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

Conditions of Learning: Princeton Joint Unified School District will optimize the conditions of student learning by hiring, developing, and retaining highly competent, effective teachers who will provide instructional programs that are standards-aligned, intellectually challenging, and developmentally appropriate for all learners using appropriate instructional materials in well-maintained school facilities.

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 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1: Local Indicator/Teacher credential **19-20** 100% of teachers appropriately assigned. **Baseline** 100% of teachers appropriately assigned	We started the year with 100% appropriately assigned. Due to one mid-year resignation, we are now at 10 of 11 teachers
Metric/Indicator Priority 1: Local Indicator/ Instructional materials **19-20** Sufficient instructional materials will be available for all classes, evidenced in board resolution. **Baseline** Sufficient instructional materials are available for all classes, evidenced in board resolution	100% of students have appropriate instructional materials
Metric/Indicator Priority 1: Local Indicator/ Facilities in good repair **19-20**	Overall rating of "Good"

Expected	Actual
Facilities Inspection Tool Evaluation will indicate all facilities in satisfactory repair. **Baseline** Facilities Inspection Tool Evaluation indicates all facilities in satisfactory repair.	
Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool **19-20** All PJUSD teachers will participate in standards-based professional development. **Baseline** All PJUSD teachers participate in standards-based professional development.	All PJUSD teachers participate in standards-based professional development.
Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils **19-20** ELD instruction will be provided to all ELD students. **Baseline** ELD instruction provided to all ELD students.	ELD instruction provided to all ELD students.
Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs **19-20** Special Education services will be provided to all students identified on IEPs. **Baseline** Special Education services will be provided to all students identified on IEPs.	Special Education services will be provided to all students identified on IEPs.

Expected	Actual
Metric/Indicator Priority 7: Local Metric/A broad course of study **19-20** Courses across TK-12 grades include all state required subject areas. High school students have access to all courses required for graduation and a variety of elective courses. **Baseline** Courses across TK-12 grades include all state required subject areas. High school students have access to all courses required for graduation and a variety of elective courses.	Courses across TK-12 grades include all state required subject areas. High school students have access to all courses required for graduation and a variety of elective courses.
Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/ELD **19-20** ELD students at Princeton Elementary will be supported by a bilingual paraprofessional, helping them access the CCSS and ELD standards and gain English language proficiency. **Baseline** ELD students at Princeton Elementary will be supported by a bilingual paraprofessional, helping them access the CCSS and ELD standards and gain English language proficiency.	ELD students at Princeton Elementary will be supported by a bilingual paraprofessional, helping them access the CCSS and ELD standards and gain English language proficiency.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The District will ensure that all teachers are credentialed in their area of instruction with direct support from the Glenn County Office of Education.	Teacher Salaries 1000-1999: Certificated Personnel Salaries Base 601720 Certificated Benefits 3000-3999: Employee Benefits Base 228924	Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF Base 601720 Certificated Benefits 3000-3999: Employee Benefits LCFF Base 228924

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Beginning teachers will be supported through BTSA.	BTSA Support Costs 5000-5999: Services And Other Operating Expenditures Other 8800	BTSA Support Costs 5000-5999: Services And Other Operating Expenditures Other 8800
The District will ensure that all students will have access to standards-aligned instructional materials.	Curriculum purchase 4000-4999: Books And Supplies Lottery 26163	Curriculum Purchase 4000-4999: Books And Supplies Lottery 26163
The District will ensure that all facilities are maintained and in good repair.	Maintenance and operations budget 2000-2999: Classified Personnel Salaries Base 355338 Maintenance and operations benefits 3000-3999: Employee Benefits Base 119452 Maintenance and operations services and other operating expenditures 5000-5999: Services And Other Operating Expenditures Base 77126	Maintenance and operations budget 2000-2999: Classified Personnel Salaries LCFF Base 355338 Maintenance and operations budget 2000-2999: Classified Personnel Salaries LCFF Base 119452 Maintenance and operations services and other operating expenditures 5000-5999: Services And Other Operating Expenditures LCFF Base 77126
The District will ensure that all teachers have access to professional development opportunities, minimally participating in the Glenn Common to the Core All Staff Development Day. Professional development opportunities will cover a variety of instructional needs including Common Core, revised ELD standards, STEM, Career Pathways, and technology.	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base 15800	Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 15800
The District will ensure that all teachers are CLAD-certified and trained in SDAIE methods; the Princeton Jr Sr High School master schedule will reflect ELD periods.	Professional Development 5000-5999: Services And Other Operating Expenditures Other 0	Professional Development 5000-5999: Services And Other Operating Expenditures Other 0

Goal Analysis

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

All actions were implemented with minor adjustments due to COVID19

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

COVID19 required minor adjustments to these actions but all actions were successfully implemented.

Goal 2

Pupil Outcomes: Princeton students will grow in knowledge and ability through a comprehensive course of study, which they will demonstrate through a variety of measures, including standardized tests, college and career preparedness, and English learner reclassification.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                        Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results **19-20** Improve to / maintain green or better. **Baseline** 2015-16: Orange	No testing in 19-20 school year. Orange is a good estimate.
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results **19-20** Improve to / maintain green or better. **Baseline** 2015-16: Orange	No testing in 19-20 school year. Orange is a good estimate.
Metric/Indicator Priority 4: College and Career Ready/A-G course completion **19-20** Improve by 5% or maintain levels above 33%. **Baseline**	50% of our students completed A-G courses and were eligible for CSU/UC

Expected	Actual
2015-16: 15%	
Metric/Indicator Priority 4: State Indicator/College and Career Indicator/Career pathway completion **19-20** Improve by 5% or maintain levels above 33%. **Baseline** 2015-16: 20% (4 of 20) of graduating students completed a CTE course of study	36% of students complete a CTE pathway
Metric/Indicator Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator **19-20** Maintain at green or higher. **Baseline** 2015-16: Blue on school dashboard	52% made progress in English acquisition
Metric/Indicator Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results **19-20** Improve by 5% or maintain levels above 33%. **Baseline** 2015-16: ELA - 25% (2 of 8) of high school juniors tested as college ready on the CSU EAP as measured by the CAASPP	26.67% met EAP levels (no SBAC testing in 19-20)
Metric/Indicator Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results **19-20**	26.67% met EAP levels (no SBAC testing in 19-20)

Expected	Actual
Improve by 5% or maintain levels above 33%. **Baseline** 2015-16: Math - 12.5% (1 of 8) of high school juniors tested as college ready on the CSU EAP as measured by the CAASPP	
Metric/Indicator Priority 8: State Indicator/College/Career Indicator (HS only) **19-20** Goal levels TBD when metric is released (2017-18 school year). **Baseline** 2015-16: This measure is still being created by the state, and will take into account 11th grade CAASPP scores, CTE Completion, A-G attainment, etc. We will determine goal levels when this measure is released.	50% were either CTE, EAP or A-G ready for career or higher education

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue benchmark testing and results evaluation & purchase access to better, more complete benchmark assessment system as well as data analysis software.	Low performing student block grant 5000-5999: Services And Other Operating Expenditures Other 10500	Low performing student block grant 5000-5999: Services And Other Operating Expenditures Other 10500
All teachers will collaborate through bi-monthly late start meetings or monthly early-out meetings.	None 0	
Continued participation in Butte Glenn College Career Pathway Trust Grant pathways – Agri-science and Ag Mechanics	0 0	
Maintain categorically funded bilingual instructional aide position at Princeton Elementary School.	RS 3150 & 4203 Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries Federal Funds 19394	RS 3150 & 4203 Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries Federal Funds 19394

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	RS 3150 & 4203 Bilingual Paraprofessional 3000-3999: Employee Benefits Other 12440	RS 3150 & 4203 Bilingual Paraprofessional 3000-3999: Employee Benefits Other 12440
Provide online course access and peer tutoring in the Learning Center	Low performing student block grant 5000-5999: Services And Other Operating Expenditures Other 2500	Low performing student block grant 5000-5999: Services And Other Operating Expenditures Other 2500

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.

The learning center and benchmark testing actions were not executed. COVID19 and related issues prevented the tutoring center and occupied the teaching staff.

Goal 3

Engagement: Princeton schools will foster a climate of engagement, involvement and connectedness that will be demonstrated in strong attendance and graduation rates, low suspension and expulsion rates, and a strong sense of safety. Parents and other stakeholders will be actively engaged in district and school decision-making processes.

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
Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates **19-20** Maintain attendance rate above 95%. **Baseline** 2015-16: 95.60%	96.22% attendance rate (the year ended with COVID, numbers are not accurate reflection of reality)
Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates **19-20** Maintain chronic absenteeism rate below 10%. **Baseline** 2015-16: 8.1%	13.55% (again, numbers may not reflect reality due to COVID19)
Metric/Indicator Priority 5: Local Metric/Middle school dropout rate **19-20** Maintain 0% middle school dropout rate.	0% dropout rate

Expected	Actual
Baseline 2015-16: 0.0%	
Metric/Indicator Priority 5: Local Metric/Student Engagement/High school dropout rate **19-20** Maintain high school dropout rates of 10% or lower. **Baseline** 2015-16: 0.0%	0% dropout rate (even with COVID19 challenges)
Metric/Indicator Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator **19-20** Maintain graduation rates of 90% or higher. **Baseline** 2015-16: 100%	100% graduation rate
Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator **19-20** Maintain student suspension rates of 5% or lower. **Baseline** 2015-16: 1.8%	5% suspension rate
Metric/Indicator Priority 6: Local Metric/Expulsion rate **19-20** Maintain student expulsion rates below 2%. **Baseline** 2015-16: 0.0%	0%

Expected	Actual
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **19-20** Maintain parental involvement in School Site Council, encouraging participation by parents in programs for unduplicated student groups and students with special needs. **Baseline** 2015-16: Parents remained involved as required in School Site Council and attend school events. The most widely attended events include Back to School Night, Athletic Contests, FFA and 4H parent meetings.	High degree of involvement. 100% of parents attendance conferences prior to the 20-21 school year. Parents were more involved than ever before.
Metric/Indicator Priority 6: Local Indicator/Local tool for school climate **19-20** Administer California Healthy Kids Survey to appropriate grade levels, analyze, and discuss results (administered biennially). Maintain school connectedness measure over 90% for all grades. **Baseline** 2015-16: California Healthy Kids Survey administered. School connectedness measured over 90% for all grades.	Very favorable CHKS results

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue improvement of school website.	Webmaster fees 5000-5999: Services And Other Operating Expenditures Base 500	Webmaster Fees 5000-5999: Services And Other Operating Expenditures LCFF Base 500
Expand use of social media including Facebook and Twitter.	None 0	Remind 5000-5999: Services And Other Operating Expenditures LCFF Base 495

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue use of attendance prizes (sponsored by Horace Mann / Golden Apple and the Princeton Community Eagles).	None 0	
Add specialized parents nights for Freshman and Seniors to the existing Back to School and Open House Nights (Dean of Students)	None 0	
Promote School Site Council participation.	None 0	
Continue annual update of School Safety Plan	0	
Participate in Glenn County Office of Education School Attendance Review Board (SARB).	None 0	

Goal Analysis

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

These actions were all implemented with minor increase in costs.

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

All actions were successful. We finished the year with a very high degree of involvement, connectedness and academic success.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

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

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

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
Evaluation and Diagnostic Tools for Teachers - This included software subscriptions, testing materials and a data aggregation service.	$10,000	2500	Yes
Curriculum and Resources - This includes texts, workbooks, one-time readers, student learning materials (such as pencils, markers, rulers, etc... to avoid multiple students sharing a single object).	$10,000	10000	Yes
Instructional tools - This includes computers, digitizers, webcams, misc software, microphones, mouse, document cameras and resources to improve digital media before publishing for student consumption.	$25,000	25000	Yes
PPE and Safety Equipment	$8,000	8000	Yes
Independent Study Curriculum	$30,000	6500	Yes
Student Devices including computers, Chromebooks, headphones and other interface hardware	$30,000	101000	Yes
Infrastructure to facilitate new devices and increased demand on networks	$18,947	18947	Yes
Hiring and Compensation of Learning Pod Supervisors	$40,000	0	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.

no pod supervisors... we instead spent funds on additional classroom aides, phone callers, technology and various other resources to facilitate and improve in-person 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.

The ever changing rules, guidelines and best practices were extremely difficult to navigate in a professional way. Our staff was diligent and present the entire year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Acquisition and Distribution of Hotspots	$13,580	13580	Yes
Acquisition and distribution of learning materials for remote student use (Pens, pencils, rulers, colored pencils, paper, etc..)	$3,000	3000	Yes
Hiring and compensating learning pod supervisors	$40,000	40000	Yes
Online assessment systems	Included in In-Person Costs	-	Yes
Acquisition of more Chromebook to minimize student sharing	Included in In-Person Costs	-	Yes
Purchasing online workbooks	Included in In-Person Costs	-	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.

No learning pods... We were in-person by the time learning pods would have started. Instead, we offered Distance Learning to any student all year. The costs were generally covered by the normal budget and many monetary augments were possible due to one-time COVID funding sources.

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.

Technology and student engagement were the largest hurdles. Classroom staff experienced a significant learning curve at the onset but adjusted quickly. We offered tech support to families by phone and in their homes. Engagement was an issue for some but our staff persistence paid off in every case.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Acquisition and implementation of assessment systems	Included in DL Expenses	-	Yes
Additional hours for para-professionals	Included in DL Expenses	-	Yes
Acquisition and implementation of Multiple Measures	Included in DL Expenses	-	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.

We diverted resources from our efforts to acquire and utilize new assessment systems. This past year, we relied on our teachers to assess and augment curriculum as necessary to serve our students.

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.

We had a great year in light of the circumstances. It required a lot of work from our staff but we eventually achieved engagement from a similar percentage to that of a normal year. Grades and achievement seem to be lower than normal years but in comparison to the region and state, our students did very well.

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.

We are a small school. Our staff was very vigilant about noticing the signs and clues that might shed light on a student or colleague's mental health. At the beginning of 19-20 we trained all staff using Mental Health First Aide for Adolescents. This training and a series of smaller professional development sessions helped our staff notice the indicators. Our Dean of Students used wide repertoire to aide and assist students and families. Some of the tools and strategies include family conferences, counselor referrals, in-home visits, mental health evaluation tools, teacher conferences, student study teams, behavior plans, etc...

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 are a very small district with a high adult to student ratio. Our approach was to plan as well as we could and then work hard. Many of our staff went above and beyond to get a student engaged or to keep them engaged.

Analysis of School Nutrition

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

We delivered meals in the beginning and provided pick up at one campus. As the year progressed, we served the vast majority of meals to in-person students and continued to provide pick up for DL students on a weekly basis.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	We could get more granular and I am probably forgetting actions that are already completed	NA		

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.

Concurrent instruction in both DL and In-Person formats by a single teacher is not sustainable. We made it through the year but it would not be reasonable to repeat in 21-22. Most students thrived with the digital tools added this year.

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

We will be utilizing the SBAC interim evalautions vigorously over the coming years

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.

The biggest deviation was related to our ability to operate in-person. Generally speaking, we served students in substantially the same way we planned in the summer of 2020.

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.

A thorough review of the district and a comprehensive stakeholder input process was completed to develop the new LCAP. The vast majority of our goals and actions remain the same.

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:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

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

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,478,657.00	1,479,152.00
	0.00	0.00
Base	1,398,860.00	0.00
Federal Funds	19,394.00	19,394.00
LCFF Base	0.00	1,399,355.00
Lottery	26,163.00	26,163.00
Other	34,240.00	34,240.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,478,657.00	1,479,152.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	601,720.00	601,720.00
2000-2999: Classified Personnel Salaries	374,732.00	494,184.00
3000-3999: Employee Benefits	360,816.00	241,364.00
4000-4999: Books And Supplies	26,163.00	26,163.00
5000-5999: Services And Other Operating Expenditures	99,426.00	99,921.00
5800: Professional/Consulting Services And Operating Expenditures	15,800.00	15,800.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	1,478,657.00	1,479,152.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	601,720.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	601,720.00
2000-2999: Classified Personnel Salaries	Base	355,338.00	0.00
2000-2999: Classified Personnel Salaries	Federal Funds	19,394.00	19,394.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	474,790.00
3000-3999: Employee Benefits	Base	348,376.00	0.00
3000-3999: Employee Benefits	LCFF Base	0.00	228,924.00
3000-3999: Employee Benefits	Other	12,440.00	12,440.00
4000-4999: Books And Supplies	Lottery	26,163.00	26,163.00
5000-5999: Services And Other Operating Expenditures	Base	77,626.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	78,121.00
5000-5999: Services And Other Operating Expenditures	Other	21,800.00	21,800.00
5800: Professional/Consulting Services And Operating Expenditures	Base	15,800.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	15,800.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,433,323.00	1,433,323.00
Goal 2	44,834.00	44,834.00
Goal 3	500.00	995.00

* 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	$171,947.00	$171,947.00
Distance Learning Program	$56,580.00	$56,580.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$228,527.00	$228,527.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
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	$171,947.00	$171,947.00
Distance Learning Program	$56,580.00	$56,580.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$228,527.00	$228,527.00