

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
Kit Carson Union Elementary School District	Robin Jones Superintendent/Principal	rjones@kitcarsonschool.com (559) 582-2843 Ext. 102

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

Fundamental Student Support

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator A. Facilities inspection tool</p> <p>19-20 A. The school site will be rated with a ‘good’ or ‘exemplary’ rating using the Facilities Inspection Tool.</p> <p>Baseline Rating of exemplary</p>	<p>A. Facilities inspection tool We completed the Facilities Rating Tool in November of 2019, and our rating was “EXEMPLARY”.</p>
<p>Metric/Indicator B. Percent of teachers appropriately assigned and fully credentialed.</p> <p>19-20 B. 100% of teachers will be appropriately assigned and fully credentialed.</p> <p>Baseline 100% of teachers are appropriately assigned and fully credentialed.</p>	<p>B. Percent of teachers appropriately assigned and fully credentialed. During the 2019/2020 school year 81%, of teachers are fully credentialed. All teachers are appropriately assigned. (Local Data)</p>
<p>Metric/Indicator C. Percent of students with instructional materials</p> <p>19-20 C. 100% sufficiency of instructional materials</p> <p>Baseline</p>	<p>C. Percent of students with instructional materials 100% of students had access to instructional materials per the board resolution #1920-02 in September of 2019.</p>

Expected	Actual
100% sufficiency of instructional materials in the spring of 2017	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain facilities in good repair. Provide a well maintained, safe and secure facility.	Deferred Maintenance 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000	Deferred Maintenance 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000
Teachers hired with preliminary credentials will be required to enroll in an Induction program at the expense of the district. A mentor will also be provided at the district expense. Induction Program Cost \$6,000. Mentor \$3,463	Mentor 1000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$3,463 Contracted Services Induction 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,000	Mentor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,390 Contracted Services Induction 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,000
Purchase additional technology devices for students to access curriculum and formative and summative assessments, including CAASPP; Chromebook Lab and/or I-pads, software, TV, and hardware.	Chromebooks 4000-4999: Books And Supplies Supplemental and Concentration \$11,000	Chromebooks 4000-4999: Books And Supplies Supplemental and Concentration \$36,633
Purchase student technology for differentiated instruction.	Technology 4000-4999: Books And Supplies Title I \$2,700	Technology 4000-4999: Books And Supplies Supplemental and Concentration \$2,143

Goal Analysis

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

Mentor teachers for induction were decreased from \$3,463 to \$2,390 due to having less teachers needing induction services. In addition there was a decrease in cost for contracted services due to having fewer teachers in induction. There was a significant increase in the area of technology devices due to students needing access to additional technology devices for distance learning from \$11,000 to \$36,633.

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

Success include the increased use of technology with our student population. Students were able to access the curriculum through the use of technology. The district also found success with mentoring an additional teacher for the induction program. Technology continues to be a challenge. Student technology

Goal 2

Implementation of California Standards

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual																				
<p>Metric/Indicator Percent of EL students reclassified</p> <p>19-20 10% of students will be reclassified this year based on the ELPI assessment results</p> <p>Baseline 16% of students were reclassified this year based on the CELDT assessment results</p>	<p>Percent of EL students reclassified: 19 students or 9.4% of students were reclassified. This metric came close to meeting the 10% expected outcome. Our students scored well on the new language assessment, and met the other board adopted criteria for reclassification.</p> <table border="1" data-bbox="1058 846 1948 1214"> <caption>Annual Reclassification (RFEP) Counts and Rates (with school data) - DataQuest 2018-2019</caption> <thead> <tr> <th>School</th> <th>Enrollment</th> <th>English Learners</th> <th>Fluent-English -Proficient Students</th> <th>Students Redesignated FEP</th> </tr> </thead> <tbody> <tr> <td>District All</td> <td>1,248</td> <td>231 (18.5 %)</td> <td>273 (21.9 %)</td> <td>19 (9.4 %)</td> </tr> <tr> <td>Kit Carson Elementary</td> <td>380</td> <td>85 (22.4 %)</td> <td>46 (12.1 %)</td> <td>2 (2.7 %)</td> </tr> <tr> <td>Mid Valley Alternative Charter</td> <td>19</td> <td>0 (0.0 %)</td> <td>0 (0.0 %)</td> <td>0 (0.0 %)</td> </tr> </tbody> </table>	School	Enrollment	English Learners	Fluent-English -Proficient Students	Students Redesignated FEP	District All	1,248	231 (18.5 %)	273 (21.9 %)	19 (9.4 %)	Kit Carson Elementary	380	85 (22.4 %)	46 (12.1 %)	2 (2.7 %)	Mid Valley Alternative Charter	19	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)
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Mid Valley Alternative Charter	19	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)																	
<p>Metric/Indicator ELPI growth</p> <p>19-20 12%</p> <p>Baseline 6%</p>	<p>ELPI growth Students were assessed using the new ELPAC state language assessment. 48.6% of students demonstrated well or moderately developed language ability. We have been working on providing high quality integrated ELD instruction by including in depth teacher professional development. We significantly surpassed the 19-20 goal of 12%.</p>																				

Expected	Actual																														
	<table border="1"> <thead> <tr> <th colspan="6">English Learner Progress Indicator - ELPI Levels (2019 CA Dashboard)</th> </tr> <tr> <th>Level:</th> <th>Decreased 1 or more levels</th> <th>Maintained Levels 1-3H</th> <th>Maintained Level 4</th> <th>Progressed 1 or more levels</th> <th>making progress towards English language proficiency</th> </tr> </thead> <tbody> <tr> <td>District All</td> <td>15.70%</td> <td>35.70%</td> <td>0</td> <td>48.50%</td> <td>48.60%</td> </tr> <tr> <td>Kit Carson Elementary</td> <td>15.70%</td> <td>35.70%</td> <td>0</td> <td>48.50%</td> <td>48.60%</td> </tr> <tr> <td>Mid Valley Alternative Charter</td> <td colspan="5">N/A</td> </tr> </tbody> </table>	English Learner Progress Indicator - ELPI Levels (2019 CA Dashboard)						Level:	Decreased 1 or more levels	Maintained Levels 1-3H	Maintained Level 4	Progressed 1 or more levels	making progress towards English language proficiency	District All	15.70%	35.70%	0	48.50%	48.60%	Kit Carson Elementary	15.70%	35.70%	0	48.50%	48.60%	Mid Valley Alternative Charter	N/A				
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<p>Metric/Indicator English Learner growth</p> <p>19-20 EL learners will score median and increase growth (yellow)</p> <p>Baseline EL learners were low and increased (yellow)</p>	<p>English Learner growth according to the 18-19 ELPAC showed 59.46% of students attained Level 3 or Level 4. This was a 12.34% drop from last year's results.</p> <table border="1"> <thead> <tr> <th colspan="5">English Learner Progress - ELPAC (2018-2019 DataQuest)</th> </tr> <tr> <th>Level:</th> <th>Level 4 - Well Developed</th> <th>Level 3 - Moderately Developed</th> <th>Level 2 - Somewhat Developed</th> <th>Level 1 - Minimally Developed</th> </tr> </thead> <tbody> <tr> <td>District All</td> <td>17.57%</td> <td>41.89%</td> <td>32.43%</td> <td>8.11%</td> </tr> <tr> <td>Kit Carson Elementary</td> <td>17.57%</td> <td>41.89%</td> <td>32.43%</td> <td>8.11%</td> </tr> <tr> <td>Mid Valley Alternative Charter</td> <td colspan="4">N/A</td> </tr> </tbody> </table>	English Learner Progress - ELPAC (2018-2019 DataQuest)					Level:	Level 4 - Well Developed	Level 3 - Moderately Developed	Level 2 - Somewhat Developed	Level 1 - Minimally Developed	District All	17.57%	41.89%	32.43%	8.11%	Kit Carson Elementary	17.57%	41.89%	32.43%	8.11%	Mid Valley Alternative Charter	N/A								
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<p>Metric/Indicator Percent of students scoring yellow or above on the CAASPP</p> <p>19-20 ELA: All Students Increased (YELLOW) Students with disabilities Increased (YELLOW)</p> <p>Math: All Students Increased (YELLOW)</p>	<p>Percent of students scoring yellow or above on the CAASPP</p> <p>ELA: All students did not meet the expected outcome of yellow, and increased scores. Students with Disabilities Maintained in ELA by 2.4 points, however they did not earn a performance color.</p> <p>Math: All students did not meet the expected outcome of yellow, and increased scores. English Learners</p>																														

Expected	Actual																																																				
<p>English Learners Increased (YELLOW) Students with Disabilities Increased (YELLOW)</p> <p>Baseline ELA: Students with disabilities (RED). All other student groups are yellow.</p> <p>Math: English Learners (RED), Students with Disabilities (RED). All other student groups are yellow.</p>	<p>met the expected outcome, and were yellow. They increased 5.4 points. Our students with disabilities increased in Math by 13.6 points, but did not earn a performance color.</p> <table border="1" data-bbox="1060 349 2007 1117"> <thead> <tr> <th colspan="5">CAASPP Data - District & Sub groups (CA Dashboard 2019)</th> </tr> <tr> <th>Indicator</th> <th>Student Group</th> <th>Color Rating</th> <th>Change</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td rowspan="8">District All & Kit Carson Elementary</td> <td>ELA - ALL Students</td> <td>Orange</td> <td>Declined 6.5 Points</td> <td>37.4 p below st</td> </tr> <tr> <td>ELA - English Learners</td> <td>Orange</td> <td>Declined 6 Points</td> <td>65.8 p below st</td> </tr> <tr> <td>ELA - Students with Disabilities</td> <td>No Performance Color</td> <td>Maintained 2.4 Points</td> <td>63.6 p below st</td> </tr> <tr> <td>ELA- Socioeconomically Disadvantaged</td> <td>Orange</td> <td>Declined 9.9 Points</td> <td>47.5 p below st</td> </tr> <tr> <td>Math- ALL Students</td> <td>Orange</td> <td>Declined 5.5 Points</td> <td>63 point stand</td> </tr> <tr> <td>Math- English Learners</td> <td>Yellow</td> <td>Increased 5.4 Points</td> <td>79.2 p below st</td> </tr> <tr> <td>Math- Students with Disabilities</td> <td>No Performance Color</td> <td>Increased 13.6 Points</td> <td>74.4 p below st</td> </tr> <tr> <td>Math- Socioeconomically Disadvantaged</td> <td>Orange</td> <td>Maintained -2.2 Points</td> <td>67 point stand</td> </tr> <tr> <td rowspan="2">Mid Valley Alternative Charter</td> <td>ELA - ALL Students</td> <td colspan="3">Less than 11 students - data not display privacy</td> </tr> <tr> <td>Math- ALL Students</td> <td colspan="3">Less than 11 students - data not display privacy</td> </tr> </tbody> </table>	CAASPP Data - District & Sub groups (CA Dashboard 2019)					Indicator	Student Group	Color Rating	Change	Rate	District All & Kit Carson Elementary	ELA - ALL Students	Orange	Declined 6.5 Points	37.4 p below st	ELA - English Learners	Orange	Declined 6 Points	65.8 p below st	ELA - Students with Disabilities	No Performance Color	Maintained 2.4 Points	63.6 p below st	ELA- Socioeconomically Disadvantaged	Orange	Declined 9.9 Points	47.5 p below st	Math- ALL Students	Orange	Declined 5.5 Points	63 point stand	Math- English Learners	Yellow	Increased 5.4 Points	79.2 p below st	Math- Students with Disabilities	No Performance Color	Increased 13.6 Points	74.4 p below st	Math- Socioeconomically Disadvantaged	Orange	Maintained -2.2 Points	67 point stand	Mid Valley Alternative Charter	ELA - ALL Students	Less than 11 students - data not display privacy			Math- ALL Students	Less than 11 students - data not display privacy		
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<p>Metric/Indicator STAR growth</p> <p>19-20 30%</p> <p>Baseline Through implementation of the academic content and performance standards 40% of students showed at least 1 year growth in GE according to the STAR Reading assessment.</p>	<p>STAR Growth: 35% of students showed at least one year growth in GE according to the STAR reading assessment (March 2020).</p>																																																				

Expected	Actual																																													
<p>Metric/Indicator EL data interim CAASPP listening assessments</p> <p>19-20 Interim 30% CAASPP Listening EL 60%</p> <p>Baseline 50% of EL students showed at least 1 growth level on listening interim assessments</p>	<p>EL data interim CAASPP listening assessments: 48.5% of EL students showed at least one growth level on the listening interim assessment. CAASPP Listening Domain: 6.25% of EL students were above or near standard on the spring 2019 CAASPP assessment in the area of listening.</p> <table border="1" data-bbox="1060 462 2005 795"> <thead> <tr> <th colspan="9">Kit Carson Union Elementary - Number and Percentage of Students by Domain (L - ELPAC (2018-2019 DataQuest))</th> </tr> <tr> <th>Domain Performance Level</th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> </tr> </thead> <tbody> <tr> <td>Well Developed</td> <td>*</td> <td>*</td> <td>*</td> <td>9.09%</td> <td>37.50%</td> <td>*</td> <td>*</td> <td>*</td> </tr> <tr> <td>Somewhat/Moderately</td> <td>*</td> <td>*</td> <td>*</td> <td>90.91%</td> <td>56.25%</td> <td>*</td> <td>*</td> <td>*</td> </tr> <tr> <td>Beginning</td> <td>*</td> <td>*</td> <td>*</td> <td>0.00%</td> <td>6.25%</td> <td>*</td> <td>*</td> <td>*</td> </tr> </tbody> </table>	Kit Carson Union Elementary - Number and Percentage of Students by Domain (L - ELPAC (2018-2019 DataQuest))									Domain Performance Level	K	1	2	3	4	5	6	7	Well Developed	*	*	*	9.09%	37.50%	*	*	*	Somewhat/Moderately	*	*	*	90.91%	56.25%	*	*	*	Beginning	*	*	*	0.00%	6.25%	*	*	*
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<p>Metric/Indicator Percent of students identified as 'prepared for high school' on stakeholder survey (College and Career readiness)</p> <p>19-20 93% of stakeholders will identify students as prepared for high school on stakeholder survey</p> <p>Baseline 90 % of stakeholders identified students as prepared for high school on stakeholder survey</p>	<p>93.2% of parents agreed or strongly agreed that students were prepared for high school on our local survey to demonstrate college and career readiness. This exceeded our expected outcomes by 0.2%.</p>																																													
<p>Metric/Indicator AP Exams and CTE programs</p> <p>19-20 AP level Exams and CTE are not administered at the elementary level</p> <p>Baseline</p>	<p>AP level Exams and CTE are not administered at the elementary level</p>																																													

Expected	Actual
AP level Exams and CTE are not administered at the elementary level	
Metric/Indicator EAP and A-G 19-20 EAP and A-G are not administered at the elementary level Baseline EAP and A-G are not administered at the elementary level	EAP and A-G are not administered at the elementary level

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(a) Purchase professional development, training, materials and release time for teachers to: improve student engagement strategies, improve EL strategies and curriculum, participate in instructional rounds, implement early literacy intervention, math coaching, ELA/ELD coaching, step up to writing and using interim assessment data to guide instruction	Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$24,750 Substitute Release Time & Teacher Salaries 1000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$9,000 Professional development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,000	Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,500 Substitute Release Time & Teacher Salaries 1000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$695 Professional development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$23,581 PD materials 4000-4999: Books And Supplies Supplemental and Concentration \$12,497
Retain a Subgroup Support Specialist to monitor the progress of students in significant subgroups and coordinate and implement applicable interventions (1 FTE).	Student Group Specialist 2000-3999 Classified Salaries and Benefits Supplemental and Concentration \$40,118	Student Group Specialist 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$76,537

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Intervention Teacher Retain instructional aide for intervention. \$26,513 After school Tutoring on Mondays for struggling students. \$1,000 Materials/Supplies \$2,500</p>	<p>Intervention Teacher 1000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$68,685 Instructional Intervention Aide 2000-3999 Classified Salaries and Benefits Supplemental and Concentration \$26,513 After School Tutoring Mondays 1000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$1,000 Intervention Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$2,500</p>	<p>Intervention Teacher 1000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$68,524 Instructional Intervention Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0 After School Tutoring Mondays 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0 Intervention Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$89</p>
<p>Retain a classified librarian to provide students access to a wide range of leveled reading material (1FTE). Books and supplies</p>	<p>Classified Librarian 2000-3999 Classified Salaries and Benefits Supplemental and Concentration \$56,172 Library Books & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$2,000 Library Software Destiny 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,951</p>	<p>Classified Librarian 2000-3999 Classified Salaries and Benefits Supplemental and Concentration \$55,570 Library Books & Supplies 4000-4999: Books And Supplies Supplemental and Concentration 0 Library Software Destiny 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$745</p>
<p>Retain the services of instructional aides to provide instructional services to students throughout the school day and before/after school tutoring Teachers to support before & after school tutoring</p>	<p>Instructional Aides Before, During, After School 2000-3999 Classified Salaries and Benefits Title I \$70,226</p>	<p>Instructional Aides Before, During, After School 2000-2999: Classified Personnel Salaries Title I \$71,726</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Teachers Before/After School 1000-3999: Certificated Salaries and Benefits Title I \$7,500	Teachers Before/After School 1000-1999: Certificated Personnel Salaries Title I \$5,061
Learning Director 7% to support administrative functions Learning Director to provide staff professional learning to support social-emotional student needs aligned to MTSS	Learning Director Administrative Costs 1000-3999: Certificated Salaries and Benefits Title I \$10,939 REAP 1000-3999: Certificated Salaries and Benefits Title I \$31,000	Learning Director Administrative Costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$84,434 REAP 1000-3999: Certificated Salaries and Benefits Title I \$28,145
Professional Development for teachers, classified staff, other school staff, and leaders to support literacy skills and student engagement	Professional Development 5000-5999: Services And Other Operating Expenditures Title II \$11,179	Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$24,857

Goal Analysis

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

Professional development increased from \$6,000 to \$23,581 due to the need for more professional development. \$12,497 was not budgeted but was used for professional development materials. Substitutes for release time for trainings was not utilized due to COVID and professional development cancellation. Strategic plan professional development was cancelled due to COVID. Subgroup support specialist was increased from \$40,118 to \$76,537 because the position was increased to a full time position due to the complexity of the position. After school and tutoring was not funded out of Supplemental Concentration funds. Library books were not purchased as they are normally purchased in the Spring and due to COVID we were unable to purchase books. Destiny software cost was reduced from \$2,951 to \$745. Due to the focus on social emotional health the Learning Director cost increased from \$10,939 to \$84,434. Due to the need to begin distance learning, professional development costs increase from \$11,179 to \$24,857.

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

Successes included the professional development offered for staff. Another success was the implementation of MTSS and social emotional support for students and staff in the district. Challenges included everything that was cancelled due to COVID and the need to switch to online learning.

Goal 3

Maintain a Positive School Climate

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual												
<p>Metric/Indicator Attendance rates</p> <p>19-20 97%</p> <p>Baseline 96.54% attendance rate</p>	<p>Attendance Rate: We have a 96% attendance rate, which is 1% lower than the expected outcome.</p>												
<p>Metric/Indicator Chronic absenteeism rates CA Indicator</p> <p>19-20 5% Decreased (YELLOW)</p> <p>Baseline 8% chronic absenteeism</p>	<p>According to the 2019 CA Dashboard, Chronic Absenteeism rates: We have increased chronic absenteeism rates by 1.6%. We have seen positive results in classroom instruction connected to our professional learning for ELD.</p> <table border="1" data-bbox="1060 1040 1556 1365"> <thead> <tr> <th colspan="3">Chronic Absenteeism Rates - All Students</th> </tr> </thead> <tbody> <tr> <td>District All - Orange</td> <td>9.50%</td> <td>Increased 1.6%</td> </tr> <tr> <td>Kit Carson Elementary - Orange</td> <td>9.50%</td> <td>Increased 1.5%</td> </tr> <tr> <td>Mid Valley Alternative Charter - No Color</td> <td>0.00%</td> <td>Maintained 0%</td> </tr> </tbody> </table>	Chronic Absenteeism Rates - All Students			District All - Orange	9.50%	Increased 1.6%	Kit Carson Elementary - Orange	9.50%	Increased 1.5%	Mid Valley Alternative Charter - No Color	0.00%	Maintained 0%
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<p>Metric/Indicator Middle school dropout rates</p>	<p>Middle school dropout rates 0% Middle School Dropout (Dataquest - Most Recent Data)</p>												

Expected	Actual								
<p>19-20 0%</p> <p>Baseline 0% middle school dropout rate</p>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="1056 168 1591 233">2016-17 Kit Carson Union Elementary - Dropouts by Grade</th> </tr> <tr> <th data-bbox="1056 233 1392 298">For All Students</th> <th data-bbox="1392 233 1591 298">Adjusted Grades 7 & 8 Dropouts</th> </tr> </thead> <tbody> <tr> <td data-bbox="1056 298 1392 339">Kit Carson Elementary</td> <td data-bbox="1392 298 1591 339">0</td> </tr> <tr> <td data-bbox="1056 339 1392 380">Mid Valley Alternative Charter</td> <td data-bbox="1392 339 1591 380">0</td> </tr> </tbody> </table>	2016-17 Kit Carson Union Elementary - Dropouts by Grade		For All Students	Adjusted Grades 7 & 8 Dropouts	Kit Carson Elementary	0	Mid Valley Alternative Charter	0
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For All Students	Adjusted Grades 7 & 8 Dropouts								
Kit Carson Elementary	0								
Mid Valley Alternative Charter	0								
<p>Metric/Indicator High school dropout rates</p> <p>19-20 High school dropout rates are not measured at the elementary level</p> <p>Baseline High school dropout rates are not measured at the elementary level</p>	<p>High school dropout rates are not measured at the elementary level</p>								
<p>Metric/Indicator High school graduation rates</p> <p>19-20 High school graduation rates are not measured at the elementary level</p> <p>Baseline High school graduation rates are not measured at the elementary level</p>	<p>High school graduation rates are not measured at the elementary level</p>								
<p>Metric/Indicator Suspension rates</p> <p>19-20 Increased (ORANGE)</p> <p>Baseline Yellow, Medium and maintained</p>	<p>Suspension rates: We had a 0% in suspensions, which resulted in an overall color of yellow. We had 0 additional students suspended for Level B or C infractions, which require suspension.</p>								

Expected	Actual																
	<table border="1"> <thead> <tr> <th colspan="4" data-bbox="1060 168 1717 233">Suspension Rate Indicator - All Students (2019 CA Dashboard)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1060 233 1228 298">District All - Yellow</td> <td data-bbox="1228 233 1390 298">2.50%</td> <td data-bbox="1390 233 1554 298">Maintained 0%</td> <td data-bbox="1554 233 1717 298">Medium</td> </tr> <tr> <td data-bbox="1060 298 1228 396">Kit Carson Elementary - Yellow</td> <td data-bbox="1228 298 1390 396">2.50%</td> <td data-bbox="1390 298 1554 396">Maintained 0%</td> <td data-bbox="1554 298 1717 396">Medium</td> </tr> <tr> <td data-bbox="1060 396 1228 521">Mid Valley Alternative Charter - No Color</td> <td data-bbox="1228 396 1390 521">0%</td> <td data-bbox="1390 396 1554 521">Maintained 0%</td> <td data-bbox="1554 396 1717 521">No data</td> </tr> </tbody> </table>	Suspension Rate Indicator - All Students (2019 CA Dashboard)				District All - Yellow	2.50%	Maintained 0%	Medium	Kit Carson Elementary - Yellow	2.50%	Maintained 0%	Medium	Mid Valley Alternative Charter - No Color	0%	Maintained 0%	No data
Suspension Rate Indicator - All Students (2019 CA Dashboard)																	
District All - Yellow	2.50%	Maintained 0%	Medium														
Kit Carson Elementary - Yellow	2.50%	Maintained 0%	Medium														
Mid Valley Alternative Charter - No Color	0%	Maintained 0%	No data														
<p>Metric/Indicator Expulsion rates</p> <p>19-20 0%</p> <p>Baseline Continue an expulsion rate of 0%</p>	<p>Expulsion rates: 0% expulsion rate (Dataquest)</p> <table border="1"> <thead> <tr> <th colspan="4" data-bbox="1060 583 1787 631">2018-19 Expulsion Rate (DataQuest)</th> </tr> <tr> <th data-bbox="1060 631 1247 708">Name</th> <th data-bbox="1247 631 1425 708">Cumulative Enrollment</th> <th data-bbox="1425 631 1606 708">Total Expulsions</th> <th data-bbox="1606 631 1787 708">Expulsion Rate</th> </tr> </thead> <tbody> <tr> <td data-bbox="1060 708 1247 818">Kit Carson Union Elementary</td> <td data-bbox="1247 708 1425 818">407</td> <td data-bbox="1425 708 1606 818">0</td> <td data-bbox="1606 708 1787 818">0.00%</td> </tr> </tbody> </table>	2018-19 Expulsion Rate (DataQuest)				Name	Cumulative Enrollment	Total Expulsions	Expulsion Rate	Kit Carson Union Elementary	407	0	0.00%				
2018-19 Expulsion Rate (DataQuest)																	
Name	Cumulative Enrollment	Total Expulsions	Expulsion Rate														
Kit Carson Union Elementary	407	0	0.00%														
<p>Metric/Indicator Surveys of students, parents, and teachers</p> <p>19-20 Safety Students 85% Parents 95% Teachers 95%</p> <p>Connectedness Students 85% Parents 90% Teachers 90%</p> <p>Baseline 85% of staff, students, and parents reported that students feel safe according to survey data</p>	<p>Surveys of students, parents, and teachers Safety: 87% of students felt that teachers make it clear that bullying is not tolerated. 91% indicated that their child feels safe at school. 98% of staff indicated that they felt safe at school</p> <p>Connectedness: 87% of students reported that the school is a supportive and inviting place for them to learn. 85% of parents felt that teachers really try to understand their problems and concerns 98% of staff reported that they felt the school is a supportive environment</p>																

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue citizenship awards program (6 times per year)</p> <p>Continue Trimester awards program (3 times per year)</p>	<p>4000-4999: Books And Supplies Other \$0</p>	<p>4000-4999: Books And Supplies Other 0</p>
<p>Staff will plan, coordinate and implement field trips aligned with curriculum objectives and field trips as student rewards. Majority of field trips funded with student council funds</p>	<p>6th Grade Science Camp 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$11,970</p>	<p>6th Grade Science Camp 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0</p>
<p>TOSA, Learning Director & School Resource Officer Maintaining positive school climate, attendance and support social-emotional needs of students.</p>	<p>TOSA & Learning Director 1000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$204,107</p> <p>Benefits Student Specialist 2000-3999 Classified Salaries and Benefits Supplemental and Concentration \$12,518</p> <p>SRO Contract 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$62,000</p>	<p>TOSA 1000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$122,576</p> <p>Benefits Student Specialist 2000-3999 Classified Salaries and Benefits Supplemental and Concentration \$6,247</p> <p>SRO Contract 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$60,468</p>
<p>Retain LVN Health Aide to provide access to licensed health care services. Health care supplies</p>	<p>LVN Health Aide 2000-3999 Classified Salaries and Benefits Supplemental and Concentration \$42,223</p> <p>Health Care Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$750</p>	<p>LVN Health Aide 2000-3999 Classified Salaries and Benefits Supplemental and Concentration \$41,934</p> <p>Health Care Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$660</p>

Goal Analysis

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

The district did not complete field trips due to COVID. Funds (\$11,970 were budgeted and not expended). The TOSA and Learning Director cost should have only included the TOSA, resulting in a decrease of \$81,531. Benefits for retired student specialist were incorrectly listed as \$12,518 instead of \$6,247.

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

A success has been utilizing out LVN during a health crisis. The district also offered a full time contract to the LVN to help with the pandemic. Many challenges for student field trips and extension of learning were due to a school shut down due to COVID.

Goal 4

Maintain a High Level of Stakeholder Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Efforts to seek parent input in decision making</p> <p>19-20 50% Parent Participation 90% Parent Connectedness</p> <p>Baseline 13% of parents/guardians completed the LCAP stakeholder survey. 80% of parents reported school connectedness.</p>	<p>30% of parents completed the local survey. We met our expected outcome of parents indicating a positive school climate for connectedness.</p>
<p>Metric/Indicator Promotion of parent participation in programs for unduplicated pupils and special needs subgroups</p> <p>19-20 100% of PAC/SSC & ELAC/DELAC meetings will have a quorum</p> <p>Baseline 100% of PAC/SSC & ELAC/DELAC meetings had a quorum</p>	<p>100% of PAC/SSC & ELAC/DELAC meetings will had a quorum.</p>
<p>Metric/Indicator Attendance at IEP team meetings</p> <p>19-20 100%</p> <p>Baseline</p>	<p>100% of parents attended IEP meetings.</p>

Expected	Actual
100% of parents attended	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue communication, including social media sites, text messaging and weekly newsletter, school reach and website hosting.	Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,400	Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,130
Promote parent involvement by hosting events: back-to-school night, 3 family nights, monthly parent club meetings, pee wee track meet, grandparents day, open house, spring carnival, parent-teacher conferences, pancakes with parents, PAC/SSC & ELAC/DELAC meetings.	Parent & Family Events 4000-4999: Books And Supplies Supplemental and Concentration \$2,500	Parent & Family Events 4000-4999: Books And Supplies Supplemental and Concentration \$413

Goal Analysis

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

Contracted services were decreased from \$3,400 to \$2,130 due to school being out of session for 3 months due to COVID. Parent events were cancelled in the Spring of 2020 due to COVID resulting in a decrease of \$2,087.

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

Large challenges due to school closing included the ability to provide opportunities for parents to participate in their child's learning at school.

Goal 5

Provide Access to a Broad Course of Study

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Areas of study English, math, social science, science, art, health, physical education, foreign language (7-8)</p> <p>19-20 100% students enrolled (7-8)</p> <p>Baseline 100% of students are enrolled in a broad course of study that includes, English, math, social science, science, art, health, foreign language, and physical education</p>	<p>100% of students are enrolled in a broad course of study that includes, English, math, social science, science, art, health, foreign language, and physical education</p>
<p>Metric/Indicator Broad course of study (1-6)</p> <p>19-20 100% students enrolled (1-6)</p> <p>Baseline 100% of students are enrolled in a broad course of study that includes, English, math, social science, science, art, health, physical education</p>	<p>100% of students are enrolled in a broad course of study that includes, English, math, social science, science, art, health, foreign language, and physical education</p>
<p>Metric/Indicator Student performance indicators</p> <p>19-20 55% 1st-3rd Exceeds/Meets Standard Trimester 2</p>	<p>Student performance indicators 32% of 1st-3rd grade students have an average of "exceeds or meets standards". This is far less than the anticipated outcome, because of distance learning.</p>

Expected	Actual
<p>85% 4th-8th GPA 2.0 or higher Trimester 2</p> <p>Baseline 49% of 1st -3rd grade students have an average of “exceeds or meets standards” for their grade level, 59% of students in grades 4 through 8 have a grade point average of 2.0 or higher</p>	<p>52% of students in grades 4th-8th grade students have a grade point average of 2.0 or higher. This does not meet the expected outcome of 85%.</p>
<p>Metric/Indicator # of unduplicated in music and agriculture</p> <p>19-20 Music Participation 25% Ag Participation 25%</p> <p>Baseline 8%</p>	<p>Students were unable to participate in music and agriculture due to school closure.</p>
<p>Metric/Indicator # of SPED enrolled in study skills courses to support learning</p> <p>19-20 100% SWD Study Skills</p> <p>Baseline 100% of SPED students are enrolled in Study Skills</p>	<p>100% of SPED students are enrolled in Study Skills</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Retain a physical education teacher to provide standards-based PE program in grades K-8 (1 FTE). PE Supplies</p>	<p>PE Teacher 1000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$99,061</p> <p>PE Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,150</p>	<p>PE Teacher 1000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$98,793</p> <p>PE Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$4,042</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Part-Time Classified Technology Support Specialist to support a broad range of curricular and extracurricular instruction with technology. (50%) There are no benefits associated with position.	50% Technology Support Specialist 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$35,875	50% Technology Support Specialist 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$36,422
Retain a part time art teacher to provide standards based art program in grades TK-8 (.5 FTE). There are no benefits associated with position. Art Supplies	Art Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,977 Art Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$1,545	Art Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,611 Art Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$1,594
Retain 2 extracurricular garden elective teachers to provide standards based plant science program in grades TK-8. Ag and Science Materials/Supplies	Garden Elective Teachers 1000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$2,390 Ag & Science Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$3,605	Garden Elective Teachers 1000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$2,390 Ag & Science Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$357
Retain extracurricular music/drama teachers to provide standards based musical theater program. Music Materials/Supplies & Repairs	Music-Drama Teachers 1000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$8,942 Music-Drama Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$7,500 Contracted Services, Repairs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$500	Music-Drama Teachers 1000-3999: Certificated Salaries and Benefits Supplemental and Concentration \$7,452 Music-Drama Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$991 Contracted Services, Repairs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0

Goal Analysis

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

Agriculture supplies were not used in the Spring so the budget was reduced by \$3,248. Music and drama were cancelled in the Spring so the budget was reduced by \$6,509. Contracted services for Music were not utilized (\$500).

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

Successes include the art program, extracurricular music, drama, and garden help students align what they are learning in class to what they are doing in their extracurricular classes. Students enjoy the hands on experiences and they create a feeling of connectedness for students. The technology specialist was instrumental to helping distance learning successes.

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
District purchased 100 plexiglass dividers that are 3'x2' for student use in classrooms with tables.	8600	11736	No
District purchased additional furniture for classrooms to maintain 6 foot distance requirement	17000	8250	Yes
District purchased PPE; including but not limited to gloves, masks, wipes, thermometers to supplement items from CDE	5800	5435	No
District purchased digital licenses for online platform for each student TK-8	16000	21000	Yes
Purchase mobile hand sanitizing stations	3000	1716	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Plexiglass costs were higher than anticipated. Once in person learning began, the district noted that we needed additional plexiglass for student tables and also for small group kidney tables. Additional furniture costs were less than anticipated because the district was able to utilize some small group tables as student work stations when small group instruction was not being used. Digital licenses cost more than anticipated due to needing more licenses for students. Mobile handwashing stations were less than originally thought.

Analysis of In-Person Instructional Offerings

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

The district had great success in the challenges presented with opening for in person instruction. The district purchased plexiglass dividers so that students and staff can not only maintain the 6 ft distance but also so that they could have another added layer of protection. The district purchased additional tables so that students could sit 2 per table instead of 4 per table. The district personnel

continuously uses PPE and thermometers at each entry point each morning; including busses. Mobile sanitizing stations are placed throughout the campus for staff and student use. The district has utilized the digital licenses for the online platform for distance learning and for in person learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Full time LVN	49924	65783	Yes
Additional time worked for classified staff to begin school: help with technology, dispersal of chromebooks and internet devices, translation services, parent outreach.	5500	4875	Yes
Additional cleaning and sanitization support from instructional aide staff and bus drivers	48000	included in other lines	No
Purchase additional chromebooks for unduplicated students with unique needs who live in more rural areas	80000	52497	Yes
Purchase internet boxes through KingsNet and Verizon (for out of county students)	44000	24217	Yes
Purchase bags for student chromebooks and chargers	4400	3272	No
Professional development for distance learning in the area of EL	12000	11500	Yes
Purchase disposable bags for distance learning breakfast and lunch dispersal	2500	1065	No
Purchase fogging machines for sanitization	2200	1115	No
Purchase office materials for COVID use (ring door bell, small 3 foot tables to block door entrance to the office, etc)	500	462	No
Continue contract with Kings County Sheriff for SRO contract	70000	63860	Yes
Increase KingNet Tower Network	35000	37661	Yes
Contract cleaning and sanitization services	130,000	109390	No
Teach on Special Assignment	122090	125503	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.

Professional development in the area of distance learning was a challenge to secure for staff; especially in late July when at the very last minute the district moved to distance learning. The time was spent getting devices into students hands and planning for distance learning instead. Minimal professional development was available to staff. Cost of LVN didn't originally include benefits so there was an increase in cost. Chromebook costs were less than anticipated due to the districts use of chromebooks we had already for student use. Internet boxes for students were less than originally anticipated due to less than anticipated number of students needing internet in their homes. Additional cleaning costs of employees were included in their contracted time listed on pupil learning loss budget. The SRO contract was less than anticipated. The contract for cleaning services was less than anticipated.

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.

A huge success for the district has been having our LVN full time this year. With so many health care related opportunities it has been a success for students and parents to have the LVN available before, during, and after school. Classified staff was instrumental in helping to get materials to students prior to the first day of instruction. Cleaning and sanitizing has been one of our largest challenges as a small district, so we utilized additional staff to help throughout the day. A % of the district chromebooks were outdated; therefore, they didn't have access to internet and curriculum at home so the district had to purchase new chromebooks. A total of 111 internet devices through KingsNet and Verizon were dispersed to students who did not have internet in their homes. The district purchased chromebook bags and chargers for students so that they could transport their chromebooks safely to and from school. Materials were needed to pack lunches for student pick up and delivery to classrooms. Fogging machines were purchased for use throughout the district and busses. Minimal funds were spent on materials and supplies to use the front office in a socially distanced manner (ring door bell and tables). The district was fortunate enough to contract with the Kings County Sheriff for a School Resource Office who was instrumental in helping with home visits and parent outreach. The district in coordination with KingsNet upgraded the tower at Kit Carson School to provide for better connectivity. The challenge with being a small school district is that with the addition of having much longer

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Tutoring support from 7:30am-6:00pm with instructional aides	122000	129753	Yes
Additional support for translation services to students for tutoring and parent outreach	23000	22895	Yes
Purchase Renaissance Learning subscription (STAR and Accelerated Reader)	5200	4985	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.

There were not any substantive differences in costs.

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.

Successes include the robust tutoring our paraprofessionals were able to provide students and families from 7:30am-6:00pm each day using ELA and math supplements. Translation services were paramount to parent outreach and tutoring for our families. Renaissance learning was used to provide data to track learning loss amongst students.

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.

In monitoring and supporting mental health and social and emotional well being our district is very fortunate to be a small school district. At the beginning of the school year every student was assigned a teacher to check in with them and a classified staff member to check in with them. The teacher checked in daily with each student and the classified staff member called each student weekly. Sometimes the staff member talked with the student and supported them and other times the staff member talked with the parent who needed support and reassurance. As we opened the district for cohort learning on Tuesday and Thursday each week we were able to see each student and monitor how they were doing. We then invited students to cohorts on Monday/Tuesday or Thursday/Friday which gave us the opportunity to monitor how they were doing 2 days per week. On November 2nd we invited students to attend school 5 days per week. This has been are greatest success. There was nothing more important to the emotional well being of students than to create a sense of normalcy. Our students have seen huge success just by being at school 5 days per week from 8am-2:40pm. There were many challenges; especially when our students were distance learning. The challenge of not being able to "see" our students and for them to have time with their peers, enjoying learning together and having time at recess were challenges.

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.

In implementing pupil and family engagement our district is very fortunate to be a small school district. At the beginning of the school year every student was assigned a teacher to check in with them and a classified staff member to check in with them. The teacher checked in daily with each student and the classified staff member called each student weekly. Sometimes the staff member talked with the student and supported them and other times the staff member talked with the parent who needed support and reassurance. Staff has the opportunity to reach every student in the district and form relationships. 7-8 staff members are taking temperatures in the parking lot before school and on each school bus which has created an opportunity for staff to engage with families in ways we haven't before. Parent surveys were dispersed in the Spring of 2021 for parent input and guidance for the district. The district used social media, remind app, and robocall system to reach parents with important information. Challenges for the district include: the inability to reach parents who had incorrect contact information.

Analysis of School Nutrition

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

The district had many successes in providing school nutrition. The district provided drive through lunch service and also provided drop off lunch service in 5 areas of the district so that families didn't have to travel to the district. The district has provided breakfast and lunch in the classroom since November 2nd. Pick up lunch service continues for the families who have chosen the distance learning option for their student. Challenges include: keeping lunches temperature controlled during high temperatures, staffing for "bagging" lunches, and trying to know how many bagged lunches to provide each week.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Mental health support will be provided to students through the use of administration, TOSA, and SRO elective periods throughout the week. Services are provided by the behavior support team 2-3 times per week, but the administration understands that support may need to be available each day of the week. The contract for BEST team services for the behavior support team.	40500	42879	Yes

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.

There were not substantive differences between planned and 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.

In person learning with all COVID precautions has been a challenge; however many of our new procedures will continue into 2021-2024. Many of our new procedures have helped with student discipline and monitoring students and have been really positive changes. We will continue dividing bus routes into smaller routes, we will continue with having a student resource officer, we would like to increase our contract for behavior support team, we will continue having a teacher on special assignment.

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 district started data chat's with staff in March 2021. Teachers are pre-teaching and tutoring students who have the largest learning loss. Summer school will be offered to help students in the area of math and language development. The district is providing professional development for staff to help with learning loss. The district will also be purchasing new ELA curriculum to help provide a better foundation for students in the area of ELA.

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.

No substantive differences exist

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 district has been successful in creating a positive learning environment for students. As we look forward to 2024 the district will continue implementing practices that helped students succeed in 2021. Much of the focus will be on providing paraprofessional supports to student each day, creating a robust before, during, and after school tutoring program, providing curriculum supports for teachers, and providing intervention staff for students.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

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

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	931,709.00	920,207.00
Other	0.00	0.00
Supplemental and Concentration	798,165.00	815,275.00
Title I	122,365.00	104,932.00
Title II	11,179.00	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	931,709.00	920,207.00
1000-1999: Certificated Personnel Salaries	8,977.00	100,496.00
1000-3999: Certificated Salaries and Benefits	446,087.00	328,575.00
2000-2999: Classified Personnel Salaries	35,875.00	184,685.00
2000-3999 Classified Salaries and Benefits	247,770.00	103,751.00
4000-4999: Books And Supplies	39,250.00	59,419.00
5000-5999: Services And Other Operating Expenditures	125,600.00	138,651.00
5800: Professional/Consulting Services And Operating Expenditures	28,150.00	4,630.00

* 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	931,709.00	920,207.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	8,977.00	95,435.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	5,061.00
1000-3999: Certificated Salaries and Benefits	Supplemental and Concentration	396,648.00	300,430.00
1000-3999: Certificated Salaries and Benefits	Title I	49,439.00	28,145.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	35,875.00	112,959.00
2000-2999: Classified Personnel Salaries	Title I	0.00	71,726.00
2000-3999 Classified Salaries and Benefits	Supplemental and Concentration	177,544.00	103,751.00
2000-3999 Classified Salaries and Benefits	Title I	70,226.00	0.00
4000-4999: Books And Supplies	Other	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	36,550.00	59,419.00
4000-4999: Books And Supplies	Title I	2,700.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	114,421.00	138,651.00
5000-5999: Services And Other Operating Expenditures	Title II	11,179.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	28,150.00	4,630.00

* 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	48,163.00	70,166.00
Goal 2	370,533.00	454,961.00
Goal 3	333,568.00	231,885.00
Goal 4	5,900.00	2,543.00
Goal 5	173,545.00	160,652.00

* 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	\$50,400.00	\$48,137.00
Distance Learning Program	\$606,114.00	\$501,200.00
Pupil Learning Loss	\$150,200.00	\$157,633.00
Additional Actions and Plan Requirements	\$40,500.00	\$42,879.00
All Expenditures in Learning Continuity and Attendance Plan	\$847,214.00	\$749,849.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$17,400.00	\$18,887.00
Distance Learning Program	\$187,600.00	\$115,304.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$205,000.00	\$134,191.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$33,000.00	\$29,250.00
Distance Learning Program	\$418,514.00	\$385,896.00
Pupil Learning Loss	\$150,200.00	\$157,633.00
Additional Actions and Plan Requirements	\$40,500.00	\$42,879.00
All Expenditures in Learning Continuity and Attendance Plan	\$642,214.00	\$615,658.00