

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

Laguna School students will have a high quality education with a broad course of study by highly qualified educators who participate in professional development and maintain best practice educational learning and techniques

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 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>1.1 Teacher HQT status</p> <p>1.2 Common Core State Standard use (based upon training)</p> <p>1.3 Standards-aligned Materials and Student achievement on standards aligned report card.</p> <p>1.4 Teacher reporting of collaborative learning class time.</p> <p>1.5 Teacher reporting of % of time students use technology.</p> <p>1.6 Number of annual field trips.</p> <p>1.7 SBAC scores.</p> <p>1.8 CELDT/LPAC</p> <p>1.9 Reclassification rate</p> <p>1.10 Suspension and expulsion rates.</p> <p>1.11 School record of student behavior data.</p> <p>1.12 Student participation in field trips & assemblies</p> <p>1.13 Music, Art & PE programs</p> <p>1.14 Attendance & Chronic Absenteeism rates.</p>	<p>1.1 100% achieved</p> <p>1.2 Both staff members participated in PD, such as a math workshop series over course of the year focused on eliciting student reasoning, reading strategies for 1st & 2nd graders, Montessori training videos.</p> <p>1.3 Students making progress with state standards in all subject areas; data not on the dashboard due to small cohort size & confidentiality issue.</p> <p>1.4 Laguna is made up of 2 multi-grade classrooms and collaboration occurs daily during all academic</p> <p>1.5 Student across the grade levels utilize technology 30% of the day</p> <p>1.6 Two field trips in 2019-2020 before quarantine and 1 schoolwide assembly.</p> <p>1.7 no testing in 2019-2020: high percentage of students with IEPs and ELs in subgroups plus small cohort size led to confidentiality issue.</p> <p>1.8 There was no ELPAC testing in 2019-20 due to the Pandemic</p> <p>1.9 No reclassifications in 2019-20</p> <p>1.10 There was 1 suspension in 2019</p> <p>1.11 There was only one behavior notice (similar to a referral) related to the suspension</p> <p>1.12 100% of students participated in assemblies and field trips</p>

Expected	Actual
<p>19-20</p> <p>1.1 100% of staff will maintain their Highly Qualified Status</p> <p>1.2 Participation in staff development.</p> <p>1.3 Students will participate in learning that encompasses CCSS standards for mathematics and ELA/ELD as well as Next Generation Science Standards – as measured by consistent year to year growth on standards aligned report card – trimester data to include the percentage of students making growth in all subject areas.</p> <p>1.4 Students will participate in collaborative learning at least of 60% of time in all subject areas.</p> <p>1.5 Students will use of technology in learning – in ELA/ELD, Mathematics and Science as measured by teacher observation at least 30% of class time.</p> <p>1.6 Students will continue to be provided hands on and authentic learning – at least 4 field trips a year in settings that are relevant to curriculum.</p> <p>1.7 Students’ scores, on Smarter Balanced tests/standardized testing, will reflect grade level competence.</p> <p>1.8 EL students will continue to progress on EL measure</p> <p>1.9 Reclassification rate for students will maintain consistent rate – internal data as state level data yields limited information.</p> <p>1.10 Maintain Suspension and Expulsion rate of 0 students</p> <p>1.11 Monitor behavior data – by incident and grade</p> <p>1.12 Maintain 100% student participation rate in identification of school field trips and assembly</p> <p>1.13 Maintain music and PE programs – using established rubrics/standards to monitor effectiveness and or create vision</p>	<p>1.13 Achieved: once a week music classes and 2 performances annually & once a week art classes with the creation of student portfolios.</p> <p>1.14 Attendance in 19-20 was 98%. Chronic absenteeism rates cannot be reported due to confidentiality and the small size of the student population.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Maintain a one highly qualified teacher instructional model and one bilingual instructional aide. (See Action 10 for increased/improved)	1000-1999: Certificated Personnel Salaries LCFF 93,958	1000-1999: Certificated Personnel Salaries LCFF 94,906
1.2 Classroom staff to participate in available professional development to stay current in areas of need.	Object 5210 Conference Resource 4203 Title III 1,200 Resource 4035 Object 1xxx-3xxx 1000-1999: Certificated Personnel Salaries Title II 1,461	Object 5210 Conference Resource 4203 Title III 0 Resource 4035 Object 1xxx-3xxx 1000-1999: Certificated Personnel Salaries Title II 1,092
1.3 Staff to participate in professional development specific to modifying curriculum to meet the needs of EL student and students with exceptional needs.	Resource 0000 Object 1150 1000-1999: Certificated Personnel Salaries LCFF 1,300	Resource 0000 Object 1150 1000-1999: Certificated Personnel Salaries LCFF 1,442
1.4 Continue using new ELA/ELD materials/curriculum and practices, purchase new materials as needed to meet student needs.	Texts resource 0000 Object 4100 4000-4999: Books And Supplies LCFF 5,000	Texts resource 0000 Object 4100 4000-4999: Books And Supplies LCFF 55
1.5 Continue to use online learning resources, adding additional resources as needed, and align those resources to EL student needs.	Materials and supplies 4000-4999: Books And Supplies REAP 3,000	Materials and supplies Resource 5830 4000-4999: Books And Supplies REAP 0
1.6 Continue to monitor student growth across all academic areas using report cards to Common Core aligned	Included in Goal #1, ACTION 1	
1.7 Continue implementing and creating new/updated lessons that emphasize STEM, Physiology/Biology and NGSS, and good health and nutrition.	Materials and Supplies 4000-4999: Books And Supplies Title IV 5,000	Materials and Supplies Resource 4127 4000-4999: Books And Supplies Title IV 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.8 Maintain the Visual and Performing Arts program.	Professional expert Teachers salary and benefits Goals 1451,1454 REAP 2,500	Professional expert Teachers salary and benefits Goals 1451,1454 Resource 5830 REAP 0
Enhance student learning experiences that align with curricular goals by having four or more field trips, bringing in guest speakers and holding Rural School Joint assemblies.	Field trips 5000-5999: Services And Other Operating Expenditures REAP \$3,000	Field trips Resource 5830 5000-5999: Services And Other Operating Expenditures REAP 0
Hire and train a bilingual instructional assistant to provide classroom support to EL students and students performing below grade level proficiency.	2000-3999 Classified Personnel Salaries & Benefits Title I 11,200 2000-3999 Classified Personnel Salaries & Benefits Title IV 5,000 2000-3999 Classified Personnel Salaries & Benefits REAP 8,500 2000-3999 Classified Personnel Salaries & Benefits LCFF 31,362	2000-3999 Classified Personnel Salaries & Benefits Resource 3010 Title I 1,103 2000-3999 Classified Personnel Salaries & Benefits Resource 4127 Title IV 10,000 2000-3999 Classified Personnel Salaries & Benefits Resource 5830 REAP 20,042 2000-3999 Classified Personnel Salaries & Benefits LCFF 26,604
Maintain an after school homework center if needed.	Costs included in Goal 1 Action 1	

Goal Analysis

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

The majority of our budgeted funds go toward instruction in the form of salaries and supplies. These actions/services were implemented through the end of the year.

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

Laguna students made progress in all academic areas over the course of the 2019-20 school year. The academic emphasis has been reading comprehension to enable students across the grades to access academic content as 90% of the students are English Learners. Due to the unique needs of some students, such as those with IEPs, staff engage students in a variety of reading and writing skill-building strategies throughout the Fall and Winter months. The teacher and bilingual instructional aide work closely with all

students to enhance engagement with creative approaches to learning. The new Bilingual Instructional aide this year has been a terrific addition and is able to implement academic strategies and motivate students with engaging activities for the TK through 1st grades. Additionally, Staff integrated a Montessori hybrid program at the behest of the school board to increase enrollment and participated in trainings, online courses, and site visits to other schools. Laguna has always utilized small groups and cooperative learning across the grade levels and utilizes technology to enhance academics. Hands on learning is implemented in math, social studies and science on a regular basis. Challenges arise from the huge variety of ability levels due to student subgroups (those with IEPs and English Language acquisition), however, the small cohort size enables flexible grouping across grades.

Goal 2

Increase parent/family participation in school programs to enhance and extend learning for all students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>2.1 Parent Participation (Attendance in Parent Club meetings</p> <p>2.2 Parent survey, archive of newsletters</p> <p>2.3 Parent Participation records</p> <p>2.4 Parent Participation records</p> <p>2.5 School Attendance Rates, Chronic Absenteeism Rate, Middle School Dropout Rate</p>	<p>2.1 Parent Club meets monthly on the first Wednesday of each month. The average participation is 70%. The Principal-Teacher leads discussions and keeps the agenda. Parents are actively engaged in planning special activities and are surveyed in January or February. 2019-20 50% of the families completed a survey with positive comments. They are informed about the budget issues at the Parent club and information is given in a monthly newsletter as well.</p> <p>2.2 A newsletter is distributed monthly in paper form. Not all families have an email, but most have cell phones and texting is agreeable to parents as well.</p> <p>2.3 Parents participate in at least 80% of the volunteer opportunities, whether special events or chaperoning on field trips or coming into class to help.</p> <p>2.4 Parents volunteer for field trips, special events, and assemblies regularly.</p> <p>2.5 Laguna came close to 97% attendance in 2019-20; one student had chronic attendance issues. The principal has had many communications with the family and the student has made progress.</p>

Expected	Actual
<p>19-20</p> <p>2.1 Increase/maintain parent/family participation in Parent Club meetings to at least 4 times a year and use input to inform and modify LCAP.</p> <p>2.2 Increase/maintain parent understanding of how to extend learning - Parents will be provided ongoing regular communication – parent monthly newsletter will be established.</p> <p>2.3 Parents will participate/volunteer in activities, in the classroom as measured by the number of events that include parents across a school year – 80% participation anticipated.</p> <p>2.4 Parents will continue to participate in extended learning programs (field trips and assemblies)</p> <p>2.5 Maintain attendance rate at 97% and chronic absenteeism to 0%</p> <p>Baseline</p> <p>2.1 Parent Club meetings occur every month on first Wednesday.</p> <p>2.2 Monthly newsletter sent out</p> <p>2.3 Parent volunteers create and teach a “lesson”: strive for 1 a month.</p> <p>2.4 Parent volunteers assist with all whole school special events and chaperone field trips.</p> <p>2.5 Student attendance rate is 96% with one chronically absent student.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 Survey parents at beginning of year about availability, areas of expertise or interest, and willingness to work with students either in the classroom, during special monthly activities, or during special events.</p> <p>2.2 Continue monthly lessons led by parents and provide time for parent training to prepare them for leading lessons/groups if possible.</p> <p>2.3 If parent volunteerism is sufficient, develop and implement parent education sessions/materials on how to extend/support learning at home.</p>	<p>Cost -0- included in Goal #1 \$0</p>	
<p>2.4 Maintain monthly Parent Club meetings with agenda set prior to meeting.</p> <p>2.5 Continue monthly newsletter.</p> <p>2.6 Communicate with parents about special occasions, calendar dates, and curriculum events.</p> <p>2.7 Monitor attendance daily and communicate with parents regularly about student progress.</p> <p>2.8 If determined to be helpful, faculty to continue participation in Spanish language conversation training to enhance communication with parents in our community. Open source online, computer based or language tapes to be utilized.</p> <p>2.9 Continue to use Spanish translation services for communication with parents/families as needed.</p>	<p>Resource 0000 Goal 1484/1511 2000-2999: Classified Personnel Salaries Base \$2,465</p>	<p>Resource 0000 Goal 1484/1511 2000-2999: Classified Personnel Salaries Base 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.

The majority of the funding in this goal supports ongoing communication between the school and home. Due to the pandemic, very few events were held but we continued to provide consistent communication and support.

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

Our parent community enjoys special events at Laguna and attendance has never been an issue. Some complacency around monthly parent club meetings occurred in 2019, since the newsletter and social media feeds were updated regularly. Principal-Teacher would alert parents when vital information needed to be given. We routinely see all our families at pick-up and drop off daily.

Goal 3

Maintain and/or improve school facilities to provide a clean safe environment for students, staff and families.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Student / Parent survey

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>3.1 FIT report</p> <p>3.2 Other Local Measures (Parent, student survey, Calendar of work completed/improvements to campus), accident/incident reports</p> <p>3.3 Behavior incident report</p> <p>19-20</p> <p>3.1 Maintain “Excellent” rating on FIT report</p> <p>3.2 School grounds will be safe and inviting for student play, exercise, and socialization as measured by student survey and accident/incident report documentation.</p> <p>3.3 Classrooms will be efficiently organized so students may work, problem solve, and learn with ease as measured by on task behavior – Behavior incident report.</p> <p>3.4 Maintain ongoing maintenance and operations for facilities</p>	<p>3.1 2019-20 Laguna FIT report indicates that Laguna School is in good condition. There are deferred Maintenance issues with the building, which is over 100 years old. Dry rot and a pest problem are scheduled for 2021 summer.</p> <p>3.2 Achieved, parent survey administered, calendar of events discussed and posted, an accident/incident log is maintained in the office</p> <p>3.3 A paper behavior/incident file is kept in the office</p> <p>3.4 See above comment re: deferred maintenance issues.</p>

Expected	Actual
<p>Baseline</p> <p>3.1 "Excellent" rating on FIT report</p> <p>3.2 Positive student feedback, calendar/record of facilities work, no notable accident/incident reports</p> <p>3.3 No notable behavior incident reports</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Maintain ongoing operations and maintenance for facilities</p> <ul style="list-style-type: none"> Repairs to facilities will take place: <p>List to be created at start of year</p> <p>Determine whether to resurface the blacktop or consider other options.</p> <ul style="list-style-type: none"> Calendar of repairs maintained 	<p>Maintenance and Operations Function 8xxx 0000: Unrestricted Base \$18,850</p> <p>Maintenance and Operations Function 8xxx Resource 1100 Lottery 1,100</p>	<p>Maintenance and Operations Function 8xxx 0000: Unrestricted Base 17,700</p> <p>Maintenance and Operations Function 8xxx Resource 1100 Lottery 0</p>
<ul style="list-style-type: none"> Maintain a recycling program that increases awareness of conservation, energy efficiency and campus beautification, and increases student and parent involvement in the school community. Develop and Maintain campus beautification projects with students learning about native, low maintenance plants. 	<p>Goal 1, Action 1</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.

General maintenance budget was less after March 2020. Maintenance projects mentioned earlier were deferred. One caveat to future repairs and maintenance is that it is challenging to find vendors/contractors to bid and come out to work here. Due to the perception that the school is far from town.

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

Laguna School is a lovely old school and requires ongoing care and maintenance. Facilities are continually enhanced and modernized as needed. A parent work day was held in the Fall of 2019 and was a success. The building is over 100 years old and has deferred maintenance issues which will be handled as the budget allows. Dry rot in some places needs to be repaired to mitigate further damage to the building siding. A pest problem in the sub-flooring discovered in the winter of 2019 was put on the back-burner, but will be dealt with during the summer of 2021.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Laguna will resume in-person classes as soon as permitted. All 6 Families will be notified of when classes start up again by phone, mail, email, social media, and text.			
Certificated Salaries & Benefits	\$99,740	\$107,005	No
Classified Salaries & Benefits - Bilingual Aide	\$34,172	\$57,749	Yes
Classified Salaries & Benefits	\$26,968	\$14,294	No
Materials & Supplies	\$17,681	\$16,982	No
Services & Other Operating	\$142,476	\$133,566	No

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.

Due to our Title 1 status, Laguna received Covid funds from the state & fed and was able to purchase new, updated technology which helped us during distance and in-person learning. Some of our older iPads and Macs would not run Google Classroom(GC), the newest state testing browser, and/or other learning apps. Having up to date technology has helped the students access the many applications we are using daily and acted to enhance learning.

Analysis of In-Person Instructional Offerings

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

We were very fortunate that we could commence in-person classes in early September. Our distance learning was a moderate success, depending upon the engagement of the students and parents in individual families. Some parents had their children complete asynchronous work while others found it more challenging. Once we were back in session, on campus, we were able to assess areas that needed more attention. This refocusing and reprioritization acted to reset and get our students learning tracks in line. The school has also implemented a social-emotional curriculum (Second Step). The purpose has been to give and/or increase their skillset for dealing with the stressors of a global pandemic as well as social unrest. One small challenge has been keeping the social-distancing forefront in the students' minds. After the first month, the kids need daily reminding to stay distant from each other.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
All instruction and adopted curriculum is geared toward addressing the needs of English learners or low-income students, as 100% of the student population of Laguna School is in this category. *ELD strategies have been and continue to be incorporated into daily lessons, such as the use of leveled readers and providing one-to-one technology resources.			
Salaries & Benefits	See In-Person Instruction		No
Materials & Supplies	\$4,059	\$15,320	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.

We continued to utilize strategies that address the needs of our EL and low income students. The increase in spending was due to technology purchases (Chromebooks, Ipads) and other items, such as a projector and headphones, that made distance teaching/learning easier

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 Laguna community was fortunate in that all families had internet access. Once we guaranteed, student supplies were passed out including technology (iPads & Chromebooks). Daily zoom classes were successful and well attended. Due to our small size we could track student progress easily and even get support services and music & art up and running. One challenge that we faced before our new Chromebooks and iPads arrived some students struggled to access materials and lessons in Google Classroom. Spotty internet was a challenge for some households as well, but we were able to help students through a variety of strategies, such as home visits, text messaging, or even social media posts. All in all, Laguna was fortunate to be a small school.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Salaries & Benefits	See In-Person Instruction		No
Materials & Supplies	\$104	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.

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.

All 3rd through 6th graders have been able to participate in practice tests in writing and have participated in ongoing reading comprehension work in small groups and independently. We have had an increase in student enrollment since we came back to campus and are able to work closely with each student to mitigate any lost learning. One challenge has been on-boarding new students (seemingly continually), but we still remain small and are able to maintain social distancing in our classes.

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.

Our community of learners was very relieved to be back at school when we began in-person on September 8th. Having a cohort of peers, being with other students, seems to have been a success. We also adopted a new social-emotional curriculum (SecondStep) with our first round of COVID funds and the students have been engaged throughout the grade levels. As we have increased our number of students we have seen our students make new friends and adapt to changing dynamics in the classroom.

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.

We have been able to keep the lines of communication open with our families and students via the Remind app, text messages, emails, our monthly newsletters, parent information meetings (outdoors) and notes home.

Analysis of School Nutrition

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

During the distance learning portion of the year (August) our families were able to access grab-and-go meals from Petaluma Junior High School at certain times of the week. Once we resumed in-person learning we have had food deliveries for all of our students participating in the National School Lunch Program with breakfast/snack and lunch Monday through Friday and a grab and go bag of weekend food as well. We have not had hot lunches since the start of the pandemic, but are able to serve individually wrapped/packaged items easily.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

N/A

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.

N/A

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

N/A

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.

N/A

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.

Our community of learners was very relieved to be back at school when we began in-person in September. Having the a cohort of peers, being with other kids, seems to have been a success. We adopted a new social-emotional curriculum (SecondStep) with our first round of COVID funds and the students have been engaged throughout the grade levels. As we have increased our number of students we have seen our kids make new friends and adapt to changing dynamics in the classroom. We have been able to work closely with individual students to address any gaps in learning. Focusing on meeting our students needs will remain the focus of the school for the new LCAP.

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	194,896.00	172,944.00
	0.00	0.00
Base	21,315.00	17,700.00
LCFF	131,620.00	123,007.00
Lottery	1,100.00	0.00
REAP	17,000.00	20,042.00
Title I	11,200.00	1,103.00
Title II	1,461.00	1,092.00
Title III	1,200.00	0.00
Title IV	10,000.00	10,000.00

* 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	194,896.00	172,944.00
	60,862.00	57,749.00
0000: Unrestricted	18,850.00	17,700.00
1000-1999: Certificated Personnel Salaries	96,719.00	97,440.00
2000-2999: Classified Personnel Salaries	2,465.00	0.00
4000-4999: Books And Supplies	13,000.00	55.00
5000-5999: Services And Other Operating Expenditures	3,000.00	0.00

* 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	194,896.00	172,944.00
		0.00	0.00
	LCFF	31,362.00	26,604.00
	Lottery	1,100.00	0.00
	REAP	11,000.00	20,042.00
	Title I	11,200.00	1,103.00
	Title III	1,200.00	0.00
	Title IV	5,000.00	10,000.00
0000: Unrestricted	Base	18,850.00	17,700.00
1000-1999: Certificated Personnel Salaries	LCFF	95,258.00	96,348.00
1000-1999: Certificated Personnel Salaries	Title II	1,461.00	1,092.00
2000-2999: Classified Personnel Salaries	Base	2,465.00	0.00
4000-4999: Books And Supplies	LCFF	5,000.00	55.00
4000-4999: Books And Supplies	REAP	3,000.00	0.00
4000-4999: Books And Supplies	Title IV	5,000.00	0.00
5000-5999: Services And Other Operating Expenditures	REAP	3,000.00	0.00

* 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	172,481.00	155,244.00
Goal 2	2,465.00	0.00
Goal 3	19,950.00	17,700.00

* 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	\$321,037.00	\$329,596.00
Distance Learning Program	\$4,059.00	\$15,320.00
Pupil Learning Loss	\$104.00	
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$325,200.00	\$344,916.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$286,865.00	\$271,847.00
Distance Learning Program	\$4,059.00	\$15,320.00
Pupil Learning Loss	\$104.00	
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$291,028.00	\$287,167.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$34,172.00	\$57,749.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$34,172.00	\$57,749.00