



Central Union School District

Lemoore, CA

DRAFT

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

Ensure students are prepared for 21st Century Learning and beyond through fully implementing CA State Standards and integration of technology throughout instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 2A Implementation of SBE adopted standards</p> <p>19-20 Met (Option 2 – Reflection Tool)</p> <p>Baseline 2016-17 Coaching Support</p>	<p>Met (Option 2 - Reflection Tool)</p> <p>Providing PD for teaching to Standards remained 4 Instructional Materials aligned to Standards declined from 5 to 4 *The LEA is still in the process of the NGSS Adoption Progress Implementing Policies & Programs supporting staff in identifying where they can improved remained a 3 Other Adopted Academic Standards remained a 3 Support for Teachers and Administrators declined from a 4 to a 3</p>
<p>Metric/Indicator 2A Implementation of SBE adopted standards</p> <p>19-20 Discontinued</p> <p>Baseline (Local Assessments: 2016-17 data)</p>	<p>Discontinued Met (Option 2 - Reflection Tool) See Above.</p>
<p>Metric/Indicator 2B Programs/Services enable ELs to access CA and ELD standards</p> <p>19-20</p>	

Expected	Actual
<p>Met (Option 2 – Reflection Tool)</p> <p>Academic Performance Indicator: ELA English Learners Yellow, Low 19 points below Standard +9.8 points</p> <p>Academic Performance Indicator: Math English Learners Yellow, Low 19 points below Standard +9.8 points (Dashboard: 2018-19 data)</p> <p>Baseline Academic Performance Indicator: ELA English Learners Yellow, Low 40 points below level 3 +33.1 points</p> <p>Academic Performance Indicator: Math English Learners Yellow, Low 58.1 points below level 3 (Dashboard: 2015-16 data)</p>	<p>Met (Option 2 - Reflection Tool) See details above.</p> <p>Academic Performance Indicator: ELA English Learners Yellow, Low 20.1 points below Standard Increased 9.1 Points</p> <p>Academic Performance Indicator: Math English Learners Yellow, Low 42.9 points below Standard Increased 5.7 Points (Dashboard: 2018-19 data)</p>
<p>Metric/Indicator 3A Parental input in decision making</p> <p>19-20 Met (Option 1 – Survey)</p>	<p>Met (Option 1 Survey)</p>

Expected	Actual
<p>Parent/Guardian Input Adequately sought in decision Making 76% Parents Agree (2019-20 Local Survey)</p> <p>Baseline Parent/Guardian Input Adequately sought in decision Making 70% Parents Agree (2016-17 Local Survey)</p>	<p>Parent/Guardian Input Adequately sought in decision Making 61.7% (2019-20 Local Survey)</p> <p>2019-20 COVID closure greatly impacted the number of parent responses compared to previous years.</p>
<p>Metric/Indicator 3B Promote parent participation - unduplicated pupils</p> <p>19-20 Met (Option 1 – Survey)</p> <p>Parental Participation in Programs adequately promoted 81% Parents Agree (Unduplicated) (2019-20 Local Survey)</p> <p>Baseline Parental Participation in Programs adequately promoted 78% Parents Agree (Unduplicated) (2016-17 Local Survey)</p>	<p>Met (Option 1 - Survey)</p> <p>Parental Participation in Programs adequately promoted 85% Parents Agree (Unduplicated) (2019-20 Local Survey)</p> <p>2019-20 COVID closure greatly impacted the number of parent responses compared to previous years.</p>
<p>Metric/Indicator 3c Promote parent participation - exceptional needs</p> <p>19-20 Met (Option 1 – Survey)</p> <p>Parental Participation in Programs adequately promoted 74% Parents Agree (2019-20 Local Survey)</p>	<p>Met (Option 1 – Survey)</p> <p>Parental Participation in Programs adequately promoted 100% Parents Agree (exceptional needs) (2019-20 Local Survey)</p>

Expected	Actual
<p>Baseline Parental Participation in Programs adequately promoted 71% Parents Agree (2016-17 Local Survey)</p>	<p>2019-20 COVID closure greatly impacted the number of parent responses compared to previous years.</p>
<p>Metric/Indicator 4A Statewide Assessments – English Language Arts</p> <p>19-20 Academic Performance Indicator: ELA ALL Students Green, High 12 points above Standard +3.1 points (Dashboard: 2018-19 data)</p> <p>English Learners Yellow, Low 19 points below Standard +9.8 points</p> <p>Socioeconomically Disadvantaged Green, Medium 5 points below Standard +4.5 points</p> <p>Students with Disabilities Yellow, Low 68 points below Standard +3.4 points</p> <p>Baseline ALL Students Green, Medium</p>	<p>Academic Performance Indicator: ELA ALL Students Yellow, Medium 7 points above standard Maintained</p> <p>English Learners Yellow, Low 20.7 points below standard Increased 9.1 Points</p> <p>Socioeconomically Disadvantaged Orange, Low 8.9 Points below Standard Maintained</p> <p>Hispanic Orange, Low 8.9 Points below Standard Maintained</p> <p>American Indian Orange, Low 59.4 Points below Standard Declined 6.8 points</p> <p>Students with Disabilities Red, Very Low 72.1 Points below Standard</p>

Expected	Actual
1.8 points above level 3 +18.7 points (Dashboard: 2015-16 data)	Maintained (Dashboard: 2018-19 data)
<p>Metric/Indicator 4A Statewide Assessments - Mathematics</p> <p>19-20 Academic Performance Indicator: Math</p> <p>ALL Students Green, Medium 13 points below Standard +4.3 points</p> <p>American Indian Yellow, Low 92 points below Standard +3.5 points</p> <p>Students with Disabilities Orange, Very Low 84 points below Standard +3.2 points</p> <p>English Learners Yellow, Low 45 points below Standard +3.6 points</p> <p>Socioeconomically Disadvantaged Yellow, Low 32 points below Standard +3.6 points</p>	<p>Academic Performance Indicator: Math</p> <p>ALL Students Yellow, Medium 16.2 Points below Standard Maintained</p> <p>American Indian Yellow, Low 84.8 Points below Standard Increased 10.7 Points</p> <p>Students with Disabilities Red, Very Low 103.1 Points below Standard Declined 15.2 Points</p> <p>English Learners Yellow, Low 42.9 Points below Standard Increased 5.7 Points</p> <p>Socioeconomically Disadvantaged Yellow, Low 30 Points below Standard Increased 5.6 Points</p> <p>Hispanic</p>

Expected	Actual
<p>(Dashboard: 2018-19 data)</p> <p>Baseline Academic Performance Indicator: Math</p> <p>ALL Students Yellow, Low 30.8 points below level 3 +11 points</p> <p>American Indian Red, Very Low 123.3 points below level 3 (-)10.5 points</p> <p>Students with Disabilities Orange, Very Low 131.4 points below level 3 +8.4 points</p> <p>African American Orange, Low 56.2 points below level 3 +1.4 points (Dashboard: 2015-16 data)</p>	<p>Orange, 33.3 Points below Standard Maintained</p> <p>(Dashboard: 2018-19 data)</p>
<p>Metric/Indicator 4B API</p> <p>19-20 No longer calculated</p> <p>Baseline No longer calculated</p>	<p>No longer calculated</p>

Expected	Actual
<p>Metric/Indicator 4D Percentage of ELs making progress on CELDT</p> <p>4E English Learner Reclassification Rate</p> <p>19-20 See Goal #3</p> <p>73.5% (2018 data files for ELPI Calculation CDE)</p> <p>10.4% (2018-19 Dataquest)</p> <p>Baseline See Goal #3</p> <p>72.0% (2015 data files for ELPI Calculation CDE)</p> <p>10.1% (22) (2015-16 Dataquest)</p>	<p>4D Percentage of ELs making progress towards English language proficiency 55.4%, High (Dashboard Fall 2019)</p> <p>4E English Learner Reclassification Rate 13.2% (2018-19 DataQuest)</p>
<p>Metric/Indicator 4C A-G Completion 4F AP Exam 4G College Preparedness</p> <p>19-20 Not Applicable/H.S. Measures</p> <p>Baseline Not Applicable/H.S. Measures</p>	<p>Not Applicable/H.S.Measure</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Maintain Local assessment and data management systems including professional development on implementation contract with provider.</p> <p>Action fully implemented as planned.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$20,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$17,838</p>
<p>1.2 Implement a comprehensive Professional Development Plan to build the capacity of all staff (Classified, Certificated, Administrators, New Hires) with a focus on Professional Learning Communities (PLCs).</p> <p>Action implemented to the degree possible, however, due to COVID19, staff were unable to attend Professional Development conference on PLCs.</p>	<p>Modified funding source 1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 Title II, LCFF \$143,632</p>	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 Title II, LCFF \$103,543</p>
<p>1.3 Provide PD Materials, Supplies and Supplementary Instructional Resources.</p> <p>Action only implemented partially. Due to budget uncertainty in the spring, planned Supplementary Instructional Resources were not purchased.</p>	<p>4000-4999, 5000-5999 LCFF, Lottery \$59,000</p>	<p>4000-4999, 5000-5999 LCFF, Lottery \$33,972</p>
<p>1.4 Continue replacement of instructional technology to ensure access to up-to-date technology and regular academic use. (Purchase 350 new iPads)</p> <p>Action fully implemented as planned.</p>	<p>4000-4999: Books And Supplies LCFF, DOD Supplemental \$218,750</p>	<p>4000-4999: Books And Supplies LCFF, DOD Supplemental \$217,815</p>
<p>1.5 Continue building capacity of Parents to partner in ensuring successful learning for their child.</p>	<p>4000-4999, 5000-5999 LCFF \$6,375</p>	<p>4000-4999, 5000-5999 LCFF \$5,239</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Partially implemented. In-person opportunities for families planned for the Spring were not able to take place.		
<p>1.6 Continue to provide 3-week enrichment summer school with priority placement to Unduplicated Students including materials, staffing, and transportation. (17 teachers, 2 Administrators, 12 Classified)</p> <p>Action not implemented as it called for additional student contact in extended hours. School closures, due to COVID19, made this impossible.</p>	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF \$132,000</p>	<p>Fiscal differences a result of inability to implement action due to COVID-19. 1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF \$0</p>
<p>1.7 Continue extended targeted intervention services offered before/during/after school, based upon certificated teacher participation and availability with priority placement for Unduplicated Students.</p> <p>Action not fully implemented as it called for additional student contact in extended hours. School closures, due to COVID19, made this impossible.</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF \$40,000</p>	<p>Fiscal differences a result of inability to fully implement action due to COVID-19. 1000-1999, 2000-2999, 3000-3999 LCFF \$5,773</p>
<p>1.8 Continue Instructional Aide Salaries (56 staff) members for assistance with ELA, math, and overall literacy support. Aides support small group instruction and provide “just in time” scaffolding for students with priority given to Unduplicated Students.</p> <p>Action fully implemented as planned.</p>	<p>Modified budget based on projected salaries/benefits. 2000-2999, 3000-3999 LCFF \$692,000</p>	<p>2000-2999, 3000-3999 LCFF \$664,048</p>
<p>1.9 Integrated Data Dashboard</p> <p>Contracted services to provide Data Dashboard which integrates data from multiple sources providing timely accessible data on priorities by student group and individual students.</p> <p>Action fully implemented as planned.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$20,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$19,778</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.10 Homeless Set-aside. Funds set aside to provide a variety of services to homeless students. Includes services to assist homeless students in meeting the State’s challenging academic standards and other services to help homeless students effectively take advantage of educational opportunities. (see also Consolidated Application)	4000-4999: Books And Supplies Title I \$1500	Fiscal differences due to minimal numbers of Homeless students and all needs met through coordination of various resources and services. 4000-4999: Books And Supplies Title I \$0
1.11 Title I Program District Administrative costs.	1000-1999, 3000-3999 Title I \$42,864	1000-1999, 3000-3999 Title I \$23,109
1.12 Title I Parent Engagement LEA set-aside to be expended by Title I School. (Supplements LCAP 1.5 at Stratford).	5000-5999: Services And Other Operating Expenditures Title I \$4,104	Expended by Stratford. 5000-5999: Services And Other Operating Expenditures Title I \$8,334

Goal Analysis

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

Actions 1.6 Enrichment Summer School was not implemented and 1.7 Targeted Interventions were not fully implemented. Both of these actions called for additional student contact in extended hours. School closures, due to COVID19, made this impossible. Although both actions are principally directed for Unduplicated Students, the District exceeded its Increased or Improved Expenditures as it often additionally expends additional base dollars in support of principally directed actions. See also Update on Increased or Improved Services for High Needs Students in 2019-20 included in the 2020-21 Budget Overview for Parents (BOP).

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

The District did experience both successes and challenges implementing the actions/services. Most actions were already in place when COVID resulted in school closures. One of the greater successes was the pairing of PLC coaching of administrators (including in Action 1.2) and the Integrated Dashboard (Action 1.9). Working with a Solution Tree Coach, administrators discussed successes and challenges at their respective campuses and continued the work of focusing on continuous improvement. State Priorities 2 and 3 were MET as reported through Local Indicators Reflection Tools. The District was also successful in actions addressing State Priority 4 as evidenced by Percentage of ELs making progress towards English language proficiency (55.4%, High) and 5 of 6 student groups maintaining or increasing in both ELA and Math.

Challenges to implementing actions in this goal were the same for the District as across the State. School closures due to COVID 19 resulted in focusing on the challenges of checking out iPads to all students for remote learning, ensuring students had connectivity,

supporting parents in supporting their students access and learn remotely, food distribution, and adjusting to the ever changes expectations and attempts to plan for 2020-21.

Goal 2

Provide all students with equitable access to core program activities, highly qualified staff, as well as safe and well-maintained schools.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1A Teacher appropriately assigned & fully credentialed 1B Pupil Access to Instructional Materials 1C Facilities maintained</p> <p>19-20 Met (Priority 1 Basic Conditions at School: Self-Reflection Tool)</p> <p>Qualified Teachers 100% Instructional Materials 100% Facilities Good or better (2019-20)</p>	<p>Met (Priority 1 Basic Conditions at School: Self-Reflection Tool)</p> <p>Qualified Teachers 100% - Goal met. Instructional Materials 100% - Goal Met. 100% Facilities Good or Better - Goal Met.</p>

Expected	Actual																
<p>Baseline 100%</p> <p>100% (Williams Review/Board Resolution Sufficiency of Materials) Exemplary (Facilities Inspection Tool) (2016-17)</p>																	
<p>Metric/Indicator 7A Broad Course of study</p> <p>19-20 100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs</p> <p>(2019-20 Master Schedule)</p> <p>1 Performance or Exhibit per Site in Visual and/or Performing Arts</p> <p>Baseline 100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs</p> <p>(2016-17 Master Schedule)</p> <p>1 Performance or Exhibit per Site in Visual and/or Performing Arts</p>	<p>Student Access to Broad Course of Student per Master Schedule</p> <table data-bbox="1056 516 1434 805"> <tr><td>ELA</td><td>100%</td></tr> <tr><td>Math</td><td>100%</td></tr> <tr><td>Science</td><td>100%</td></tr> <tr><td>Social Studies</td><td>100%</td></tr> <tr><td>PE/Health</td><td>100%</td></tr> <tr><td>Arts</td><td>100%</td></tr> <tr><td>(Visual/Performing)</td><td></td></tr> <tr><td>ELD for ELs</td><td>100%</td></tr> </table> <p>Each Site had at least 1 Performance or Exhibit including Visual and/or Performing Arts</p>	ELA	100%	Math	100%	Science	100%	Social Studies	100%	PE/Health	100%	Arts	100%	(Visual/Performing)		ELD for ELs	100%
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<p>Metric/Indicator 7B Programs/Services Unduplicated Students</p> <p>19-20</p>	<p>Unduplicated Student Access to Broad Course of Student per Master Schedule</p> <table data-bbox="1056 1406 1434 1471"> <tr><td>ELA</td><td>100%</td></tr> <tr><td>Math</td><td>100%</td></tr> </table>	ELA	100%	Math	100%												
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Expected	Actual																
<p>100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs</p> <p>(2019-20 Master Schedule)</p> <p>1 Performance or Exhibit per Site in Visual and/or Performing Arts</p> <p>Baseline</p> <p>100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs</p> <p>(2016-17 Master Schedule)</p> <p>1 Performance or Exhibit per Site in Visual and/or Performing Arts</p>	<table border="0"> <tr> <td>Science</td> <td>100%</td> </tr> <tr> <td>Social Studies</td> <td>100%</td> </tr> <tr> <td>PE/Health</td> <td>100%</td> </tr> <tr> <td>Arts</td> <td>100%</td> </tr> <tr> <td>(Visual/Performing)</td> <td></td> </tr> <tr> <td>ELD for ELs</td> <td>100%</td> </tr> </table> <p>Each Site had at least 1 Performance or Exhibit including Visual and/or Performing Arts</p>	Science	100%	Social Studies	100%	PE/Health	100%	Arts	100%	(Visual/Performing)		ELD for ELs	100%				
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<p>Metric/Indicator</p> <p>7C Programs/Services Students with exceptional needs</p> <p>19-20</p> <p>100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts</p> <p>100% ELD for ELs</p> <p>(2019-20 Master Schedule)</p> <p>1 Performance or Exhibit per Site in Visual and/or Performing Arts</p> <p>Baseline</p>	<p>Students with exceptional needs Access to Broad Course of Student per Master Schedule</p> <table border="0"> <tr> <td>ELA</td> <td>100%</td> </tr> <tr> <td>Math</td> <td>100%</td> </tr> <tr> <td>Science</td> <td>100%</td> </tr> <tr> <td>Social Studies</td> <td>100%</td> </tr> <tr> <td>PE/Health</td> <td>100%</td> </tr> <tr> <td>Arts</td> <td>100%</td> </tr> <tr> <td>(Visual/Performing)</td> <td></td> </tr> <tr> <td>ELD for ELs</td> <td>100%</td> </tr> </table> <p>Each Site had at least 1 Performance or Exhibit including Visual and/or Performing Arts</p>	ELA	100%	Math	100%	Science	100%	Social Studies	100%	PE/Health	100%	Arts	100%	(Visual/Performing)		ELD for ELs	100%
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Expected	Actual																
<p>100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts</p> <p>100% ELD for ELs (2016-17 Master Schedule)</p> <p>1 Performance or Exhibit per Site in Visual and/or Performing Arts</p>																	
<p>Metric/Indicator 8 Pupil Outcomes</p> <p>19-20 Learning in Broad Course of Study 99% of Students are passing all courses in Broad Course of Study. (2019-20 T2 Grades)</p> <p>Baseline Learning in Broad Course of Study 98% of Students are passing all courses in Broad Course of Study. (2016-17 T2 Grades)</p>	<p>Learning in Broach Course of Study</p> <table border="0"> <tr><td>ELA</td><td>97%</td></tr> <tr><td>Math</td><td>97%</td></tr> <tr><td>Science</td><td>98%</td></tr> <tr><td>Social Studies</td><td>97%</td></tr> <tr><td>PE/Health</td><td>100%</td></tr> <tr><td>Arts</td><td>100%</td></tr> <tr><td>(Visual/Performing)</td><td></td></tr> <tr><td>ELD for ELs</td><td>100%</td></tr> </table> <p>Each Site had at least 1 Performance or Exhibit including Visual and/or Performing Arts</p>	ELA	97%	Math	97%	Science	98%	Social Studies	97%	PE/Health	100%	Arts	100%	(Visual/Performing)		ELD for ELs	100%
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ELD for ELs	100%																
<p>Metric/Indicator 8 Pupil Outcomes</p> <p>19-20 Students in Healthy Fitness Zone 63.5% 5th Grade 55.3% 7th Grade (State Physical Fitness Testing)</p> <p>Baseline</p>	<p>8 Pupil Outcomes</p> <p>Students in Healthy Fitness Zone 55.2% 5th Grade - Increased 7.1% CA 45.3%. State Declined while District Increased. Goal not met.</p> <p>48.4% 7th Grade - Declined 4.6% CA 51%. Both State and District Declined. Goal not met.</p>																

Expected	Actual
Students in Healthy Fitness Zone 62.1% 5th Grade 51.8% 7th Grade (State Physical Fitness Testing)	(State Physical Fitness Testing - DataQuest 2018-19 data)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Security and safety enhancements based on recommendations from Kings County Sheriff's Office (KCSO) informal site safety review, Input from Safe School Plan Meetings, and LCAP Input. Action not implemented as planned.	4000-4999, 5000-5999, 6000-6999 LCFF \$25,000	\$0
2.2 Provide standards aligned instructional materials. Action not implemented as planned. K-8 Science adoption approved by Board pending finances. However, not purchased Spring 2020 due to fiscal uncertainty.	4000-4999: Books And Supplies LCFF, Lottery \$300,000	4000-4999: Books And Supplies LCFF, Lottery 89,776
2.3 Provide students with an enriching physical education program including specialized PE staff and Fitness Zones. Fully implemented as planned.	1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999, 6000-6999 LCFF \$538,000	Differences in Budgeted Expenditures and Estimated Actual Expenditures due to salary increases as well as line and column advancements. 1000-1999, 2000-2999, 3000-3999, 4000-4999 LCFF 667,704

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 budgeted for Action 2.2 were held over and adopted Science materials were purchased spring 2021 for full implementation in 2021-22. Action 2.1 is LCFF base funded. Base funds not expended due to COVID were leveraged to meet immediate and unique needs of supporting students last spring.

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

Continuing the enriching physical education program within the distance learning setting was a success. Guiding students in understanding how to remain active during the "Stay at Home" order supported connectivity, physical and mental health. Also, while the District delayed the purchase of the new Science Adoption, it has a successful adoption process and the selection decision was made prior to school closure. Overall success of the actions to achieve the goal is evidence through a Met for State Priority 1, 100% of students provided access to a Broad Course of Study, and the high percentage of students making progress in that Broad Course of Study.

The challenge to actions in Goal 2 was the fiscal uncertainty. With guidance as to how COVID would be addressed coming very slowly from both State and Federal levels, districts were level with uncertainty regarding fiscal standings.

Goal 3

Meet the needs of English Learners to acquire English Language Proficiency and academic proficiency.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 2B Programs/Services enable ELs to access CA and ELD standards</p> <p>19-20 Green, High 75.5% Increased +0.5% (English Learner Performance Indicator (ELPI)) (Dashboard: 2018-19 data)</p> <p>Baseline Green, Medium 72.8% Increased +5% (English Learner Performance Indicator (ELPI)) (Dashboard: 2015-16 data)</p>	<p>Due to the transition to ELPAC during the 2018-19 year, ELPI was not calculated.</p> <p>2018-19 Summative ELPAC Results Level 4 (Well Developed) 16.4% Level 3 (Moderately Developed) 37.7% Level 2 (Somewhat Developed) 30.12% Level 1 (Minimally Developed) 15.71% (Test Results for California's Assessments: https://caaspp-elpac.cde.ca.gov/caaspp/)</p>
<p>Metric/Indicator 4D Percentage of ELs who make English Proficiency progress</p>	<p>4D Percentage of ELs making progress towards English language proficiency</p>

Expected	Actual
<p>19-20 73.5% (2018 data files for ELPI Calculation CDE)</p> <p>Baseline 72.0% (2015 data files for ELPI Calculation CDE)</p>	<p>55.4%, High (Dashboard Fall 2019)</p>
<p>Metric/Indicator 4E EL Reclassification Rate</p> <p>19-20 10.4% (2018-19 Dataquest)</p> <p>Baseline 10.1% (22) (2015-16 Dataquest)</p>	<p>4E English Learner Reclassification Rate 26.5% (2019-20 DataQuest)</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1 Continue to provide supplementary 3-week summer Intensive ELD class with priority enrollment given to Long Term English Learners or those At Risk of becoming Long Term English Learners targeting their specific ELD needs. (3 Teachers, 6 hours/day, and materials) Aligned to Metric/Indicators 4D, 4E, & ELPI</p> <p>Action not implemented due to COVID19 school closures.</p>	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999 LCFF \$16,500</p>	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999 LCFF \$0</p>
<p>3.2 Provide Language Proficiency Intervention (based on staff availability). Aligned to Metric/Indicators 4D, 4E, & ELPI</p> <p>Action not fully implemented as planned due to COVID19 school closures.</p>	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999 LCFF \$10,443</p>	<p>4000-4999: Books And Supplies LCFF \$1,232</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.3 Contract ELD Consultant (8 Days) Aligned to Metric/Indicators 4D, 4E, & ELPI</p> <p>Action fully implemented as planned.</p>	<p>Budget increased based on cost increasing to \$1,000 per day 5000-5999: Services And Other Operating Expenditures Title III \$8,000</p>	<p>5000-5999: Services And Other Operating Expenditures Title III \$8,000</p>
<p>3.4 Celebration honoring all students Redesignated RFEP during the school year.</p> <p>Action not implemented due to COVID19 school closures.</p>	<p>4000-4999: Books And Supplies LCFF \$500</p>	<p>4000-4999: Books And Supplies LCFF \$0</p>
<p>3.5 Targeted Intervention Materials</p> <p>Action not implemented due to COVID19 school closures.</p>	<p>4000-4999, 5000-5999 Title III \$2,157</p>	<p>4000-4999, 5000-5999 Title III \$0</p>

Goal Analysis

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

Actions 3.1 Intensive ELD Summer Session, 3.2 Language Proficiency Intervention, and 3.5 Targeted Intervention materials were the actions in Goal 3 not implemented. Each of these actions called for additional student contact in extended hours. School closures, due to COVID19, made this impossible. Although actions 3.1 and 3.2 are principally directed for Unduplicated Students, the District exceeded its Increased or Improved Expenditures as it often additionally expends additional base dollars in support of principally directed actions. See also Update on Increased or Improved Services for High Needs Students in 2019-20 included in the 2020-21 Budget Overview for Parents (BOP).

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

The District did experience both successes and challenges implementing the actions/services for Goal 3. The success was that ELD coaching had already been completed at the sites so Action 3.3 was fully implemented. This coaching focus on supporting teachers in

implementing effective Designated and Integrated ELD. Success of actions in supporting achievement of the goal is evidenced by the Percentage of ELs making progress towards English language proficiency (55.4%, High) and a Reclassification Rate of 26.5%.

The challenge was most actions in this goal were planned for outside the regular school year or days. Challenges to implementing actions in this goal were the same for the District as across the State. School closures due to COVID 19 resulted in focusing on challenges of checking out iPads to all students for remote learning, ensuring students had connectivity, supporting parents in supporting their students access and learn remotely, food distribution, and adjusting to the ever changes expectations and attempts to plan for 2020-21.

Goal 4

Address the social-emotional/behavioral needs of our students leading to attendance issues, suspensions, and bullying.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 5A School Attendance</p> <p>19-20 98% 2019-20 (P2 Data)</p> <p>Baseline 97% 2016-17 (P2 Data)</p>	<p>97% 2019-20 (P2 Data)</p>
<p>Metric/Indicator 5B Chronic Absenteeism</p> <p>19-20 Chronic Absenteeism Rate Indicator 2.75% (Dashboard: 2018-19 data)</p> <p>Baseline 3.74% (2015-16 Local Data)</p>	<p>Chronic Absenteeism Rate Indicator 2.7% Green. Low Declined 1.8% Goal Met</p>

Expected	Actual
<p>Metric/Indicator 5C Middle School Drop out Rate</p> <p>19-20 0% (CALPADS 1.6 Report 2018-19)</p> <p>Baseline 0.056% (CALPADS 1.6 Report 2015-16)</p>	<p>Middle School Drop out Rate 0% (CALPADS 1.6 Report 2018-19)</p>
<p>Metric/Indicator 5D High School Drop-out 5E High School Graduation Rate</p> <p>19-20 Not Applicable/H.S. Measure</p> <p>Baseline Not Applicable/H.S. Measure</p>	<p>Not Applicable/H.S. Measure</p>
<p>Metric/Indicator 6A Pupil Suspension</p> <p>19-20 Suspension Rate Indicator</p> <p>ALL Students Green, Low 1.4%, Decline .5%</p> <p>African American Green, Medium 2.7%, Decline .3%</p>	<p>Suspension Rate Indicator</p> <p>ALL Students Green, Medium 1.9% Declined 0.8%</p> <p>African American Green, Medium 2.8% Declined 1.4%</p>

Expected	Actual
<p>Students with Disabilities Yellow, High 5.0%, Decline 1%</p> <p>English Learners Green, Medium 1.8%, Decline .3%</p> <p>(Dashboard: 2018-19 data)</p> <p>Baseline Suspension Rate Indicator</p> <p>ALL Students Green, Medium 2.9%, Declined 1%</p> <p>African American Red, High 3.4%, Increased 3.4%</p> <p>Students with Disabilities Red, Very High 8.6%, Maintained 0%</p> <p>English Learners Orange, Medium 2.6%, increased 1.9%</p> <p>(Dashboard: 2015-16 data)</p>	<p>Students with Disabilities Green, Medium 2.7% Declined 2.8%</p> <p>English Learners Orange, Medium 2.4% Increased 1.2%</p> <p>American Indian Orange, Medium 2.6% Increased 0.4%</p> <p>Two or More Races Orange, Medium 2.7% Increased 1%</p> <p>(Fall 2019 Dashboard: 2018-19 data)</p>
<p>Metric/Indicator 6B Pupil Expulsion1 19-20 0.02% (CALPADS Report 7.3, 2018-19)</p>	<p>Expulsion Rate 0.10% (CALPADS Report 7.3 and DataQuest 2018-19)</p>

Expected	Actual
<p>Baseline 1/1948 = 0.051% (CALPADS Report 7.3, 2015-16)</p>	
<p>Metric/Indicator 6C Local Measures – sense of safety and school connectedness</p> <p>19-20 Sense of Safety 84% K-2 report they feel safe 78% 3rd – 8th report they feel safe (2019-20 Local Survey)</p> <p>School is a Safe Place for Kids 92.5% Parents Agree (2019-20 Local Parent Survey)</p> <p>98.5% Staff Agree (2019-20 Local Staff Survey)</p> <p>School is a Safe Place for Staff 88.0% Staff Agree (2019-20 Local Staff Survey)</p> <p>School Connectedness Relationships 83% K-2 favorable response 83% 3rd – 8th favorable response (2019-20 Local Student Survey)</p> <p>Students Want to Attend School 89.1% Parents Agree</p> <p>Students feel like they are apart of this school</p>	<p>Sense of Safety Staff 82% Agree (2019-20 Local Staff Survey)</p> <p>Sense of Connectedness Staff 69% Agree (2019-20 Local Staff Survey)</p> <p>Student Surveys were delivered to the sites the day before schools were closed. Therefore 2019-20 Student Surveys are not available.</p> <p>The 2019-20 year ended in an unprecedented school closure statewide with stakeholders from all groups expressing general concerns about safety and connectedness in light of the COVID pandemic.</p>

Expected	Actual
<p>89.5% Parents Agree (2019-20 Local Parent Survey)</p>	
<p>Students Want to Attend School 78.9% Staff Agree</p>	
<p>Students feel like they are apart of this school 91.2% Staff Agree</p>	
<p>Staff have a sense of Connectedness 89.4% Staff Agree (2019-20 Local Staff Survey)</p>	
<p>Baseline</p>	
<p>Sense of Safety 82% K-2 report they feel safe 77% 3rd – 8th report they feel safe (2015-16 Local Survey)</p>	
<p>School is a Safe Place for Kids 90.8% Parents Agree (2016-17 Local Parent Survey) 97.7% Staff Agree (2016-17 Local Staff Survey)</p>	
<p>83% 5th Grade Students Agree 77% 7th Grade Students Agree (2016-17 Healthy Kids Survey)</p>	
<p>School is a Safe Place for Staff 87.7% Staff Agree (2016-17 Local Staff Survey)</p>	
<p>School Connectedness</p>	
<p>Relationships 80% K-2 favorable response 80% 3rd – 8th favorable response,</p>	

Expected	Actual
<p>For both groups, students' relationships and peers were significantly of greater concern. (2015-16 Local Student Survey)</p> <p>Students Want to Attend School 89.1% Parents Agree</p> <p>Students feel like they are apart of this school 89.2% Parents Agree (2016-17 Local Parent Survey)</p> <p>Students Want to Attend School 78.6% Staff Agree</p> <p>Students feel like they are apart of this school 90.9% Staff Agree</p> <p>Staff have a sense of Connectedness 89.1% Staff Agree (2016-17 Local Staff Survey) 100% 5th Grade 97% 6th Grade 92% 7th Grade 89% 8th Grade</p> <p>Students have a Moderate to High sense of Connectedness (2016-17 Healthy Kids Survey)</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.1 Continue with two counselors and materials to focus on behavioral and social adjustment issues, to assist with reduction of suspension/expulsion rates and improved attendance.</p>	<p>1000-1999, 3000-3999, 4000-4999, 5000-5999 LCFF \$218,500</p>	<p>Differences in Budgeted Expenditures and Estimated Actual due to salary increases as</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action Fully Implemented as planned.		well as line and column advancements. 1000-1999, 3000-3999, 4000-4999, 5000-5999 LCFF \$231,055
4.2 Continue School Resource Officer Action Fully Implemented as planned.	5000-5999: Services And Other Operating Expenditures LCFF \$60,500	5000-5999: Services And Other Operating Expenditures LCFF \$63,832
4.3 Implementation Phase for Multi-Tiered System of Behavioral Supports District Wide. (Including Training, Data Review, Implementation of Tiers 1, 2, and 3 District wide, Ongoing review and adjusting of system as needed.) Action not fully Implemented as planned due to COVID19 impact and cancellation of training events.	1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF \$10,000	Differences in Budgeted Expenditures and Estimated Actual due grant funding support and having to cancel planned professional development due to COVID19. 1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF \$1038

Goal Analysis

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

Action 4.3 MTSS of Behavioral Supports was not implemented as planned. A team was scheduled to participate in Trauma Informed Practices training which was cancelled due to COVID. Although that action is principally directed for Unduplicated Students, the District exceeded its Increased or Improved Expenditures as it often additionally expends additional base dollars in support of principally directed actions. See also Update on Increased or Improved Services for High Needs Students in 2019-20 included in the 2020-21 Budget Overview for Parents (BOP).

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

The District did experience both successes and challenges implementing the actions/services for Goal 4. One success was the counselors' role in the social-emotional and behavioral side of the MTSS triangle. Counselors supported teachers in delivery of Tier 1 SEL lessons in the classroom as well as providing Tier 2 groups based on specific needs. Counselors provided "Signs of Suicide Training" to all 6th - 8th grade students through a virtual platform as well as follow up as needed. When schools closed, although it

meant changes, counselors continued reaching out and supporting our most at-risk students. Success of actions to achieve the goal is evidenced by a decline of 1.8% in Chronic Absenteeism and Suspension Rate of Students with Disabilities declined 2.8%.

The challenges were that Actions 4.1 and 4.2 were personnel to support the overall goal. While the personnel action still provided for the personnel, there were shifts in their access to students and their role when schools closed. Challenges to implementing actions in this goal were the same for the District as across the State. School closures due to COVID 19 resulted in focusing on challenges of checking out iPads to all students for remote learning, ensuring students had connectivity, supporting parents in supporting their students access and learn remotely, food distribution, and adjusting to the ever changes expectations and attempts to plan for 2020-21.

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
Maintain Local assessment, data management system including Integrated Dashboard. (Illuminate & SchoolZilla) Districtwide and classroom Common Formative Assessments (CFAs) administered through Illuminate. State and Local Assessment data available in Illuminate. SchoolZilla provides Administrators and teachers with a integrated dashboard for monitoring student data across several metrics in "real time" including student groups. Action will also support Distance Learning.	\$40,000	33,660	No
NWEA Map Growth - State approve Gr. 2 diagnostic assessment. Administered 3x per year Grades 1 - 2. Action will also support Distance Learning.	\$6,750	8,129	No
Renaissance - Districtwide Academic Screener (ELA & Math) Administered 3x per year Grades 1 - 8. Action will also support Distance Learning.	\$34,400	34,400	No
Specialized PE Staff & Fitness Zones - Principally directed to meet the needs of Unduplicated Students. Action will also continuity of instruction in Distance Learning.	\$538,000	709,472	Yes
Standards Aligned Instructional Materials - State adopted texts include both print and Digital components which supports continuity of learning in In-Person Instruction and Distance Learning Models. Action will also continuity of instruction in Distance Learning.	\$300,000	217,665	No
Instructional Aides - Instructional Aides are principally directed for Unduplicated Students. They provide support during In-Person	\$692,000	736,821	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instruction and Distance Learning. Aides provide just-in time supports during instruction as well as provide small group instruction in both learning environments. Action will also continuity of instruction in Distance Learning.			
Recognition for Students who Reclassify	\$500	100	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.

Recognition for students who reclassify is being implemented this spring but not as an In-Person event due to the ongoing impact of COVID19. Therefore, the Estimated Actuals are lower than the Budgeted. All other Actions were implemented as planned. Substantive differences between Budgeted Expenditures and Estimated Actuals for Specialized PE Staff & Fitness Zone and Instructional Aides were due to staffing budget corrections were made following LCP adoption. The District was transitioning to a new Director of Business and Fiscal Services over the past several months.

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 District sought and received input and feedback from stakeholders in the planning for implementation of In-Person Instruction for the 2020-21 school year. In the Fall as soon as allowable based on State and County guidance, the District moved to offering In-Person Instruction. Student return was in phases beginning with TK-2nd, 3rd-5th after Thanksgiving Break, and 6th - 8th following Winter Break. District and site administration have met regularly monitoring In-Person Instruction. Parents have been given choice each trimester to have their child return to In-Person learning or continue with Distance Learning. Successes of in-person learning included procedures and guidelines aligned with health department guidance put in place at each site to provide to provide a safe learning environment for students and staff. Effectiveness of these measures is evidenced by avoidance of COVID transmission within the school environment. Based on 2018-19 CAASPP results, students who Met or Exceeded Standard was 51.10% in ELA and 39.73% in Math. Based on March 2021 STAR Renaissance results, students meeting proficiency based on State Benchmarks are 42.4% in ELA and 32.9% in Math.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Materials and Supplies (masks, cleaning & disinfecting supplies, . . .) to support increased sanitization, contribute to safety of school environment for students and employees. Also includes additional materials and supplies as needed to support student and staff learning in the current learning environment due to COVID-19. (Acellus, "Go Bags" to be used to send home all student learning materials, and device, Charging bricks for home for all students, additional technology devices and/or upgrades as needed. . .) Action will also support In-Person Learning. (Learning Loss Mitigation Funds)	\$501,063	667,384	No
Other (outside) Services and Operating Expenses (Zoom - to provide Synchronous Learning, small group instruction, and daily check-ins, WiFi Cards, Verizon hotspots to provide students with connectivity, as needed, upgrade to NearPod accounts, Internet Broadband upgrade, . . .) Action will also support In-Person Learning. (Learning Loss Mitigation Funds)	\$445,136	279,463	No
Instructional Technology Replacement - Ensuring Up-to-date 1:1 devices for all students. Devices used for In-Person Instruction as well, but even more important for Distance Learning.	\$218,750	0	No
Showbie app - Used as Districtwide portfolio. Also used to share assignments, tasks, and information with student. Action will also support continuity of instruction in In-Person Learning.	\$9200	9,891	No
NearPod App - Provides engaging media and formative assessments for interactive lessons - A powerful tool for Distance Learning, but used for In-Person Instruction as well. Action will support continuity of instruction.	\$5,000	6,739	No
ELA and Math Consultant (KCOE) to provide coaching to staff to support rigorous instruction in ELA and Math. Action will also support continuity of instruction with In-Person Learning. (Title II Funded)	\$85,000	42,541	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
ELD Consultant (KCOE) to provide coaching and training, as needed, to teachers serving ELs to meet language needs. Action will also support continuity of instruction with In-Person Learning. (Title III Funded)	\$8,000	8,000	No

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.

While there appears to be a substantive difference in the first two actions, these two Learning Loss Mitigation funded actions were expended to meet the real-time needs due to the impact of COVID. Instructional Technology replacements were a high priority this year will students needed devices and access often in difficult to service areas. The action was more than fully implemented, but funded with Learning Loss Mitigation funds due to the technology needs due to COVID.

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.

The District began the year with professional development focused on supporting teachers in meeting both the academic and social and emotional-health needs of student in the remote setting. All students were provided 1:1 devices (iPads) and internet access at home if needed. Throughout the year, consultant coaches provided support in ELA, Math, and ELD to build capacity of staff in addressing the needs of students, especially in the remote setting. Based on 2018-19 CAASPP results, students who Met or Exceeded Standard was 51.10% in ELA and 39.73% in Math. Based on March 2021 STAR Renaissance results, students meeting proficiency based on State Benchmarks are 42.4% in ELA and 32.9% in Math. The district has been successful in ensuring all students had access to their school device during distance learning as well as connectivity. In addition, the district partnered with NAS Lemoore to provide connectivity at KidZone expanding an additional access point for students on base. There have been some challenges with bandwidth for remote learnings specifically for high demand situations such as the state's secure browser with built-in camera monitoring. Not enough staffing to run simultaneous programs to have full instructional minutes and state mandates including ever changing expectations, created short and long term planning challenges. Staff roles and responsibilities adjusted as guidance and expectations changed. However, The effective use of paraprofessionals in Zoom breakout rooms supporting the teacher in interventions and small group interventions was a success in meeting the needs of students. These opportunities were especially critical in providing supports for pupils with unique needs, (English learners, pupils with exceptional needs, foster students, pupils who are experiencing homelessness). Teachers provided both the In-Person and Remote learning instruction utilizing the same identified Essential Standards, accessing the same core instructional materials, and leveraging similar instructional practices and strategies. This consistency of focus, materials and delivery led to a high level continuity of instruction for students. Students' experience with

distance learning has been manageable to mostly positive as indicated by 82.3% of parents (parent survey from counselors). The District is evaluating the effectiveness of the distance learning program on an on-going basis. Based on teacher and site administrator observations as well as looking at individual student growth based on STAR Reading and Math data, distance learning is a success for some students and less effective for others.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Acceleration Summer School - Principally directed for Unduplicated Students. summer session teaches Essential Standards to mastery and provides instruction on critical prerequisite skills that are missing, the delivery is a project-based and enriching opportunity to support students who often have deficits in their experiential background.	\$132,000	0	Yes
Intensive ELD Summer Session - This 3 week session is for English Learners (ELs). It focuses on the needs of ELs who are Long Term English Learners (LTELs) or At-Risk of becoming an LTEL.	\$16,500	0	Yes
Targeted Intervention - Principally directed for Unduplicated Students.	\$40,000	0	Yes
Targeted English Language Proficiency. This intervention is for English Learners not demonstrating adequate progress in English Language Development. (Title III funded)	\$7,428	0	No

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

Acceleration Summer School and Intensive ELD Summer Session have been suspended for this summer. The District is participating in the Expanded Learning Opportunities (ELO) Grant and has developed a plan for Summer 2021 leveraging ELO funds. The focus of this summer program will be addressing the needs of our most at-risk students - Unduplicated students as well as others with significant learning Gaps. During the 2020-21 school year, teachers provided both In-Person and Distance Learning instruction for their students. Students received targeted small group interventions within the schedule, but no additional costs were incurred for out services provided beyond the school day. Although these actions are principally directed for Unduplicated Students, the District exceeded its Increased or Improved Expenditures as it often additionally expends additional base dollars in support of principally directed actions. See also Update on Increased or Improved Services for High Needs Students in 2019-20 included in the 2020-21 Budget Overview for Parents (BOP).

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.

Addressing barriers to learning is a critical first step in addressing learning loss. Counselors were available to support the social and emotional needs of students supporting to reduce barriers to learning. All students had access to iPad and internet access was provided if needed. Students also had access to free school breakfast and lunch through continued food distributions. Students and families experiencing homelessness were offered assistance as needed to ensure the family had everything they needed, food, school supplies, etc. Foster students and those experiencing homelessness were monitored to ensure students were receiving their meals and any supplies they needed to support the continuity of learning.

The district supported addressing learning loss of students, by providing guidance to staff to focus on Essential Standards. Each school site focused on the grade level identified Essential Standards and provided scaffolded and differentiation as needed to support all students. Art, music, and PE continued to be provided focusing on engaging students, with content in these area secondary to the focus on ELA and Math Essential Standards.

English Learners were provided additional protected time for Designated ELD as a part of their Tier 1 focused on accelerating their language needs. Tier 2 Interventions including Intervention time during the school day and via virtual breakout sessions were provided at each site from instructional staff. Paraprofessionals supported both Tier I Core and Tier 2 Interventions in during In-Person and Remote Learning. Instructional aides were issued iPads and provided training on Zoom and delivery of scripted Reading Mastery lessons later delivered in breakout rooms. An effective effort to address student learning loss was teachers creatively leveraging student contact time to provide targeted instruction was a definite success. Social emotional barriers impacted students in their learning.

Comparing our 2019 CAASPP ELA data to 2021 STAR CAASPP projections data (March STAR Reading administration):

All Students 51.10% to 42.4%

Socio-economically Disadvantaged 39.19% to 40.9%

English Learners 12.8% to 12.5%

Comparing our 2019 CAASPP Math data to 2021 STAR CAASPP projections data (March STAR Math administration):

All Students 39.73% to 32.9%

Socio-economically Disadvantaged 27.48% to 30.8%

English Learners 12.58% to 12.6%

Significant challenges were experienced in assessing students, especially those in remote settings, to yield accurate and valid results.

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.

Health professionals, current research and our own observations/experience tells us that the pandemic and its effect on families, communities and schools has created increased mental health challenges for our students and community. In response to these needs, CUSD has increased offerings for mental health and student support services. School Counselors and School Psychologists provided professional development in the area of social emotional needs to students and staff during both the distance learning setting and during the transition to in-person instruction. There was a focus upon building relationships with students and families, as well as how to maintain expectations and behavior. Teachers received training in various SEL curriculum which provided access for lessons in the classroom as needed to assist with students social and emotional health. District Counselors provided lessons and weekly “Hangout” sessions for students to drop in and discuss a variety of subjects throughout the year. Virtual hangouts provided opportunities to stay connected during distance learning. Counselors also provided virtual group and individual counseling sessions. School Psychologists and School Counselors teamed together to ensure all students were able to participate in SOS Signs of Suicide, a suicide prevention program that educates students about the relationship between suicide and depression.

The district has also utilized its partnerships with MFLAC and Kings Behavioral Health(County) to help connect students and their families to services. Each school site has protocols in place to address student referrals and the implementation of supports. Social and emotional learning has been a priority strategically designed into our reopening plan. Teachers began the year with targeted lessons from research-based SEL curriculum and continue to integrate SEL learning into instruction. School psychologists, school counselors, and school administration regularly check in on students as a whole. Foster youth and homeless youth are priorities for these services.

The District staff developed and refined a Mental health and wellness resources with access for staff, students and parents on the district website.

The District also modified the Universal Screeners and collected parental insights on student SEL status, in order to identify students’ emotional needs, and support staff in meeting the needs of our students.

With the focused efforts made to meet the social and emotional needs of students, 72% of parents report that their child(ren)'s isolation experience during COVID19 has been manageable to mostly positive and 79% report their child(ren)'s self-esteem during COVID has been manageable to mostly positive. While this is a success, it is also a challenge as the social emotional needs of students increased due to the COVID19 pandemic will need to continue to be addressed.

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.

Daily contact has been tracked through the teacher's weekly participation record. Student attendance is recorded in PowerSchool, the district's student information system (SIS).

The district has experienced both successes and challenges related to pupil engagement and outreach during the 2020-21 school year. In incidents where connectivity was a barrier, alternate connectivity options were explored and implemented to engage the students. Teachers implemented consistent schedules and Zoom links to maximize pupil engagement. However, these efforts along with student reminder messages to join session were not always fully successful.

In those instances, the district implemented it's 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.

Pre-referral strategies utilized prior initiating Tiered supports included:

- * Teacher contacted with parents/guardians via phone or email when students missed class sessions or assignments.
- * Site office staff contacted to inform the school of a student's absence following review of weekly participation records.

Student(s) absent for 60% of weekly live instruction, despite pre-referral strategies, were referred to the reengagement process. During this process the school administrator worked to verify contact information, status of the student's access to technology and internet, and discussion of any barriers the student and family may be facing which interfere with distance learning participation.

Tier 1: Site Administration contacted the parents or guardian to discuss and, if possible, help resolve barriers to the student's engagement in daily live instruction. The family, site administration, and teacher discussed contact information, access to technology and internet, and any other barriers the student and family may have been facing which interfered with distance learning participation. As appropriate, the school will worked to help resolve issues. Discussions were followed with communication home outlining the discussion and any plans to assist with student reengagement with learning activities.

Tier 2: Following two or more attempts to assist via Tier 1 support, sites advanced to Tier 2 reengagement. In addition to the documentation of Tier 1 support, one or more of the following choices may have been used to assist the student to reengage with live instruction. If barriers existed, tier II may be revisited multiple times. The second tier of the plan was to ensure that students with attendance problems were identified as early as possible to provide applicable support and interventions at the school. Strategies may have included, but were not limited to:

- * Reminder phone calls by staff to the student to have the student login to participate with daily instruction
- * Connecting the student with a study peer
- * Connecting the student to community services
- * Enrolling the student in an SEL group
- * Home visitation with site administration and School Resource Officer

The discussion will be followed by a communication home outlining the discussion and any plans and/or strategies assigned to assist with student reengagement to live instruction.

Daily Average attendance is 97.4% up 0.6% from this time last year. However, Chronic Absence is 6.4% up 1.3% from this time last year. More students have returned to In-Person Instruction improving attendance. American Indian and Pacific Islander students groups are our most at-risk in Chronic Absenteeism with rates of 20.2% and 30.8% respectively. (Data Source: Schoolzilla data May 10, 2021)

Analysis of School Nutrition

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

As the school year started in a Distance Learning setting, Grab and Go breakfasts and lunches were provided based on a schedule at each sites specified locations. The District offered regular communication (Info on website, letters sent out, Robocals) regarding accessing meals for families.

As the District transitioned to In-person instruction, we continued to provide breakfast and lunch to all students. For In-Person Students, breakfast delivery occurred in the classrooms to maintain cohort status of students. Appropriate health and safety practices were followed. Grab and Go bags are delivered to each classroom and students consume meals immediately after receiving their bag. A complete breakfast consists of a whole grain item, fruit, and milk.

Wednesdays we offer curbside pick-up of bagged meals and it is available to all students. In-Person Students, can pick up a 5 lunches for the week; Distance Learners can pick up 5 breakfasts and 5 lunches for the week. Students do not need to be present to receive free meals at any of our sites. These pre-bagged meals follow the National School Lunch (NSL) meal guidelines consisting of a complete breakfast and lunch, whole grains, proteins, fruits, vegetables, and milk. Each bag is supplied with care and instructions along with reheat directions for the families to use.

The LEA will provide free meals to all students through the USDA's extended Summer Meal Program while in effect. When this program ends, Free and Reduced meals will be provided to students qualifying for FRMP.

The Only challenge was in the month of August when students needed to be identified for free, reduce, or paid lunches. This caused students that were reduced or paid not to benefit from the free curbside meals that were available. In September when the State removed the restrictions and allowed for the Nutrition Department to serve every student for free, we served free meals to our students to its full capacity. In October, we provided a meal kit to all families that came through to pick up free meals at all of our sites. These boxes consisted of staple ingredients families need to prepare a meal and a gallon of milk. This was an added bonus to the curbside meal pick up. Families were very appreciative of the extra food box they received during these pandemic times.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Resource Officer - Provides classroom lessons, supports attendance, completes home wellness check-ins, and so much more. Officer will continue supports in In-Person Instruction, Distance Learning, Mental Health and Social and Emotional Well-Being, and more.	\$60,500	65,000	No
Mental Health and Social and Emotional Well-Being	Counselors (2) - Principally Directed for Unduplicated Students. Provide staff training on SEL, support classroom teachers with SEL lessons, provide small group sessions.	\$218,500	236,835	Yes
Pupil Engagement and Outreach	Building Parent Capacity/Family Engagement - CA Standards (ELA, Math, and ELD) are provided to parents in English or Spanish as needed. Sites provide specific activities or resources specifically needed by their school community.	\$6,375	1,400	No
Mental Health and Social and Emotional Well-Being	MTSS - Continue enhancing Multi-Tiered System of support in the area of Social, Emotional, and Behavioral supports.	\$10,000	800	Yes
N/A	Title I Administrative. Funds used to pay for administrative oversight of the Title I Program including portion of administrator salary and program requirements, monitoring, and needs informational resources and training.	\$32,053	32,503	No
N/A	Title I Homeless Service. Funds used to meet the needs of Homeless students to allow them to take advantage of educational opportunities. (Based on identified individual needs)	\$1500	650	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.

Resource Officer and Counselors were implemented as planned. Additional expenditures due to actual salaries and benefits costs. Building Parent Capacity/Family Engagement actuals were less than budgeted due to the continued absence of parent/guardians on campus for events. Sites have continued to engage parents and build capacity, but this has been done virtually and often at the teacher level.

The district did continue enhancing a Multi-Tiered System of support in the area of Social, Emotional, and Behavioral supports. However, the SEL curriculum selected did not have a cost and planned training attendance did not occur. A team is attending Trauma Informed Practices Training and will continue this work in 2021-22. In addition, MTSS Team worked on developing a resources and tools website to provide easily accessible resources to staff to meet the social, emotional, and behavioral needs of their students. This work was completed by on-staff personnel at no additional cost.

Title I Homeless budgeted was a projection of potential needs to support Homeless students in the district. Coordination of resources from a variety of entities resulted in all needs being met under budgeted.

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.

Many lessons have been learned from implementing in-person and distance learning programs in 2020-21. One lesson we learned was that we could pivot and to full remote learning. Significant investment over time in technology and teacher training in use of technology allowed for teachers to not only make the shift to distance learning, but do so well. Although CUSD was already a 1:1 iPad district with a regular schedule for replacement, we learned that we needed a variety of devices and means of providing students connectivity due to our rural community. This is reflected in Goal 3, Action 2. The challenges of remote learning provided opportunities for experiences and learning new ways to maximize student devices. Continuing to build teacher capacity for leveraging student devices for extending learning beyond the classroom will continue to be supported in Goal 3, Action 1 as part of the Comprehensive PD Plan and MTSS/RTI for academics.

Another lesson learned is prepare for the worst and hope for the best. The District plans to return to full in-person instruction for all students in 2021-22. Health and safety considerations for students and staff were considered. The district will continue to follow CDC and County Health Department guidance for COVID19 in adjusting protocols including cleaning, sanitation, PPE, and social distancing (LCAP Goal 1, Action 1).

Monitoring and supporting mental health and social-emotional well being continue to be high priorities and needs. 2021-24 LCAP Goal 2 will focus on engaging students and families and supporting them in the transition back to In-Person Learning.

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 continues to be assessed with students taking STAR Reading and Math in May. Data from these assessments will serve as pre-test data for students participating in the Summer Expanded Learning Opportunity. Summer ELO students will take the STAR assessments again during the last 2 days of the summer opportunity as a post-test.

Pupil learning loss will continue to be assessed using the Academic Screeners for Reading and Math 3 times during the school year and Common Formative Assessments, CFAs (2021-24 LCAP Goal 1, Action 1). Pupil Learning loss will continue to be addressed in the 2021-24 LCAP, especially for pupils with unique needs (low income students, English learners, pupils with disabilities, pupils in foster care, and pupils who are experiencing homelessness). All students will have access to Tier 2 and Tier 3 academic supports during the instructional day, as appropriate, through MTSS (2021-24 LCAP Goal 1, Action 1). Identified students will also be provided Expanded Learning Opportunities to address learning loss (2021-24 LCAP Goal 1, Action 2). Pupils with unique needs are monitored and provided the supports needed. Additional opportunities are provided specifically for pupils with unique needs (2021-24 LCAP Goal 1, Action 4).

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.

See Analysis of Actions related to Pupil Learning Loss.

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.

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 2021-22 through 23-24 LCAP. Data demonstrated that in 2019-20 the district was making continuous improvement and closing student group gaps. Focusing on Professional Learning Communities (PLC) and Multi-Tiered System of Supports (MTSS) were providing results. While there were many challenges during 2020-21, another lesson learned was how critical clarity of focus is. For both in-person and distance learning, teachers focused intensely on grade level Essential Standards and Professional Learning Communities continued to collaborate around Common Formative Assessments (CFAs). Teachers used Zoom Breakout rooms to provide targeted interventions. With a Multi-Tiered System of Supports (MTSS) in place and strong Professional Learning Communities focusing on data driven instruction, some student groups continue on that path. The district plans to build on these successes by continuing to refine and strengthen MTSS and continue to support Professional Learning Communities (2021-22 LCAP Goal 3 Action 1).

A final lesson from the data is that learning recovery will require a lot of work from all and some time. Strategic use of instructional aides (2021-22 LCAP Goal 3, Action 6), to support small group instruction and just in time supports will be critical. Expanded Learning Opportunities beyond the school day are needed more than ever to ensure learning recovery (2021-22 LCAP Goal 3, Actions 2 & 3). The District will offer In-Person Expanded Learning Opportunities at all 4 sites this summer and continue with additional offerings as appropriate throughout 2021-22.

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.

