

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

WUSD will provide all students with a broad course of study, from appropriately assigned, fully credentialed teachers, access to standards-aligned instructional materials and clean and updated facilities.

2018-19

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 |
|--|---|
| <p>Metric/Indicator Priority 1: Local Indicator/Teacher credential</p> <p>19-20 1a 100% of our teachers will be fully credentialed and appropriately assigned (SARC).</p> <p>Baseline Currently 85 % of the teachers are fully credentialed in the subject areas and for the pupils they are teaching, and 100% are appropriately assigned. As evidenced by our School Accountability Report Card and Student Information system.</p> | <p>1A 91.6% of district's teachers are credentialed and 100% of the teachers are appropriately assigned using the SARC report.</p> |
| <p>Metric/Indicator Priority 1: Local Indicator/ Instructional materials</p> <p>19-20 1b</p> | <p>1B: 100% of our classrooms have sufficient instructional materials as verified by a district board resolution and/or Williams Report, August 21, 2019. (Met)</p> |

| Expected | Actual |
|--|---|
| <p>The district will maintain 100% of the classrooms using sufficient instructional materials, including technology, as measured by the Williams Act.</p> <p>Baseline b. 100 % of our classrooms have sufficient instructional materials as verified by a district board resolution and Williams report. A focus has been placed on new and current adopted textbook materials for English Learners, including supplemental materials in the four core subject areas (English language arts, mathematics, history/social science and science) We chose these tools to ensure our district is making decisions based on the reflected survey tool given to our teachers, and that our analysis reflects the implementation happening in our classrooms. The principal at each site were able to gather surveys for the staff and summarize the level of implementation of the new ELA and Math standards at the sites.</p> | |
| <p>Metric/Indicator Priority 1: Local Indicator/ Facilities in good repair</p> <p>19-20 1c The district will maintain good to exemplary status for the systems and external ratings, as measured by FIT.</p> <p>Baseline c. Overall the District has a rating of fair condition due to the severe leaks in the roof. This is measured by the Facility Inspection Tool(FIT) and the Williams report.</p> | <p>1C: As of January 22, 2020, the District has 100% of their schools condition as measured by the Facility Inspection Toll (FIT)/Williams report. (Met)</p> |
| <p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> | <p>2A: teachers are moving from "Developing Awareness" to "Full Awareness" in implementing the California standards for English Language, Arts/English Language Development, NGSS, history/social science, physical education, and visual and</p> |

| Expected | Actual |
|---|--|
| <p>19-20 2a Increase the results from the implementation survey for the California State Standards.</p> <p>English Language Arts: The standards were rated at "Full Awareness".</p> <p>English Language Development: The standards were rated at "Full Awareness".</p> <p>Math: The standards were rated at "Full Awareness".</p> <p>NGSS, Model School Library Standards, World Language, Career Technical Education, History, Social Science: The standards were rated at "Full Awareness".</p> <p>Health Education content Standards: The standards were rated at "Full Awareness".</p> <p>Physical Education Model Content Standards: The standards were rated at "Full Awareness".</p> <p>Visual and Performing Arts: The standards were rated at "Full Awareness".</p> <p>Scale 1: Initial Awareness; 2- Developing Awareness; 3- Full Awareness; 4- Student Awareness; 5- Full Implementation</p> <p>Baseline 2a. The teachers are moving from "Initial Awareness" to "Developing Awareness" in the area of English Language Arts. The teachers are moving from "Initial Awareness" to "Developing Awareness" in ELD California standards.</p> | <p>performing arts and world language, as evidence by survey results. (Met)</p> <p>Scale: 1-Exploration and Research Phase; 2- Beginning Development; 3-Initial Implementation; 4- Full Implementation; 5- Full Implementation and Sustainability</p> <p>English Language Arts: 3-Initial Implementation English Language Development: 3-Initial Implementation Career Technical Education: Agriculture - 3 Initial Implementation and Wood- 2 Beginning Development Mathematics: 3-Initial Implementation Health Education Content Standards: 2-Beginning Development History-Social Science: 3-Initial Implementation</p> <p>Model School Library Standards: 1-Exploration and Research Next Generation Science Standards: 1- Exploration and Research Physical Education: 2-Beginning Development Visual and Performing Arts: 2-Beginning Development World Language: 4-Full Implementation</p> |

| Expected | Actual |
|--|---|
| <p>Teachers are consistently in the "Developing Awareness" area in the Mathematics standards in grades K-12.</p> | |
| <p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/ELD 19-20 2b 100% of English learners will have access to ELD standards.</p> <p>Baseline 2b. All teacher's were trained in ELA/ELD practices. Certified in CLAD. All English Learners will have access to the Core curriculum.</p> | <p>2B: The District has maintained its programs and services to enable English learners access to the CSS and the ELD standards as evidence by the master schedule. (Met)</p> |
| <p>Metric/Indicator Priority 7: Local Metric/A broad course of study 19-20 7a Using the results from 18/19 continue to work on any barriers the district may have.</p> <p>1. Using the School information system files (transcripts), a chart was developed to track individual student enrollment in courses grades 9-12. 178 total students were enrolled and completed coursework in the following areas; Careers and career exploration, Econ, Art English, Fine Arts, Gardening and Landscaping, Health, History, Integrated Math, Life Skills, Life Science, General Math, Physical Education, Physical Science Social Studies, US and World History. 123 out of the 178</p> | <p>7A: All students have access to one-to-one Chromebook computers for each student in the 4th - 12th grades to fully access technology, online courses, and Lassen Community College Courses. An agriculture career and technical education pathway is offered with a credential agriculture teacher for all class levels.</p> |

| Expected | Actual |
|---|--|
| <p>students are considered unduplicated and were enrolled and completed coursework in the following areas; Econ, English, World History, Math, Life Science, Physical Education, Physical Science, US History, Algebra 1, Film Studies, and Biology.</p> <p>2. Students in our program are transient. Students have access to and are enrolled in courses that interest them and meet the courses required for high school graduation. Classes are taught either through the direct instruction of a classroom teacher or through an independent study program, which provides A-G courses, elective courses and Technical Education options.</p> <p>3. Based on the results of our locally selected measure, the greatest barrier for our students chronic absenteeism at 29.2%.</p> <p>4. The district will continue to monitor and track student attendance enrollment in a broad course of study.</p> <p>Baseline 7a. All students had access to a broad course of studies, including CTE, and Visual and Performing Arts. All Students have access to Chromebook computers for full access to technology.</p> | |
| <p>Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</p> <p>19-20 7b The unduplicated students will be included in the results of the survey from 7a.</p> <p>Baseline b. All unduplicated students have access to a broad course of studies including CTE, and Visual and Performing Arts.</p> | <p>7A: All students in grades K-12 have access to a broad course of study in all areas. Additionally, there is three years of high school art courses and multiple quarter length electives.</p> |

| Expected | Actual |
|--|--|
| <p>Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs</p> <p>19-20 7c Students with exceptional needs will be included in the results of the survey from 7a.</p> <p>Baseline c. All programs and services were offered to individuals with special needs depending on the IEP decision.</p> | <p>7B: All of our unduplicated pupils not only have access to the onsite master schedule, but all students have access to our A-G approved online learning programs: Online Classes, Lassen Community College concurrent enrollment and TCI.</p> <p>7C: Students with exceptional needs not only have access to the onsite master schedule, but all students have access to our A-G approved online learning programs: Online classes, Lassen Community College concurrent enrollment and TCI.</p> |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---------------------|
| <p>The new teaching staff will continue the course study to complete their credentials so that we will have 100% appropriately assigned and fully credentialed teachers. Support all new teachers to participate in the ATE program. In addition new teachers will be supported with mentor teacher.</p> | <p>Support teachers during internship through local mentor 5000-5999: Services And Other Operating Expenditures Base \$7,000</p> | <p>10,900</p> |
| <p>Provide Supplemental Materials for Math and ELA including access to appropriate technology. The materials are geared to increase student learning in all areas of mathematics and ELA.</p> | <p>Instructional Materials in Math and ELA 4000-4999: Books And Supplies Base \$15,000</p> | <p>14,545.55</p> |
| <p>Update playground area and bathrooms. Continue to update and maintain all facilities to ensure ADA compliance.</p> | <p>Supplemental Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$15,000</p> | <p>25,790.42</p> |
| <p>Update playground area and bathrooms. Continue to update and maintain all facilities to ensure ADA compliance.</p> | <p>Maintenance agreements. (Deferred Maintenance RESOURCE 8150) 5000-5999: Services And Other Operating Expenditures Base \$100,000</p> | <p>3,314.44</p> |
| <p>Update playground area and bathrooms. Continue to update and maintain all facilities to ensure ADA compliance.</p> | <p>One time expenditure from previous year 5000-5999:</p> | <p>0</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|---|
| | Services And Other Operating Expenditures Other \$0 One time expenditure from previous year 5000-5999: Services And Other Operating Expenditures Other \$0 ADA Compliance as needed 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000 | 0 0 |
| Training for teachers for multi-graded classrooms for improvement and implementation on state standards in grades K-12. | Professional Development 5000-5999: Services And Other Operating Expenditures Base \$5,000 | 2,250 |
| <p>Continue the Articulation Agreement and 2+2 program with Lassen Community College and other surrounding colleges for all students to participate and have access to a broad course of study.</p> <p>CTE introductory courses will be continue to be offered along with 4 new concentrator courses added to for the possibility of 5 new pathways in Business and Finance, Information Technology, and Natural Resources.</p> <p>Continue to offer online classes to all students for a broad course of study.</p> <p>Offer a period for students in need of credit recovery along with independent study program.</p> | <p>Online Courses through Fueled Education for students 9-12 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,500</p> <p>Salaries for CTE Pathways 1000-1999: Certificated Personnel Salaries Base \$70,000</p> <p>Benefits for above CTE positions 3000-3999: Employee Benefits Base \$7,300</p> <p>Extra Period for Credit Recovery and online class supervision 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$16,000</p> <p>Benefits for above credit recovery and online class supervision 3000-3999: Employee Benefits</p> | <p>12,684</p> <p>55,782.67</p> <p>32,610.27</p> <p>18,972.86</p> <p>11,321.71</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|-----------------------------|---|------------------------|
| | Supplemental and Concentration \$3,200 | |

Goal Analysis

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

Actions 4, 8 and 11 were not fully implemented due to impacts of COVID-19 pandemic. The funds budgeted for these actions/services were carried forward to the 2020-21 school year.

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

Successes:

Our staff has created a positive, academic learning culture. We will continue to focus on the social emotional learning needs of each of our students. Interventions will continue to be a focus. During the pandemic, our staff communicated using a variety of communication methods with our families and students. This experience brought us more closely together and we were able to target the needs of our most vulnerable students. Teachers went above and beyond to collaborate and learn new technology.

The District provides a teacher induction program: Alliance for teacher Excellence (ATE) for all new teachers and second year teachers.

The expenditure for providing staff professional development with the IReady Math and English Intervention and Support cost less than that was originally budgeted.

the budget was exceeded due to unexpected online access fees, devices and "hotspots".

We were able to maintain food service through the COVID-19 pandemic as well as extend the service through the summer providing meals to students for free.

Challenges:

the COVID-19 pandemic had a strong impact on the LCAP plan in the spring. It altered the way we provided services and support for our students and families. Our staff worked tirelessly, last spring to put new protocols, policies and guidance in place to ensure the safety and health of our students, staff, and families. Support staff were used in different capacities to support virtual learning and to thoroughly disinfect the campus. We were also unable to offer counseling and a behaviorist during the shutdown. Finally, CAASPP testing was not administered in the spring due to the COVID pandemic. Therefore, we were unable to have new state data to add to the plan. Instead we have had to rely on local assessments to develop our LCAP.

Many professional development programs were cancelled due to the school closures in the last spring.

Students were unable to participate in-person due to the cancellation of after school programs in the late spring.



Goal 2

WUSD will provide all students with a rigorous and challenging education, instructional assistance, and the tools necessary for college and career readiness.

2018-19

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 |
|---|--|
| <p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results</p> <p>19-20 4a Maintain or increase the number of students scoring met or exceed at each grade level.</p> <p>English Language Arts: Grade 3: 45% met or exceed Grade 4: (less than 10 students) Grade 5: 45% met or exceed Grade 6: 56% met or exceed Grade 7: 45% met or exceed Grade 8: 62% met or exceed Grade 11: (less than 10 students)</p> | <p>4A: CAASPP data suspended in the 19-20 school year due to COVID-19 English Language Arts.</p> |

| Expected | Actual |
|---|--|
| <p>Baseline 4a.English Language Arts: Grade 3: 50% met or exceed Grade 4: 46% met of exceed Grade 5: 51% met or exceed Grade 6: 47% met or exceed Grade 7: 33 % met or exceed (less than 10 students, hand calculated) Grade 8: 20% met or exceed (less than 10 students, hand calculated) Grade 11: 63% met or exceed (less than 10 students, hand calculated)</p> <p>Overall 44% of the students tested met or exceeded.</p> | |
| <p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results</p> <p>19-20 4a Maintain or increase the number of students scoring met or exceed at each grade level.</p> <p>Mathematics: Grade 3: 27% met or exceed Grade 4: (less than 10 students) Grade 5: (less than 10 students) Grade 6: 31% met or exceed Grade 7: 45% met or exceed Grade 8: 19% met or exceed Grade 11: (less than 10 students)</p> <p>Baseline 4a Mathematics:</p> | <p>4A: CAASPP data suspended in the 19-20 school year due to COVID-19.</p> |

| Expected | Actual |
|--|---|
| <p>Grade 3: 75% met or exceed Grade 4: 43% met or exceed Grade 5: 38% met or exceed Grade 6: 24% met or exceed Grade 7: 45% met or exceed (less than 10 students, hand calculated) Grade 8: 30% met or exceed (less than 10 students, hand calculated) Grade 11: 9% met or exceed (less than 10 students, hand calculated)</p> <p>Overall 37% of the students tested met or exceeded</p> | |
| <p>Metric/Indicator Priority 4: The Academic Performance Index</p> <p>19-20 4b Multiple measure replacement for the API under development.</p> <p>Baseline 4b. Student Score on Academic Performance Index: Multiple measure replacement for the API under development</p> | <p>4B: NO API scored reported.</p> |
| <p>Metric/Indicator Priority 4: State Indicator/College and Career Indicator/Career pathway completion</p> <p>19-20 4c Increase the number of students completing A-G courses as verified by CALPADS.</p> <p>Baseline</p> | <p>4C: 18.18% of students are college and career ready, completing a CTW sequence, as reported by the School Accountability Report Card (SARC).</p> |

| Expected | Actual |
|---|--|
| <p>4c. Baseline was established for students completing A-G requirements. In grades 9,10,11, students were placed on a track to complete a-g requirements regardless of their career path. Currently, 90% of our students are completing A-G courses as verified by CALPADS.</p> | |
| <p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator</p> <p>19-20 4d English learners will be assessed using the ELPAC. (Aeries)</p> <p>Baseline 4d. CELDT test was not given and needs to be done in 2017. We will continue to increase the number of English learners that are reclassified.</p> | <p>4C: 0% of students are college and career ready, completing A-G courses, as reported by the School Accountability Report Card (SARC). (Not Met)</p> |
| <p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Reclassification rates</p> <p>19-20 4e English learners will be reclassified following the district guidelines. (Aeries)</p> <p>Baseline 4e. Reclassification has happened in previous years, we worked on updating information in the CALPADS program, because the test was not administered there is no data to report. Last CELDT reclassification showed 45% of our English Learners were reclassified.</p> | <p>4D: English Proficiency ELPAC data suspended in 19-20 school year due to COVID-19.</p> |
| <p>Metric/Indicator</p> | <p>4F: No students passes AP exams with the score of three or higher, as reported by The College Board. (Not met)</p> |

| Expected | Actual |
|---|--|
| <p>Priority 4: State Indicator/College and Career Indicator/AP pass rate</p> <p>19-20 4f Increase the number of students being assessed. (Aeries)</p> <p>Baseline 4f. Share of students that pass AP exam with three or higher: no students are currently taking AP classes.</p> | |
| <p>Metric/Indicator Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results</p> <p>19-20 4g Increase the percent of students demonstrating college and career readiness determined by the EAP. (CAASPP)</p> <p>Baseline 4g. Early Assessment Program (EAP) was implemented this year through the Smarter Balanced Assessment. 20% of the students were determined to be college and career ready.</p> | <p>4G: The results for the EAP-SBAC were N/A, as reported by the California Dashboard. CAASPP data suspended in the 19-20 school year due to COVID-19.</p> |
| <p>Metric/Indicator Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)</p> <p>19-20 8a Maintain or increase the numbers of students scoring met or exceed standard at each grade level.</p> <p>IREADY Score Reading 3rd- 47% met or exceed standard 4th- 42 % met or exceed standard</p> | <p>IREADY Score Reading 3rd- 89% met or exceed standard 4th- 65 % met or exceed standard 5th- 67% met or exceed standard 6th- 86 % met or exceed standard 7th- 82% met or exceed standard 8th- 77% met or exceed standard 9th- 44% met or exceed standard 10th- 72% met or exceed standard</p> <p>IREADY Score Mathematics 3rd- 89% met or exceed standard</p> |

| Expected | Actual |
|--|---|
| <p>5th- 36% met or exceed standard 6th- 44 % met or exceed standard 7th- 71% met or exceed standard 8th- 45% met or exceed standard 9th- 33% met or exceed standard 10th- 45% met or exceed standard</p> <p>IREADY Score Mathematics 3rd- 50% met or exceed standard 4th- 75% met or exceed standard 5th- 67% met or exceed standard 6th- 40% met or exceed standard 7th- 50% met or exceed standard 8th- 09% met or exceed standard 9th- 73% met or exceed standard 10th- 55% met or exceed standard</p> <p>9.1% were prepared according to the College and Career Indicator (CA School Dashboard)</p> <p>Baseline 8a. MAP SCORE ELA 3rd- 37% met or exceed standard 4th- 40 % met or exceed standard 5th- 36% met or exceed 6th- 40 % met or exceed 7th- 58% met or exceed 8th- 75 % met or exceed</p> <p>MAP Score Mathematics 3rd- 12% met or exceed standard 4th- 40% met or exceed standard 5th- 37% met or exceed standard</p> | <p>4th- 64% met or exceed standard 5th- 87% met or exceed standard 6th- 86% met or exceed standard 7th- 63% met or exceed standard 8th- 70% met or exceed standard 9th- 54% met or exceed standard 10th- 64% met or exceed standard</p> <p>8A: 100% of 8th grade students are eligible for enrollment in an A-G four year, academic high school plan, as reported by schoolwise.</p> <p>The school district is no longer using MAP testing.</p> |

| Expected | Actual |
|--|--------|
| 6th- 33% met or exceed standard 7th- 44% met or exceed standard 8th- 67%met or exceed standard 9th- 44% met or exceed standard 10th-75% met or exceed standard | |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---------------------|
| Provide Certificated and Classified Staff in-service training collaboration time will be held weekly to discuss and collaborate pupil achievement including significant subgroups. | Professional Development/Collaboration time 10% teachers salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$58,000 | 48,968 |
| Provide classroom aides to support all students in grades 1-5 and focus on our significant subgroups. | Benefits for above positions 3000-3999: Employee Benefits Supplemental and Concentration \$6,900 | 29,835 |
| Provide a full-day Kindergarten (6 hours) | Benefits and fixed costs for employees above 2000-2999: Classified Personnel Salaries Title I 55,000 | 94,931 |
| Provide additional support to 4/5 multi-graded class in ELA and Math from certificated teacher to provide single grade level instruction. | Supplies for Intervention Teacher 4000-4999: Books And Supplies Supplemental and Concentration \$1,000 | 0 |
| Provide Media Tech (5 hours) for increased technology access for ELA and Math statewide assessments. | Salary for Additional support to 4/5 classroom 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000 | 0 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|------------------------|
| | Benefits for above position 3000-3999: Employee Benefits Supplemental and Concentration \$1,500 Media Tech Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$21,000 Benefits for above position 3000-3999: Employee Benefits Supplemental and Concentration \$2,200 | 0 0 0 |
| Provide a Academic Counselor for students for career and college preparation this will provide A-G and CTE aligned courses to students to improve pupil outcomes and increase the number of students with certificates in the completed pathways to allow for better hands on learning experience designed and conducted for the purpose of preparing youth for gainful employment and college readiness. | Provide a Academic Counselor for students for career and college preparation. 1000-1999: Certificated Personnel Salaries Base \$7,100 Supplies for Academic Counselor and for students for career and college preparation. 4000-4999: Books And Supplies Base \$1,000 | 7,822.35 0 |
| Provide on-going testing for students through assessment programs to increase and monitor pupil achievement on a quarterly basis. | Purchase iREADY Assessment Software 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,700 Purchase Lexia Program for differentiated literacy instruction for students of all abilities. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,500 | 7,373.00 0 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|----------------------------|
| <p>On-going replacements needed for new technology access for all students to support new curriculum ELA and Math, State Testing, Reading Programs, online course access.</p> <p>Teachers and Aides to training and collaborate on best use for technology and use of Chromebooks in the classroom to support our significant subgroups.</p> | <p>Purchase replacement chromebooks and updates needed 4000-4999: Books And Supplies Supplemental and Concentration \$7,500</p> <p>Training for Aides and Teachers in Technology to improve skills support students with Chromebooks 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,500</p> | <p>10,491.00</p> <p>0</p> |
| <p>Provide CTE pathways to students for a broad course of study.</p> <p>CTE Pathways and services will still be offered in 2019-20 these actions/services are reflected in Goal 1.</p> | <p>See Goal 1 Action/Service 3 (7a-c.) Not Applicable Not Applicable \$0</p> <p>See Goal 1 Action/Service 3 (7a-c.) Not Applicable Not Applicable \$0</p> <p>See Goal 1 Action/Service 3 (7a-c.) Not Applicable Not Applicable \$0</p> | <p>0</p> <p>0</p> <p>0</p> |

Goal Analysis

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

There was no significant discrepancy between the budgeted and actual expenditures. Minor differences are attributed to pandemic-related school closures in March.

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

Successes:

The District was able to successfully implement the actions/services to achieve this goal through early March 2020. From late March 2020 to June 2020, we could not provide in-person instruction. In response to the onset of COVID-19, our district was forced to shift to

distance learning. The immediate solutions, although not ideal, were feasible for the students. However, the transition to distance learning for students in the early grades - transitional kindergarten through 3rd grade (TK-3) proved difficult for students, parents, and teachers alike. Throughout the summer and fall, administration reached out to teachers, parents, and support staff to identify areas for improvement of distance education for our students.

We were effectively able to implement the actions and services in this goal.

We will continue our commitment to ensuring our most vulnerable students receive the academic and social emotional supports needed to grow.

Challenges:

The greatest challenge to implement this goal was when the District was sidelined by the COVID-19 pandemic. Our staff has to rethink the way we provided these services and supports to our students. Children in the early grades typically have a shorter attention span than their older peers and need a variety of opportunities for interaction with peers in small groups. Focusing in short interactive lessons with small group learning opportunities benefited both students and teachers. Students in the early grades require greater adult support to facilitate learning than do their older peers.

We had to shift/eliminate some instructional aides duties to assist with the new COVID requirements.

After school program did not occur after the first semester was completed as the focus changed to the preparations of Distance Learning and the closure of schools.

Goal 3

WUSD to engage both parents and students in order to provide a safe environment conducive to learning for all students and staff.

2018-19

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 |
|--|---|
| <p>Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> | <p>3A: Continue to maintain or increase the survey results below. (Met) Building Relationships 1. 3- Initial implementation. The LEA’s progress in developing the capacity of staff (i.e administrations, teachers, and classified staff) to build trusting and respectful relationships with families. 2. 3 – Initial implementation. The LEA’s progress in creating welcoming environments for all families in the community. 3. 1 – Exploration and Research Phase. The LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children. 4. 3 – Initial implementation. The LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. Building Partnerships for Students Outcomes 5. 3 – Initial Implementation. The LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.</p> |

| Expected | Actual |
|--|---|
| <p>19-20 3a Continue to maintain or increase the survey results below.</p> <p>Based on a survey emailed and returned from our family and community partners, using the Family and Community Engagement Rubric, the responses showed the following:</p> <p>1) Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. 3- Initial Implementation</p> <p>2) Rate the LEA's progress in creating welcoming environments for all families in the community. 3- Initial Implementation</p> <p>3) Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. 3- Initial Implementation</p> <p>4) Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. 3- Initial Implementation</p> <p>5) Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. 4-Full Implementation</p> <p>6) Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. 2-Beginning Development</p> <p>7) Rate the LEA's progress in implementing policies or programs</p> | <p>6. 3-Initial Implementation. The LEA's progress in providing families with information and resources to support student learning and development in the home.</p> <p>7. 3 – Initial Implementation. The LEA's progress in implementing policies or programs for teachers to meet with the families and students to discuss student progress and ways to work together to support improved student outcomes.</p> <p>8. 2 – Beginning Development. The LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. Seeking Input for Decision-Making</p> <p>9. 3 – Initial Implementation. The LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.</p> <p>10. 2 – Beginning Development. The LEA's progress in building the capacity of supporting family members to effectively engage in advisory groups and decision-making.</p> <p>11. 2 – Beginning Development. The LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.</p> <p>12. 3 – Initial Implementation. The LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.</p> |

| Expected | Actual |
|---|--|
| <p>Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p>19-20 3b Parents of unduplicated students will be included in the results from 3a.</p> <p>Baseline 3b.The family and community engagement survey results were inconclusive as we only had one parent respond. While we felt as a district that there was improvement in parent involvement, the district will be offering other opportunities for parents to complete the survey for further data and documentation.</p> | <p>3A: For the 2019-2020 school year, 30% of the WUSD Family Involvement Survey parent surveys were completed and returned to the school district, as evidence by survey responses from parents.</p> |
| <p>Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p>19-20 3c Parents of students with exceptional needs will be included in the results from 3a.</p> <p>Baseline 3c. There was 90% of Exceptional needs parents participating in school functions.</p> | <p>3B: The Parents of EL students are included in the responses in the survey in 3A.</p> |
| <p>Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates</p> <p>19-20 5a Increase or maintain the student attendance rate of 92.2%. (Schoolwise)</p> | <p>3C: The parents of exceptional needs students are included in the responses of the survey in 3A.</p> |

| Expected | Actual |
|---|--------|
| <p>Baseline 5a. Overall attendance rate for the 2016-17 year is 87%</p> | |
| <p>Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</p> <p>19-20 5b Decrease the chronic absenteeism rate by 5% to 24.2% (CA School Dashboard)</p> <p>Baseline 5b. Chronic absenteeism rate is currently at 17%. There were 6 students who left the school but did not request records increasing the number of students who were reported as chronically absent.</p> | |
| <p>Metric/Indicator Priority 5: Local Metric/Middle school dropout rate</p> <p>19-20 5c The middle school dropout rate will be 0%. (Aeries)</p> <p>Baseline 5c. The middle school drop out rate was maintained at 0%</p> | |
| <p>Metric/Indicator Priority 5: Local Metric/Student Engagement/High school dropout rate</p> <p>19-20 5d Decrease the high school dropout rate to 0%. (DataQuest)</p> | |

| Expected | Actual |
|--|--|
| <p>Baseline 5d.The high school drop out rate went from 0% to 2% (one student)</p> | |
| <p>Metric/Indicator Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator</p> <p>19-20 5e Increase the high school cohort graduation rate to 100%. (CA School Dashboard)</p> <p>Baseline 5e. The high school cohort graduation rate decreased from 100% to 98% (one student)</p> | |
| <p>Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator</p> <p>19-20 6a Reduce the suspension rate to 3.3%. (CA School Dashboard)</p> <p>Baseline School Climate was measured by the Local Student Information System and parent and student surveys a. Suspension rate status was very high at 11.7 % for all students K-12 (red) as measured by California School Dashboard.</p> | |
| <p>Metric/Indicator Priority 6: Local Metric/Expulsion rate</p> <p>19-20 6b The expulsion rate will be 0%. (DataQuest)</p> | <p>6B: the expulsion rate is maintained at 0%, as evidence by the California Dash Board.</p> |

| Expected | Actual |
|--|--|
| <p>Baseline 6b. Expulsion rate was 0%.</p> | |
| <p>Metric/Indicator Priority 6: Local Indicator/Local tool for school climate</p> <p>19-20 6c Increase the student results from the California Healthy Kids Survey from Fall 2018. Try hard on school work 77% Truant more than a few times 6% Feel a part of the school 48% Safety at school 37% Harassed or bullied at school 46% Parents feel welcome to participate at this school 46% School is usually clean and tidy 41% Experienced chronic sadness/hopelessness 42%</p> <p>Baseline 6c. Parent survey revealed that the student/parents/staff/ felt safe but were concerned with student language and behavior. 85% enjoyed school and felt that the teachers supported them. California Healthy Kids Survey results were positive in the areas of school connectedness 64%, Academic motivation 50% School safety 64%, areas of concern were: Harrassment or Bullying 65%, Experiencing Sadness/hopelessness 50%.</p> | <p>Healthy Kids Survey Results from 19-20 school year: Caring adult relationships: 70% Opportunities for meaningful student participation: 50% Student learning environment: 44% Anti-bullying climate: 51% Safe place for students: 22% Respect for diversity: 48% Student depression moderate/severe problem: 44%</p> <p>Parent Survey: School encourages me to be an active partner with the school in educating my child: 63% School promotes academic success for all students: 50% School has adults who really care about students: 75% School has clean and well-maintained facilities/properties: 25%</p> |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|---------------------------|
| <p>Parent communications will be sent through frequent home mailings and newspaper articles. Family nights are hosted annually through the school and activities that involve our PTSA.</p> <p>Contract All Call System for communication with parents</p> | <p>Parent communications will be sent through frequents home mailings and newspaper articles and family night supplies. 4000-4999: Books And Supplies Supplemental and Concentration \$1000</p> <p>Contract All Call System for communication with parents 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$600</p> | <p>600</p> <p>600</p> |
| <p>School Superintendent/Principal will continue to work with with individual students to increase attendance and utilize the Attendance Clerk for frequent contact with Probation and the District Attorney's Office.</p> <p>School Superintendent/Principal will work will all students and focus unduplicated subgroups to reduce chronic absenteeism.</p> <p>Attendance Policy and Procedures to reduce Chronic Absenteeism that promote positive attendance rewards.</p> | <p>Classified Attendance Clerk Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4,067</p> <p>5% of Superintendent/Principals salary to focus on students with chronic absenteeism. 1000-1999: Certificated Personnel Salaries Base \$5,595</p> <p>Benefits and fixed costs for Principal listed above for Superintendent/Principal listed above 3000-3999: Employee Benefits Base \$1,581</p> <p>Incentives/Rewards for Students 4000-4999: Books And Supplies Supplemental and Concentration \$2500</p> | <p>5,550</p> <p>2,523</p> |
| <p>Provide positive behavior incentives to students to reduce suspension and expulsion rates</p> | <p>Provide monthly recognition awards for positive behavior, end of quarter or trimester class</p> | <p>1,602</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|---------------------------|
| <p>Provide frequent local surveys to pupils, parents, and teachers to access school safety and connectedness</p> <p>Provide a licensed counselor contracted through Lassen County Schools for emotional and social for general education unduplicated students.</p> | <p>party's and end-of-year trip for students 4000-4999: Books And Supplies Base \$1,500</p> <p>Purchase Survey Monkey to access school safety and connectedness 4000-4999: Books And Supplies Base \$300</p> <p>Provide a licensed counselor contracted through Lassen High School</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$20,000</p> | <p>0</p> <p>17,951.81</p> |
| <p>Action eliminated</p> | <p>eliminated Not Applicable Not Applicable \$0</p> | <p>0</p> |

Goal Analysis

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

The primary reason for spending less than budgeted for Goal 1 in 2019-20 is due to closing school on March 19, 2020 for the prevention of COVID-19 community spread. Between Distance Learning and the majority of staff working remotely, expenditures for LCAP Actions and Services were less than the originally planned budgeted amount.

Funds that were not implemented were used to support students, families, teachers, and staff in the following ways:

- Provided all students in grades K-12 and staff who needed a device with a Chromebook and charger.
- Students in K-8 received independent student pencil/paper bi-weekly packets.
- Provided meal service which included daily breakfast and lunch meals for all students through its school nutritional program.
- Incurred increased expenses in the nutritional department and clerical staff with prepackaged, individual food and milk meals, office supplies, and salaries.

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

Due to the COVID-19 pandemic, some of the funds budget for actions/service in the 2019-2020 school year were shifted the last few months of school to support distance learning, extra cleaning and additional meal prep. Chromebooks for students in grades K-12, additional curriculum and school supplies, distance learning training for staff, access to the internet for staff and students that has unreliable internet service or no services at all, additional cleaning supplies/services, increased cafeteria supplies for “grab n go” meals, and additional transportation for delivering student work. Student packets were assembled and a significant amount of staff time, paper, and copy supplies were used.

Special education staff quickly transitions to virtual meetings using the Zoom platform and met with individual students in person. Teachers spent more time engaging with parents either through virtual meetings, emails, texts, and phone calls. Teachers worked tirelessly to put together paper packets and/or Google Classrooms. Parents became the primary teacher for their children. Support staff were used where needed.

Facilities maintenance spent many hours of deep cleaning and were able to tackle maintenance projects ahead of the summer because students were not in attendance.

Successes:

Facilitating In-Person high school graduation ceremony and the 8th grade promotion ceremony outdoors instead of indoors increased the normal expenditure due to COVID-19 preventative measures.

An academic counselor managed college and career planning for high-risk students, increase access to college-prep courses, and monitoring of 4-year plans.

The District replaced equipment for elementary and middle school students.

Challenges:

The COVID-19 pandemic caused our staff to transition quickly from in-person learning to parents educating their students at home. Our staff quickly put together learning packets and Google Classrooms. Additionally, we relaxed our attendance and grading policies in the spring to account for the massive changes our students and community endured. Perhaps our biggest challenge was engaging certain students during this difficult time and meeting the Special Education requirements. The District also spent a considerable amount of time drafting a COVID plan and designing our campus to incorporate social distancing and additional hygiene protocols to protect our staff and students. Deferrals were put in place when the COVID-19 pandemic hit creating budget concerns for schools throughout California.

Due to the school closure aides were reduced. Substitutes were no longer needed when students went to Distance Learning and the school closed on March 19, 2020. There was less paper-based communication due to the cancellation on in-person activities normally scheduled in late spring with families when students went to Distant Learning and/or some of these expenses were covered by using CRF funds awards through the CARES act in the 2020-21 budget adoption.

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.

Goal 6

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 7

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 8

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 9

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 10

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 |
|---|----------------------|-------------------------------|--------------|
| Hiring of one addition custodial staff to support sanitizing of one site. | 20,000 | 11,405 | No |
| Part-time Behavior Counselor to support social/emotional well-being while transitioning back to in-person environments. Principally directed towards unduplicated students. | 21,000 | 21,437 | No |
| Personal Protective Equipment: Face coverings (Mask and face shields) to ensure that students, staff, and family entering our school site are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. | 17,700 | 880 | No |
| Health materials, additional materials to support effective, routine disinfection of high- touch surface areas such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks. | 7,500 | 2,122 | No |
| Signage, posters, and floor decals: visual cues throughout our school site to maximize social distancing. Cues will help direct traffic flow, minimize interactions between families, and identify our specific entry and exit point. Visuals will also reinforce face covering and hand washing protocols. | 1500 | 372 | No |
| Plexiglas to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet. | 10,000 | 0 | No |
| Individual supplies: additional supplies to limit the number of individuals using shared objects. | 1,000 | 12,685 | 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.

On August 20, 2020, the WUSD Board of Trustees approved the districts Reopening Plan which outlined the plan to offer distance learning with small cohorts in-person learning for the start of the 2020-21 school year.
On March 8, 2021 WUSD Board of Trustees approved the District Reopening Plan which outlined the plan to offer hybrid learning.
On April 13, 2021, WUSD Board of Trustees approved the District's Reopening Plan which outlined the plan to offer in-person instruction five days a week.

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 drafted the “Health and Safety Guidelines, COVID-19 Handbook” which contains plans and protocols to ensure the safety of students and staff. The handbook covers protection guidelines for staff, students, and campus visitor, building access and common area protocols, mandatory health screenings, protocols for returning to work after exposures to illness, face-covering and social distancing protocols, Personal Protective Equipment (PPE) guidelines, and flowcharts detailing a process for students and employees if they've contracted COVID. According to a review of state and local data, and stakeholder feedback, the following successes and challenges were identified:

Successes:

Students and staff returned to in-person instruction 5-days a week on April 12, 2021.

All students received instruction daily in the state minimum course requirements. (I.E, 6th – 12th grade students accessed seven period of courses).

All students were offered breakfast and lunches at no cost to families.

With enhanced cleaning procedure implemented during the school day, absenteeism of students and staff dropped significantly.

Teaching staff developed and implemented Google Classroom for seamless transitions between in-person instruction and distance learning instruction.

All families have access to Chromebook and Hotspots.

Support from WUSD School Board and local community for reopening to in person instruction on April 12, 2021.

Support from Lassen County Office of Education and Lassen County Department of Public Health for reopening to in-person instruction.

Challenges:

State and local health and safety guidelines continued to change week by week. The District worked hard to keep up with the latest guidance from both state and local authorities.

Staffing and facility issues hampered re-opening with in-person instruction at the start of the school year.

Unable to offer positive school climate activities for most of the school year. For example, no pep rallies, fall or winter athletics, guest presenters, Back to School Night, Winter Performance, Open House, Etc.

Lack of connectivity issues for some student and staff members.



Distance Learning Program

Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| Devices: Chromebooks made available for all students to access distance learning at home. | 26,700 | 27,297 | No |
| Additional Technology to Support Distance Learning: Wifi hotspots, headsets, laptop/devices for staff. | 11,680 | 29,465 | No |
| Counselors: Maintain existing staff and support facilitate effective delivery of standard-aligned instructional practices. Principally directed for our unduplicated students. | 21,000 | 10,026 | No |

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

The planned actions were implemented.

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.

After review of state and local data and stakeholder feedback from parents, teachers, students, and staff, WUSD has identified the following successes and challenges:

Successes: Continuity of Instruction: The teaching staff has established Google Classroom as the primary learning management system for seamless transitions between in-person instruction and distance learning. Teachers expanded their knowledge base and repertoire of Google applications for use in distance teaching. Supplemental instruction and assessment material have been utilized as appropriate to meet each student's individual needs. Resources used by staff include, but are not limited to, the following: StudySync, Big Ideas, and Iready. Individual distance learning plans for students with IEPs were developed for each student who participated in distance learning, but most students received in-person services because of connectivity issues.

Access to Devices and Connectivity: All students have access to Chromebooks and Hotspots. An additional 20 hotspots, 85 Chromebooks, and headphones for all students were purchased in 20-21 for families. 14 web cameras, 12 laptops, phones/plans, and overhead projectors were purchased for teachers.

Pupil Participation and Progress:

WUSD established an online electronic attendance process that all teachers used to document student daily attendance. Teachers established daily live contact with students using a variety of tools, including, but not limited to, in-person meetings, phone calls, texts and emails, as well as synchronous meetings using video conferencing tools, Google applications and other forms of virtual communication. Students attendance and participation were monitored using daily online course participation or verified daily assignment completion.

Distance Learning Professional Development:

Teachers and paraprofessionals received training in the use of Google applications. Teachers received training for instructional strategies, utilize educational apps, assign coursework, and deliver resources to students in a safe online environment.

Staff Roles and Responsibilities:

Teacher and instructional support staff transitioned to distance learning, incorporated the delivery of instruction with alternative methods of meeting with students such as Google Classrooms and video conferencing tools. Site secretaries assumed responsibility for conducting student and staff wellness checks. The janitorial department implemented site safety protocols related to COVID-19 for in-person instruction. WUSD used Google Classroom for some instructional delivery; however, COVID-19 prompted an immediate expansion of this delivery model, which required additional technology support for staff and students. Staff created curriculum content and tutorials for students, teacher, and parents on how to access Google Classroom curriculum and communication methods being used such as video conferencing tools. Informational Technology Department has to expand their support due to a huge rollout of technology for staff and students and the additional technical support needed. To address the mental and physical health of students, the mental health counselor met once a week to support the social and emotional well-being of students.

Support for Pupils with Unique Needs:

English Learners (EL) received additional virtual tutoring during distance learning with classroom teachers. In addition to tutoring, designated ELD curriculum was offered on two digital platforms: Google Drive and Zoom, to ensure accessibility by all teachers and students.

To ensure EL students were showing growth in the area of reading, regularly scheduled reading assessments allowed teachers to monitor student progress and identify areas for improvement and further support.

Students who have a 504 plan or Individualized Education Plan (IEP) continued to receive the services and supports across a full continuum of placements as outlined in those plans.

During distance learning, the team expanded to include additional supports to provide targeted input on the student's progress, development, and needs in a remote setting, as well as recommending supports for families as they assist their children. Special education service providers maintain frequent contact with students and families via phone, text, email and video conferencing. Special education teachers also have ongoing and frequent contact with a student's general education teachers and teams. Each Foster and Homeless family was assigned a liaison to help ensure the progress of these students. The liaison helped families understand the District and community supports offered, can connect families to these resources through direct referrals, and serve as an advocate for students with teachers and staff.

For students who are foster youth, the Foster Youth Liaison connected with the administrator to ensure the foster youth has what they need to be successful during remote learning. In addition, the countywide Foster Youth Services Coordinating Program provided outreach when needed.

Similarly, students who are experiencing homelessness are provided with the supports they need to be successful during remote learning. The administrator assisted with the identification of students and reached out to families to provide information and

resources. The secretarial staff review referrals and conducted a needs assessment with any families experiencing homelessness within a week of enrollment, and referred families to school and community-based supports through the referral process. The school increased outreach to these families specifically to connect them with resources to support remote learning, such as Chromebooks, online tutorials for distance learning tools, and resources for basic need.

Challenges:

Continuity of Instruction: If a student was required to quarantine or isolate and return to distance learning, but the class remained with in-person instruction, the student experienced a disruption with instruction because the District lacked sufficient substitutes to provide similar instructional services or there were connectivity issues with the student.

Access to Devices and Connectivity: Access to connectivity was cited as a barrier for families. Connectivity with more than one child in the family's household was problematic and inconsistent. At times, students have to turn off video to help with connectivity issues. Until connectivity improves in the Westwood area, most families identified it as the greatest barrier with Distance Learning. The District offered and tested multiple hotspots from different companies and coverage was still not reliable in these areas as providers did not have coverage that extended to these parts of the locality. In order to help these families, WUSD invited the students to the campus in small cohorts for access.

Pupil Participation and Progress:

Some students in the distance learning model has inconsistent participation due to a lack of supervision.

Distance Learning Professional Development:

Although the distance learning professional development met the needs of the teachers and paraprofessionals, the lack of time to design, practice, and refine these new strategies varied to the individual teacher.

Staff Roles and Responsibilities:

Lack of sufficient substitutes in all departments of the school district provided difficulties with the ongoing operations. When staff were quarantined or isolated, many of them have connectivity issues.

Support for Pupils with Unique Needs:

English Learners: Access to connectivity was cited as a barrier for families.

Students with IEPs: With access to connectivity as a barrier for families, a small number of students met with the SPED teacher individually to receive accommodations or special services despite the school closure. **Students who are foster youth or homeless:** No weaknesses were identified due to the low enrollment.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| High School Credit Recovery: Online credit recovery program is available for high school students, including foster youth, English learners, and unduplicated students, with credit loss. A teacher would be hired to proctor the online classes. | 28,270 | 21,777.67 | No |
| K-8 Summer Program: Online summer program for students, including foster youth, English learners, and unduplicated students, who have substantial learning loss due to the COVID-19 spring of the 19-20 school year closure and the 20-21 school year. Two teachers would be hired to instruct and proctor online courses, and offer additional support to identified students. | 51,240 | 39,427.00 | No |

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

No substantive difference occurred.

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.

WUSD has utilized PLCs to enact a systematic cycle of assessment, data analysis, and creating meaningful plans of action to measure and address pupil learning loss. PLCs have structured collaboration time on bi-weekly basis to engage in these improvement cycles. Site-specific PLCs have selected appropriate initial diagnostic assessments and common formative assessments to measure status, learning gains, and losses.

Successes:

All students received Chrombooks, headphones and families received hotspots. With this expanded access to technology and connectivity, all students have access to several online invention programs. Iready as well as online curriculum tools at home and at school.

Completed the established plan of administering standardized assessment windows three time during 20-21 through Iready assessments and CAASPP assessments.

Teachers evaluated and compared student levels and growth in Iready based upon data from previous years (for returning students). Increased teacher and administrator accessibility to student results via Iready assessments, which provided both individual and collective outcome data.

For our three students who are English learners, time away from the classroom impacted the language development skills. Teachers offered one-on-one academic counseling with individual students to mitigate lost learning and created a plan for completing missed coursework. Teachers provided weekly intervention sessions with students. The teachers monitored students; academic progress by reviewing progress reports. Some parents communicated via the telephone for tutoring and homework assistance. For students who are low-income, academic tutoring was offered after the school day.

The Foster Youth Liaison continued to track and support foster youth with complete Iready assessments. Additionally, the Liaison and the countywide Foster Youth Services Coordinator worked collaboratively to help identify and connect foster youth with tutoring support as needed. Students were offered the opportunity to attend the afterschool tutoring program.

Students experiencing homelessness showed regular attendance.

Challenges:

Results above show that students experienced learning loss during school closure. A comprehensive learning recovery program is needed to help address learning loss. Also, targeted supports such as small-group and individual interventions are needed for struggling learners. Helping students to become comfortable with online assessment platforms and test-taking strategies proved to be a challenge during distance learning. Teachers stepped up efforts to train students to use these platforms with ease after undergoing professional development in using technology in teaching and assessment.

Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses provided evidence that learning loss a student experienced is being addressed. This individualized approach to instruction is a foundation of the education programs and is designed to support student completion of grade level requirements, leading to promotion/graduation and a successful transition to college and career, with the necessary academic content knowledge and skills.

The most visible aspect of learning loss is seen in the area of academic achievement, but there are other equally important aspects of learning loss that will be monitored. The social/emotional, behavioral and mental health aspects of learning loss will also be monitored and measured. A teacher's relationship with the student and frequent (daily) communication, makes that teacher uniquely qualified to notice the more subtle aspect of learning loss such as motivation, engagement or participation. Teachers will monitor students for signs and symptoms or emotional distress, and behavioral changes that could signal mental health issues. Teachers, administrators, or any staff that interact with students requested interventions for a student that is struggling. Interventions started with a student teacher conference, a teacher/parent conference or a Student Study Team meeting (SST). Student supports included help from the academic counselor, guidance counselor or administrators. Supports will be individualized to meet the needs of the students.

Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objective based on specific reporting periods outlined in the student's IEP. Progress is also reviewed following extended school breaks. These data-driven practices were implemented and review during multiple designated collaboration times to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss.

Adjustments and modifications were based on the individual needs of the student and documented in the student's IEP.



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.

Successes:

WUSD provided a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions by following the three-tiered support created from the 20-21 LCP.

Tier 1- Universal Interventions

Check in/Check out

All students received daily live contact from their teacher(s). Students who were recorded as absent or did not log on to class during Distance Learning received a daily phone call from the site secretaries. For students in the K-12 grades, the students received phone calls during each period marked absent until contact was made to the parents/guardians or the student logged into the class. Site secretaries noted the communication between the parents/guardians or students in SchoolWise.

Linkage and connections to school and community supports

The school resource officer provided resources and wraparound service support for homeless students and low-income students.

Tier 2 – Targeted Intervention

Group meetings (coping with stress, healthy relationships, motivation decision-making, etc.)

School guidance counselor met with individual students.

Anger Management, healthy relationships, grief and loss, etc.

Identified students received targeted support from school personnel through SST meetings. Administration facilitated referrals between the student, family, and the mental health counselor. Mental health counselor met with students weekly.

Linkage and connections to school and community supports

WUSD provided a safe space for small cohorts of students to complete school work daily during distance learning. WUSD provided an academic support for unduplicated students to complete school work once or twice a week during distance learning. Expanded access for unduplicated students to meet with a credentialed teacher two or three times a week on the school campus.

Tier 3 – Intensive Interventions

Individual Counseling

The District provided individual counseling by our mental health counselor once a week.

Risk and safety assessments

The District saw no changes in referrals to CPS when students returned to school.

Challenges:

Connectivity issues during distance learning continued to plague families because streaming issues caused dropped connections or frozen screens.

Parents /guardians expressed frustrations with distance learning.

On one occasion the mental health counselor was unable to meet with students weekly, so students would go one week without counseling.

Geographical isolation limits social interactions among staff and student and distance learning caused the social-emotional well-being of students and staff to suffer.

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.

WUSD's learning community ensured that students continued to receive educational experiences despite the changes in public health updates during the 2020-21 school year. Devices and hotspots were provided to all students and communication with students and families increased via robo calls, district website, letters mailed home, email, Remind App, and social media to keep students and families connected with the school. However, despite these engagement efforts, several students demonstrated a lack of engagement and irregular attendance from distance learning opportunities. The District worked hard to engage students throughout in-person learning and into the different phases of distance learning. The district is proud to have an overall good attendance rate. The district also increased its effort to communicate with parents in a timely manner through multiple means and in their home language.

Throughout this school year, we mailed letters home, posted regularly to our website, and utilized our SchoolWise communication system to send important information and to connect with parents. Feedback received in community surveys, board meetings, and informally about parent communication was generally positive.

Successes:

Staff reviewed and implemented the Attendance Changes/Requirements for SB98, Students Engagement and Attendance Strategies for Distance Learning, and Strategies for Addressing Student Social-Emotional Mental Health Support. Teachers were able to utilize Google Classroom as their central learning management system and provided seamless instruction between Distance Learning and In-Person instruction several times during the school year. Multiple distance learning surveys through Survey Monkey were conducted during the 2020-21 school year to receive feedback from students and families.

Overall the three Tier strategies from Student Engagement and Attendance Strategies for Distance Learning worked extremely well.

The District's had an overall excellent attendance rate despite strict health screening protocols to prevent COVID-19.

Tier 1

Teachers conducted live daily interaction with each student at least once a day. Most of the time multiple contacts were made with the student as the student logged into class.

Tier 2

If contact was made, the site secretary informed the administrator.

If contact was not made, the site secretary made contact through email or mail with a supportive letter.

For students who missed more than three classes during distance learning, the secretary increased the modes of communication means to engage the parent and student; such as emails and phone calls.

Tier 3

The principal was involved.

If more than three daily absences occurred, the principal facilitated the scheduling of a parent/teacher conference. When these was no response to scheduling a parent/teacher conference, probation was notified. If contact is not made, the school resource officer would be engaged.

Weaknesses:

Inaccurate contact phone numbers and emails address from families hampered engagement strategies for a couple of students.

Connectivity issues with families provided difficulty with communication.

Analysis of School Nutrition

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

WUSD continued to provide nutritional adequate breakfasts and lunches to all students who participate in both in-person instruction and distance learning.

Successes:

The District provided daily meal services through its school nutritional program. When the District offered in-person instruction, the district continued to participate in the school nutrition program by provided daily breakfast and lunch meals for all students. For students participating on distance learning, students were offered daily breakfast and lunch meals at the school. Students picked up their meals at the school campus.

WUSD recognized the effect of the current economy and loss of jobs has had on our families, and the secretarial staff contacted families to inform them that all students qualified for free meals this school year.

Weaknesses:

Coordination of delivery for cold storage food items and ready-to-go meals proved to be challenging. Unanticipated and additional unbudgeted expenses occurred due to overtime and. Lack of extra freezer space to hold cold storage food items created logistical issues and the District has to place smaller orders of cold storage food items. The availability of food proved to be challenging as many vendors were out of the needed food items.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|--|----------------------|-------------------------------|--------------|
| School Nutrition | Materials and supplies: additional materials needed to provide meals during school closures and upon return. Includes additional kitchen equipment, sanitation supplies, personal protective equipment. | 3,000 | 11,614 | No |
| Mental Health and Social and Emotional Well-Being | Maintain and expand professional learning to address distance learning context. Support teachers in utilizing practices that increase connectedness and address trauma. Maintain existing behavior counselor to provide students and families support services. | 25,500 | 21,437 | No |
| Pupil Engagement and Outreach | Partner with Lassen County Probation to conduct home visits and other outreach to make contact with "unreachable" students. | 5,500 | 5,500 | Yes |
| Distance Learning Program (Staff Roles and Responsibilities) | Maintain existing library/media technician for extra support in technology issues and Chromebook delivery to all pupils. | 24,166 | 21,548 | Yes |
| Mental Health and Social and Emotional Well-Being | Maintain our school nurse to provide critical health information, referrals, and support for all students and families. | 0 | 0 | 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.

No substantive difference between the planned actions 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.

Many lessons were learned during the 19-20 and 20-21 school years from implementing in-person, hybrid, and distance learning programs, but the most important lesson is the need for human interaction and connectedness. Student engagement became a high priority whether instruction was delivered remotely or in-person. Staff and students learned to use technology in new ways. COVID-19 changed the way staff and students interacted with one another and increased the importance of hygiene practices and cleaning protocols. Staff worked tirelessly to keep students in cohorts, enforce mask wearing, and deliver quality instruction. Both staff and students did not experience the usual impact of the Flu or cold season because of the daily attention paid to cleanliness. Focusing on engaging students, providing high quality instruction, addressing social emotional well-being for each student, providing a safe and clean learning environment for all have become continuing priorities. Throughout the changes, the district has tried to offer a high-quality educational program for students that included academic support, technology, mental health services, meals, social-emotional support, and supports for students with special circumstances. COVID-19 created a need for more interactions with families and staff. Multiple modes of communication were used to reach parents. For the most part, parents were highly engaged in their child’s learning. For families that were hard to reach, we used new strategies to engage them with school. The plan is to close our distance learning option and continue to have in-person and independent study as our instructional models.

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

WUSD plans to continually monitor the effectiveness of the targeted actions provided to low income, English learners, homeless and foster youth students by using multiple methods of data collection, including needs assessment and satisfaction surveys, engaging students and parents who participate in the School Site Council and parent advisory committees. WUSD will also carefully monitor student engagement and academic achievement through Iready, progress reports, and ELPAC. Instructional leaders will create the time and space needed for school staff to analyze student group achievement, discuss trends, and collaborate on effective practices and resourced to support student groups. Ongoing self-evaluation allows WUSD to monitor its school programs with respect to the support and services provided to low income students, English learners, and foster youth and adjust accordingly to reflect changing times. At the beginning of the school year, schools shifted to distance learning, WUSD immediately reassessed the status of the school programs with respect to remote learning environments and evaluated the needs of staff and students. The immediate need among students was for devices and connectivity to continue the learning process in the home. Although these items were offered to all students except hotspots, but principally benefitted low income students who may not otherwise have access to technology outside of the classroom. The paper/pencil packets are an example of a resource being provided to all students which principally benefits a selected group of students. For low income students who may not have access at home to the supplemental supplies contained in the packets, this resource allows them to engage in a variety of kinesthetic and artistic activities they might not otherwise be able to experience.

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.

There were no substantive difference between the planned actions and budgeted expenditures for the additional plan requirements.

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 Westwood Unified School District has taken an analytical approach in the development of the 21-24 LCAP. The LCAP advisory team analyzed district and site level achievement data using the California School Dashboard and our SchoolWise student information system. We have presented that data to stakeholders including staff, students, parents, and community members in an effort to gain honest feedback about the needs of our students and families and to evaluate whether the plans we have in place are truly meeting the needs of the students we serve. In reviewing both the quantitative and qualitative data and through an evaluation of our current programs, we believe that we have developed a comprehensive plan to ensure that we accomplish our mission of being a district of academic excellence provided through supportive leadership, systems, and culture to ensure that all students graduate college and/or career ready.

The district needs to continue to focus on the academic achievement of struggling learners, including those in underperforming subgroups such as English Language Learner students, Homeless students, and English Learners. While some progress has been made towards closing the achievement gap, the district recognizes that a continued effort is necessary to continue to make gains. Specifically, targeted professional development for underserved subgroups will aid in the progress of these students. The District was able to implement all of the actions and services within the 2019-2020 LCAP up until COVID-19 hit in March 2020.

The COVID-19 pandemic has a significant impact on our district and the community. The speed with which we entered distance learning mode back in August was so swift that it was not, and could not have been, done with excellence. Some of our parents work, and child care and supervision was a huge issue; others in our district had no internet service at home. This hampered their ability to distance learn, as they first had to establish services, then quickly learn how to connect and use the device; still others in our classrooms are homeless, and distance learning for them was truly challenging. The pandemic has altered the way we provide services and support for our students and families. Our classified staff has worked tirelessly, this past year, to establish new cleaning protocols, various policies, and sought guidance to ensure the safety and health of our students, staff, and families. Our teaching staff have self-trained and attended virtual tech training so they are better versed in various distance learning platforms. They also have sought ways to quantify and mitigate learning loss. As always, it is our goal to provide a safe, engaging, rigorous learning experience for all of our students. COVID caused us to be creative with instructional models and staffing.

The community response to COVID-19 mirrored that of the country. Some were terrified, others were fearless; and each group thought the other was wrong. This polarization was not healthy for any community; especially our school community. The rules and protocols have shifted so frequently that it was difficult for our school community to keep pace – and even more difficult for parents and community members to comprehend the complexities we have faced this past year. This experience has been taxing on our small staff. The administrators and support staff have had to implement COVID notifications and calling protocols. Teachers have had to flip between distance learning, hybrid learning, and in-person learning.

We instituted new practices to address learning modalities, movement around the facilities, and interaction with one another. Implementing the requirement for face masks, maintain social distancing, provide extra cleaning, model hygiene practice, addressing

learning loss, offering a rigorous remote learning program as well as in-person learning and Distance Learning options, creating cohorts of students, providing “Grab n Go” meals and modifying how we serve meals to our students in school, working with COVID-19 Liaison in the County Office and designing desk arrangements to maximize spacing while addressing capacity issues are just some of the medications that have been implemented.

We have learned that we need to continue to provide mental health resources and to provide ways for students to be identified or to self-identify if they have a social/emotional need. Some teachers began using social media platforms such Facebook to connect to students and to inform families about opportunities for assistance or events at school. By expanding our methods of communication, we have been able to reach more students and families.

Finally, we have learned that we need to support our teachers and students in learning to use technology for learning. This required a sustained effort to provide devices, connectivity, and technical support to both staff and families in our district.

Our goal for the 2021-2024 plan will remain similar to pre-pandemic. It is our desire to have students and staff return to a sense of normalcy while providing a supportive, inclusive and academically-rich environment. We have used local data to determine actions and services in our plan as there is not state data available. Student engagement, social emotional learning and explicit direct instructional strategies will be a focus in the next few years.

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 | 474,043.00 | 413,898.60 |
| | 0.00 | 413,898.60 |
| Base | 221,376.00 | 0.00 |
| Not Applicable | 0.00 | 0.00 |
| Other | 0.00 | 0.00 |
| Supplemental and Concentration | 197,667.00 | 0.00 |
| Title I | 55,000.00 | 0.00 |

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

| Total Expenditures by Object Type | | |
|--|---|---|
| Object Type | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Expenditure Types | 474,043.00 | 413,898.60 |
| | 0.00 | 413,898.60 |
| 1000-1999: Certificated Personnel Salaries | 166,695.00 | 0.00 |
| 2000-2999: Classified Personnel Salaries | 80,067.00 | 0.00 |
| 3000-3999: Employee Benefits | 22,681.00 | 0.00 |
| 4000-4999: Books And Supplies | 44,800.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | 159,800.00 | 0.00 |
| Not Applicable | 0.00 | 0.00 |

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

| Total Expenditures by Object Type and Funding Source | | | |
|---|--------------------------------|---|---|
| Object Type | Funding Source | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Expenditure Types | All Funding Sources | 474,043.00 | 413,898.60 |
| | | 0.00 | 413,898.60 |
| 1000-1999: Certificated Personnel Salaries | Base | 82,695.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental and Concentration | 84,000.00 | 0.00 |
| 2000-2999: Classified Personnel Salaries | Supplemental and Concentration | 25,067.00 | 0.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 55,000.00 | 0.00 |
| 3000-3999: Employee Benefits | Base | 8,881.00 | 0.00 |
| 3000-3999: Employee Benefits | Supplemental and Concentration | 13,800.00 | 0.00 |
| 4000-4999: Books And Supplies | Base | 17,800.00 | 0.00 |
| 4000-4999: Books And Supplies | Supplemental and Concentration | 27,000.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | Base | 112,000.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | Other | 0.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental and Concentration | 47,800.00 | 0.00 |
| Not Applicable | Not Applicable | 0.00 | 0.00 |

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

| Total Expenditures by Goal | | |
|-----------------------------------|---|---|
| Goal | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| Goal 1 | 252,000.00 | 188,171.92 |
| Goal 2 | 184,900.00 | 199,420.35 |
| Goal 3 | 37,143.00 | 26,306.33 |

* 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 | \$78,700.00 | \$48,901.00 |
| Distance Learning Program | \$59,380.00 | \$66,788.00 |
| Pupil Learning Loss | \$79,510.00 | \$61,204.67 |
| Additional Actions and Plan Requirements | \$58,166.00 | \$60,099.00 |
| All Expenditures in Learning Continuity and Attendance Plan | \$275,756.00 | \$236,992.67 |

| Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement) | | |
|---|---------------------|---------------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | \$78,700.00 | \$48,901.00 |
| Distance Learning Program | \$59,380.00 | \$66,788.00 |
| Pupil Learning Loss | \$79,510.00 | \$61,204.67 |
| Additional Actions and Plan Requirements | \$28,500.00 | \$33,051.00 |
| All Expenditures in Learning Continuity and Attendance Plan | \$246,090.00 | \$209,944.67 |

| Expenditures by Offering/Program (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 | \$29,666.00 | \$27,048.00 |
| All Expenditures in Learning Continuity and Attendance Plan | \$29,666.00 | \$27,048.00 |