



## **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

Students will have access to highly qualified teachers, standards aligned materials, a broad course of study and a resource center that is safe and clean.

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 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> SBAC Scores  <b>19-20</b> SBAC baseline scores will be established in spring 2020. In the following year, the percent of students school wide scoring Standard Met and Standard Exceeded will increase by a combined minimum of 2% annually.  <b>Baseline</b> To be determined.	Students did not complete the SBAC assessment in the 2019-2020 school year.
<b>Metric/Indicator</b> Graduation rate  <b>19-20</b> TBD when graduating students have been enrolled at SVA for three or more years.	SVA did not have high school graduates in the 19-20 school year.

Expected	Actual
<p><b>Baseline</b> To be determined.</p> <p><b>Metric/Indicator</b> EL proficiency</p> <p><b>19-20</b> EL proficiency: 90% of EL students will show a scale score increase annually on the ELPAC.</p> <p><b>Baseline</b> To be determined.</p>	<p>The ELPAC was not administered in the 2019-2020 school year.</p>
<p><b>Metric/Indicator</b> Grade level promotion</p> <p><b>19-20</b> 98 percent of SVA students will promote at least one grade level.</p> <p><b>Baseline</b> To be determined.</p>	<p>In the 2019-2020 school year, 98% of students promoted at least one grade level.</p>
<p><b>Baseline</b> To be determined.</p> <p><b>Metric/Indicator</b> Internal assessment (i-Ready, DIBLES)</p> <p><b>19-20</b> School initiated assessment results will show a three percent increase of students performing at or above grade level from the beginning of the year to the end of the year.</p> <p><b>Baseline</b> To be determined.</p>	<p>SVA exceeded the 3% internal assessment growth target in the 2019-2020 school year. i-Ready data is outlined below:</p> <p>Beginning of the year i-Ready Math scores fall 2019: 26% at or above grade level 45% one grade below 29% two or more grade levels below</p> <p>End of the year i-Ready Math scores spring 2020 40% at or above grade level 42% one grade below 18% two or more grade levels below</p> <p>Beginning of the year i-Ready Reading scores fall 2019: 47% at or above grade level 33% one grade level below</p>

Expected	Actual
	<p>21% two or more grade levels below</p> <p>End of the year i-Ready Reading scores spring 2020  62% at or above grade level  25% one grade below  12% two or more grade levels below</p>
<p><b>Metric/Indicator</b>  Access to standards-aligned instructional materials.</p> <p><b>19-20</b>  Every pupil in the school district will have sufficient access to standards-aligned instructional materials.</p> <p><b>Baseline</b>  To be determined.</p>	<p>In the 2019-2020 school year, 100% of students has access to standards-aligned instructional materials.</p>
<p><b>Metric/Indicator</b>  Highly qualified teachers</p> <p><b>19-20</b>  100% of the SVA teachers will be appropriately assigned and fully credentialed for the pupils they are serving.</p> <p><b>Baseline</b>  To be determined.</p>	<p>In the 2019-2020 school year, all teachers were highly qualified.</p>
<p><b>Metric/Indicator</b>  Broad course of study</p> <p><b>19-20</b>  100% students will have access to a broad course of study.</p> <p><b>Baseline</b>  To be determined.</p>	<p>In the 2019-2020 school year, 100% of students had access to a broad course of study.</p>
<p><b>Metric/Indicator</b>  Implementation of academic content and performance standards</p> <p><b>19-20</b></p>	<p>In the 2019-2020 school year, academic content and performance standards were implemented for all students.</p>

Expected	Actual
<p>Academic content and performance standards will be implemented for all students.</p> <p><b>Baseline</b> To be determined.</p>	
<p><b>Metric/Indicator</b> English Learner access to CCSS and ELD standards</p> <p><b>19-20</b> 100% of English Language Learners will have access to CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p> <p><b>Baseline</b> To be determined.</p>	<p>In the 2019-2020 school year all English Learners had access to CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p>
<p><b>Metric/Indicator</b> School facility maintenance and safety</p> <p><b>19-20</b> Completed parent surveys will indicate that parents consider the school facilities clean, safe, and in good repair.</p> <p><b>Baseline</b> To be determined.</p>	<p>In the 2019-2020 school year all school facilities were well maintained and safe.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Employ, supervise, and evaluate highly qualified teachers (Teacher salaries-excluding Reading and Writing Specialists and Special Ed staff).</p>	<p>General Education Teacher Salaries 1000-1999: Certificated Personnel Salaries Base \$221,581</p> <p>General Education Teacher Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$37,419</p>	<p>General Education Teacher Salaries 1000-1999: Certificated Personnel Salaries Base \$234,341.26</p> <p>General Education Teacher Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$41,354.34</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>1.2 Provide staff professional development opportunities that target the following areas:</p> <p>Positive Prevention Plus Program (Health Education)</p> <p>CTE Pathway implementation and oversight</p> <p>Mathematics curriculum and instruction</p> <p>ELA curriculum and instruction</p> <p>Special Education Services</p> <p>Tiered intervention for students performing below grade level in ELA and Math</p> <p>Next Generation Science Standards</p> <p>Use of Google Classroom</p> <p>State and internal assessment programs</p> <p>High school student course and curriculum selection</p> <p>Mandated/required training for compliance</p> <p>Training for implementation of food service at the Redding Resource Center</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures Base \$16,300</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures Base \$12,469.70</p>
<p>1.3 Purchase state adopted standards based curriculum and materials for all grade levels.</p>	<p>Standards based adopted curriculum 4000-4999: Books And Supplies Base \$14,324</p> <p>Standards based adopted curriculum 4000-4999: Books And Supplies Lottery \$20,176</p>	<p>Standards based adopted curriculum 4000-4999: Books And Supplies Base \$36,209.92</p> <p>Standards based adopted curriculum 4000-4999: Books And Supplies Lottery \$5,035.00</p>
<p>1.4 Create a CA State Standards aligned a-g approved course list (including online courses).</p>	<p>Part of the HS Coordinator salary in Goal 2, Action 11. Duplicate expense. 1000-1999: Certificated Personnel Salaries Base Duplicate Expense</p>	<p>Part of the HS Coordinator salary in Goal 2, Action 11. Duplicate expense. 1000-1999: Certificated Personnel Salaries Base Duplicate Expense</p>
<p>1.5 Provide a wide array of academic and enrichment opportunities through the school's approved enrichment course instructors/vendor list.</p>	<p>Educational Enrichment Vendors 5800: Professional/Consulting Services And Operating Expenditures Base \$182,679</p>	<p>Educational Enrichment Vendors 5800: Professional/Consulting Services And Operating Expenditures Base \$143,602.55</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
1.6 Ensure that the Shasta View Resource Center is safe and clean through the following actions: Create and follow a site safety plan. Create the maintenance contract with the site landlord. Create and use a daily check list for resource center cleanliness and maintenance.	Janitorial and grounds maintenance. 5000-5999: Services And Other Operating Expenditures Base \$8,000	Janitorial and grounds maintenance. 5000-5999: Services And Other Operating Expenditures Base \$11,578.01
1.7 Employ, supervise, and evaluate highly qualified and credentialed special education staff.	Certificated special education personnel salaries - certificated staff members and shared positions with the North State JPA. 1000-1999: Certificated Personnel Salaries Special Education \$50,925	Certificated special education personnel salaries - certificated staff members and shared positions with the North State JPA. 0001-0999: Unrestricted: Locally Defined Special Education \$29,626.92  Certificated special education personnel salaries - certificated staff members and shared positions with the North State JPA. 5800: Professional/Consulting Services And Operating Expenditures Special Education \$33,708.69

## Goal Analysis

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

All Actions/Services were implemented to support students, families, teachers, and staff.

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

SVA successfully implemented all actions/services to achieve this goal. Given our personalized learning/independent study program, students continued working at home with their families with oversight from their SVA assigned teacher in their curriculum to the end of the school year. The only change in our program delivery was the shift to virtual meetings and instruction.



## Goal 2

Improve student achievement and performance. Prepare students to be college and career ready.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> SBAC scores  <b>19-20</b> SBAC baseline scores will be established in spring 2020. In the following year, the percent of students school wide scoring Standard Met and Standard Exceeded will increase by a combined minimum of 2% annually.  <b>Baseline</b> To be determined.	Students did not complete the SBAC assessment in the 2019-2020 school year due to COVID.
<b>Metric/Indicator</b> Graduation rate  <b>19-20</b> TBD when graduating students have been enrolled at SVA for three or more years.  <b>Baseline</b>	SVA did not have high school seniors enrolled in the 2019-2020 school year.

Expected	Actual
To be determined.	
<b>Metric/Indicator</b> ELPAC results  <b>19-20</b> EL proficiency: 90% of EL students will show a scale score increase annually on the ELPAC.  <b>Baseline</b> To be determined.	The LPAC was not administered in the 2019-2020 school year due to COVID.
<b>Metric/Indicator</b> Grade level promotion  <b>19-20</b> 98 percent students will promote at least one grade level.  <b>Baseline</b> To be determined.	In the 2019-2020 school year, 100% of SVA students promoted at least one grade level.
<b>Metric/Indicator</b> Local Indicator - Reading Diagnostic Results (DIBELS, i-Ready)  <b>19-20</b> Percentage of students achieving grade level proficiency on internal reading diagnostic assessments will increase 3% across all grade levels (beginning to end of the year).  <b>Baseline</b> To be determined.	SVA exceeded the 3% internal assessment growth target on the internal reading diagnostic assessment in the 2019-2020 school year. i-Ready data is outlined below:  Beginning of the year i-Ready Reading scores fall 2019: 47% at or above grade level 33% one grade level below 21% two or more grade levels below  End of the year i-Ready Reading scores spring 2020 62% at or above grade level 25% one grade below 12% two or more grade levels below
<b>Metric/Indicator</b> Local Indicator - Math Diagnostic Results (DIBELS, i-Ready)  <b>19-20</b>	SVA exceeded the 3% internal assessment growth target on the internal reading diagnostic assessment in the 2019-2020 school year. i-Ready data is outlined below:  Beginning of the year i-Ready Reading scores fall 2019:

Expected	Actual
<p>Percentage of students achieving grade level proficiency on internal math diagnostic assessments will increase 3% across all grade levels (beginning to end of the year).</p> <p><b>Baseline</b> To be determined.</p>	<p>47% at or above grade level 33% one grade level below 21% two or more grade levels below</p> <p>End of the year i-Ready Reading scores spring 2020 62% at or above grade level 25% one grade below 12% two or more grade levels below</p>
<p><b>Metric/Indicator</b> Local Indicator - Progress reports for parents</p> <p><b>19-20</b> 100% of students and their parents will receive diagnostic reports throughout the year showing progress in reading and math.</p> <p><b>Baseline</b> To be determined.</p>	<p>In the 2019-2020 school year 100% of students and their parents received diagnostic reports throughout the year showing progress in reading and math.</p>
<p><b>Metric/Indicator</b> Local Indicator -Standards aligned curriculum</p> <p><b>19-20</b> All students will have access to standards-aligned curriculum.</p> <p><b>Baseline</b> To be determined.</p>	<p>In the 2019-2020 school year, 100% of students has access to standards-aligned instructional materials.</p>
<p><b>Metric/Indicator</b> Local indicator - Annual survey outcomes regarding academic achievement</p> <p><b>19-20</b> Annual School Surveys (parents, high school students, students grades 5-8) collected will indicate that: 95% of students are satisfied with their academic achievement. 95% of parents are satisfied with their children's progress.</p> <p><b>Baseline</b></p>	<p>In the 2019-2020 Annual School Surveys (parents, high school students, students grades 5-8) collected indicated that: 98% of students are very satisfied or satisfied with their academic achievement. 97% of parents are very satisfied or satisfied with their children's progress.</p>

Expected	Actual
To be determined.	
<b>Metric/Indicator</b> College and Career Indicator Performance Levels  <b>19-20</b> The percent of graduating high school seniors that meet the "Prepared" standard (as established by the California Dashboard) will increase by 5% annually.  <b>Baseline</b> To be determined.	In the 2019-2020 school year, SVA did not have graduating seniors.

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Develop and monitor individual learning plans for each student, including appropriate materials and interventions to ensure satisfactory progress toward grade level promotion and graduation.	Duplicate expenditure-general education teacher salaries goal #1, Action #1. 1000-1999: Certificated Personnel Salaries Base Duplicate expense	Duplicate expenditure-general education teacher salaries goal #1, Action #1. 1000-1999: Certificated Personnel Salaries Base Duplicate expense
2.2 Purchase internal assessment program licenses for all grade levels. Conduct assessments at the start of the school year and as needed throughout the year to assess student academic growth and mastery of grade level standards.	License fees for i-Ready assessment tools. 5000-5999: Services And Other Operating Expenditures Supplemental \$4,000	License fees for i-Ready assessment tools. 5000-5999: Services And Other Operating Expenditures Supplemental \$3,430.00
2.3 Create SVA's tiered intervention process to track and assist students performing below grade level.	40% of teacher salaries to serve unduplicated students. 1000-1999: Certificated Personnel Salaries Base Duplicate expense	40% of teacher salaries to serve unduplicated students. 1000-1999: Certificated Personnel Salaries Base Duplicate expense
2.4 Provide grade level math classes and math intervention sessions for students grades 4-12. Classes will be taught by credentialed staff who will be paid an extra duty stipend for the assignment.	Teacher stipends 1000-1999: Certificated Personnel Salaries Title I \$5,000	Teacher stipends 1000-1999: Certificated Personnel Salaries Base \$991.08

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
2.5 Fund .2 FTE Reading Specialist to assess, instruct, provide oversight to reading intervention program.	Part of the .2 FTE Reading Specialist Salary 1000-1999: Certificated Personnel Salaries Supplemental \$12,000	Part of the .2 FTE Reading Specialist Salary 1000-1999: Certificated Personnel Salaries Supplemental \$12,738.71
2.6 Fund .2 FTE Writing Specialist to implement school wide writing program.	Part of the .2 FTE Writing Specialist Salary 1000-1999: Certificated Personnel Salaries Supplemental \$11,000	Part of the .2 FTE Writing Specialist Salary 1000-1999: Certificated Personnel Salaries Supplemental \$11,387.54
2.7 Fund .2 FTE High School Coordinator to serve Shasta and Modoc Counties providing the following student services: Academic advising High School course planning Train teachers and students in the use of the 7 CTE Pathways Encourage students to include CTE Pathways in their personalized learning plans Staff assistance and guidance with course and curriculum selection Communication with parents and students regarding high school activities and opportunities College outreach (course development and student tours) Development and oversight of a full a-g course list Annual Career Choices classes in Shasta and Modoc Counties Create and teach a high school leadership class Annual Beyond High School Class Develop a service learning program	.2 FTE High School Coordinator salaries 1000-1999: Certificated Personnel Salaries Supplemental \$10,000	.2 FTE High School Coordinator salaries
2.8 Provide teacher training and student exposure to implement seven Career Technical Education Pathways for high school students.	High School Coordinator and Teacher Salaries -duplicate expense 1000-1999: Certificated Personnel Salaries Base Duplicate expense	High School Coordinator and Teacher Salaries -duplicate expense 1000-1999: Certificated Personnel Salaries Base Duplicate expense
2.9 Purchase laptops and chrome books for student checkout and use.	Laptops and Chrome Books for student use and instruction. 6000-	Laptops and Chrome Books for student use and instruction. 6000-

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	6999: Capital Outlay Base \$20,000	6999: Capital Outlay Base \$1,623.72
2.10 Administer Home Language Survey and ELPAC for any new student who indicates on the Home Language Survey that English is not their native language. Notify all parents of its responsibility for ELPAC testing and of ELPAC results.	5% of the Assessment Coordinator Salary - duplicate expense 1000-1999: Certificated Personnel Salaries Supplemental Duplicate expense	5% of the Assessment Coordinator Salary - duplicate expense 1000-1999: Certificated Personnel Salaries Supplemental Duplicate expense

## Goal Analysis

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

All Actions/Services were implemented to support students, families, teachers, and staff.

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

SVA successfully implemented all actions/services to achieve this goal. Given our personalized learning/independent study program, students continued working at home with their families with oversight from their SVA assigned teacher in their curriculum to the end of the school year. The only change in our program delivery was the shift to virtual meetings and instruction.

## Goal 3

Improve and develop systems to support school attendance, connectivity, participation, and communication.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Attendance rate  <b>19-20</b> Maintain a School Attendance rate of 95% or better.  <b>Baseline</b> To be determined.	In the 2019-2020 school year SVA had a 99.61% attendance rate at P-2.
<b>Metric/Indicator</b> Chronic Absenteeism rate for grades TK-12  <b>19-20</b> Maintain a schoolwide Chronic Absenteeism rate lower than the state average.  <b>Baseline</b> To be determined.	In the 2019-2020 school year SVA had a chronic absenteeism rate of .2%.
<b>Metric/Indicator</b> Expulsion Rate  <b>19-20</b> Maintain an expulsion rate lower than 1%.  <b>Baseline</b> To be determined.	In the 2019-2020 school year SVA's expulsion rate was 0%.

Expected	Actual
<p><b>Metric/Indicator</b> Drop out rate for high school students</p> <p><b>19-20</b> Maintain a high school drop out rate below 1%.</p> <p><b>Baseline</b> To be determined.</p>	<p>In the 2019-2020 school year SVA's high school drop out rate was 0%.</p>
<p><b>Metric/Indicator</b> Drop out rate for middle school students</p> <p><b>19-20</b> Maintain a middle school drop out rate below .5%.</p> <p><b>Baseline</b> To be determined.</p>	<p>In the 2019-2020 school year SVA had zero middle school drop outs.</p>
<p><b>Metric/Indicator</b> Suspension rate</p> <p><b>19-20</b> Maintain a suspension rate below 1%.</p> <p><b>Baseline</b> To be determined.</p>	<p>In the 2019-2020 school year SVA had zero suspensions.</p>
<p><b>Metric/Indicator</b> Local Measure: Parent Survey Results</p> <p><b>19-20</b> The number of parents that would recommend SVA to others will be 95% or better.</p> <p><b>Baseline</b> To be determined.</p>	<p>In the 2019-2020 school year the annual parent survey indicated that 100% of parents would recommend SVA to others.</p>
<p><b>Metric/Indicator</b> Annual Parent Survey results regarding school wide communication.</p> <p><b>19-20</b> 95% of SVA parents will report that they use the Parent Square portal for communication.</p>	<p>In the 2019-2020 school year the annual parent survey indicated that 100% of parents use the Parent Square portal for communication.</p>



Expected	Actual
<b>Baseline</b> To be determined.	
<b>Metric/Indicator</b> Parental participation in programs for individuals with exceptional needs.  <b>19-20</b> 100% of parents with exceptional needs students will participate in their children's education on a daily basis.  <b>Baseline</b> To be determined.	In the 2019-2020 school year, 100% of parents with exceptional needs students reported that they participated in their children's education on a daily basis.

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Implement the use of the School Pathways Student Information System to track student attendance, CALPADS compliance, and academic progress.	Purchase School Pathways Program 5000-5999: Services And Other Operating Expenditures Base \$5,000	Purchase School Pathways Program 5000-5999: Services And Other Operating Expenditures Base \$9,277.82
3.2 Establish a SVA website including pages that contain links and activities, math and writing information pages, parent/student handbook, high school course guide, parent resources, and school calendar.	Website Management Company 5000-5999: Services And Other Operating Expenditures Base \$1,200	Website Management Company 5000-5999: Services And Other Operating Expenditures Base \$3,950.00
3.3 Organize and offer a parent informational meeting in August to introduce families to our program.	Duplicate expense - Teacher salaries 1000-1999: Certificated Personnel Salaries Base Duplicate expenditure	Duplicate expense - Teacher salaries 1000-1999: Certificated Personnel Salaries Base Duplicate expenditure
3.4 Conduct educational field trips and extracurricular activities at least once a month to promote student and family engagement. In the second semester, invite 8th grade students to high school trips and activities when it is appropriate.	Fees for field trip activities. 5000-5999: Services And Other Operating Expenditures Base \$7,200	Fees for field trip activities. 5000-5999: Services And Other Operating Expenditures Base \$2,516.41
3.5 Purchase and implement Parent Square communication system license to ensure that all stakeholders are aware of all opportunities, activities and important school information throughout the school year.	Purchase Parent Square Communication Program 5000-5999: Services And Other	Purchase Parent Square Communication Program 5000-5999: Services And Other

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Operating Expenditures Base \$800	Operating Expenditures Base \$368.80
3.6 Offer schoolwide events such as a Talent Show and a STEAM Expo to highlight student talents and achievements.	Supplies and venue rental. 5000-5999: Services And Other Operating Expenditures Base \$800	Supplies and venue rental. 5000-5999: Services And Other Operating Expenditures Base \$0
3.7 Complete and distribute semester newsletters to keep stakeholders informed about school activities, accomplishments, and student achievements.	Teacher salaries - duplicate expenditure. 1000-1999: Certificated Personnel Salaries Base Duplicate expense	Teacher salaries - duplicate expenditure. 1000-1999: Certificated Personnel Salaries Base Duplicate expense

## Goal Analysis

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

All Actions/Services were implemented to support students, families, teachers, and staff.

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

SVA successfully implemented all actions/services to achieve this goal. Given our personalized learning/independent study program, our staff was able to improve and develop systems to support school attendance, connectivity, participation, and communication. The only change to implementation of this goal was a shift from in person meetings, activities, and events to the use of virtual platforms.

# 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
Employ, supervise, and evaluate highly qualified teachers (Teacher salaries-excluding Reading, Mathematics and Writing Specialists, and Special Education Staff). Develop and monitor individual learning plans for each student, including appropriate materials and interventions to ensure satisfactory progress toward grade level promotion and graduation.	\$1,859,431	\$1,628,275.52	Yes
Employ, supervise, and evaluate highly qualified staff to implement and support an effective Special Education Program as an LEA of the El Dorado Charter SELPA.	\$225,000	\$318,668.05	Yes
Purchase state adopted standards based curriculum and materials for all grade levels.	\$75,000	\$68,987.00	Yes
Purchase online educational apps, courses, and software licenses for student use.	\$18,000	\$26,726.42	Yes
Purchase internal assessment program licenses for all grade levels. Conduct assessments at the start of the school year and as needed throughout the year to assess student academic growth and mastery of grade level standards.	\$13,600	\$7,674.79	Yes
Fund .8 FTE Mathematics Specialist to assess, instruct, provide oversight to mathematics intervention program.	\$49,998	\$68,695.28	Yes
Fund .8 FTE Reading Specialist to assess, instruct, provide oversight to reading intervention program.	\$49,998	\$71,256.12	Yes
Fund 1 FTE High School Coordinator to provide the following student services: Academic counseling, High School course planning CTE Pathway creation and oversight, staff assistance and guidance with	\$62,498	\$73,105.77	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
course and curriculum selection, communication with parents and students regarding high school activities and opportunities, college outreach.			
Purchase and implement Parent Square communication system license to ensure that all stakeholders are aware of all opportunities, activities and important school information throughout the school year.	\$3,000	\$467.50	Yes
Purchase and Implement the use of the School Pathways Student Information System to track student attendance and academic progress.	\$7,000	\$7,288.43	Yes
Administer Home Language Survey and CELDT (California English Language Development Test) for any new student who indicates on the Home Language Survey that English is not their native language. Notify all parents of its responsibility for CELDT testing and of CELDT results.	Duplicate expense	Duplicate expense	Yes
Provide staff professional development opportunities that target the following areas: Special Education services, tiered intervention for students performing below grade level, use of Google Classroom and Zoom, ELA and Mathematics curriculum and instruction, and mandated/required training for compliance.	\$60,000	\$14,259.21	Yes
Purchase and implement use of personal protection equipment, cleaning and disinfecting products.	\$4,500	\$2,224.83	Yes
Assign an administrator to the role of homeless liaison and foster liaison. Duties to include: identification of students, implementation of appropriate services and guidelines, and training for staff members.	\$9,244	\$10,524.20	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.

SVA was not able to contract for a Writing Specialist for the 2020/21 school year due to COVID-19. SVA spent more to mitigate social emotional supports for special needs students during the pandemic than anticipated. SVA did not purchase as many assessments as previously anticipating needing. SVA was only able to provide limited Professional Development due to COVID-19.

## **Analysis of In-Person Instructional Offerings**

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

### **Successes:**

In the 20-21 school year, SVA successfully served 100 TK-8th grade students with our personalized learning/independent study model. Students completed work at home with daily instruction from their parents/guardians following the student's personalized learning plan that was developed with their credentialed SVA Teacher. The student learning plans included support and instruction from the assigned SVA Teacher, standards-based curriculum, online resources, intervention services, support and assistance from our Math and Reading Specialists, supplemental materials and manipulative resources, and technology devices for student use. Parents participated as direct partners with credentialed teachers in lesson planning, curriculum choices, supervision, and evaluation of student learning. SVA families used the curriculum and online resources prescribed in the personalized learning plan throughout the school year fostering a sense of routine and clarity despite outside stressors caused by the pandemic.

SVA shifted to the use of virtual platforms for communication, supplementary classes (writing and math classes, HS Career Choices, and Earth Science Labs), tutoring in core subjects, and/or instruction given by assigned SVA teachers. We implemented COVID safety precautions and protocols at all school sites and staff followed CA Department of Public Health guidelines to include face coverings, outside meetings and social distancing if meeting in person.

Students who receive Special education services were served in the manner above for general education services. Special education services were provided one on one or in small groups in person using COVID-19 safety protocols or via the virtual platform (Zoom). Parents were given a choice regarding the method of delivery.

### **Challenges:**

Students and parents missed the previously offered in person instructional opportunities.

Students and parents communicated feelings of isolation due to cessation of in person instruction opportunities.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase technology devices for student and teacher use to include: laptops, Chromebooks, iPads, and Verizon Hotspots. Devices will be checked out to individuals through the school's library system.	\$60,000	\$43,377.17	Yes
Contract for technology services and support through Shasta County Office of Education Technology Department.	\$8,500	\$6,965.25	Yes
Contract for technology support for staff, students, and parents/guardians with Applied Technology.	\$12,000	\$12,581.08	Yes
Purchase technology software for virtual platforms - Zoom License, Internet security subscriptions.	\$2,500	\$512.20	Yes
Purchase online educational apps, courses, and software licenses for student use.	\$2,500	Duplicate Expense	Yes

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

SVA did purchase quite a few technology supplies, but due to demand, were only able to acquire a limited supply.

## 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.

SVA successfully implemented the following elements of the distance learning program in the 2020-2021 school year:

Continuity of Instruction - SVA's independent study model ensured that all students had full and consistent access to standards based curriculum and materials throughout the school year. Credentialed teachers assigned to each family met regularly with students and parents/guardians to ensure that daily work was completed and evaluated for quality and content. Teachers were required to ensure there was adequate academic progress during each of the school's ten learning periods. We did not experience challenges in this area.

Access to Devices and Connectivity - SVA successfully offered technology devices for library checkout to all students. Available devices include: laptops, Chromebooks, and iPads. In addition to offering devices, the school purchased and provided Verizon hotspots to families who do not have internet service. The only challenge in this area was a delay in new device availability for purchase and a time lag in distribution to all students.

Pupil Participation and Progress - SVA students were able to follow their personalized learning plans successfully throughout the 20-21 school year without interruption. ADA calculations for the 20-21 school year were 98% indicating excellent participation in our program throughout the year.

SVA's independent study program follows California Independent Study laws and includes the following to monitor pupil participation and progress as follows:

SVA conducted internal assessments for all students in the first quarter of the year to assist with the assignment of appropriate curriculum, to identify students working below grade level who needed intervention and extra assistance, and to establish a baseline to measure student growth and achievement. Assessments were administered as needed mid-year and again in the last quarter to measure the end of the year mastery and growth. Internal assessment scores indicate that the majority of students achieved academic success and progress in the 20-21 school year.

Teacher-led meetings are held with each family to monitor completion of assignments a minimum of once every 20 days. These meetings included evaluation of all work completed in the 20 day period and the formal attendance report based on successful completion and academic growth. Teachers evaluate all of the student's work to assure student progress and success.

Daily logs were completed by parents/guardians to record subjects completed and time spent in curriculum on a daily basis.

A monthly learning record is completed by the assigned teacher to include work samples, an evaluation of progress with assigned curriculum, time value logs for subjects that don't create a sample (music, career exploration, service learning, etc.), attendance logs, and an attendance form completed by the SVA Teacher to document ADA.

If a student does not produce an adequate amount of quality work, the assigned teacher follows the school's three-tiered non-compliance protocol. The protocol included a meeting with the teacher to identify the reason for the non-compliance, reassignment of work, a corrective action plan with a timeline, close monitoring of work completion, and eventually, if the action moves to the third tier, a meeting was scheduled with the school director to discuss whether independent study is an appropriate placement.

We did not experience challenges in the area of pupil participation and progress.

Distance Learning Professional Development - SVA provided training to all general and special education staff members beginning in March 2020 in the use of the following virtual platforms: Zoom, Google Classroom, Google Meet, and eDynamic Online Courses.

Teachers began using Zoom and Google Classroom to facilitate one on one and group instruction during the Shelter at Home Order that began March 20, 2020. Families enjoyed the opportunity to interact through these platforms and have continued using these methods as part of the student's personalized learning plan. Staff training continued and expanded in the 20-21 school year as new programs and opportunities arose.

SVA had a contract with the Shasta County Office of Education's technology department and Applied Technology to assist school staff and families with their technology devices and connectivity. The contract included on-site assistance and repair, virtual assistance via the internet for all areas of service, and consultation/assistance with technology purchases. SVA provided training to all general and



special education staff members beginning in August 2020 in the use of the following virtual platforms: Zoom, Google Classroom, Google Meet, and eDynamic Online Courses. Teachers began using Zoom and Google Classroom to facilitate one on one and group instruction in August 2020.

We did not experience challenges in the area of distance learning and professional development.

**Staff Roles and Responsibilities** - The following new roles and responsibilities were assigned to staff as a result of COVID-19:

The School Director and the Site Coordinator in Shasta County attended all virtual Public Health meetings coordinated by the Shasta County Office of Education, read all related emails and documents, distributed information to all stakeholders, and trained staff in the COVID-19 guidelines and policies.

The Site Coordinator in Shasta County and the Office Manager in Alturas were trained in the COVID-19 Health and Safety Guidelines and provide oversight and direction to staff at all school sites.

The Shasta County Site Coordinator was assigned as the SCOE COVID-19 Liaison for our school.

All academic staff members were tasked with following COVID-19 Health and Safety Guidelines for facial coverings and social distancing while meeting and working with parents and students.

All academic staff gained skills and used virtual learning platforms for all grade level instruction and tutoring.

The school janitorial staff was trained in proper disinfecting and cleaning protocols and their routines have changed to incorporate the new standards.

Our Office Manager had the added responsibility of managing COVID-19 related leave and HR protocols and ordered and distributed safety equipment to all school sites.

Our biggest challenge in this area was the constant change in COVID-19 guidance and protocols from the state. We were also challenged by the time required for contact tracing, employee leave tracking and changes, and time spent with added cleaning and sanitizing protocols.

**Support for Pupils with Unique Needs** - SVA successfully provided the following additional supports to students with unique needs:

**General Student Population:**

SVA Teachers worked with their students to support their personalized learning plan and their unique needs. Supports included virtual tutoring, one to one instruction following guidelines, and curriculum accommodations as needed. The school provided laptops, Chromebooks, or iPads to any student who requested one and hotspots to facilitate online interaction if they do not have internet service. If students live in remote areas without internet, the assigned teacher arranged meetings and opportunities to provide internet access at alternative locations.

**Students with an Active IEP:**

SVA served 56 students with an active IEP. All special education staff and service providers were trained in COVID-19 Health and Safety Guidelines and incorporate measures into instructional time with students.

All special education staff and service providers worked with parents to make a plan to fulfill service minutes in a manner that best met student needs. Our special education staff was challenged by families and students who cancelled appointments with service providers due to COVID-19 protocols and restrictions.



English Learners:

SVA did not have any English Learners enrolled in the 2020-2021 school year.

Students in Foster Care:

SVA did not have any students in foster care enrolled in the 2020-2021 school year.

Homeless Students:

SVA did not have any homeless students enrolled in the 2020-2021 school year.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase supplemental instructional materials to support intervention strategies.	\$2,500	\$2,481.82	Yes
Continue to Implement SVA's tiered intervention process to track and assist students performing below grade level.	Duplicate Expense	Duplicate Expense	Yes
Purchase educational license agreements, online applications, and online classes for use as intervention strategies.	\$2,500	Duplicate Expense	Yes
Develop and monitor individual learning plans for each student, including appropriate materials and interventions to ensure satisfactory progress toward grade level promotion and graduation.	Duplicate Expense	Duplicate Expense	Yes
Provide Mathematics instruction and tutoring opportunities with the Math Specialist.	Duplicate Expense	Duplicate Expense	Yes
Provide Language Arts instruction and tutoring opportunities with the Reading Specialist.	Duplicate Expense	Duplicate Expense	Yes

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

SVA successfully completed all planned actions and/or budgeted expenditures to address pupil learning loss. successfully completed all planned actions and/or budgeted expenditures to address pupil learning loss.

## 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.

In the 2020-2021 school year, all students in grades TK-8 completed internal assessments to establish a skills baseline in Language Arts and Mathematics. Each student's assigned teacher used the assessment results and student performance to create the student learning plan with the family. Newly enrolled students who attended site-based programs last year demonstrated some learning loss due to school closures in the spring of 2020. These students' personalized learning plans addressed those losses with appropriate curriculum and instruction after problem areas were identified. The plans included strategies to improve academic skills (tutoring with

the assigned teacher, online supplementary resources, supplementary curriculum, and assistance from the school's reading and math specialists).

In the 2020-2021 school year, students completed daily work with their parents/guardians and assigned teachers using the methods outlined in their personalized learning plan to include standards based textbooks, online classes and educational applications. Supplementary assistance was also provided by our Reading and Math Specialists and our special education staff for special needs students. SVA teachers collected, graded, and evaluated work completed by students to ensure adequate progress and attendance.

Our school did not experience any closures or breaks in our educational schedule due to COVID-19 in the 2020-2021 school year. Our internal assessment scores indicate that minimal learning loss occurred in the 20-21 school year.

## 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.

### Success:

SVA successfully implemented measures to monitor and support mental health and social emotional well-being in the 2020-2021 school year with the following actions:

Information pages were added to the school website that included information about COVID-19 health and safety protocols, mental health and social emotional health resources, and helpful information regarding stress and trauma.

The school contracted with Lotus Educational Services in Shasta County to provide mental health staff training and schoolwide access to mental health and social/emotional well being consultations.

The school offered schoolwide consultations and counseling with the SVA School Psychologist.

Virtual interaction opportunities for middle and high school students were created to include a STEAM Expo, an art event, and a virtual talent show.

The school utilized our internal email system to help staff assist one another with childcare and other needs.

The Shasta County Health Department website and resource links were posted to our school website.

Staff attended SCOE training sessions regarding Trauma and Social-Emotional Well-Being, and suicide prevention.

Student Physical Education logs were used by SVA Teachers to monitor student activity and the maintenance of physical well-being.

The school staff was given information to access medical benefits that include mental health appointments and treatment.

The SVA Staff attended weekly meetings via Zoom to maintain communication and create networking opportunities.

### Challenges:

The ongoing pandemic has strained the well-being and behavioral health of our school community. The emotional toll includes rising levels of problems associated with anxiety, depression, and suicide which affects our relationships, communities, staff and students. COVID strained our already busy office and administrative staff. They have implemented new systems, protocols and procedures to notify staff and parents of COVID outbreaks.

In January 2021, the new Cal OSHA requirements caused significant changes to our Reopening Plan adding additional stress and work to staff as we scrambled to change protocols.

Differences between CDC and CDPH guidance throughout the year created confusion among parents, staff, and administration.

The volume of plans required by the state in the 20-21 school year severely impacted the school administrator's work load and mental health.

COVID fatigue created undesirable behaviors in staff members and families.

Social distancing has created a lack of human interaction needed for students and staff overall well-being.

## 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.

### Successes:

SVA successfully implemented pupil and family engagement and outreach in the 2020-2021 school year. Our personalized learning/independent model allowed staff to develop positive relationships with their assigned families who have a commitment to daily instruction and educational engagement at home. Because our parents are so cooperative and our students so engaged, our credentialed teachers were consistently able to demonstrate that students were making academic progress as they followed their personalized learning plans.

SVA utilized Parent Square as the schoolwide communication system in the 20-21 school year to successfully inform all stakeholders about important school information and opportunities.

SVA successfully conducted spring stakeholder surveys for parents, high school students, students grades 5-8, and staff. The results were analyzed and information gathered was used to assess annual progress with goals and to create the 21-22 LCAP.

SVA was able to successfully hold two parent information meetings, four advisory council meetings, and twelve board meetings using virtual platforms. These meetings provided guidance and input to schoolwide decisions.

The School Director maintained communication and contact with staff and families via Parent Square, virtual meetings, email, and phone conversations.

### Challenges:

SVA was not able to offer in person supplementary classes, in person tutoring, group field trips and school wide social events. Virtual classes, tutoring, and events were offered to replace some of the activities but surveys completed by parents and students this spring indicated that they missed the opportunities to interact in person.

## Analysis of School Nutrition

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

SVA is a personalized learning/independent study program. We do not have a school meals program.

# 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.

SVA did not have any additional actions to implement the Learning Continuity and Attendance Plan. There were no differences between the planned actions and the budgeted expenditures.

## 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.

The goals and actions developed in the 2021-2022 LCAP were influenced by lessons learned through the implementation of in-person and distance learning in the 2020-2021 school year in the following manner:

Annual parent, student, and staff surveys indicate that a majority of our stakeholders would like to have student/parent/teacher meetings in person. The 20-21 LCAP includes actions to support this request. SVA teachers will return to in person meetings with families following COVID protocols.

Stakeholder input indicates that in person instruction is important. The 20-21 LCAP includes actions to support this data. SVA will offer courses in person classes following COVID protocols.

SVA Specialists will resume in person meetings and instruction following COVID protocols.

Annual surveys indicate that a percentage of our students and their families adapted well to the change and embraced the opportunity to tutor and attend classes virtually from their homes. This is especially true of students who reside in Modoc and Lassen Counties. Courses offered in person at our resource center will also be offered virtually to all students.

Self paced math classes created to serve students in the 20-21 school year proved to be an effective option for student support in the home. The 20-21 LCAP includes actions to support self paced course opportunities.

Stakeholder input indicates that families would like to reinstitute a monthly field trip schedule. SVA will create and follow a field trip schedule following COVID protocols.

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

The following actions and strategies will be used to assess and address learning loss in the 21-22 LCAP:

All students will complete an internal assessment using i-Ready (grades 1-11) and DIBELS (TK-K) at the beginning of the school year, mid year if needed, and end of the year to assess student skills, progress, and academic growth.

Each student will have a personalized learning plan developed by the assigned teacher and the parent that includes resources aimed at student growth and academic success.

SVA teachers will meet with students on a regular basis to review all completed work, create a monthly learning record to document curriculum completion and attendance, and tutor or reteach any skills the student has not yet mastered.

SVA teachers will assess students in Language Arts and Reading and develop an Academic Growth Plan with parent assistance for any student performing below grade level on the internal assessment. The plan will be aimed at grade level standards mastery and academic growth. Parents will record time devoted to the assigned intervention strategies and the assigned teacher will evaluate progress at monthly learning period meetings.

Staff will assign and evaluate embedded formal and informal assessments within curriculum.

When there is need for increased student support, the assigned SVA teacher will provide increased tutoring sessions, a change or adjustment to assigned curriculum, the addition of supplemental curriculum or online programs, and parent training.

Extra math support and assistance will be provided by our Math Specialist to include grade-level classes, virtual lessons, open tutoring, curriculum guidance and parent training.

Extra language arts support and assistance will be provided by our Reading Specialists to include reading assessment and problem diagnosis, one on one tutoring, virtual reading assistance, and parent training.

Extra writing support and assistance will be provided by our Writing Specialist to include grade-level classes, virtual classes, curriculum guidance, monthly grade level instruction packets and parent training.

Special needs students will have another layer of support offered by the school's special education staff. Service providers will assist students with their IEP goals and work cooperatively with the general education staff to maximize student growth and progress.

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.

All actions and services identified in the Learning Continuity and Attendance Plan as contributing towards meeting the increased or improved services requirement were completed in the 20-21 school year.

# 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 analysis and reflection on student outcomes in the 19-20 LCAP and the 20-21 Learning Continuity and Attendance Plan informed the development of the 21-22 LCAP in the following manner:

The school's evaluation of progress and performance in the last 2 school years indicated that the personalized learning/independent study model was well adapted to the issues and changes implemented throughout the state during the COVID pandemic. We are proud to say that our students benefited from a consistent program, well supported by a trained educational staff, a wide array of standards based curriculum and materials, and most importantly, dedicated parents/guardians who provided daily instruction in the home. As the COVID pandemic impacted classroom based programs throughout the state, our school had the advantage of years of experience supporting students using independent study guidelines and methodologies. We are pleased that our student assessment results and grades provide evidence that our students made outstanding academic growth in the last 18 months.

SVA stakeholders agreed that the three goals found in the 19-20 LCAP support all of state and/or local priorities and reflect the school's dedication to student success and academic achievement. No changes will be made to school's goals.

SVA stakeholders evaluated the metrics assigned to each goal and some changes will be made to more accurately align the metrics to elements of each goal.

SVA stakeholders evaluated the action items associated to each goal and changes will be made based on the analysis and reflection on student outcomes in the 19-20 LCAP and the 20-21 Learning Continuity and Attendance Plan. The details are outlined below:

Goal 1: Students will have access to highly qualified teachers, standards aligned materials, a broad course of study and a resource center that is safe and clean.

Professional development opportunities will be expanded to include social emotional learning, trauma informed practices, online curriculum, and technology training for implementation of virtual learning.

A new action item will be added to select and purchase effective online learning programs.

Goal 2: Improve student achievement and performance. Prepare students to be college and career ready.

An action item will be added to fund a 1FTE Math Specialist.

An action item will be edited to include services provided by our Math Specialist (supplementary classes for all grade levels, teacher led middle and high school classes for Algebra, self-paced topic based classes posted to the website, tutoring, guidance on curriculum for teachers and parents, and parent training).



An action item will be added to fund a 1FTE Writing Specialist.

An action item will be added for the provision of in person and virtual writing classes for all grade levels.

An action item will be added to purchase document cameras for students and teachers to facilitate virtual instruction and tutoring.

An action will be added to offer a full day in person and virtual Parent Training in August 2021.

An action will be added to increase the percentage of students who meet the prepared standard for college and career readiness.

Goal 3: Improve and develop systems to support school connectivity, participation, and communication.

An action item will be added to offer an in person and virtual 8th grade orientation meeting in the spring of 2022.

An action item will be added to create and support schoolwide contests in writing, art, and math.

## 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](mailto: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	628,404.00	594,210.47
Base	477,884.00	456,929.27
Lottery	20,176.00	5,035.00
Special Education	50,925.00	63,335.61
Supplemental	74,419.00	68,910.59
Title I	5,000.00	0.00
	5,000.00	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	628,404.00	594,210.47
0001-0999: Unrestricted: Locally Defined	0.00	29,626.92
1000-1999: Certificated Personnel Salaries	347,925.00	300,812.93
4000-4999: Books And Supplies	34,500.00	41,244.92
5000-5999: Services And Other Operating Expenditures	43,300.00	43,590.74
5800: Professional/Consulting Services And Operating Expenditures	182,679.00	177,311.24
6000-6999: Capital Outlay	20,000.00	1,623.72
	20,000.00	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	628,404.00	594,210.47
0001-0999: Unrestricted: Locally Defined	Special Education	0.00	29,626.92
1000-1999: Certificated Personnel Salaries	Base	221,581.00	235,332.34
1000-1999: Certificated Personnel Salaries	Special Education	50,925.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	70,419.00	65,480.59
1000-1999: Certificated Personnel Salaries	Title I	5,000.00	0.00
4000-4999: Books And Supplies	Base	14,324.00	36,209.92
4000-4999: Books And Supplies	Lottery	20,176.00	5,035.00
5000-5999: Services And Other Operating Expenditures	Base	39,300.00	40,160.74
5000-5999: Services And Other Operating Expenditures	Supplemental	4,000.00	3,430.00
5800: Professional/Consulting Services And Operating Expenditures	Base	182,679.00	143,602.55
5800: Professional/Consulting Services And Operating Expenditures	Special Education	0.00	33,708.69
6000-6999: Capital Outlay	Base	20,000.00	1,623.72
		20,000.00	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	551,404.00	547,926.39
Goal 2	62,000.00	30,171.05
Goal 3	15,000.00	16,113.03

\* 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	\$2,437,269.00	\$2,298,153.12
Distance Learning Program	\$85,500.00	\$63,435.70
Pupil Learning Loss	\$5,000.00	\$2,481.82
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$2,527,769.00	\$2,364,070.64

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$2,437,269.00	\$2,298,153.12
Distance Learning Program	\$85,500.00	\$63,435.70
Pupil Learning Loss	\$5,000.00	\$2,481.82
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$2,527,769.00	\$2,364,070.64