

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

A focus on all students scoring at their highest academic achievement potential with access to CCSS-aligned grade level standards through the use of 21st Century High Quality Instructional (HQP) strategies.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 100% of teaching staff will be Highly Qualified and appropriately assigned.</p> <p>Grades 3-6 Year to Year Growth Measures via the CAASPP State Assessment & Grade 5 CAST Science Assessment</p> <p>Proficient Performance gains on AR/STAR Benchmark data</p> <p>Intervention based systems in place for Math students who are not proficient</p> <p>*EL Students will maintain an average of 1.0 level growth per year on the CELDT</p> <p>Maintain a rate of 15% of EL students reclassified as RFEP each year, including all students graduating 6th grade</p>	<p>100% of the teaching staff were Highly Qualified and appropriately assigned.</p> <p>Due to the impact of COVID-19, the California Department of Education suspended the CAASPP testing, resulting in Grades 3-6 Year to Year Growth Measures via the CAASPP State Assessment & Grade 5 CAST Science Assessment not applicable.</p> <p>Proficient Performance gains on AR/STAR Benchmark data: Trimester 2 Benchmark ELA Data Showed 86% of students were at Benchmark, while 84% of students in grades K-6 met or exceeded the Math Benchmark.</p> <p>Intervention-based systems in place for Math students who were not proficient: Small groups of students in grades K-6 received intervention math support via Zoom break-out rooms. 9 out of 16 students who received intervention support showed an improvement in their Trimester 2 Math Benchmarks.</p> <p>Due to the impact of COVID-19, the California Department of Education suspended the ELPAC testing. We were unable to review any data to determine if our students increased or decreased in language acquisition.</p> <p>The District Maintained 86% of students in grades K-6 met or exceeded the AR/STAR ELA Benchmark and K/1 Reading Wonders Assessment: K-6 Trimester 2 Benchmark data supported this outcome.</p>

Expected	Actual
<p>19-20 Maintain 100% of teaching staff are Highly Qualified and appropriately assigned.</p> <p>CAASPP Assessments ELA: 68% of all students will meet or exceed the standard in the ELA Standards.</p> <p>CAASPP Assessments MATH: 60% of all students in grades 3-6 met or exceeded the Math Standards.</p> <p>Maintain 90% of students in grades 2-6 met or exceeded the AR/STAR ELA Benchmark</p> <p>90% of students in grades K/1 met or exceeded the DIBELS ELA Benchmark</p> <p>Maintain 93% of students in grades k-6 met or exceeded the Math Benchmark</p> <p>EL students average 1.0 level growth per year on CELDT</p> <p>EL Students will maintain average of 1.0 level growth per year on the ELPAC</p>	<p>EL students average 1.0 level growth per year on ELPAC: Not Measured due to Covid-19</p>

Expected	Actual
<p>Baseline 100% of teaching staff was Highly Qualified and appropriately assigned.</p> <p>Our current baseline CAASPP 2016 Scores ELA: 60% of all students in grades 3-6 met or exceeded the ELA Standards.</p> <p>Our current baseline CAASPP 2016 Scores MATH: 53% of all students in grades 3-6 met or exceeded the Math Standards.</p> <p>81% of students in grades 2-6 met or exceeded the AR/STAR ELA Benchmark</p> <p>80% of students in grades K/1 met or exceeded the DIBELS ELA Benchmark</p> <p>85% of students in grades k-6 met or exceeded the Math Benchmark</p> <p>EL students average 1.0 level growth per year on CELDT</p> <p>15% of EL students are reclassified RFEP.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain Highly Qualified Core Teaching Staff K-6	Cost of K-6 teaching staff (Resources 0000 and 1400, objects 1100-3999 Mgt 0100) 1000-1999: Certificated Personnel Salaries Base \$742,860	Cost of K-6 teaching staff (Resources 0000 and 1400, objects 1100-3999 Mgt 0100) 1000-1999: Certificated Personnel Salaries LCFF Base \$743,312
Maintain Special Education and Specialized Student Services	<p>Cost of RSP Teacher (resources 6500, 3310 Obj 1100-3999) 1000-1999: Certificated Personnel Salaries Special Education \$92,027</p> <p>Cost of Full Inclusion and Behavior Intervention Aides (resources 6500 Goal 5770 Obj 2100-3999) 2000-2999: Classified Personnel Salaries Special Education \$58,841</p> <p>Cost of Psychologist (Obj 5850) 5800: Professional/Consulting Services And Operating Expenditures Base \$12,500</p> <p>Cost of Counselor (Obj 5829) 5800: Professional/Consulting Services And Operating Expenditures Base \$2,870</p> <p>Cost of Speech Therapist (Obj 5828) 5800: Professional/Consulting Services And Operating Expenditures Base \$22,790</p>	<p>Cost of RSP Teacher (resources 6500, 3310 Obj 1100-3999) 1000-1999: Certificated Personnel Salaries Special Education \$93,583</p> <p>Cost of Full Inclusion and Behavior Intervention Aides (resources 6500 Goal 5770 Obj 2100-3999) 2000-2999: Classified Personnel Salaries Special Education \$58,601</p> <p>Cost of Psychologist (Obj 5850) 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$13,924</p> <p>Cost of Counselor (Obj 5829) 2000-2999: Classified Personnel Salaries LCFF Base \$28,751</p> <p>Cost of Speech Therapist (Obj 5828) 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$23,604</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Targeted Services for English Learners through Instructional Assistant Supports serving all identified ELPAC students working towards reclassification	Cost of Bilingual Aide (Resource 0199 Obj 2100-3999) 2000-2999: Classified Personnel Salaries Supplemental \$23,486	Cost of Bilingual Aide (Resource 0199 Obj 2100-3999) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$7,067
Interventions for students to be proficient in CCSS (Math & ELA)	<p>Math Intervention Teacher targeting unduplicated students (Resource 0199, Obj 1100-3999) 1000-1999: Certificated Personnel Salaries Supplemental \$13,550</p> <p>Math Intervention Teacher targeting students scoring below basic (Obj 1000-3999, Mgt INTV) 1000-1999: Certificated Personnel Salaries Base \$10,037</p> <p>Reading/Lanuguage Arts Intervention Teacher targeting unduplicated students (Resource 0199, Obj 1100-3999) 1000-1999: Certificated Personnel Salaries Supplemental \$9,725</p> <p>Reading/Lanuguage Arts Intervention Teacher targeting students scoring below basic (Obj 1000-3999, Mgt EIA) 1000-1999: Certificated Personnel Salaries Base \$9,725</p> <p>Reading/Language Arts Intervention Aide targeting</p>	<p>Math Intervention Teacher targeting unduplicated students (Resource 0199, Obj 1100-3999) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$13,277</p> <p>Math Intervention Teacher targeting students scoring below basic (Obj 1000-3999, Mgt INTV) 1000-1999: Certificated Personnel Salaries LCFF Base \$9,835</p> <p>Reading/Lanuguage Arts Intervention Teacher targeting unduplicated students (Resource 0199, Obj 1100-3999) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$9,721</p> <p>Reading/Lanuguage Arts Intervention Teacher targeting students scoring below basic (Obj 1000-3999, Mgt EIA) 1000-1999: Certificated Personnel Salaries LCFF Base \$9,721</p> <p>Reading/Language Arts Intervention Aide targeting</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>unduplicated students scoring below basic (Resource 0199, Obj 2000-3999) 2000-2999: Classified Personnel Salaries Supplemental \$28,141</p> <p>Reading/Lanuguage Arts Intervention Aide targeting students scoring below basic and those needed assistance with curriculum concepts (Resource 0000, Obj 2000-3999) 2000-2999: Classified Personnel Salaries LCFF Base \$9,914</p> <p>Reading/Lanuguage Arts Intervention Aide targeting students scoring below basic (Resource 5810, Obj 2000-3999) 2000-2999: Classified Personnel Salaries Federal Funds \$12,686</p> <p>Supplemental CCCSS materials for EL instruction (Resource 0199, Obj 4310,4315,4390) 4000-4999: Books And Supplies Supplemental \$1,250</p>	<p>unduplicated students scoring below basic (Resource 0199, Obj 2000-3999) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$22,177</p> <p>Reading/Language Arts Intervention Aide targeting students scoring below basic and that needed assistance with curriculum concepts (Resource 0000, Obj 2000-3999) 2000-2999: Classified Personnel Salaries LCFF Base \$12,102</p> <p>Reading/Lanuguage Arts Intervention Aide targeting students scoring below basic (Resource 5810, Obj 2000-3999) 2000-2999: Classified Personnel Salaries Federal Funds \$25,366</p> <p>Supplemental CCCSS materials for EL instruction (Resource 0199, Obj 4310,4315,4390) 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$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.

After an in-depth and comprehensive review of the Annual Budget Expenditures and Actual Expenditures in direct connection with funds budgeted for Actions/Services, our district was able to maintain nearly 100% of the budget directed towards the appropriated Actions/Services. However, as identified in the information above, we increased our Actual budget in the areas of Counseling, and Reading/Language Arts Intervention Aide targeting students scoring

below basic and that needed assistance with curriculum concepts. These additional funds were offset from key target areas in which we experienced fewer funds needing to be budget in the areas of Reading/Language Arts Intervention Aide targeting unduplicated students scoring below basic and Classified Personnel salaries.

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

Our school's plan to support Goal 1 was, for the most part, well developed and thought out, leading to little to no changes. The actual implementation was in line with our projections and analysis for the student needs, we felt were going to appear. Despite the challenges of the global pandemic and our pivot to distance learning, we were able to maintain our focus and provide support in all areas. For instance, funds that were budgeted for Reading/Language Arts Intervention Aide targeting unduplicated students scoring below basic were used for their intended purposes. The challenges over the past year were in finding ways to stay focused on our goals and continue to provide a meaningful school experience for all students. Through careful analysis and planning, we were able to maintain a system of instruction that delivered targeted instruction to students in need and whole-class instruction, centered around state standards and grade-level benchmarks. This included zoom break-out math intervention groups for students who needed extra support.

Goal 2

Through short and long-term professional development, staff will continue to focus on differentiation strategies which highlight perseverance, challenge, and rigor throughout instruction in all content areas.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 100% of all certificated employees will have long term professional development plans</p> <p>100% of all certificated employees will have professional development plans that include CCCSS implementation and enabling</p> <p>All students, including ELs and students, will special needs, will have sufficient access to standards-aligned materials.</p> <p>As measured by observation during ELA administrative mini-visits, via 4 box observation tool, All teachers will implement instructional strategies that enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency</p> <p>70% Certificated staff will use New Teacher Evaluation Goal Setting rubrics to set professional goals.</p> <p>100% of all certificated staff will complete the online Strength Finders profile. With an emphasis on High-Quality Instructional Strategies.</p>	<p>100% of all teachers had developed goals and long-term professional development plans.</p> <p>75% certificated staff had professional development plans that include CCCSS implementation, technology training in Zoom platforms, and working in shared planning while maintaining team cohorts.</p> <p>All students, including ELs and students, will special needs, had sufficient access to standards-aligned materials. Google Read and Write, and Learning Ally were two examples of the technology platforms that helped ensure students' engagement and success while in distance learning. Students had sufficient access to standard-aligned materials.</p> <p>Due to Covid-19 and distance learning, this metric was not measured during the 20-2021 school year, however, this indicator/metric will be implemented during the 2021-2022 school year as stated below: As measured by observation during ELA administrative mini-visits, via 4 box observation tool, All teachers will continue to implement instructional strategies that enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency</p> <p>100% of Certificated staff used New Teacher Evaluation Rubrics to set professional goals</p> <p>Due to Covid-19 and distance learning, this metric was not measured during the 20-2021 school year.</p>

Expected	Actual
<p>19-20 Maintain 100% of all teachers have long-term professional development plans</p> <p>Maintain 100% of certificated staff will have long term professional development plans that include CCCSS implementation and enabling</p> <p>All students, including ELs and students will special needs, will have sufficient access to standards aligned materials</p> <p>As measured by observation during ELA administrative mini-visits, via 4 box observation tool, All teachers will implement instructional strategies that enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency</p> <p>All Certificated staff will continue to use Teacher Evaluation Rubrics to assess performance and set professional goals,</p> <p>All Certificated staff will continue to collaborate individual teaching/instructional strengths.</p>	<p>Certificated staff will complete the on-line Strength Finders profile. This will include follow-up professional development on how these results impact and shape High-Quality Instruction.</p>

Expected	Actual
<p>Baseline 100% of all teachers have long-term professional development plans.</p> <p>50% of certificated staff had long term professional development plans that include CCCSS implementation and enabling</p> <p>All students, including ELs and students, will special needs, will have sufficient access to standards-aligned materials</p> <p>As measured by observation during ELA administrative mini-visits, via 4 box observation tool, All teachers will continue to implement instructional strategies that enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency</p> <p>75% of Certificated staff will use New Teacher Evaluation Rubrics to set professional goals.</p> <p>Certificated staff will complete the online Strength Finders profile. This will include follow-up professional development on how these results impact and shape High-Quality Instruction.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Revisit and monitor all certificated staff in Strength Finders on-line profile assessment data activities to maximize individual personal and instructional strengths including staff strengths share out with focus on High Quality Instructional Strategies.	No Cost	No Cost
Through Consensus Outline year long Professional Development Calendar maximizing the use of Wednesday PD's.	No Cost	No Cost
Provide additional professional development for certificated staff on topics to be identified for EL students	Cost of Workshops (Resource 0199 object 5200) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$200	Cost of Workshops (Resource 0199 object 5200) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0
Continue to provide additional professional development in Gradual Release of Responsibility and build perseverance strategies	No Cost	No Cost

Goal Analysis

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

After an in-depth and comprehensive review of the Annual Budget Expenditures and Actual Expenditures in direct connection with funds budgeted for Actions/Services, our district was able to maintain nearly 100% of the budget directed towards the appropriated Actions/Services.

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

Our school's plan to support Goal 2 was, for the most part, well developed and thought out. The successes included certificated and classified staff working together in cohorts. These cohort team created a shared vision around learning together. This included professional development around technology and standards based curriculum. Despite the challenges of the global pandemic and our pivot to distance learning, we were able to maintain our focus and provide support in all areas. The challenges over the past year were in finding ways to stay focused on our goals and continue to provide a meaningful school experience for all students. In addition, with the many tasks facing our team, we were often on survival mode and unfortunately were unable to follow up on Strengths Finders portfolios. based

Goal 3

In a joint partnership with parents, staff, and students will remain engaged, present, and healthy in their day to day learning at school which will lead to an overall increase in student wellness, physical fitness, and attendance.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>*Increase the number of parents participating in the decision-making process in committee meetings, as measured through sign-in data collection sheets.</p> <p>*Engage ELAC parents participating in ELAC parent/community meetings with 10 parents attending 6 scheduled meetings.</p> <p>*Increase parent participation in Wellness Committee parent/community meetings with an emphasis on creating plan during quarterly meetings</p> <p>Increase the number of Tech Checkout packs in the school library and document time to ensure all students have home access to technology.</p>	<p>Due to Covid-19, we were unable to...</p> <p>*Increase the number of parents participating in the decision-making process in committee meetings, as measured through sign-in data collection sheets.</p> <p>*Engage ELAC parents participating in ELAC parent/community meetings with 10 parents attending 6 scheduled meetings.</p> <p>*Increase parent participation in Wellness Committee parent/community meetings with an emphasis on creating plan during quarterly meetings</p> <p>*Decrease by 5% number of students who have >3 unexcused absences or more. (Distance Learning format provided challenges with consistent attendance from all students. We did not decrease by 5% the number of students who had greater than 3 unexcused absences.</p> <p>Due to Covid-19, this assessment was not administered.</p>

Expected	Actual
<p>*Increase or maintain P/T Conference Parent attendance rates for all parents including those with EL students and students with exceptional needs to more than 90% participation rate</p> <p>*Increase student attendance rates from 93%-97%, as reported through summative annual attendance reports.</p> <p>*Decrease Chronic Absenteeism overall by from 25% to <10%</p> <p>*Decrease by 5% number of students who have >3 unexcused absences or more.</p> <p>*Increase by 3% overall student wellness and physical fitness grade 5 HFZ Assessment. 72% in 2014-15 74% in 2015-16</p> <p>*All students, including unduplicated pupils and students with exceptional needs, will continue to have 60-90 minutes of weekly instructional minutes in Physical fitness programs and Garden wellness instruction</p> <p>*All students, including unduplicated pupils and students with exceptional needs, will have access to a broad course of study that includes 240 weekly minutes of Enrichment Courses: Science, Art, Library, Music, and Spanish measured by: Maintaining Instructional Enrichment Programs across all grade levels.</p> <p>19-20</p> <p>*Parents participating in decision making process in committee meetings collectively include 30% of Parent population, as measured through sign in data collection sheets.</p>	<p>*Increase by 3% overall student wellness and physical fitness grade 5 HFZ Assessment. 72% in 2014-15 74% in 2015-16</p> <p>*Increase student attendance rates from 93%-97%, as reported through summative annual attendance reports. We are awaiting the final number from the state, but believe we did not achieve a 97% attendance rate during distance learning.</p> <p>However, we were able to do the following:</p> <p>Increased the number of Tech Checkout packs in the school library and document time to ensure all students have home access to technology. This resulted in an increase of 4 hotspots to 19 hotspots, thus providing internet access to families that needed it.</p> <p>Increased or maintained P/T Conference Parent attendance rates for all parents including those with EL students and students with exceptional needs to more than 90% participation rate via ZOOM.</p> <p>*Decreased Chronic Absenteeism overall by from 25% to <10%</p> <p>*We maintained that all students, including unduplicated pupils and students with exceptional needs, continued to have 60-90 minutes of weekly instructional minutes in Physical fitness programs and Garden wellness instruction</p> <p>*All students, including unduplicated pupils and students with exceptional needs, had access to a broad course of study that includes 240 weekly minutes of Enrichment Courses: Science, Art, Music, and Spanish measured by: Maintaining Instructional</p>

Expected	Actual
<p>Engage and maintain ELAC parents participating in ELAC parent/community meeting with 10 parents attending 4-5 scheduled meetings.</p> <p>*Maintain parent participation in Wellness Committee parent/community meetings with emphasis on implementing the Wellness plan school-wide highlighted during quarterly meetings</p> <p>Monitor use of 5 Tech Checkout packs in school library and document time to ensure all students have home access to technology.</p> <p>*Maintain P/T Conference Parent attendance rates for all parents including those with EL students and students with special needs to more than 95% participation rate</p> <p>*Increase and or maintain student attendance rates from 97%, as reported through summative annual attendance reports.</p> <p>Decrease Chronic Absenteeism to 10% of students have >3 unexcused absences or more</p> <p>*Increase overall student wellness and physical fitness grade 5 HFZ Assessment to 80% or higher</p> <p>*Students will maintain having 60-90 minutes of weekly instructional minutes in Physical fitness and Garden wellness</p> <p>*All students, including unduplicated pupils and students with exceptional needs, will have access to a broad course of study</p>	<p>Enrichment Programs across all grade levels all while in distance learning.</p>

Expected	Actual
<p>for 240 weekly minutes that includes Enrichment Courses: Science, Art, Library, Music, and Spanish measured by: Maintaining Instructional Enrichment Minute Programs across all grade levels.</p> <p>Baseline</p> <p>*Parents participating in decision making process in committee meetings collectively include 20% of Parent population, as measured through sign in data collection sheets.</p> <p>*Engage ELAC parents participating in ELAC parent/community meeting with 8 parents attending 3 scheduled meetings.</p> <p>*Increase parent participation in Wellness Committee parent/community meetings with emphasis on AVUSD Board approving plan for the AVS Wellness Plan.</p> <p>Establishing 5 Tech Checkout packs in school library and document time to ensure all students have home access to technology.</p> <p>*P/T Conference Parent attendance rates was an 85% participation rate</p> <p>*Increase student attendance rates from 93% (16/17), as reported through summative annual attendance reports.</p>	

Expected	Actual
<p>Decrease Chronic Absenteeism Current Status: 25% of students have >3 unexcused absences or more for 2016-17</p> <p>*Increase overall student wellness and physical fitness grade 5 HFZ Assessment@ 74%</p> <p>*Students will continue to have school 60-90 minutes of weekly instructional minutes in Physical fitness and Garden wellness</p> <p>*All students, including unduplicated pupils and students with exceptional needs, will have access to a broad course of study for 240 weekly minutes that includes Enrichment Courses: Science, Art, Library, Music, and Spanish measured by: Maintaining Instructional Enrichment Minute Programs across all grade levels.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to implement fitness standards through dedicated PE instructor.	Cost of PE Instructor (object 2907-3999, School 300, Mgt 0111) 2000-2999: Classified Personnel Salaries Base \$26,032	Cost of PE Instructor (object 2907-3999, School 300, Mgt 0111) 2000-2999: Classified Personnel Salaries LCFF Base \$24,300

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to implement Healthy eating choices by establishing 60 minutes per Week Garden Instruction.	Cost of Enrichment - Garden Emphasis (Obj 1160-3999, Mgt GRDN) 1000-1999: Certificated Personnel Salaries Base \$29,574	Cost of Enrichment - Garden Emphasis (Obj 1160-3999, Mgt GRDN) 1000-1999: Certificated Personnel Salaries LCFF Base \$28,849
Continue building successful ELAC program with strong parent involvement	Not Applicable	No Cost
Maintain additional Enrichment Opportunities for students.	<p>Cost of Art Instruction (Obj 2902-3999, Mgt 0510) 2000-2999: Classified Personnel Salaries Base \$24,613</p> <p>Cost of Enrichment - Science (Physical and Social) Emphasis (Obj 1160-3999, Mgt 0000) 1000-1999: Certificated Personnel Salaries Base \$26,597</p> <p>Cost of Enrichment - Spanish Language Emphasis (Obj 1160-3999, Mgt SPAN) 1000-1999: Certificated Personnel Salaries Base \$32,087</p> <p>Cost of Library staff (Obj 2200-3999, Mgt 0510) 2000-2999: Classified Personnel Salaries Base \$10,024</p> <p>Cost of Music program (Resource 0901, Goal 1510) 5000-5999: Services And Other Operating Expenditures Base \$12,000</p>	<p>Cost of Art Instruction (Obj 2902-3999, Mgt 0510) 2000-2999: Classified Personnel Salaries LCFF Base \$26,082</p> <p>Cost of Enrichment - Science (Physical and Social) Emphasis (Obj 1160-3999, Mgt 0000) 1000-1999: Certificated Personnel Salaries LCFF Base \$26,063</p> <p>Cost of Enrichment - Spanish Language Emphasis (Obj 1160-3999, Mgt SPAN) 1000-1999: Certificated Personnel Salaries LCFF Base \$31,368</p> <p>Cost of Library staff (Obj 2200-3999, Mgt 0510) 2000-2999: Classified Personnel Salaries LCFF Base \$8,981</p> <p>Cost of Music program (Resource 0901, Goal 1510) 5000-5999: Services And Other Operating Expenditures LCFF Base \$11,569</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintenance for Laptop/Hotspot backpacks	Maintenance for Tech Backpacks and hotspots (Resource 0199 object 5844) 5000-5999: Services And Other Operating Expenditures Supplemental \$1,200 Tech support for Laptops and hotspots (Resource 0199 object 5840) 5000-5999: Services And Other Operating Expenditures Supplemental \$500	Maintenance for Tech Backpacks and hotspots (Resource 0199 object 5844) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,722 Tech support for Laptops and hotspots (Resource 0199 object 5840) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0

Goal Analysis

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

After an in-depth and comprehensive review of the Annual Budget Expenditures and Actual Expenditures in direct connection with funds budgeted for Actions/Services, our district was able to maintain nearly 100% of the budget directed towards the appropriated Actions/Services.

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

As described above in the "Actual" box, The Alexander Valley School District was able to meet 5 out of the 11 metrics associated with Goal 3. The less than 50% success rate on this goal was primarily due to the "in-person" components embedded within the goal itself and the overall challenges Covid-19 brought into our school experiencing challenges with limited interactions. As fewer and fewer restrictions unfold, we anticipate bringing this goal forward again in the 2021-2022 school year and beyond.

Goal 4

Continue to create a safe, positive, innovative, and technology-based learning environment designed for maximum student success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Facilities Inspection Tool (FIT)	The District Maintained Facilities Inspection Tool (FIT) "Good-Exemplary" Rating
Student Climate Survey participation	Due to Covid-19 and not returning to in-person learning until March 29th, 2021 The Student Climate Survey did not take place, but we plan to bring this survey back to students during the 2021-2022 school year.
Suspension Rate	Bright Bytes student survey did not take place due to the increased cost, as well as the limited information provided at the completion of the online student survey. Rather, our teachers and staff provided more relevant training and support through zoom, tech books, and other online learning platforms.
Expulsion Rate	However, we did maintain the following during the 2020-2021 school year.
Bright Bytes student and staff survey	Maintain Suspension Rate >1%
	Maintain 0% Expulsion Rate

Expected	Actual
<p>19-20 Maintain Facilities Inspection Tool (FIT) "Good-Exemplary" Rating</p> <p>Maintain Student Climate Survey participation 100% with 100% of students indicate "somewhat true" or "true" when asked "Do you feel safe at Alexander Valley School?".</p> <p>Maintain Suspension Rate >1%</p> <p>Maintain 0% Expulsion Rate</p> <p>Maintain Bright Bytes student and staff survey results at "exemplary" students access to technology.</p> <p>Baseline Facilities Inspection Tool (FIT) 2016-17 "Good" Rating</p> <p>Student Climate Survey participation 95% with Indicated 100% of students indicate "somewhat true" or "true" when asked "Do you feel safe at Alexander Valley School?".</p> <p>Suspension Rate 1%</p> <p>Expulsion Rate 0%</p> <p>Bright Bytes student and staff survey results include "exemplary" access to technology.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain Custodial, Maintenance, and Grounds Staffing	<p>Cost of Custodial/Maintenance Staff (Function 8100-8200, Obj 2000-3699) 2000-2999: Classified Personnel Salaries Base \$144,322</p> <p>Cost of Maintenance and Custodial Supplies (Fund 01, Function 8100-8200, Obj 4000-4999) 4000-4999: Books And Supplies Base \$13,775</p> <p>Cost of Maintenance and Repair services (Fund 01, Function 8100-8200, Obj 5800-5899) 5000-5999: Services And Other Operating Expenditures Base \$14,350</p>	<p>Cost of Custodial/Maintenance Staff (Function 8100-8200, Obj 2000-3699) 2000-2999: Classified Personnel Salaries LCFF Base \$110,516</p> <p>Cost of Maintenance and Custodial Supplies (Fund 01, Function 8100-8200, Obj 4000-4999) 4000-4999: Books And Supplies LCFF Base \$18,119</p> <p>Cost of Maintenance and Repair services (Fund 01, Function 8100-8200, Obj 5800-5899) 5000-5999: Services And Other Operating Expenditures LCFF Base \$49,848</p>
Maintain before school supervision for student safety	<p>Cost of Before School Supervision (Obj 1000-3999, Mgt BEFR) 0001-0999: Unrestricted: Locally Defined Base \$3,601</p>	<p>Cost of Before School Supervision (Obj 1000-3999, Mgt BEFR) 1000-1999: Certificated Personnel Salaries LCFF Base \$2,918</p>
Cost of Transportation to take students to and from school safely	<p>Cost of Bus Driver (Function 3600, Obj 2000-3999) 2000-2999: Classified Personnel Salaries Base \$35,482</p> <p>Cost of Fuel and Supplies for Bus (Function 3600, Obj 4000-4999) 4000-4999: Books And Supplies Base \$5,500</p> <p>Cost of Bus Inspection, Maintenance and Repair</p>	<p>Cost of Bus Driver (Function 3600, Obj 2000-3999) 2000-2999: Classified Personnel Salaries LCFF Base \$30,579</p> <p>Cost of Fuel and Supplies for Bus (Function 3600, Obj 4000-4999) 4000-4999: Books And Supplies LCFF Base \$2,034</p> <p>Cost of Bus Inspection, Maintenance and Repair</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(Function 3600, Obj 5000-5999) 5000-5999: Services And Other Operating Expenditures Base \$4,950	(Function 3600, Obj 5000-5999) 5000-5999: Services And Other Operating Expenditures LCFF Base \$3,583
Maintain Supervision in the After-Care program.	Cost of After-School Care Staff (Goal 8500, Obj 2000-3999, Mgt AFTR) 2000-2999: Classified Personnel Salaries Other \$38,338 Materials and Supplies for After School Care Program (Goal 8500, Obj 4390, Mgt AFTR) 4000-4999: Books And Supplies Other \$500	Cost of After-School Care Staff (Goal 8500, Obj 2000-3999, Mgt AFTR) 2000-2999: Classified Personnel Salaries Other \$38,748 Materials and Supplies for After School Care Program (Goal 8500, Obj 4390, Mgt AFTR) 4000-4999: Books And Supplies Other \$372
Maintain the Delivery of the Student Climate Survey	No Cost	No Cost

Goal Analysis

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

Maintain Custodial, Maintenance, and Grounds Staffing: In this area, we saw a significant increase to keep our campus safe and ready for students to return to in-person learning. A 33-page Site Safety Plan approved by the Sonoma County Department of Public Health (also found on our website) detailed the layers upon layers of requirements needed for our school to reopen to in-person learning 5 days per week with full days of instruction. These safe school mandates required additional staffing and additional structural changes to the campus resulting in a change in how funds budgeted for Actions/Services were implemented beyond what the original budgeted plan set forth to keep students, families, teachers, and staff safe.

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

Due to the challenges Covid-19 brought our school district, our students did not experience in-person learning until late into the school year. This prevented us from gathering relevant data around our annual student climate survey. In addition, the Bright Bytes survey has grown in cost and in being reflective of the data produced in previous years seemed less relevant to the work we are doing now with our students around technology. One of the successes of this goal was found in how quickly our entire student body and staff made the incredible shift to online instruction. Staff had 1 week to prepare during their spring break of 2020 to move forward into a

completely different modality of teaching and learning. The students, families, and staff of our school district met the challenge head on and created a robust distance learning platform for our students.

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
Purchase of 60 new additional Chromebooks for grades 4-6. Plexi-glass safe station materials Personal Protective Equipment Additional Staffing for successful cohorts	37,000	66,305	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.

<p>Budgeted expenditures for in-person instruction maintained the planned costs. Chromebook 4th-6th Grade \$15,150 (Resource 9907 Obj 4390) PPE and Plexi-Glass/Air Purifiers Safety materials \$5,612 (Obj 4390 Mgt CV19) Added Staffing for cohorts \$45,543 (Obj 2000-3999 Mgt CV19)</p>
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Analysis of In-Person Instructional Offerings

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

<p>We opened to In-Person Learning on March 29th, 2021. Challenges included 14 different state and county mandate directives all with changing guidance on when we were able to Return to In-Person Learning. This caused great frustration amongst the staff, parents, and administration. Once we were able to reopen to in-person learning, students and staff quickly assimilated into a better sense of "normalcy" around teaching and learning. A modified overall campus schedule was developed as well as an MOU with our labor partner AVUTA. The entire staff worked collaboratively to ensure students needs were being met remotely and in-person once we successfully returned to campus.</p>
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Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Zoom Subscription	\$1800	\$1,800	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.

Our Distance Learning plan was quite effective, there was no substantive differences between the planned actions and the budgeted expenditures.
 Zoom Subscription \$1800 (Resource 3220 Obj 5808)

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 distance learning program was difficult on all stakeholders. Students, parents and staff were all affected greatly. However, our school worked very hard to develop a plan that supported all learners. We had trouble with connectivity for some families but were able to provide access to the Boys and Girls Club day care for some of our families. We continued professional development as our teachers became self and team trained in the use of Google Classrooms, Zoom and See Saw for the purposes of instruction. Both our Resource Specialist and School Counselor worked diligently to meet with students that needed targeted support in both academics as well as social emotional well being. The feedback I received from parents was most always positive and thankful for the hard and professional work by our staff.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Alternative Intervention Plans via Live Zoom, or through software platforms	Unknown		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.

There were no 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.

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.

Specifically for English Language Learners: We found success using targeted ELD instructional support offered to students via their teacher/aide classroom cohort support network. Best practice strategies were utilized and shared by our designated ELL Instructional Aide support in direct collaboration with classroom teachers and other grade-level cohort aides or low-income, foster youth, and students who experience homelessness: All teachers incorporated an assessment of grade-level readiness at the beginning of the school year. Information obtained from those assessments was used to guide the teaching of review material and new content. Identified learning loss was addressed through small group and individual intervention which was synchronous or asynchronous.

Students with exceptional needs: All teachers incorporated assessments of grade level readiness at the beginning of the school year. Information obtained from the assessment was used to guide the teaching of review material and new content. Identified learning loss was addressed through small group and individual intervention which was synchronous or asynchronous. IEP goals were reviewed and additional support from specialists or special education staff was provided as appropriate to address the learning needs of the students.

Overall we did encounter 15% of our students who demonstrated learning loss, this has resulted in these students attending our Expanded Learning Summer Program to offset their learning loss.

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 Mental Health of our students, staff, and families has been of the utmost importance to the AVS school community. Teachers and staff worked within their individual cohorts to gain a better understanding of the social and emotional mental health supports needed for students throughout the start of our school year.

Staff participated in weekly staff meetings led by the administration. These meetings provided the space and opportunity to build upon and share feelings around starting the year in Distance learning. Our counselor did experience some challenges as at times students were unable to follow up on their scheduled weekly Zoom appointments which then resulted in in-home visits by our counselor.

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.

Through the following protocols and organizational guidelines developed in conjunction with Staff and Families, studnets maintained a 92% overall attendance rate. These guidelines helped limit the challenges around students in distance learning because they were clearly communicated early and often as we started the 2020-2021 school year.

Outreach included communicating with families on the following:

When In-Person instruction started, any student who contracted the virus or lives with someone who had been diagnosed with COVID-19 stayed home in accordance with state and local health directives. Per Education Code 48205, student absences due to illness or quarantine were all considered excused absences.

When a student is absent for COVID-19 reasons, the student's parent/guardian shall notify the school of the reason for the absence. A physician's verification of a student's illness or quarantine may be submitted to AVS. The student may return to school when they submit a clearance from their doctor to their school.

Students who are infected with COVID-19 shall be excluded from on-campus instruction until a medical provider states in writing that the student is no longer contagious. (Education Code 49451; Health and Safety Code 120230; 5 CCR 202).

Attendance Plan

In accordance with AB 98, attendance will be taken daily for each student. Absences will be recorded by the teacher of record.

For attendance taking purposes, teachers mark students engaged or unengaged during in-person learning. Attendance for Distance learning is met through the following:

1. Evidence of participation in online activities including live interaction sessions, essentially being present
2. Completion of regular assignments
3. completion of assessments

Teachers took daily attendance as required by AB 98 and any other state or federal mandates.

A pupil who did not participate in distance learning on a school day was documented as unengaged for that school day.

Students who were absent from distance learning for more than three school days or 60 percent of the instructional days in a school week, without a parent contacting us in regards to their absence was subject to additional measures by AVS administration and staff. These included

1. A member of the staff (Administrator, Certificated/Classified member, Counselor) providing outreach by making a phone call or site wellness visit. (The purpose of this outreach was to identify the barriers for the family and to help overcome them.)
2. Based on information gained from the family and the rationale as to why the student had obtained a level of absenteeism, other supports will be deployed. They included:
 - ✘ Technology support
 - ✘ Parent training
 - ✘ School counselor/Mental Health Support
 - ✘ School Psychologist/Behavioral support

The parents were informed that continued absences from distance learning could include:

1. A conference with an administrator and/or school counselor;
2. Development of an Attendance Plan through an SST process;
3. The school administrator may develop an Attendance Plan that includes:
 - A. Teacher engagement
 - B. Both reward and consequences for further attendance

Analysis of School Nutrition

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

Grab and Go- Distance learning, all meals were bagged to go; with no on-site dining.

Pending the level of need identified, a meal service delivery model was developed in conjunction with individual student learning schedules. This model was developed as needed and AVS was in contact with HUSD to finalize this lunch service delivery plans. A success indicator included that our food service model reverted back to our food service model deployed in the spring of 2020 resulting in free lunches for ALL 18 years old and under students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A at this time	Unknown		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.

Over the last year of pandemic learning and pandemic teaching, we found that we did not experience any substantive differences between our planned actions and our planned budgeted expenditures. This is primarily due to the fact that we are a small school and that can limit the number of variables that need to be managed. We were also able to make a full 5 day return to full school days in late March 2021. Upon looking at the additional Learning Continuity Plan requirements, we did not experience a significant difference between our planned actions, our implementation rate on such actions, and the fiscal allocations on those actions.

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.

As we move towards LCAP goals for 2021-2024, our team put out a recent survey securing future LCAP Goals. Upon reviewing the 16 surveys returned, we plan to continue a wider, more broad-scale approach to our counseling and mindfulness program. In addition, once the stable cohort groupings are able to be minimized, we plan on bringing back our "Families" K-6 Team Building Activities to help strengthen our school culture. We also intend to look at some of the best practices we were able to take away from our Distance Learning Model and reintegrate them into our return to In-Person learning model. For example, with potential PSPS days on the horizon, creating "asynchronous" student learning engagement pre-built packets could extend students learning while not being present on campus.

AVS LCAP GOALS

STUDENT ACHIEVEMENT

A focus on all students scoring at their highest achievement potential with access to Common Core state standard-aligned grade-level standards through the use of 21st Century High-Quality Instructional (HQI)

PROFESSIONAL DEVELOPMENT

Through short and long-term professional development, staff will continue to focus on differentiation strategies that highlight perseverance, challenge, and rigor throughout instruction in all content areas which will lead to student achievement.

STUDENT HEALTH/WELLNESS

In a joint partnership with parents, students will remain engaged, present, and healthy in their day-to-day learning at school which will lead to an overall increase in student wellness, physical fitness, and attendance.

POSITIVE LEARNING CULTURE

Continue to create a safe, positive, innovative, and technology-based student learning environment designed for maximum student success.

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

With 116 students engaged in distance learning throughout the past school year, only 11 of those 116 students were identified as "at risk" based upon their lack of attendance and Zoom fatigue. Our ELO plan specifically address these "focal students" this summer for extended learning. As we enter into the 2021-2024 LCAP, our "at risk" students will be provided with additional supports beyond the school day. These supports may include after school tutorials and before school "boost" programs designed to help target specific students, including students with IEP's and Section 504's.

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.

We did not experience any substantive differences between 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.

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

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

The Learning Continuity and Attendance Plan helped guide our school through the 2020-21 school year. Because of COVID-19, we had to maintain a distance learning model of instruction until the spring of 2021. Although our instruction was quite successful, we have already noticed a loss of learning. According to local data in our STAR Math as well as work e-completed, we have seen a certain loss in learning for approx. 11 students.

The plans to increase academic instruction through targeted means have helped us to develop strategies for the 2021-22 through 2023-24 LCAP. We will ensure that our unduplicated students receive focused attention. Instructional aides will meet with students that have suffered learning loss. This break-out, tutoring sessions will provide extra 1:1 support for these At-Risk students in order to provide the support needed to accelerate learning. We will also have the librarian spend extra 1:1 time reading with struggling students. Support for these students comes in a variety of ways. We plan to help offset the loss of learning through a Summer Learning program during the summers of 2021 and 2022.

The following list represents 17 items in which we found as successful strategies not only for our "at-risk" students but all students while taking part in Distance Learning from March 17th, 2020- March 29th, 2021. These 17 items have proven to be effective strategies that we plan to move ahead and embed in our parent and student engagement strategies as they have proven to help in the academic and behavioral development of the students of AVS.

- Weekly Parent packet supply pick up and drop-offs
- Multi-team member checkpoints and follow-ups
- Needs Assessment: Help families set up a home "learning zone" (includes materials/supplies)
- Referrals to local agencies, food, mental health, etc
- Exchange of information with outside agencies
- Individual/Small Group Counseling
- Class Meetings and scheduled Mindfulness Activities
- Home Visits
- Daily calls/texts to families for recognition/incentives/accountability
- 19 Hot spots issued and Home Installed Internet
- P/T Listening & Sharing Conferences
- Identify Academic Needs and Implement Interventions

Friendly reminders from Staff to Parents

Assisting two-household families with organization and communication

Discerning academic needs from other concerns

Frequents connects with lead and Healdsburg Boys and Girls Club

Support Staff attending a class “start-up” Zoom Session at the home of student

Distance Learning Data

115 Total Students

11 students “At Risk”

4 Boys

7 Girls

92% Performing Successfully while in Distance Learning Model

8% “At-Risk” (92% of this group are in Intermediate grade level sections)

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	1,474,047.00	1,486,692.00
Base	1,183,689.00	0.00
Federal Funds	12,686.00	25,366.00
LCFF Base	9,914.00	1,216,058.00
LCFF Supplemental and Concentration	200.00	53,964.00
Other	38,838.00	39,120.00
Special Education	150,868.00	152,184.00
Supplemental	77,852.00	0.00

* 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	1,474,047.00	1,486,692.00
0001-0999: Unrestricted: Locally Defined	3,601.00	0.00
1000-1999: Certificated Personnel Salaries	966,182.00	968,647.00
2000-2999: Classified Personnel Salaries	411,879.00	393,270.00
4000-4999: Books And Supplies	21,025.00	20,525.00
5000-5999: Services And Other Operating Expenditures	33,200.00	66,722.00
5800: Professional/Consulting Services And Operating Expenditures	38,160.00	37,528.00

* 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	1,474,047.00	1,486,692.00
0001-0999: Unrestricted: Locally Defined	Base	3,601.00	0.00
1000-1999: Certificated Personnel Salaries	Base	850,880.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	852,066.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	22,998.00
1000-1999: Certificated Personnel Salaries	Special Education	92,027.00	93,583.00
1000-1999: Certificated Personnel Salaries	Supplemental	23,275.00	0.00
2000-2999: Classified Personnel Salaries	Base	240,473.00	0.00
2000-2999: Classified Personnel Salaries	Federal Funds	12,686.00	25,366.00
2000-2999: Classified Personnel Salaries	LCFF Base	9,914.00	241,311.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	29,244.00
2000-2999: Classified Personnel Salaries	Other	38,338.00	38,748.00
2000-2999: Classified Personnel Salaries	Special Education	58,841.00	58,601.00
2000-2999: Classified Personnel Salaries	Supplemental	51,627.00	0.00
4000-4999: Books And Supplies	Base	19,275.00	0.00
4000-4999: Books And Supplies	LCFF Base	0.00	20,153.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	0.00
4000-4999: Books And Supplies	Other	500.00	372.00
4000-4999: Books And Supplies	Supplemental	1,250.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	31,300.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	65,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	200.00	1,722.00
5000-5999: Services And Other Operating Expenditures	Supplemental	1,700.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	38,160.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	37,528.00

* 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	1,050,402.00	1,071,041.00
Goal 2	200.00	0.00
Goal 3	162,627.00	158,934.00
Goal 4	260,818.00	256,717.00

* 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	\$37,000.00	\$66,305.00
Distance Learning Program	\$1,800.00	\$1,800.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$38,800.00	\$68,105.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$1,800.00	\$1,800.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,800.00	\$1,800.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$37,000.00	\$66,305.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$37,000.00	\$66,305.00