMSweb Assessment</p> <p>19-20 Increase the number of 1st - 5th-grade students meeting or exceeding grade level by 3% as measured by AIMSweb Reading Fluency assessments.</p> <p>Implement new Assessment System/Program: Educational Software for Guiding Instruction (ESGI).</p> <p>Baseline AIMSweb Reading Fluency 2017 data reflects the percent of students, by grade level, meeting or exceeding grade level standards: (Grade 1: 58%, Grade 2: 59%, Grade 3:60%, Grade 4: 56% , Grade 5: 62%)</p>	<p>1 - 59%; Gr. 2 - 53%; Gr. 3 - 63%; Gr. 4 - 55%; Gr. 5 - 62% with an overall 58% for grades 1st-5th. In 2017 the overall rate was 59%.</p> <p>ESGI was implemented for 2019-20 and professional development was provided for teachers. District assessments for K/1 students were madae available in ESGI so that teachers could use it to administer assessments and provide reports for parents.</p>
<p>Metric/Indicator iREADY Assessment Data</p> <p>19-20 Increase the number of 2nd-8th-grade students meeting or exceeding grade-level proficiency by 5% as measured by 2nd trimester iREADY Diagnostics in reading and math.</p> <p>Baseline 2017 T2 iREADY assessments data reflecting the percent of students scoring at or above grade level standard:</p> <p>Reading: 2nd: 53%, 3rd: 62%, 4th: 36%, 5th: 36%, 6th: 31%, 7th: 42%, 8th: 50%.</p> <p>Math: 2nd: 34%, 3rd: 40%, 4th: 47%, 5th: 53%, 6th: 35%, 7th: 33%, 8th: 40%)</p>	<p>Although there was growth in both areas, we did not see an increase of 5%. Overall, reading grew by 1% and math grew by 2% as compared to T2 in 2017.</p>

Expected	Actual
<div data-bbox="170 215 254 245">Subject</div> <div data-bbox="170 261 359 331">Reading ▼</div> <div data-bbox="415 215 497 245">School</div> <div data-bbox="415 261 758 331">All Schools ▼</div> <div data-bbox="170 389 336 418">Academic Year</div> <div data-bbox="170 435 621 505">Current Year ▼</div> <div data-bbox="646 389 766 418">Diagnostic</div> <div data-bbox="646 435 1045 505">D2 ▼</div> <div data-bbox="667 524 947 557">01/27/20 - 02/14/20</div> <div data-bbox="170 641 653 673">Students Assessed/Total: 3,145/3,880</div> <div data-bbox="170 714 441 747">Criterion Referenced</div> <div data-bbox="170 771 464 808">Overall Placement</div> <div data-bbox="447 911 1037 1195">  <ul style="list-style-type: none"> ● At Risk for Tier 3 25% ● Tier 2 31% ● Tier 1 45% </div>	<div data-bbox="1220 215 1304 245">Subject</div> <div data-bbox="1220 261 1409 331">Math ▼</div> <div data-bbox="1465 215 1547 245">School</div> <div data-bbox="1465 261 1808 331">All Schools ▼</div> <div data-bbox="1220 389 1386 418">Academic Year</div> <div data-bbox="1220 435 1671 505">Current Year ▼</div> <div data-bbox="1696 389 1816 418">Diagnostic</div> <div data-bbox="1696 435 2001 505">D2 ▼</div> <div data-bbox="1717 524 1997 557">01/27/20 - 02/14/20</div> <div data-bbox="1220 641 1703 673">Students Assessed/Total: 3,040/3,880</div> <div data-bbox="1220 714 1491 747">Criterion Referenced</div> <div data-bbox="1220 771 1514 808">Overall Placement</div> <div data-bbox="1497 911 2003 1195">  <ul style="list-style-type: none"> ● At Risk for Tier 3 21% ● Tier 2 41% ● Tier 1 38% </div>
Metric/Indicator FIT Reports, LCAP Survey Data 19-20 Facilities will be well maintained by grounds, maintenance, and custodial staff as measured by monthly inspections, FIT reports,	According to 2020 survey data, 96% of parents feel that their child's school is well maintained compared to 92% of staff. 88% of staff describe their school as "clean" compared to 65% of students. FIT and monthly site inspections were conducted as planned.

Expected	Actual
<p>feedback and school surveys of parents, students and staff. (Priority 1)</p> <p>Baseline Monthly sites inspections and FIT reports will be evaluated to determine facilities and grounds are well maintained. School surveys will be used as an evaluation tool to determine how parents, students and staff feel about how well facilities and grounds are being maintained.</p>	
<p>Metric/Indicator Credential Verification</p> <p>19-20 Maintain that classes are taught by teachers fully credentialed in subject areas in which they are teaching and certified as required. (Priority 1,4)</p> <p>Baseline 100% staff are fully credentialed in the subject areas in which they are teaching.</p>	<p>This goal was met by maintaining 100% of staff fully credentialed in the subject areas in which they are teaching.</p>
<p>Metric/Indicator Textbook Audit</p> <p>19-20 Student access to CCSS aligned curriculum (CPM Math, Everyday Math, Study Sync, Ready Reading and Writing, iREADY, Kim Sutton CC math kits...) (Priority 2)</p> <p>Baseline K-8 students have access to CCSS aligned curriculum in Math and ELA. Students need access to new History and Science curriculum</p>	<p>Students have access to CCSS aligned curriculum. Social studies K-5 was adopted and implemented during 2019-20. 6-8 Social studies curriculum was adopted during 2019-20 and implemented in 2020-21. CCSS science curriculum was adopted and implemented in 2020/21. ELA/ELD curriculum was piloted in the spring of 2021. All students have access to CCSS math curriculum.</p>
<p>Metric/Indicator Staff Survey</p>	<p>ELD training was not fully implemented in 2019-20 due to school closure, but ELD training for all staff was conducted throughout</p>

Expected	Actual
<p>19-20 Implementation of ELA/ELD standards and increased mastery of CCSS skills through collaboration, performance task scoring, curriculum committee, and lesson study, Survey will be used to determine who has not been trained in ELD standards. New certificated staff will be trained in ELD standards.</p> <p>Baseline Staff has not received necessary training on the ELD standards. Survey will be created to measure the percent of staff trained in new ELD standards.</p>	<p>2020/21 based on staff survey input and other identified needs. During school closure, March - June 2020, virtual training and ELD resources were provided to staff and families.</p>
<p>Metric/Indicator Elective offering data</p> <p>19-20 Maintain elective offerings for middle school students at Mistletoe by funding one full time elective teacher in order to assure all students, including special education and unduplicated students, have access to a broad course of student as outlined in Ed. Code 51210. (Priority 7)</p> <p>Baseline Boulder Creek and Mistletoe Parent survey indicates that over 30% of parents do not know if school offers exposure to fine arts (music, art and dance).</p>	<p>At the middle school level, music was offered as an elective by full-time elective teachers through 2019-20.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Teachers will collaborate after school fourteen times a year for one hour giving time to teachers to learn instructional strategies necessary for mastery of California Standards. Provide additional opportunity for teachers to collaborate up to one hour per week, during the workday.</p>	<p>1000-1999: Certificated staff and sub costs and associated benefits; 2000-2999 Classified staff and sub costs and associated benefits.</p>	<p>1000-1999: Certificated staff and sub costs and associated benefits; 2000-2999 Classified staff and sub costs and associated benefits.</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Money to pay teachers to score California Standards performance tasks 3 times per year. Giving teachers the opportunity to collaborate on student learning. Teachers will be given the opportunity to review student assessment data three times during the school year. Teachers will review CAASPP data, iREADY data, and AIMSweb assessment data. Money to pay teachers to participate in Districtwide Curriculum Committee in order collaborate on CCSS curriculum implementation. Increase professional development to provide staff opportunity to participate in professional development on trauma-informed practices, Love and Logic training, and behavior management strategies for students. We will provide staff development for Classified staff to increase services to students. This may include professional development on trauma-informed practices and behavior management strategies for students (Love and Logic, Second Step, Flippen Group).</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$934,500</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$830,383</p>
<p>Maintain sufficient appropriately certificated teacher and admin workforce to deliver the educational program with courses that meet the Broad Course of Study requirements in Ed Code and is responsive to enrollment. Teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. Ensure students are taught by teachers fully credentialed in subject areas in which they are teaching and certified as required.</p>	<p>Continue support - Function 1, 2700, Object 1000,3000 , Resource: 0000,3010, 4035, 6010, 6105, 6500 1000-1999: Certificated Personnel Salaries LCFF Base \$18,425,247</p>	<p>Continue support - Function 1, 2700, Object 1000,3000 , Resource: 0000,3010, 4035, 6010, 6105, 6500 1000-1999: Certificated Personnel Salaries LCFF Base \$19,726,953</p>
<p>Continued support for District adopted California Standards aligned math textbooks. Reading and Writing Ready materials. Provide ongoing training for CPM and Everyday Math and StudySync for 6th-8th grade ELA program to meet the needs of 6th-8th grade students.</p> <p>District will implement history curriculum for K-5 grades. District will pilot history curriculum for 6-8 grades. District will pilot science curriculum.</p> <p>District will maintain current library staffing level. District will purchase additional library books/materials. District will maintain funding for library clerk staffing level. We will maintain library clerk time to support library specialist.</p>	<p>Continue prior year activity: Library staffing and benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$281,193</p> <p>Books and materials - consumables and Science adoption 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$12,000</p> <p>Consumables and Science adoption 4000-4999: Books And Supplies Lottery \$400,000</p>	<p>Continue prior year activity: Library staffing and benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$291,202</p> <p>Books and materials - consumables and Science adoption 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$16,100</p> <p>Consumables and Science adoption 4000-4999: Books And Supplies Lottery \$800,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Facilities will be maintained by grounds, maintenance, and custodial staffing. Site inspections performed monthly, deficiencies reported for corrective action. Annual reporting of facility condition in SARC. School Surveys will be used to get parent, student and staff input on whether or not facilities are being well maintained.	Continue support - Function 8*, Objects 2200,3000, Function 8*** 2000-2999: Classified Personnel Salaries LCFF Base \$2,242,573 Resource: 8150, Objects 4000 4000-4999: Books And Supplies LCFF Base \$212,000	Continue support - Function 8*, Objects 2200,3000, Function 8*** 2000-2999: Classified Personnel Salaries LCFF Base \$2,417,869 Resource: 8150, Objects 4000 4000-4999: Books And Supplies LCFF Base \$110,000
Continue Extended Day Intervention and EL Classes three days a week for 1 hour after school, with priority to LI, EL, and FY. Bussing available for those needing it.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$130,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$55,000
Continue instructional technology coaching by providing 3 certificated coaches to provide staff development and training for teachers and students. Focus is to use technology as a learning tool and to prepare our students for 21st century learning and mastery of California Standards. Maintain funding for technology curriculum purchases to support instruction. Purchase replacement technology assets. Maintain classified support staff to support technology assets.	Continue certificated coaching & benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$347,180 Continue technology curriculum software purchases 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$33,000 Continue classified support and benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$55,528 Continue technology replacements 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$289,000	Continue certificated coaching & benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$333,296 Continue technology curriculum software purchases 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0 Continue classified support and benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$63,138 Continue technology replacements 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$236,694
Continue funding for LI, EL, FY students to access WES camp, based upon subgroup counts.	Continue Funding to offset costs of program 5000-5999: Services And Other Operating	Continue Funding to offset costs of program 5000-5999: Services And Other Operating

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Expenditures LCFF Supplemental and Concentration \$19,231	Expenditures LCFF Supplemental and Concentration \$0
<p>Continue services for our EL families which will allow for interpreting services, liaison services between Continued teacher support and professional development in intervention strategies, CC strategies, and textbook training from Site Literacy coaches.</p> <p>Maintain services of Site Literacy coaches so that every comprehensive site has a full-time Site Literacy coach.</p> <p>During 2018-2019, staff will receive professional development in the use of NGSS standards.</p>	Continue Certificated salaries & benefits 1000-1999: Certificated Personnel Salaries Title I \$725,120	Continue Certificated salaries & benefits 1000-1999: Certificated Personnel Salaries Title I \$824,204
Continue providing students, K-8, articulated activities promoting college and career readiness.	Continue support - Supplies for college and career readiness 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$7,000	Continue support - Supplies for college and career readiness 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0
Continue with the current allocation of instructional aides supporting the prioritized subgroups EL, LI, FY.	Continue support - Classified salaries & benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$1,015,023	Continue support - Classified salaries & benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$1,107,290
Reduce READY! for Kindergarten parent education, focused on parents of children ages 0-5, three times per year so that our students enter kindergarten ready for success in school. Continue to purchase READY! for Kindergarten supplies.	Continue support - Supplies for program activities 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$15,000	Continue support - Supplies for program activities 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,278.75
EESD will continue monitoring the EL needs of the district. Provide services for our EL families which will allow for interpreting services, liaison services between home and school, training for EL aides. Maintain funding for direct services to EL students for intervention and tutoring, all designed to increase student achievement.	Continue support - Classified salaries & benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$41,040	Continue support - Classified salaries & benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$39,011

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Continue support Contracted services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$20,000	Continue support Contracted services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$200
Provide a summer learning program.	Continue support of Staffing for summer learning: Certificated and classified salaries & benefits, 1000-1999, 2000-2999 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$130,000	Continue support of Staffing for summer learning: Certificated and classified salaries & benefits, 1000-1999, 2000-2999 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$59,250
Provide elective teacher to serve 6th-8th grade students at Mistletoe. Elective teacher will focus on STEAM.	We were unable to find a candidate to fill this position, and we plan on removing this position in 2019-20. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0	We were unable to find a candidate to fill this position, and we plan on removing this position in 2019-20. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0

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 action that was not implemented in 2019-20 was professional development in new science curriculum because the adoption did not occur until the end of the year; the training occurred in 2020/21 during three staff development days and additional optional training after school. Similarly, most ELD professional development was delayed, due to school closure in 2019-20, until 2020/21. The funds were used to meet the action the following year (2020/21). Summer Learning programs did not take place in 2020 due to the pandemic but is scheduled and budgeted for summers 2021 and 2022. Extended day tutoring/intervention services were not implemented due to a lack of staffing and the restrictions to maintain consistent student cohorts. Those funds were used to offset the costs of providing after school staff development specific to ELL and classroom intervention strategies.

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

The district was demonstrating student growth in academics, although it fell short of our goal. Our EL reclassification rate also grew by 4.5%, nearly reaching our goal of 5%.

Due to the pandemic, there were challenges to continue with planned adoptions and professional development. The closure prevented us from holding summer learning in 2020.

Teacher collaboration continued and gained clarity by establishing clear goals and metrics for teachers to analyze weekly. There were challenges to holding collaboration and professional development virtually after school closure. We were unable to hold one of our staff development days, April 2020, due to school closure. Much of our focus in spring 2020 shifted to providing distance learning and support to students and staff, including distribution of devices and training in their use.

We did not administer either the CAASPP or ELPAC in spring 2020, so we had to rely on local data from the end of second trimester. Assessments were given virtually while students were at home at the end of the school year and included in their report card.

Goal 2

Staff and students will have access to rigorous and relevant learning tools, resources, and professional development in order to ensure student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAASPP Data</p> <p>19-20 Increase student achievement as measured by CAASPP by providing the opportunity for teachers to collaborate 14 times per year for one hour after school. (Priority 1,2)</p> <p>Baseline In the Spring of 2016, 3rd-8th grade students meeting or exceeding standards was 46% in Language Arts and 38% in Math.</p>	<p>The goal for weekly collaboration was met. There was no CAASPP data in 2019-20. The last CAASPP data from 2018-29 indicated that 46.5% of students met/exceeded standards in ELA and 38% in Math. This was only a .5% increase in ELA.</p>
<p>Metric/Indicator P2 Suspension Data</p> <p>19-20 Decrease the number of school suspensions by 9 students</p>	<p>There was 186 students that were suspended in 19/20 P2. This goal was not met.</p>

Expected	Actual
<p>Baseline EESD had an increase in the number of students suspended between 2015-16 school year and 2017 school year. Using P-2 as the marker, 176 student were suspended in 2015-16 and 188 students were suspended in 2016-2017.</p>	
<p>Metric/Indicator EL Reclassification Data</p> <p>19-20 Increase the percentage of students who have demonstrated access and success with CCSS as measured by the ELPAC test. Will increase by 1%. The intent is to show progress in mastery of English as measured by the state EL assessment-in addition to tracking reclassification.</p> <p>Baseline 318 English Learners were assessed in 2015-2016. The EL population is 8.6% of the EESD student population. 19 English Learners, or 6% of the English Learner population were reclassified RFEF.</p>	<p>In 2019-20, 10.5% of EL students were reclassified as English proficient. This goal was met.</p>
<p>Metric/Indicator Student Survey Data</p> <p>19-20 Maintain the percentage of students reporting a positive response on the school surveys in relationship to school safety and behavior.</p> <p>Baseline Students were asked a variety of questions in relationship to safety on the annual school survey. Questions about if they feel safe at school, if they would report unsafe behaviors to an adult and whether or not they feel staff and students demonstrate respect toward each other. There were a variety of questions asked around the area of school safety and student behavior. Overall, students responded very positive on the surveys. A large percent of students, over 85% in most cases, indicated that</p>	<p>In 2019-20, students maintained an 85% positive response on survey questions related to safety at school.</p>

Expected	Actual
school was a safe place and students indicated that the staff demonstrates respect and genuine concern for student safety. At many schools over 85% of students responded that their school was a safe place.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Collaboration, See Goal 1 Action 1	See Goal 1 Action 1.	See Goal 1 Action 1.
Site Literacy Coaches, See Goal 1 Action 8.	See Goal 1 Action 8.	See Goal 1 Action 8.
Continue to pay for three days of the master calendar to provide staff development focused on the needs of LI, FY, and EL students.	Continue support - Pay for staff development days (3) on calendar, certificated salaries & benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$415,521	Continue support - Pay for staff development days (3) on calendar, certificated salaries & benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$481,400
Teachers will continue to be trained in new ELA/ELD Content Standards. Increase support provided to EL students.	No separate associated cost	No separate associated cost
All teachers will have access, use, and more fully understand ELA/ELD Framework for the CCSS and use the Framework to meet the needs of EL students.	No separate associated cost	No separate associated cost
District will continue funding for staff development so teachers and classifieds staff will receive Professional Development in how to deal with students who are suffering from trauma or struggling with social, emotional and behavior issues.	Continue support - Consultant services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$20,000	Continue support - Consultant services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0

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 of these actions were implemented with the associated funds with the exception of the professional development costs for trauma-informed practices which were funded out of Title II rather than LCFF.

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

The district implemented all of these actions and their success is evidenced by the growth of students from the beginning of the school year to the end of the second trimester in reading and math. The challenges include having K-5 sites share a site literacy teacher, reducing the direct student services to underachieving students. Collaboration and professional development challenges include having to meet virtually rather than in person during the spring of 2020.

Goal 3

All schools will cultivate a positive school culture and systems of supports for staff and student personal, social, emotional and academic growth.

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>Metric/Indicator Class Size Data K-3rd Grade</p> <p>19-20 Continue to maintain decreased student to teacher ratio in K-3 classes to increase service and opportunities for students and families. (Priority 5,6) We will add teachers if increased enrollment requires.</p> <p>Baseline The District has hired 8 teachers to reduce class sizes in grades K-3 to improve services to targeted students. At 2016/17 P2 the District ran 76 K-3 classes with enrollment of 1,778 for average class size of 23.39. Absent the additional teachers the District would have an average K-3 class size of 26.15.</p>	<p>This goal was met. The district has maintained a maximum average of 24 students per class in grades K-3.</p>
<p>Metric/Indicator District P2 Attendance Data</p> <p>19-20</p>	<p>In 2019-20, P2 attendance indicated a chronic absence rate of 8% which was below the state average of 10%.</p>

Expected	Actual
<p>Reduce chronic absenteeism rate, expulsion rate, and middle school dropout rate and increase attendance rate by .5% at each site.</p> <p>Baseline As a District, on March 27, 2017 the District Attendance rate was 95.38 %.</p>	
<p>Metric/Indicator District Suspension Data</p> <p>19-20 Lower suspension rates by 3% as measured on P2 in 2019 compared P2 in 2020.</p> <p>Baseline March 22, 2017 188 students were suspended during the 2016-2017 school year for a total of 477 days of suspension (using the P-2 date)</p>	<p>In 2019/20, the P2 suspension rate was 4%, a decrease from 6.6% in 2018-19.</p>
<p>Metric/Indicator Fencing Project Completion Data</p> <p>19-20 Maintain campus safety.</p> <p>Baseline Lassen View and Parsons need fencing projects completed. Boulder Creek, Mistletoe, Rother, Shasta Meadows, and RCA still need fencing added.</p>	<p>All fencing projects were completed in 2019-20.</p>
<p>Metric/Indicator Elective Schedule Data</p> <p>19-20</p>	<p>Full-time music teachers offered electives for junior high students at Parsons, Boulder Creek, and Mistletoe in 2019-20.</p>

Expected	Actual
<p>Maintain elective offerings for middle school students at Boulder Creek and Mistletoe by continuing to provide one full time elective teacher.</p> <p>Baseline Elective teacher was able to offer 3 elective periods during 2015-2016 school year.</p>	
<p>Metric/Indicator Parent Survey Data</p> <p>19-20 Increase by 5% the percentage parents reporting positively (most of the time or yes) on school surveys that students are educated on what bullying is and is not.</p> <p>Baseline Parents reported positive (most of the time or yes) on school surveys that students are educated on what bullying is and is not: BC 87%, AM 60%, R 91%, LV 75%, MT 62%, P 53%, SM 73%). Overall average is 71%</p>	<p>AM 70%, BC 68%, LV 62% MI 69%, PJH 61%, RO 68%, SM 79%. The average percent said yes was 68% in 2019-2020 vs 2015-2016 the average percent said most of the time or yes was 71%. This goal was not met.</p>
<p>Metric/Indicator Club and Activity Offerings</p> <p>19-20 Maintain the number of clubs/activities being offered for high achieving students.</p> <p>Baseline During the 2016-2017 school year 6 additional clubs/activities were offered for high achieving students.</p>	<p>The number of clubs/activities for high achieving students was maintained in 2019-20.</p>
<p>Metric/Indicator Mentor Data</p> <p>19-20 Increased parent involvement and engagement by enhancing the number of LI, FY, EL students receiving service from parent liaison by 5% percent compared to previous year</p> <p>Baseline</p>	<p>In 2019-20, the number of mentors on campus increased to 52.</p>

Expected	Actual
<p>Parent Liaison helped to coordinate 42 mentors that serve students at Rother, Alta Mesa, Parsons, Mistletoe, Shasta Meadows, and PACE. In addition, the Parent Liaison helped provide Family Skate Nights throughout the year at all of the school sites. Parent Liaison helped coordinate family dinners at Rother, PACE, Shasta Meadow as well as some special events at PACE and a school carnival at Alta Mesa.</p>	
<p>Metric/Indicator Professional Development Logs</p> <p>19-20 Continue to train all new certificated staff in Capturing Kids' Heart Training will be verified by the number of certificated staff attending Capturing Kids' Heart .</p> <p>Baseline 99 Certificated staff have been trained in Capturing Kid's Heart.</p>	<p>12 new certificated staff were trained in Capturing Kids' Hearts in 2019/2020. 99% of all district teachers have this training.</p>
<p>Metric/Indicator Parent Survey Data</p> <p>19-20 Increase the percent of Parent Surveys completed by 5 percent District wide.</p> <p>Baseline Increase the percent of Parent Surveys completed by 5 percent District wide.</p>	<p>In 2015/16 the district had 320 parent responses. In 2019/2020 the district had 540 parent responses. This represents an increase of 69% in parent participation. This goal was met.</p>
<p>Metric/Indicator Expulsion Data</p> <p>19-20 Decrease the number of expulsions by one student or 25 percent.</p> <p>Baseline During the 2016-2017 school year EESD expelled 6 students.</p>	<p>During the 2019-2020 school year EESD expelled 0 students. This goal was met.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Hire teachers at sites with higher class size, need for parent support, engagement, and connections in grades K-3. Consideration also given to LI, EL, and FY populations.	Continue support - Certificated salaries & benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$822,295	Continue support - Certificated salaries & benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$840,680
We will maintain counseling services to increase school connectedness and support students in their need to be safe and socially/emotionally secure at school. We will collect parent, student and staff surveys to determine how stakeholders are feeling about school safety and school connectedness.	Continue support - Classified salaries & benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$672,810 Increase resources and supplies budgets for counseling programs. 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$16,000	Continue support - Classified salaries & benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$744,669 Increase resources and supplies budgets for counseling programs. 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$21,904
Each site will receive funding to maintain the additional club/activity focused on high-achieving students. We will collect parent, student and staff surveys to determine how stakeholders are feeling about how we are meeting the needs of high achieving students.	Continue support - Funding for extra duty stipends; certificated salaries & benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$23,500 Continue support - Funding for High Achieving student programs; certificated salaries & benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$24,878	Continue support - Funding for extra duty stipends; certificated salaries & benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$24,720 Continue support - Funding for High Achieving student programs; certificated salaries & benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$29,061
Continue the support to families provided by our community liaison consultant. Obtain via contract for services.	Continue support - Contract for services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5,000	Continue support - Contract for services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,879

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Train certificated staff in Capturing Kids' Heart Recharge	Contracted training 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$40,000	Contracted training 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$543
Continue funding for District to offer additional parent classes and/or events for families. School Site Councils and Parent Booster Clubs will help provide guidance on what parenting classes to offer.	Continue support - Contracted services and supplies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$7,000	Continue support - Contracted services and supplies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,566
Remove support of the behavior aide program within the District.	This Roving Behavior Aide position was closed as part of budget cuts in 2019-20. 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$0	This Roving Behavior Aide position was closed as part of budget cuts in 2019-20. 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$0
Continue to partner with Redding Police Department to provide a full time SRO for the District.	Continue support - Contracted service with RPD 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$82,500	Continue support - Contracted service with RPD 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$74,850
Continued support for middle school sites and provision of additional Health Clerk support needed at K-5 sites to serve high need students and severe health risk students during peak hours of the day	Continue support - Classified salaries & wages 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$167,914	Continue support - Classified salaries & wages 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$291,802
Transportation to school, home from school, and home from extended day tutoring is needed in order ensure a robust transportation system is in place as an effective way to both help ensure the disadvantage population attends classes regularly and enables the to participate in after school tutoring and extracurricular activities which aids in creating a stronger connection to the education process.	Continue support - Transfer of resource to support program costs; Object 5710 5700-5799: Transfers Of Direct Costs LCFF Supplemental and Concentration \$442,000	Continue support - Transfer of resource to support program costs; Object 5710 5700-5799: Transfers Of Direct Costs LCFF Supplemental and Concentration \$544,494
Continue MTSS services provided to students in order to support their learning by providing social and emotional services through curriculum	Continue curriculum support 4000-4999: Books And Supplies	Continue curriculum support 4000-4999: Books And Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
purchases (Second Step), behavior aide support, and increased certificated support.	<p>LCFF Supplemental and Concentration \$16,000</p> <p>Continue support of behavior aides at sites. 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$97,854</p> <p>Increase certificated support, oversight, and coordination related to MTSS activities. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$68,707</p>	<p>LCFF Supplemental and Concentration \$100</p> <p>Continue support of behavior aides at sites. 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$97,854</p> <p>Increase certificated support, oversight, and coordination related to MTSS activities. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$70,919</p>

Goal Analysis

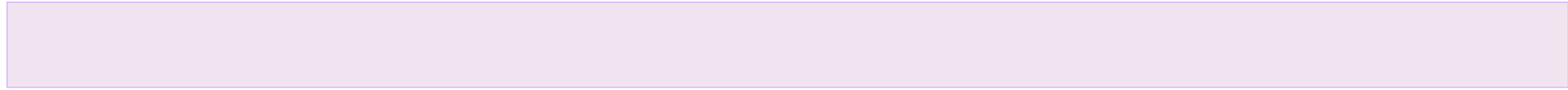
A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds for parent ed were not implemented due to the pandemic and restrictions on gatherings. Earlier in the year, parent ed events were held and funded out of Title I. Similarly, a Capturing Kids' Heart Recharge was cancelled so those funds were not utilized for that purpose. Only partial funding was used for the community liaison due to a vacancy for part of the year. SEL curriculum was paid out of a different funding sources. All these budgeted funds were then used in areas in which expenditures were higher than budgeted such as health services, extra teachers, counseling services & materials, transportation, and clubs/activities.

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

The district successfully maintained a music teacher and elective for all jr high programs and clubs/activities for high-achieving students. Fencing projects were completed resulting in added safety. Attendance rates were also a success in that chronic absences are much lower than the state average. The district experienced a decrease in suspension rate; however, the school closure in March 2020 also had an impact on that decrease. Actions such as SRO, Health Services, Transportation, Counseling, SEL curriculum, MTSS, Behavior Aides and Capturing Kids' Hearts training for new teachers all contributed to improvements in a positive school culture as evidenced by attendance and suspension rates.

The district experienced some challenges in finding staff to allow for small class sizes and fill and provide training for behavior aide positions. The pandemic created obstacles for holding parent ed classes and for some planned professional development, such as Capturing Kids' Hearts.



Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
During Distance Learning, in-person, small group academic support, with teachers and/or paraprofessionals, is offered at least weekly during the instructional day to provide additional support for students performing below grade level. Class sizes are reduced below contract maximums to provide increased individualized support from teachers. When the district returns to full in-person classes, the small group and after school tutoring services will continue in order to address learning loss. Paraprofessionals will be needed to extend supervision time in order to stagger recess and lunch periods so that students can remain in their cohort and not intermingle with other groups. These additional costs reflect part of the time of 5 site literacy teachers and 55 paraprofessionals.	1,097,917	927,571	Yes
After-school tutoring in small groups with teachers, specialists, and/or paraprofessionals that can be conducted in-person.	120,850	20,958	Yes
Library access with non-certificated staff to offer academic support and access to printed books and an increase in funds to replace books not returned after spring 2020 school closure.	270,407	276,300	Yes
Bus transportation will be provided to under-achieving students who do not live within walking distance in order to receive small group in-person instruction. This may occur during the school day in Distance Learning and after-school if regular, on-campus school days resume.	533,711	1,193,712	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
English Language Learners will have in-person opportunities to receive designated ELD in targeted, small groups - both during the instructional day and after school - conducted by teachers, specialists, and/or paraprofessionals. A district liaison is available for interpreting services and ELL parent support.	35,963	35,647	Yes
Class size reduction to increase spacing within classrooms has resulted in over-staffing of 25 teachers.	2,338,740	2,338,740	Yes
Health & Safety Measures & PPE to address COVID to improve services: When health and safety allows a return to classroom-based instruction, there will be an increased need for cleaning and cleaning supplies to provide greater access to hand-washing and daily disinfecting. The district has already purchased PPE for staff and students, additional sinks and hand-washing stations, and plexiglass partitions in order to prepare for students on campus. The District has also installed high efficiency filters to help remove airborne particles.	400,000	157,179	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.

Expenditures for in-person learning were about \$100,000 less than budgeted. This is largely due to not needing as many extra hours as anticipated for classified staff to provide supervision, small group support, and extra duties to allow for students to remain in cohorts.

In transportation, to meet the need for improved ventilation, the district purchased 4 busses resulting in higher expenditures than were originally budgeted.

For Health & Safety measures, the district spent far less on PPE and cleaning supplies than expected.

The district also spent far less than budgeted for after-school tutoring. This was due to a lack of staff who were willing to provide this service during this pandemic year.

Analysis of In-Person Instructional Offerings

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

Due to the consistent implementation of recommended COVID-19 mitigation procedures and strategies (face masks, cohort grouping, social distancing where possible, sanitizer and hand washing, testing, etc.), the district has been able to maintain a consistent in-person instructional program throughout the 2020-21 school year. Cohorts have quarantined when there has been One of the most impressive successes has been the minimal transmission of COVID cases through in-person instruction that the district has experienced. In order to safely provide in-person instruction, the district has increased staffing with the hiring of 11 additional certificated employees as distance learning teachers and 6 counselors. This increased staffing provided much-needed support by allowing cohort/class sizes to be smaller. The average K-3 class size is 22.

Grouping students in cohorts has also minimized student interaction and conflicts, helping to maintain an effective learning environment in the classroom. The ability to maintain consistent delivery of in-person instruction has helped classroom teachers (and paraprofessionals where applicable) to deliver standards-aligned quality first instruction and use formative assessment measures to monitor student learning and modify instruction as appropriate. District assessment and multi-tiered systems of support have been able to provide additional support to students that need it through intervention and extended day tutoring. Feedback from stakeholders (including parents, students, and staff) indicate a high level of satisfaction with the district's ability to remain open and provide in-person instruction. Family surveys along with numbers of students enrolled in distance learning show that about 90% of our families preferred in person learning. Since January 2021, more families have moved back to in person learning than into distance learning.

Despite the successes, there have been challenges with providing and maintaining effective in-person instruction during the COVID-19 pandemic. The greatest challenge has been staffing. Shortage of qualified candidates to provide the increased staff support to meet student and operational needs was an early challenge. Finding adequate substitute staff needed to cover absences due to illness, self-quarantining, and personal necessity has been a reality that the district has been forced to deal with on a daily basis. Supporting students and staff and meeting their social, emotional, and mental health needs through the in-person instruction has also been a challenge, especially since we had reduced counseling staff for this school year. In-person instruction has delivered many challenges in the redesigning of school schedules and staff roles and responsibilities throughout the school year, requiring considerable flexibility on the part of all stakeholders. In order to maintain student cohorts during recess and lunch, paraprofessional times was needed almost entirely for supervision because of how much more time was needed to stagger recess and lunch times.

Disruption of learning due to absences-quarantining, contract trace impact, illness, etc. also had an impact. Although the percentage of students with excellent attendance at midyear increased from 30.6% in 2018-19 to 35% , the number of chronically absent students also increased from 9.4% in 2018-29 to 19% this year. 15% of ELL students are chronically absent and 23% of low income students. The highest rates of absences were with DL students. Teachers have faced challenges with keeping DL students engaged in learning - students showing up briefly or not at all.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development for teachers and paraprofessionals in use of technology for effective instruction in distance learning.	406,800	428,257	Yes
ELD instruction and support (costs included in prior action).	0	0	Yes
Student Devices and Connectivity	1,702,507	513,703	Yes
Technology support of student devices and infrastructure.	506,759	527,392	Yes
Four additional teachers were hired to meet Distance Learning requests during in-person instruction. This also helped reduced in-person class size.	400,000	867,615	Yes
Improve services to students who are in a class that consists of both in-person and distance learning students. Additional planning time for meeting these unique needs.	287,208	13,238	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.

Expenditures for student devices and connectivity were lower than anticipated. The district was able to provide 1:1 devices and hot spots for families who needed it. We had far fewer families who needed a hot spot than originally anticipated and had access to low-cost devices as well. Many devices that were returned from the spring of 2020 were still in good working order and did not need to be replaced.

Our costs for additional Distance Learning teachers was far higher than anticipated. To meet the needs of families requesting Distance Learning, the district ended up needing to hire 11 total teachers.

The district also budgeted for additional costs for teacher planning time if they needed to provide a combination of in-person and distance learning services. Because we hired additional Distance Learning teachers, it greatly reduced the need for teachers to need to do both. That was limited to instances where Distance Learning classes were full and a teacher had to take on both duties. Teachers were paid an additional \$100 weekly if they had to conduct both methods of instruction to students simultaneously.

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.

Throughout the 2020-21 school year, the district has been able to provide a distance learning program option for parents who for various reasons did not want to have their students participate in in-person instruction. As of mid April 2021, the district had 391 students participating in distance learning during this school year. For the first month of the school year and again for the month of December, all students were in Distance Learning. In the service of these students and their families there have been many successes and challenges. Perhaps the most significant success stemmed from an initial challenge of student access to devices and connectivity. From the outset of the COVID-19 pandemic, the district has undergone a tremendous pivot, shifting from 1:1 access at school to 1:1 access at home. The district has distributed 3711 classroom devices to students for use at home to access the district's distance learning program. To make such a distribution possible, the district has implemented products and procedures to monitor appropriate use of these devices in accordance with the district's Acceptable Use Policy. Stakeholder input indicates that 95 percent of families report having adequate access to a device for learning at home. The district has also taken measures to increase internet connectivity for those families in the district where connectivity was an issue. These measures include distributing 36 hotspot devices, using Learning Loss Mitigation Funds to purchase Internet Service Provider agreements for families, providing mobile wifi access, and expanding guest wifi service access on campus. The end result is that 98 percent of families in the district have internet access. In an effort to provide support in the home, the district provided IT support for parents and families. This support included online training modules, PDF tutorials, drive thru tech support, and hotline support via telephone or email. With the device and connectivity access in the home and the support available for families, the district was then ready to position itself to expand the possibilities of its distance learning options. The options included video conferencing through Google Meet, live streaming of classroom instruction through webcam technology, web-based curriculum delivery platform Google Classroom, and various digital programs such as i-Ready, and MyOn (digital library). The success of the district's distance learning program is due to the willingness of our staff to modify roles and responsibilities and develop their distance learning skills. Classroom teachers and paraprofessional staff were reassigned proportional to the number of students that chose to participate in the distance learning program. The district supported these staff that were working in the distance learning setting with relevant professional development opportunities to build capacity with distance learning tools. Weekly professional development and coaching was provided for teachers in use of technology. Classified staff were included on in technology training on staff development days. One area of success is that in some cases of students with unique needs (students on IEP or 504 Plans), the flexibility, choice, and setting of distance learning have actually proven to be factors that have increased the success and academic performance of some students.

There continues to be considerable challenges in successfully implementing an effective distance learning program. First and foremost, the accounting and record-keeping of the weekly engagement and daily participation requirements outlined by the California Department of Education required significant shifts and redesign of attendance recording systems and operations throughout the district. Some students & families have been difficult to reach despite email, phone calls, and even home visit to encourage participation. Despite the district's best efforts, there continue to be a number of students and families that do not have adequate access to a stable internet connection. We have also seen some situations where without adequate parent buy-in and support, students have failed to be successful in the distance learning environment. Adapting materials and instructional strategies designed

for the traditional classroom experience to the distance learning environment has also proven to be a challenge. Staffing ratios based on parent choice between in-person and distance learning has become a challenge as families consider opting out of one program and into another. There have been some instances where COVID-19 guidelines have required some fluidity between in-person and distance learning and these instances have proven to be very challenging for families as it has required significant shifts in schedules, supervision, and work logistics. Another very concerning challenge has been the increase in the number of students with grades of D or F. For 6th-8th graders in Trimester 2, 29% of in person students and 53% of DL students received a D or F in ELA. For Math, 20% of in person students and 38% of DL students received a D or F. These numbers reflect underlying concerns of student motivation, parent and family struggles in supporting students, and maintaining positive feelings of connection between school and home. Meeting the highly specialized and unique needs of some pupils has proven to be a significant challenge in the distance learning setting.

Another challenge has been to support the mental health and well being of students and staff. Counselors were available to offer virtual support, but this proved to be difficult to maintain consistency without seeing students in person (i.e., not showing up for virtual appointments). Staff members reported feeling overwhelmed by the changes in teaching tools and the challenge of keeping students engaged.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Improve small group instruction and progress monitoring to address learning loss of vulnerable populations of ELL, LI, SWD, FY, and Homeless conducted by site literacy specialists and paraprofessionals. (Costs already included previously.)	0	0	Yes
Improve weekly Teacher Collaboration to analyze evidence of student learning, planning instruction to address essential learning and learning loss, identify social-emotional student needs, and strategize how to address student needs.	695,750	699,194	Yes
Improved & increased professional development will be offered during Buy Back Days and (hourly) outside of the school day on accelerated learning, effective instructional practices, effective use of technology, student data analysis, ELD strategies, implementation of curriculum, and Universal Design for Learning.	546,338	469,129	Yes
Increased and improved services will be provided through access to quality digital learning programs, platforms, diagnostic and formative assessment tools, and student data system to facilitate quality Distance Learning instruction and assessment of student progress. The decision was made to continue, despite budget cuts, expenses for i-Ready, Ready Toolkit, Raz Kids, Raz Kids ELD, Learning A-Z, Accelerated Reader, ESGI, Performance Matters, Pear Deck, and Keyboarding Without Tears. New program expenses for Distance Learning include MyOn, SeeSaw, Google Classroom, Google Meet, Zoom, Kami, ScreenCastify, Jamboard, Mystery Science, and Playposit.	322,366	298,521	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.

Some professional development expenditures were covered by Title II.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The district has seen some successes in our efforts to address the pupil learning loss that has occurred as a natural consequence of the COVID-19 pandemic. The increase in certificated/classified staff has helped to keep class sizes and student-to-staff ratios more manageable. With these smaller ratios, staff are able to conduct regular diagnostic assessments and use the formative data to monitor student learning and progress using tools such as i-Ready, STAR, BPST progress monitoring, and fluency. They are also able to implement changes to instructional planning and delivery to best meet the needs of learners. Increased support staff have helped with the implementation of the district's Multi-tiered System of Supports so students get the help that they need when they need it. In an effort to minimize removing students from the instruction being provided in the classroom, learning loss mitigation support has been provided the flexibility to be a push-in support model with the students receiving the support that they need in either 1-1 or small group settings in the classroom. The district has taken measures to ensure that this same level of support is available for all students, whether in-person or in distance learning. As it relates to instructional planning, district staff have collaborated to work extensively to emphasize priority instruction and align curriculum resources with essential standards at each grade level/subject. Supplemental support services have also been provided with certificated staff working beyond their typical school day, providing after school tutoring services for identified students for an hour after school up to 5 days a week. At the junior high level, students had the opportunity for additional academic support during what would have normally been an elective period. The district has used established communication channels and direct parent outreach to inform families of the support opportunities available to students. Our district staff have committed additional resources to do everything we can to minimize the impact of our current COVID reality on our students, with a concentrated effort on our socioeconomically disadvantaged and homeless students, our English language learners, and our students with exceptional needs. In many cases, we have seen these efforts working well with impressive results, such as a 10.5% EL reclassification rate. Despite the success that the district has seen in our efforts to minimize the impact of the pandemic on student learning, there have been considerable challenges that have resulted in loss of learning when comparing pre-COVID academic indicators to our current reality. Reading scores went from 43% of students at/above grade level (Feb '20) to 38% (Feb '21) and from 37% to 31% in Math, as measured by i-Ready Diagnostic. As the pandemic's impact has been felt disproportionately in the community, we are also seeing evidence that learning loss is more significant among our socioeconomically disadvantaged students and English Language learners. Many of the challenges that have resulted in the learning loss that the district is currently experiencing have been mentioned in our analysis of both in-person and distance learning instructional programs. Challenges like adequate staffing, motivation, disproportionate number of students with low grades, access to stable internet, and inconsistent parental support have resulted in an increase in learning loss for students in the district. For our first and second graders, the impact on foundational literacy and math has been most significant, given the loss of instructional minutes from the spring of 2020. We are seeing a decreased number of our early grade students meeting reading benchmarks. At the end of second trimester in 2020, 48% of our first graders and 53% of our second graders were meeting benchmark according to the BPST; however, in 2021 that fell to 30% and 41% respectively. Out of necessity, our teachers have made considerable adjustments in their curriculum planning in order to adapt and meet students where they are at and it is becoming increasingly apparent that these curriculum adjustments will continue into the planning for the 2021-22 school year. Looking ahead, the district is in the process of allocating additional learning loss mitigation funding and working with staff to develop plans for a robust summer instructional program to meet the challenges of

addressing learning loss and committing resources to do everything that we can to ensure that our students are prepared for academic success moving forward.
We do not yet have ELPAC data to compare growth to the previous ELPAC given in 2019.

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 strain and stress of providing instruction during the COVID pandemic has caused the work of monitoring and supporting the mental health and social/emotional well-being of students and staff to become one of the district's top priorities. To respond to this need and do this work, the district has been forced to address several challenges. One challenge has been the need to provide professional development and learning opportunities for staff to build their capacity to support the SEL work. While the district had done some SEL work pre-COVID, it was not adequate to the level needed to meet current demands. The district used staff collaboration time to provide SEL training, specifically teaching staff CASEL's core competencies and the development of SEL-informed lesson planning that regularly included best practices from research-based resources like CASEL's Signature Practices Playbook and The Distance Learning Playbook. The district received support from outside expertise, including Heather Forbes from Beyond Consequences who provided a full day of staff development in trauma-sensitive practices. All new teachers were trained in Capturing Kids' Hearts to maintain keep these positive relationship principles in operation. In addition to the challenge of capacity, there has been the challenge of resources. Pre-COVID, the district had adopted and implemented the Second Step curriculum to address the social and emotional needs of our students. While valuable, the increased needs created by the pandemic required additional resources. To help with this, early in the pandemic our school counselor(s) in the district had the opportunity to connect with a county-wide collaborative. Facilitated by the Shasta County Office of Education, this collaborative provided a forum for counselors to meet on a monthly basis. Support for SEL work was a standing agenda item in each meeting. In addition, this spring the Shasta County of Education established a SEL Community of Practice opportunity for our district to participate in monthly meetings with other districts from across the county. This Community of Practice works in conjunction with other counties statewide to learn and build SEL capacity by collaborating around statewide best practices, exploring curriculum resources and modules, and sharing needs and challenges. Other actions that have been made implemented include sources include suicide prevention training for all staff and student surveys and "check-ins." Self-care strategies and resources have also been regularly shared and discussed in collaboration meetings in an effort to ensure that staff are intentional about maintaining their own mental health and social and emotional well-being throughout the prolonged pandemic.

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.

To address the engagement and outreach of students and families, the district has continued the work with our School Attendance Review Teams (SART) to implement the tiered reengagement strategies as outlined in the district's Learning Continuity and Attendance Plan. Our chronic absence rate has increased to 19% with students in distance learning experiencing the highest absence rates. We also have higher than typical excused absences due to the requirements of isolation and quarantine. Students and families in the district have been impacted differently by the prolonged pandemic environment and there have been some instances

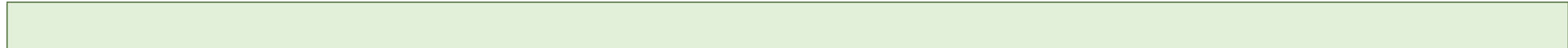
where the impact on families in the district has made consistent school attendance a considerable challenge. There has been considerable effort invested by the district to refine and improve systems to better meet the support and reengagement needs of pupils and their families. This improvement effort has ranged from Tier 1 improvements (messaging, attendance reporting tools, etc.) to Tier 3 (restructuring SARB panels, training SARB Board members in mediation and restorative practices, etc.). Attendance reporting tools have been implemented and collaboration with county resources has led to the development of a Community Connect resource available to all schools in Shasta County. Our district has support in the analysis of relevant attendance data. Using this data, SART teams identify pupils and families and use more effective outreach efforts to connect families with community resources to remove barriers to regular school attendance. District attendance clerks have regular access to county collaboration to help make these connections. When the school is not able to make connections with families, they now have a multi-disciplinary team made of community agencies to help them to intensify the efforts to connect with families.

With anything new, establishing protocols and communicating the development of the new Community Connect resource and how the new system works is a challenge. The district has continued to work with other districts and county support services to calibrate the process for connecting district family needs with available services. As the 2020-21 school year progressed, the county-wide number of referrals to the Community Connect resource has steadily increased. As of February 1, a total of 380 students from 41 schools had been referred to the Community Connect group. Our district has referred students from six of our schools for Tier II/III attendance support and intervention. One challenge that has recently emerged because of the increase in referrals is the ability to provide adequate staffing at the county support level. To accommodate for the needed increase in staffing, the county has partnered with other county resources and departments to secure additional funding for the remainder of the 2020-21 school year and to provide a sustainable model in the 2021-22 school year.

Analysis of School Nutrition

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

The response of the district staff to continue to safely provide nutritionally adequate meals for the 2020-21 school year has been nothing short of remarkable. The impact of the COVID restrictions and safety guidelines on their conventional meal program was a significant challenge to overcome. Program directors had to work with school staff to coordinate efforts and consider things like cohorting and lifting of restrictions on free and reduced meal participation. Like in the classroom, cafeteria service had to be redesigned to ensure compliance with Public Health safety guidelines. Safety with staff and student interaction and food service became a primary consideration and required extensive redesigning and modifying. Staffing amid COVID testing, quarantining, and close contact tracing was a consistent challenge that directors were forced to monitor closely. The schedule for meal delivery was complicated further as staff managed student populations in both in-person and distance learning environments. The changes in the free and reduced meal program complicated the need to continue to implement the free and reduced meal identification and application system as that demographic count is still an essential data point to be collected and reported accurately in the district's CALPADS system.



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	The district was faced with significantly reducing or eliminating counseling services in the spring of 2020. LLMF have enabled us to maintain 4 counselors to serve 7 comprehensive school sites. Services are in-person and/or virtual. This action improves services to students who have most negatively been affected by school closure, economic loss, and trauma.	552,019	582,794	Yes
Mental Health and Social and Emotional Well-Being	New teachers will receive a 2-day training in Capturing Kids' Hearts to support social-emotional well-being of students. This action improves services to our vulnerable students by ensuring a positive, safe learning environment that is consistent in all classrooms.	9,008	5,527	Yes
Mental Health and Social and Emotional Well-Being	Parent Ed on supporting social-emotional health of families to improve engagement and support services to our families.	10,718	2,435	Yes
Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies)	Increased services by supplementing teacher budgets to provide students with necessary supplies for learning at home.	86,000	75,707	Yes
School Nutrition	Transportation to bus stops for family pick-up of meals is an increased service for low income families to ensure students receive meals when school is closed.	43,120	102,318	Yes
Pupil Engagement and Outreach	Production of video messages to families to increase and improve communication regarding	9,216	7,144	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	school operations and engagement with families and students.			
Pupil Engagement and Outreach	Providing technology support and training to parents via in-person (during and after school hours), help center, help email, and website resource page to improve student engagement and achievement.	31,924	0	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.

One substantive difference between planned actions and expenditures was in the area of parent education. Given the constraints that limited schools from having any visitors on campus, providing support for parents was far more challenging. We did not hold a series of classes or other in-person family events. Parent meetings were held virtually. We did at times offer grocery gift cards to those who participated. Those funds will roll over to be used next year. Technology support and training for parents did not end up being an additional cost but was covered within existing staff hours. One of our planned actions is a Parent Academy (virtual) with Heather Forbes of Beyond Consequences and the Online Trauma-Informed Academy in 2021/22. Another substantive difference was in school nutrition. The increased expenditure reflects an increased cost due to the purchase of a new bus to provide this service.

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.

One of the important takeaways from this school year is that we are committed to maintaining 1:1 ratio of devices for students and now feel confident in allowing our junior high students to take their devices back and forth from home to school. We also will continue professional development in the effective use of technology and continue with some of the instructional tools that were learned this past year. We are committed to upgrading teacher technology and digital tools as well as digital programs to support student learning. We have discovered that providing virtual professional development on a variety of topics has resulted in greater participation by staff in an after school setting. We will continue to make this a regular method of providing training. We have also gained a greater understanding of the importance of the mental well-being of students and staff and have plans to reinforce our Tier 1 actions, including piloting a new, more robust SEL curriculum and further training in Capturing Kids' Hearts to develop teacher leaders. At the Tier 2 level, we've committed to increasing the number of counselors and behavior techs at school sites and engaging in ongoing professional development of developing trauma-sensitive schools through Heather Forbes' Online

Trauma-Informed Academy. We will also be able to use this to provide support to parents as well. We will continue to refine our Building Level Team process to expedite access to interventions.

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

We will continue to improve early literacy instruction with targeted professional development and provide intervention with paraprofessional support (small groups during the day and/or after school). Additional professional development will be provided with a focus on reading, writing, and math. Diagnostic and formative assessments will be used to guide instruction and identify any missing prerequisite skills. Designated ELD will be identified in each school's schedule. New ELA curriculum will be implemented with ongoing training and support. and focus on the acceleration of learning by identifying essential standards and using formative assessments. Summer learning will be available to all students through full-day onsite summer classes and learning materials to go home with every student over the summer.

Weekly collaboration will focus on evidence of learning, regular progress monitoring of goals, and specific actions to address struggling 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.

The substantive differences in terms of expenditures were largely due to hiring additional teachers for Distance Learning and purchasing buses with upgraded ventilation. We spent less on PPE and cleaning but had adequate resources. We spent less on actions like extended day learning supports due to lack of staffing.

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.

Student outcomes declined in 2020/21 compared to 2019/20. In the absence of statewide metrics for 2019-10, the '21-'24 LCAP will incorporate local measures. Professional development will be targeted to addressing unfinished learning in order to accelerate learning and regain lost ground as quickly as possible. Early literacy will remain a priority, supported through professional development and collaboration. New ELA curriculum will be implemented in 2021/22 and ongoing training and support provided to teachers to address CCSS in all content areas. A focus on essential learning standards will continue with formative assessments used to identify students who need additional support. These students will be targeted in summer learning, intervention supports and extended learning opportunities. Student well-being and social-emotional learning will continue to be an integral part of supporting student growth and better outcomes through counseling support, SEL curriculum, and ongoing professional development in trauma-informed practices and prevention strategies. Students' health will be supported through PE, nutrition education, anti-tobacco education, and adequate access to health services at school.

The effective use of technology will continue to be implemented in order to increase communication, collaboration, and critical thinking to prepare students for College & Career. The district remains committed to 1:1 devices and connectivity. Student engagement will be increased through quality instruction, mentor supports, well-rounded educational opportunities (i.e., Art, Music, PS), and multiple opportunities to participate in extracurricular activities.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	28,256,614.00	30,140,309.75
LCFF Base	20,879,820.00	22,254,822.00
LCFF Supplemental and Concentration	6,251,674.00	6,261,283.75
Lottery	400,000.00	800,000.00
Title I	725,120.00	824,204.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	28,256,614.00	30,140,309.75
1000-1999: Certificated Personnel Salaries	22,046,948.00	23,275,866.00
2000-2999: Classified Personnel Salaries	4,573,935.00	5,052,835.00
4000-4999: Books And Supplies	1,000,000.00	1,186,076.75
5000-5999: Services And Other Operating Expenditures	193,731.00	81,038.00
5700-5799: Transfers Of Direct Costs	442,000.00	544,494.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	28,256,614.00	30,140,309.75
1000-1999: Certificated Personnel Salaries	LCFF Base	18,425,247.00	19,726,953.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	2,896,581.00	2,724,709.00
1000-1999: Certificated Personnel Salaries	Title I	725,120.00	824,204.00
2000-2999: Classified Personnel Salaries	LCFF Base	2,242,573.00	2,417,869.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	2,331,362.00	2,634,966.00
4000-4999: Books And Supplies	LCFF Base	212,000.00	110,000.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	388,000.00	276,076.75
4000-4999: Books And Supplies	Lottery	400,000.00	800,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	193,731.00	81,038.00
5700-5799: Transfers Of Direct Costs	LCFF Supplemental and Concentration	442,000.00	544,494.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	25,334,635.00	26,911,868.75
Goal 2	435,521.00	481,400.00
Goal 3	2,486,458.00	2,747,041.00

* 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	\$4,797,588.00	\$4,950,107.00
Distance Learning Program	\$3,303,274.00	\$2,350,205.00
Pupil Learning Loss	\$1,564,454.00	\$1,466,844.00
Additional Actions and Plan Requirements	\$742,005.00	\$775,925.00
All Expenditures in Learning Continuity and Attendance Plan	\$10,407,321.00	\$9,543,081.00

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$4,797,588.00	\$4,950,107.00
Distance Learning Program	\$3,303,274.00	\$2,350,205.00
Pupil Learning Loss	\$1,564,454.00	\$1,466,844.00
Additional Actions and Plan Requirements	\$742,005.00	\$775,925.00
All Expenditures in Learning Continuity and Attendance Plan	\$10,407,321.00	\$9,543,081.00