

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

Implement AVID with fidelity

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: AVID enrollment, Walk Through Data, MAP Growth, College Retention, Parent Involvement

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator District high school graduation rate above 85%</p> <p>19-20 Above 85%</p> <p>Baseline 94.4%</p>	<p>District high school graduation rate for 2020 was 75.4%.</p>
<p>Metric/Indicator 25% of students ready for college ELA, 15% ready for college math as measured by the EAP (Early Assessment Program)</p> <p>19-20 35% of students ready for college ELA, 25% ready for college math as measured by the EAP</p> <p>Baseline 23% are ready for college ELA, 12% are ready for college math as measured by the EAP</p>	<p>No data due to COVID-19.</p>
<p>Metric/Indicator 25% of students qualify to enter CSU/UC</p>	<p>13.3% of the class of 2020 qualified to enter CSU/UC.</p>

Expected	Actual
<p>19-20 30% of students qualify to enter CSU/UC</p> <p>Baseline 17% of students qualified to enter CSU/UC</p>	
<p>Metric/Indicator 70% of AP tests taken earn a score of 3 or higher</p> <p>19-20 70% of AP tests taken earn a score of 3 or higher</p> <p>Baseline 62% of AP tests taken earn a score of 3 or higher</p>	No data due to COVID-19.
<p>Metric/Indicator Improve CAASPP proficiency rates by 10% in both ELA and Math</p> <p>19-20 67% in ELA, 33% in math</p> <p>Baseline 37% in ELA, 23% in math</p>	No data due to COVID-19.
<p>Metric/Indicator All ELs (English Learners) increase CELDT (California English Language Development Test) scores by one level</p> <p>19-20 All ELs (English Learners) increase CELDT (California English Language Development Test) scores by one level</p> <p>Baseline 13 of our 27 ELs increased their CELDT scores by at least one level</p>	CELDT was replaced.
<p>Metric/Indicator 100% of EL with CELDT scores of 5 reclassify</p> <p>19-20 100% of EL with CELDT scores of 5 reclassify</p> <p>Baseline</p>	CELDT was replaced.

Expected	Actual
<p>100% of ELs with CELDT scores of 5 were reclassified. This was not reported correctly to CALPADS so the data on the state website is incorrect.</p>	
<p>Metric/Indicator 25% of graduating seniors have completed a capstone CTE course</p> <p>19-20 70% of graduating seniors have completed a capstone CTE course</p> <p>Baseline 60.5% of graduating seniors completed a capstone CTE course</p>	<p>For the class of 2020, 45.2% of students completed a capstone CTE course.</p>
<p>Metric/Indicator 20% of district students are enrolled in the AVID elective</p> <p>19-20 20% of district students are enrolled in the AVID elective</p> <p>Baseline 33.8% of District students are enrolled in the AVID elective</p>	<p>In 2020-2021, 22% of district students were enrolled in the AVID elective.</p>
<p>Metric/Indicator All students will perform at or above the 50 the percentile in math and reading by grade level.</p> <p>19-20 All students will perform at or above the 50th percentile in math and reading by grade level.</p> <p>Baseline % of students who performed at or above the 50th percentile in English/Language Arts by grade level: : K=43, 1=53, 2=44, 3=43, 4=47, 5=54, 6=43, 7=48, 8=53, 9=59, 10=57, 11=71. For mathematics by grade level: K=44, 1=45, 2=35, 3=27, 4=27, 5=38,</p>	<p>No data due to COVID-19.</p>

Expected	Actual
6=36, 7=40, 8=54, 9=51, 10=57.	
Metric/Indicator College retention rate is 75% or higher 19-20 College retention rate is 75% or higher Baseline 76% of the class of 2014 that enrolled in college returned for a second year	For the class of 2018, 77% of students returned to college for a second year.
Metric/Indicator Parent nights are well attended 19-20 Parent nights are well attended Baseline Yes as attested to by staff	No data due to COVID-19.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
a. AVID yearly membership b. AVID summer institute c. Provide AVID courses d. No longer being used e. MAP assessments to provide data for ELA and Math f. Continue to offer parent nights g. Employ a college guidance counselor to guide students to their chosen path	a. AVID membership 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$12,147 b. AVID summer institute 4000-5999 Title I \$14,113 c. AVID Courses 1000-3999 Supplemental and Concentration \$109,557 d. No longer being used e. MAP assessments 4000-4999: Books And Supplies Lottery \$12,500	a. AVID membership 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$12,143 b. AVID summer institute 4000-5999 Title I \$13,204 c. AVID Courses 1000-3999 Supplemental and Concentration \$89,787 d. No longer being used e. MAP assessments 4000-4999: Books And Supplies Lottery \$12,150

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	f. Parent involvement 5000-5999: Services And Other Operating Expenditures Title I \$1,200 g. College guidance counselor 1000-3999 Supplemental and Concentration \$86,893	f. Parent involvement 5000-5999: Services And Other Operating Expenditures Title I \$552 g. College guidance counselor 1000-3999 Supplemental and Concentration \$60,623

Goal Analysis

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

While budgeted funds were not fully expended in this goal, Goals #2 and #3 were overspent and the amount of money spent on Actions/Services exceed they required expenditures.

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

Personnel changes caused most of the decrease in spending. Being able to fully staff the district continues to be a concern.

Goal 2

Continuous improvement in school culture and climate

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 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: Student Involvement, Course Offerings, Parent Involvement, Williams Act

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Attendance rate of at least 95%</p> <p>19-20 Attendance rate of at least 95%</p> <p>Baseline 91.75%</p>	<p>For the 2019-20 school year our attendance rate is 92.1%.</p>
<p>Metric/Indicator Suspension rate under 5</p> <p>19-20 Suspension rate under 5%</p> <p>Baseline 7.6%</p>	<p>No valid data due to COVID-19.</p>
<p>Metric/Indicator Chronic absenteeism under 12%</p> <p>19-20 Chronic absenteeism under 12%</p>	<p>No valid data due to COVID-19.</p>

Expected	Actual
Baseline 16.9%	
Metric/Indicator 0 middle school dropouts 19-20 0 middle school dropouts Baseline 0 middle school dropouts	No valid data due to COVID-19.
Metric/Indicator 15% or lower high school dropout rate 19-20 15% or lower high school dropout rate Baseline 3.1%	No valid data due to COVID-19.
Metric/Indicator Five or less expulsions 19-20 Five or less expulsions Baseline 1	No valid data due to COVID-19.
Metric/Indicator All facilities are rated EXEMPLARY by the Facilities Inspection Tool 19-20 All facilities are rated EXEMPLARY by the Facilities Inspection Tool Baseline All facilities were rated EXEMPLARY by the Facilities Inspection Tool	All facilities were rated EXEMPLARY by the Facilities Inspection Tool
Metric/Indicator	100% of students have access to standards-aligned materials, including English Learners

Expected	Actual
<p>100% of students have access to standards-aligned materials, including English Learners</p> <p>19-20 100% of students have access to standards-aligned materials, including English Learners</p> <p>Baseline 100% of students have access to standards-aligned materials, including English Learners</p>	
<p>Metric/Indicator Grade 5, 7, 9,11 California Healthy Kids Survey</p> <p>19-20 Caring Adult Relationships scoring as High in grade 5=95%, Grade 7=60%, Grade 9=55%, Grade 11=60%</p> <p>Baseline Caring Adult Relationships scored as High in grade 5=76%, Grade 7=41%, Grade 9=34%, Grade 11=40%</p>	No valid data.
<p>Metric/Indicator Local Metrics</p> <p>Over 70% of students participate in middle and high school participate in extracurricular activities</p> <p>19-20 Over 70% of students participate in extracurricular activities</p> <p>Baseline 61.5% of students participated in middle and high school extracurricular activities</p>	No valid data due to COVID-19.

Expected	Actual
<p>Metric/Indicator Continue to offer a broad range of courses which are open to all students including our unduplicated students and students with exceptional needs</p> <p>19-20 Continue to offer a broad range of courses which are open to all students including our unduplicated students and students with exceptional needs</p> <p>Baseline No course offerings were removed from the MHS master schedule.</p>	<p>Course offerings were added to the MHS master schedule.</p>
<p>Metric/Indicator Parent Involvement as measured by the CA State Standards Implementation Indicator.</p> <p>19-20 All sites will score 3 or higher in all areas of the Family and Community Engagement Metric</p> <p>Baseline All sites will score 3 or higher in all areas of the Family and Community Engagement Metric</p>	<p>No valid data due to COVID-19.</p>
<p>Metric/Indicator Williams Act</p> <p>19-20 0 Williams Act complaints</p> <p>Baseline 0 Williams Act complaints</p>	<p>0 Williams Act complaints</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> a. Continue to provide a middle school administrator b. Technology Upgrades and Enhancements; upgrade computer labs, replace computers and peripheral devices c. Provide extracurricular and club activities d. Offer two live-stream college classes per semester e. CTE courses f. Social worker 	<ul style="list-style-type: none"> a. Middle School Administrator 1000-3999 Supplemental and Concentration \$124,553 b. Technology upgrades and enhancements 4000-6999 LCFF \$70,000 c. Extracurricular and club activities 1000-3999 Supplemental and Concentration \$112,141 c. Extracurricular and club activities 4000-5999 Lottery \$47,000 d. Live-stream college classes 4000-4999: Books And Supplies LCFF \$2,000 e. CTE courses 1000-3999 LCFF \$196,271 f. Social worker 1000-3999 Title I \$72,001 f. Social worker 1000-3999 Title IV \$18,001 	<ul style="list-style-type: none"> a. Middle School Administrator 1000-3999 Supplemental and Concentration \$123,612 b. Technology upgrades and enhancements 4000-6999 LCFF \$70,567 c. Extracurricular and club activities 1000-3999 Supplemental and Concentration \$112,293 c. Extracurricular and club activities 4000-5999 Lottery \$57,711 d. Live-stream college classes 4000-4999: Books And Supplies LCFF \$0 e. CTE courses 1000-3999 LCFF \$199,018 f. Social worker 1000-3999 Title I \$71,523 f. Social worker 1000-3999 Title IV \$17,881

Goal Analysis

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

All funds dedicated to goal 2 were spent.

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

Success and challenges are difficult to measure due to the lack of data resulting from COVID-19. Challenges revolve around finding qualified personnel to perform the necessary duties. The continued expansion of the CTE program at MHS is impressive.

Goal 3

Maximize impact on student learning

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Progress Advisor

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 100% of teachers are appropriately assigned</p> <p>19-20 100% of teachers are appropriately assigned</p> <p>Baseline 100% of teachers are appropriately assigned</p>	100% of teachers are appropriately assigned.
<p>Metric/Indicator Local Metrics</p> <p>Growth data using Progress Advisor if use is continued</p> <p>19-20 Growth data using Progress Advisor if use is continued</p> <p>Baseline Growth data using Progress Advisor if use is continued</p>	Progress Advisor was discontinued.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>a. Provide teachers for intervention/small class sizes/EL</p> <p>b. 26 minimum days for weekly teacher collaboration</p>	<p>a. Intervention/Small Class Sizes/EL 1000-3999</p>	<p>a. Intervention/Small Class Sizes/EL 1000-3999</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> c. Update school libraries with current books d. Offer summer enrichment program e. Health services provided by student and family support specialist f. Community Day School teacher 	<ul style="list-style-type: none"> Supplemental and Concentration \$420,477 b. Teacher collaboration 1000-3999 Title II \$34,932 c. Library books 4000-4999: Books And Supplies Supplemental and Concentration \$6,000 d. Summer enrichment program 1000-5999 Supplemental and Concentration \$21,214 e. Student and Family Support Specialist 1000-3999 Supplemental and Concentration \$109,388 f. Community Day School teacher 1000-3999 Supplemental and Concentration \$99,385 	<ul style="list-style-type: none"> Supplemental and Concentration \$453,591 b. Teacher collaboration 1000-3999 Title II \$32,231 c. Library books 4000-4999: Books And Supplies Supplemental and Concentration \$5,688 d. Summer enrichment program 1000-5999 Supplemental and Concentration \$7,943 e. Student and Family Support Specialist 1000-3999 Supplemental and Concentration \$92,335 e. Student and Family Support Specialist 1000-3999 Title I \$15,943 f. Community Day School teacher 1000-3999 Supplemental and Concentration \$74,363
<ul style="list-style-type: none"> a. Provide paraprofessionals b. Cafeteria and transportation encroachments to provide services to low income 	<ul style="list-style-type: none"> a. Paraprofessionals 2000-3999 Supplemental and Concentration \$150,924 a. Paraprofessionals 2000-3999 Title I \$124,814 b. Cafeteria and transportation encroachments 1000-7619 Supplemental and Concentration \$125,338 	<ul style="list-style-type: none"> a. Paraprofessionals 2000-3999 Supplemental and Concentration \$125,716 a. Paraprofessionals 2000-3999 Title I \$128,632 b. Cafeteria and transportation encroachments 1000-7619 Supplemental and Concentration \$153,586
<ul style="list-style-type: none"> a. Provide bilingual paraprofessionals b. Provide 0.5 FTE teacher for English Learner instruction 	<ul style="list-style-type: none"> a. Bilingual paraprofessionals 2000-3999 Supplemental and Concentration \$47,555 	<ul style="list-style-type: none"> a. Bilingual paraprofessionals 2000-3999 Supplemental and Concentration \$48,767

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	a. Bilingual paraprofessionals 2000-3999 Title I \$11,143 b. EL instruction 1000-3999 Supplemental and Concentration \$32,544	a. Bilingual paraprofessionals 2000-3999 Title I \$11,192 b. EL instruction 1000-3999 Supplemental and Concentration \$46,788

Goal Analysis

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

All funds were expended.

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

Success and challenges are difficult to measure due to the lack of data resulting from COVID-19. Challenges revolve around finding qualified personnel to perform the necessary duties.

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
Summer Learning Program	40,000	51,832	Yes
Purchase Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices	300,530	395,205	No
Purchase additional supplies for students to use while social distancing and to avoid sharing	200,000	69,401	Yes
Staff professional development, purchase prep periods for smaller class sizes, and time spent on distance learning preparation	80,000	71,814	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.

Budgeted funds were a guess due to the unexpected and unknown needs of the district. We invested more into our summer school program due to the spring 2020 shut down. We assumed we would need much more individual supplies for students and more technology but it turned out we were further along in these areas than we thought. We spent less on distance learning than anticipated due to the fact that we were open for face to face instruction for every student every day.

Analysis of In-Person Instructional Offerings

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

The largest challenge in implementing in-person instruction for the 2020-21 school year was the administration in Sacramento, led by Governor Newsom, the CDPH specifically Dr. Erica Pan, and the CDHHS led by Dr. Mark Gahli. Their inability to segregate politics from science, to stand up to unreasonable union demands, and to see the big picture has been beyond the pale. The constant changing of plans and refusal of Sacramento to acknowledge it has no idea of conditions on the ground led to senseless quarantines

and irrational requirements which ultimately damaged the school's relationship with the community it serves. In spite of the incompetency in state leadership, the District returned to school on time and offered instruction every day for all of its students. The greatest success of the year was to operate as normal.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of additional devices and technology (i.e., Chromebooks, hotspots, web cameras) for students and staff to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	200,000	160,254	Yes
Social Worker	75,000	76,122	Yes
Student and Family Resource Specialist	17,000	112,285	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.

The District was closer to one-to-one technology for staff and students than it anticipated. Nearly all students elected to return to school which helped keep this cost lower than budgeted. The student and family resource specialist was designated the COVID liaison for the schools and public health. Because of this, 100% of her job was dealing with COVID and its impact on the District.

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.

We are fortunate that the vast majority of our students returned to full-time in-person learning. For students that chose not to return, they were given devices and supplied with internet connectivity if needed. The largest challenge was with the law the state passed which allowed students to opt for distance learning without having to provide any documentation as to why it was necessary. It also allowed for students to bounce back and forth between distance learning and in-person learning. That back and forth was not good for the student or the staff. The DL program allowed the district to obtain 1-to-1 devices for its students and staff.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Map testing and other local assessments	31,800	33,367	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.

No substantive difference.

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.

Learning loss was minimal as we returned to in-person instruction for all students every day as planned. The learning loss from the 19-20 shut down was noticeable, but not significant as indicated by MAP testing. Irrational guidelines put in place by the state continue to be the biggest hindrance in recovering the learning loss. Effective teaching is stifled when small groups and collaboration are not allowed. It is also stifled when students are quarantined frequently and data shows there is no on-campus spread occurring.

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 biggest success is that to date we have not lost a child to suicide. The challenge is the lack of qualified mental health workers in our county.

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.

Masking hampers interaction due to the inability to completely read body language. Parents were less involved with the schools due to the shutdown of all club and athletic activities as well as gatherings, thus there were no open house events or back to school nights. Engagement with families was stifled by state regulations.

Analysis of School Nutrition

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

Due to extra funding, we were able to provide more meals to our families than previous years. We have also been able to deliver during the summer which helps working parents. The challenge is having enough personnel to meet the needs of the lunch program.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Cost to hire an outside company to design an online packet of enrollment forms which allows for virtual enrollment of students transitioning between school placements, thus ensuring access to continuous learning for the student, as well as promoting safe and healthy practices for families and school staff.	1,714	1,714	No

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.

No difference.

Overall Analysis

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

We have learned that distance learning is not effective for the vast majority of our students. The goals of the 21-24 LCAP will remain mostly unchanged from the previous LCAP. The COVID interruption negated a lot of positive things that were occurring in the district.

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

Learning loss has been negated due to most students returning to instruction every day. All student will receive appropriate supports as they were before the COVID interruption.

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.

No substantive differences.

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

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

We will do everything we can to get back to life before the government imposed shutdown as we believe what we were doing with academics and behavior was working.

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	2,062,091.00	2,037,839.00
LCFF	268,271.00	269,585.00
Lottery	59,500.00	69,861.00
Supplemental and Concentration	1,458,116.00	1,407,235.00
Title I	223,271.00	241,046.00
Title II	34,932.00	32,231.00
Title IV	18,001.00	17,881.00

* 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	2,062,091.00	2,037,839.00
1000-3999	1,416,143.00	1,389,988.00
1000-5999	21,214.00	7,943.00
1000-7619	125,338.00	153,586.00
2000-3999	334,436.00	314,307.00
4000-4999: Books And Supplies	20,500.00	17,838.00
4000-5999	61,113.00	70,915.00
4000-6999	70,000.00	70,567.00
5000-5999: Services And Other Operating Expenditures	13,347.00	12,695.00

* 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	2,062,091.00	2,037,839.00
1000-3999	LCFF	196,271.00	199,018.00
1000-3999	Supplemental and Concentration	1,094,938.00	1,053,392.00
1000-3999	Title I	72,001.00	87,466.00
1000-3999	Title II	34,932.00	32,231.00
1000-3999	Title IV	18,001.00	17,881.00
1000-5999	Supplemental and Concentration	21,214.00	7,943.00
1000-7619	Supplemental and Concentration	125,338.00	153,586.00
2000-3999	Supplemental and Concentration	198,479.00	174,483.00
2000-3999	Title I	135,957.00	139,824.00
4000-4999: Books And Supplies	LCFF	2,000.00	0.00
4000-4999: Books And Supplies	Lottery	12,500.00	12,150.00
4000-4999: Books And Supplies	Supplemental and Concentration	6,000.00	5,688.00
4000-5999	Lottery	47,000.00	57,711.00
4000-5999	Title I	14,113.00	13,204.00
4000-6999	LCFF	70,000.00	70,567.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	12,147.00	12,143.00
5000-5999: Services And Other Operating Expenditures	Title I	1,200.00	552.00

* 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	236,410.00	188,459.00
Goal 2	641,967.00	652,605.00
Goal 3	1,183,714.00	1,196,775.00

* 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	\$620,530.00	\$588,252.00
Distance Learning Program	\$292,000.00	\$348,661.00
Pupil Learning Loss	\$31,800.00	\$33,367.00
Additional Actions and Plan Requirements	\$1,714.00	\$1,714.00
All Expenditures in Learning Continuity and Attendance Plan	\$946,044.00	\$971,994.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$300,530.00	\$395,205.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$1,714.00	\$1,714.00
All Expenditures in Learning Continuity and Attendance Plan	\$302,244.00	\$396,919.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$320,000.00	\$193,047.00
Distance Learning Program	\$292,000.00	\$348,661.00
Pupil Learning Loss	\$31,800.00	\$33,367.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$643,800.00	\$575,075.00