



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

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

| LEA Name | Contact Name and Title | Email and Phone |
|--------------------------------|--------------------------------------|--|
| Buellton Union School District | Dr. Randal Haggard Superintendent | rhaggard@buelltonusd.org (805) 686-2767, option 1 |

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

All students will demonstrate academic growth in core academic subjects (ELA, Math, History/Social Science and Science) and ELD.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| <p>Metric/Indicator</p> <ul style="list-style-type: none"> • Teachers will be appropriately assigned and hold a proper credential for the grade and/or subject taught. • All students will meet CAASPP growth targets. • Students' grade point average in grades 4-8. • EL students will meet or exceed state targets. • EL student reclassification by fifth grade (cohort data), and long-term EL reclassification by eighth grade. • All students access and enrollment in required areas of study. | <ul style="list-style-type: none"> • 100% of classroom teachers were appropriately assigned and held a proper credential for the grade and/or subject taught. • CAASPP growth targets not measured due to suspension of state-wide assessments. • 48% of students in grades 4-8 received a cumulative grade point average of 3.0 or above. • English Learners continued to progress as measured by ELPAC and local assessments. • 5% of EL students were reclassified by fifth grade (cohort), and 26% of long-term ELs were reclassified by eighth grade. • All students had access and were enrolled in required areas of study. <p>*All areas of the instructional program were impacted by the COVID-19 pandemic, subsequent school closure in 2020 and distanced learning.</p> |

| Expected | Actual |
|---|--------|
| <p>19-20</p> <ul style="list-style-type: none"> • 100% of classroom teachers will be appropriately assigned and hold a proper credential for the grade and/or subject taught. • All students will meet CAASPP growth targets with achievement in ELA at "Green" performance band or higher ("High" and increasing), and in Math in "Green" performance band or higher ("High" and increasing). • 66% or more of students in grades 4-8 will receive a cumulative grade point average of 3.0 or above. • English Learners will meet progress targets according to the California Dashboard in the "Blue" performance band on the English Learner Progress Indicator (ELPI-- "Very High" and increasing). • 97% of EL students will be reclassified by fifth grade (cohort), and 100% of long-term ELs will be reclassified by eighth grade. • All students will have access and be enrolled in required areas of study. | |

| Expected | Actual |
|---|--------|
| <p>Baseline</p> <ul style="list-style-type: none"> • In the 2016-2017 school year, 100% of classroom teachers are appropriately assigned and hold a proper credential for the grade and/or subject taught. • Based on results reported on the California Dashboard in 2016-2017, all students met CAASPP growth targets with achievement in ELA "Very High" and increasing, and in Math "High" and increasing. • 75% of students in grades 4-8 received a cumulative grade point average of 3.0 or above in the 2016-2017 school year. • EL students demonstrated high achievement and moderate progress according to the California Dashboard in 2017. • 80% of EL students were reclassified by fifth grade (cohort), and 33% of long-term ELs were reclassified by eighth grade in the 2016-2017 school year. • All students had access to the core curriculum and were enrolled in required areas of study in the 2016-2017 school year as evidenced by the curriculum plans (elementary) and the master schedule (middle school). | |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|-----------------------|---------------------|
| 1.1.1. Audit all certificated staff assignments to determine that teachers are appropriately assigned and credentialed. | N/A | N/A |
| 1.1.2. Monitor student progress through the implementation of a comprehensive assessment system using state and local multiple measures to provide feedback to teachers, students, and parents. | N/A | N/A |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| 1.1.2.a. Teachers meet weekly in professional learning communities (PLCs) to identify grade level and subject area informal assessments and site-based benchmarks. | Referenced in 1.1.5 N/A Referenced in 1.1.5 N/A | Referenced in 1.1.5 N/A Referenced in 1.1.5 N/A |
| 1.1.2.b. Teachers will use state Interim Assessments as part of Smarter Balanced system. | N/A | N/A |
| 1.1.2.c. Implement and communicate multiple measures of school quality in the new California Dashboard system. | N/A | N/A |
| 1.1.2.d. Teachers will implement an assessment system to include interim, benchmark, and progress monitoring. | N/A | N/A |
| 1.1.2.e. Additional support continue to be provided for intervention systems to provide progress monitoring support. | 2000-2999: Classified Personnel Salaries Supplemental \$1,542 3000-3999: Employee Benefits Supplemental \$458 | 2000-2999: Classified Personnel Salaries Supplemental \$800 3000-3999: Employee Benefits Supplemental \$200 |
| 1.1.3. Dedicated time for ELD instruction and properly trained teachers are provided. | N/A | N/A |
| 1.1.3.a. Instructional aide time continue to be provided at OV and Jonata to support designated ELD instruction daily. | 2000-2999: Classified Personnel Salaries Supplemental \$21,446 3000-3999: Employee Benefits Supplemental \$5,092 Title III 2000-2999: Classified Personnel Salaries Other \$807 Title III 3000-3999: Employee Benefits Other \$239 | 2000-2999: Classified Personnel Salaries Supplemental \$22,492 3000-3999: Employee Benefits Supplemental \$5,092 Title III 2000-2999: Classified Personnel Salaries Other \$807 Title III 3000-3999: Employee Benefits Other \$239 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|---|
| 1.1.4.a. K-5 -- Continued Response to Intervention (RTI) support system at Oak Valley "Club Read"/"Club Math". | 2000-2999: Classified Personnel Salaries Supplemental \$34,034 3000-3999: Employee Benefits Supplemental \$6,808 Title I 2000-2999: Classified Personnel Salaries Other \$2,744 Title I 3000-3999: Employee Benefits Other \$245 | 2000-2999: Classified Personnel Salaries Supplemental \$36,034 3000-3999: Employee Benefits Supplemental \$7,797 Title I 2000-2999: Classified Personnel Salaries Other \$2,744 Title I 3000-3999: Employee Benefits Other \$245 |
| 1.1.4.b. K--5 Coordinator of Intervention (0.9 FTE) | 1000-1999: Certificated Personnel Salaries Supplemental \$54,877 3000-3999: Employee Benefits Supplemental \$16,921 Title I 1000-1999: Certificated Personnel Salaries Other \$23,000 Title I 3000-3999: Employee Benefits Other \$7,577 | 1.0 FTE Coordinator of Intervention 1000-1999: Certificated Personnel Salaries Supplemental \$65,875 3000-3999: Employee Benefits Supplemental \$21,189 Title I 1000-1999: Certificated Personnel Salaries Other \$26,090 Title I 3000-3999: Employee Benefits Other \$8,656 |
| 1.1.4.c. TK-8 -- Continue to provide interventions in ELA and Math at Oak Valley and Jonata Middle Schools. | 2000-2999: Classified Personnel Salaries Supplemental \$72,488 3000-3999: Employee Benefits Supplemental \$13,661 N/A N/A Title IV 2000-2999: Classified Personnel Salaries Other \$6,941 Title IV 3000-3999: Employee Benefits Other \$2,059 | 2000-2999: Classified Personnel Salaries Supplemental \$81,000 3000-3999: Employee Benefits Supplemental \$14,149 N/A N/A Title IV 2000-2999: Classified Personnel Salaries Other \$6,941 Title IV 3000-3999: Employee Benefits Other \$2,059 |
| 1.1.4.d. 6-8 -- Continued implementation of intervention at Jonata with embedded differentiation in ELA and a designated short period in mathematics to support all learners. | 1000-1999: Certificated Personnel Salaries Supplemental \$49,743 | 1000-1999: Certificated Personnel Salaries Supplemental \$44,886 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | 3000-3999: Employee Benefits Supplemental \$9,423 N/A | 3000-3999: Employee Benefits Supplemental \$9,423 N/A |
| 1.1.4.e. Before and/or after school support provided at both schools. | PTSA 1000-1999: Certificated Personnel Salaries Other \$1,976 PTSA 3000-3999: Employee Benefits Other \$374 2000-2999: Classified Personnel Salaries Supplemental \$3,638 3000-3999: Employee Benefits Supplemental \$1,079 | PTSA 1000-1999: Certificated Personnel Salaries Other \$3,150 PTSA 3000-3999: Employee Benefits Other \$625 2000-2999: Classified Personnel Salaries Supplemental \$3,150 3000-3999: Employee Benefits Supplemental \$625 |
| 1.1.4.f. Continue to implement Lexia and Reading Plus digital literacy programs to support reading skills. | N/A | N/A |
| 1.1.5. Regularly scheduled professional learning communities (PLCs) continue to be used to analyze student achievement and adjust instruction and interventions as needed. During PLC time, the district will continue working with Individualized Educational Plan (IEP) teams and Special Education staff to ensure that all students, regardless of their disability, continue to have access to a rich core curriculum, and are also receiving supports appropriate to their IEP goals. | PLC time 2 hrs/wk, referenced in 1.1.2.a. Supplemental with Additional Contributions from Base - \$15,600 1000-1999: Certificated Personnel Salaries Supplemental \$72,780 PLC time 2 hrs/wk, referenced in 1.1.2.a. Supplemental with Additional Contributions from Base 3000-3999: Employee Benefits Supplemental \$14,430 | PLC time 2 hrs/wk, referenced in 1.1.2.a. Supplemental with Additional Contributions from Base - \$15,600 1000-1999: Certificated Personnel Salaries Supplemental \$72,780 PLC time 2 hrs/wk, referenced in 1.1.2.a. Supplemental with Additional Contributions from Base 3000-3999: Employee Benefits Supplemental \$14,430 |

Goal Analysis

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

Coordinator of Intervention increased from 0.90 FTE to 1.0 FTE. Overall changes in intervention at both sites (especially Math). This temporary reduction of services in 2017-2018 led to increases by mid-year and a renewed focus on the district's tiered intervention services. This area of academic intervention in Reading/Language Arts and Mathematics will reflect this allocation of resources.

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

In most areas, school closure and the shift to distance learning resulting from the COVID-19 pandemic resulted in significant changes in the services delivered. This was especially the case in assessment and intervention. The suspension of state-wide assessment and accountability systems (including the CA Dashboard) made progress monitoring more challenging as staff shifted to a virtual learning environment. Many services continued in a new form: virtual intervention with support staff in reading was particularly successful as measured by local formative assessments (DIBELS). This will continue to be an area of focus as resources target extended learning opportunities based on the needs identified through on-going assessments.

Goal 2

The district provides a comprehensive curriculum that engages, challenges and prepares students for future opportunities in college and career.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| <p>Metric/Indicator</p> <ul style="list-style-type: none"> • All of the District’s students will have access to standards aligned instructional materials in English Language Arts, Mathematics, History/Social Science, NGSS, English Language Development as verified by Williams Act Resolution. • All of the District’s students will receive a comprehensive instructional program aligned with CCSS in English Language Arts, Mathematics, History/Social Science, NGSS, English Language Development as determined by instructional minutes, classroom schedules, pacing plans, and principal observations. • Programs and services enable ELs to access core and ELD standards as determined by instructional minutes, classroom schedules, pacing plans, and principal observations. • All classroom teachers will receive twelve or more hours of professional development in CCSS English Language Arts, Mathematics, History/Social Science, NGSS, English Language Development as identified in the school site professional development plans. | <ul style="list-style-type: none"> • All of the District’s students had on-going access to standards-aligned instructional materials in English Language Arts, Mathematics, History/Social Science, NGSS, and English Language Development as verified by Williams Act Resolution. • All of the District’s students continued to receive a comprehensive instructional program aligned with CCSS in English Language Arts, Mathematics, History/Social Science, NGSS, English Language Development as determined by instructional minutes, grade level schedules, pacing plans, and administrative observations. • Programs and services enabled ELs to access core and ELD standards as determined by instructional minutes, grade level schedules, pacing plans, and administrative observations. • Classroom teachers received professional development in CCSS English Language Arts, Mathematics, History/Social Science, NGSS, and English Language Development as identified in the school site professional development plans. <p>*All areas of the instructional program were impacted by the COVID-19 pandemic, subsequent school closure in 2020 and distanced learning.</p> |

| Expected | Actual |
|--|--------|
| <p>19-20</p> <ul style="list-style-type: none"> • All of the District’s students will have access to standards-aligned instructional materials in English Language Arts, Mathematics, History/Social Science, NGSS, and English Language Development as verified by Williams Act Resolution. • All of the District’s students will receive a comprehensive instructional program aligned with CCSS in English Language Arts, Mathematics, History/Social Science, NGSS, English Language Development as determined by instructional minutes, classroom schedules, pacing plans, and administrative observations. • Programs and services will enable ELs to access core and ELD standards as determined by instructional minutes, classroom schedules, pacing plans, and principal observations. • All classroom teachers will receive professional development in CCSS English Language Arts, Mathematics, History/Social Science, NGSS, and English Language Development as identified in the school site professional development plans. | |

| Expected | Actual |
|---|--------|
| <p>Baseline</p> <ul style="list-style-type: none"> • All of the District’s students had access to standards aligned instructional materials in English Language Arts, Mathematics, and English Language Development as verified by Williams Act Resolutions in 2016-2017. • All of the District’s students received a comprehensive instructional program aligned with CCSS in English Language Arts, mathematics, and English Language Development as determined by instructional minutes, classroom schedules, pacing plans, and principal observations. • Programs and services enable ELs to access core and ELD standards as determined by instructional minutes, classroom schedules, pacing plans, and principal observations. • All classroom teachers will receive twelve or more hours of professional development in CCSS English Language Arts, mathematics, and English Language Development as identified in the school site professional development plans. | |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| <p>2.1.1. Continue to purchase and develop learning activities and instructional materials that support all students' access to the CCSS including NGSS.</p> | <p>Fund 17- Reserved as an assignment in the ending fund balance for Textbook Adoptions. Other \$100,000</p> <p>N/A</p> | <p>Fund 17- Reserved as an assignment in the ending fund balance for Textbook Adoptions. Other \$0</p> <p>N/A</p> |
| <p>2.1.1.a. Continue implementation of CPM mathematics program for grades 6-8.</p> | <p>Restricted Lottery 4000-4999: Books And Supplies Other \$1,500</p> | <p>Restricted Lottery 4000-4999: Books And Supplies Other \$1,500</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| 2.1.1.b. Continue implementation of McGraw-Hill Wonders for K-3 ELA/ELD. | Restricted Lottery 4000-4999: Books And Supplies Other \$1,000 N/A | Restricted Lottery 4000-4999: Books And Supplies Other \$1,000 4000-4999: Books And Supplies Supplemental \$535 |
| 2.1.2. Professional development activities will provide staff with (1) time and materials to continue the development of CCSS-aligned learning activities, and (2) training to continue to implement the CCSS. | N/A | N/A |
| 2.1.2.a. Professional development activities including grade level, and subject area planning. | 1000-1999: Certificated Personnel Salaries Base \$6,000 3000-3999: Employee Benefits Base \$1,190 | 1000-1999: Certificated Personnel Salaries Base \$3,000 3000-3999: Employee Benefits Base \$595 |
| 2.1.2.b. Professional development activities including teacher attendance at workshops for professional development in Next Generation Science Standards (NGSS), Math, ELA/ELD and assessments. | Professional Development 5000- 5999: Services And Other Operating Expenditures Base \$10,000 Professional Development 1000- 1999: Certificated Personnel Salaries Base \$8,345 Professional Development 3000- 3999: Employee Benefits Base \$1,655 | Professional Development 5000- 5999: Services And Other Operating Expenditures Base \$10,880 Professional Development 1000- 1999: Certificated Personnel Salaries Base \$9,768 Professional Development 3000- 3999: Employee Benefits Base \$1,491 |
| 2.1.3. All of the District's students including ELs will receive a comprehensive instructional program aligned with CCSS standards in Mathematics, English Language Arts, and NGSS. | N/A | N/A |
| 2.1.3.a. Continue to implement McGraw-Hill Wonders to support ELD in grades K-3 as well as providing teacher professional development for ADEPT and ELA/ELD. | Restricted Lottery 4000-4999: Books And Supplies Other \$1,000 N/A | Restricted Lottery 4000-4999: Books And Supplies Other \$1,000 4000-4999: Books And Supplies Supplemental \$52 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| 2.1.3.b. Purchase specific programs to support ELD, especially for newcomers. | 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000 2000-2999: Classified Personnel Salaries Supplemental \$2,000 3000-3999: Employee Benefits Supplemental \$593 N/A | 5000-5999: Services And Other Operating Expenditures Supplemental \$288 2000-2999: Classified Personnel Salaries Supplemental \$0 3000-3999: Employee Benefits Supplemental \$0 N/A |
| 2.1.4. Develop and extend activities that challenge and enrich learning opportunities for all students. | N/A | N/A |
| 2.1.4.a. Provide students with learning activities in robotics, coding, and other STEAM-related learning opportunities. | 1000-1999: Certificated Personnel Salaries Supplemental \$11,647 3000-3999: Employee Benefits Supplemental \$2,309 | 1000-1999: Certificated Personnel Salaries Supplemental \$11,647 3000-3999: Employee Benefits Supplemental \$2,309 |
| 2.1.4.b. Continue to explore ways to build art and music education. | PTSA 4000-4999: Books And Supplies Other \$1,000 | PTSA 4000-4999: Books And Supplies Other \$1,000 |
| 2.1.4.c. School Site Councils continue to explore options for arts education. | N/A | N/A |

Goal Analysis

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

Textbook Reserve from Fund 17 not needed (\$100,000), will be budgeted to future year as learning resources were not purchased from this set-aside in order to preserve the funding for later, more costly adoptions. Subs for grade level planning were less due to the pandemic. ELD newcomer subscriptions came in lower than budgeted.

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

With the shift to distanced learning resulting from the COVID-19 pandemic, staff overcame tremendous challenges in presenting a comprehensive, rigorous curriculum in a completely new context through synchronous and asynchronous instruction. A primary

concern was the success of English Learners in this new environment as they developed English language skills in a setting ill-suited to meeting these needs. Targeted ELD was implemented by deploying intervention and para-professional staff to support students individually and in small groups as appropriate.

Goal 3

Students and teachers will utilize technology effectively to support instruction and learning.

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)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| <p>Metric/Indicator</p> <ul style="list-style-type: none"> • Scope and sequence for student acquisition and proficiency in skills related to 21st Century learning. • Annual staff survey. <p>19-20</p> <ul style="list-style-type: none"> • District will continue to refine and implement a clear scope and sequence for student acquisition and proficiency in skills related to 21st Century learning. Attainment of these standards will be tracked and reported by teachers. • Staff will report high levels of satisfaction with professional development (>85%) infrastructure support (>85%) sufficiency of equipment and materials (>85%) and knowledge of student standards to support instruction with technology (>85%) reported in the annual staff survey. | <ul style="list-style-type: none"> • The district shifted into full implementation of technology use for learning, with many skills for staff and students ramping up much more quickly than ever previously envisioned. • Staff was not surveyed on satisfaction with technology systems, but instead monitored daily use and worked together to troubleshoot and ensure access for all students. <p>*All areas of the instructional program were impacted by the COVID-19 pandemic, subsequent school closure in 2020 and distanced learning. Rapid scaling up of technology resources will support increased and improved use of these learning tools in the future.</p> |

| Expected | Actual |
|---|--------|
| <p>Baseline</p> <ul style="list-style-type: none"> In the 2016-2017 school year, the District began using a standards-based, performance-based tool to articulate and measure student acquisition and proficiency in skills related to 21st Century learning. Staff report high levels of satisfaction with professional development, infrastructure support, sufficiency of equipment and materials, and knowledge of student standards to support instruction with technology as reported in the annual staff survey in spring 2017. | |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| 3.1.1. Continue to assess and upgrade the District's technology infrastructure to support teaching and learning. | N/A | N/A |
| 3.1.1.a. Consult with SBCEO and District Internet provider to assess current and future technology needs. | N/A | N/A |
| 3.1.1.b. Survey staff to identify infrastructure impacts on student and staff use of technology. | N/A | N/A |
| 3.1.2. Provide staff with opportunities to improve their professional skills and integration of technology to enhance instructional practices, communication, and productivity. | 5000-5999: Services And Other Operating Expenditures Base \$5,000 | 5000-5999: Services And Other Operating Expenditures Base \$5,000 |
| 3.1.2.a. Core Technology Team will meet each trimester to assess programs, plan professional development, and oversee program decisions. | Tech Lead Stipends 1000-1999: Certificated Personnel Salaries Base \$5,000 Tech Lead Stipends 3000-3999: Employee Benefits Base \$991 | Tech Lead Stipends 1000-1999: Certificated Personnel Salaries Base \$5,000 Tech Lead Stipends 3000-3999: Employee Benefits Base \$991 |
| 3.1.2.b. Technology Lead Teacher will conduct staff sharing and learning sessions related to the use of instructional technology. | N/A | N/A |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 3.1.3. Provide students with opportunities to learn technology skills that will enhance learning in today's educational environment. | N/A | N/A |
| 3.1.3.a. Staff will continue to refine and implement a standards-based, performance-based, grade-specific tool to articulate and measure student acquisition and proficiency in skills related to 21st Century learning. | N/A | N/A |
| 3.1.3.b. Continue to review, identify, purchase and implement on-line subscriptions and apps to support student learning (such as: ST Math, Lexia, Reading Plus, Dream Box, Raz Kids, Scholastic Reading Counts & Inventory, Moby Max, etc.). | 5000-5999: Services And Other Operating Expenditures Base \$4,000 4000-4999: Books And Supplies Base \$1,420 | 5000-5999: Services And Other Operating Expenditures Base \$4,000 4000-4999: Books And Supplies Base \$1,420 |
| 3.1.4. Provide on-going equipment replacement as needed to sustain support for instruction and student learning. | 4000-4999: Books And Supplies Base \$30,000 | 4000-4999: Books And Supplies Base \$2,640 CARES Coronavirus Relief Fund 4000-4999: Books And Supplies Other \$70,000 |
| 3.1.5. Continue to provide technology support to maintain hardware and network infrastructure and provide technical support to staff and students. | 5000-5999: Services And Other Operating Expenditures Base \$53,184 N/A N/A | 5000-5999: Services And Other Operating Expenditures Base \$60,000 N/A N/A |

Goal Analysis

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

Significant increase in technology devices, Chromebooks for students, distance learning bundles. CARES Act funding used for device replacement.

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

The use of technology as a learning tool increased in ways we might never have fully imagined without the challenges posed by distanced learning necessitated by the COVID-19 pandemic. Professional development became a daily need as staff engaged with students remotely in ways that required new skills be immediately implemented, not slowly developed. This immediacy was also realized in the development of skills for students. The district increased access to technology tools and worked to ensure internet access to all students through the deployment of hot spots and plans for increased wireless access on-site and off-site. Not all of these efforts were successful due to access issues beyond district control. Attention to infrastructure issues has rightly become an equity issue requiring the attention of all.

Goal 4

The Buellton Union School District will foster a school environment that ensures safety, engagement, and connectedness of students, staff, and families.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 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</p> <ul style="list-style-type: none"> • The annual facilities assessment, local staff, student, and parent surveys, and the CHKS surveys. • Maintain monthly attendance rate. • Truancy rate. • Chronic absenteeism, • Maintain Middle School drop-out rate. • Student suspension rate. • Student expulsion rate. • School Climate Index on School Climate Report Card, and overall satisfaction on School Site Council Parent Surveys. | <ul style="list-style-type: none"> • The annual facilities assessment, local staff, student, and parent surveys, and the CHKS survey demonstrate that the school facilities are maintained and in good repair. • Monthly attendance rate continued above % despite the shift to distanced learning. • Truancy rate improved to <8%. • Chronic absenteeism rate improved to < 8%. • Middle School drop-out rate maintained at 0%. • Student suspension rate maintained at <3%. • Student expulsion rate continued at 0%. • School Climate Index on School Climate Report Card (Middle School) continued above 370. • Overall satisfaction on School Site Council Parent Surveys at both schools continued above 93%. <p>*All areas of the instructional program were impacted by the COVID-19 pandemic, subsequent school closure in 2020 and distanced learning. The increasing concern about student and staff social and emotional needs have brought this goal forward as the highest priority as the district re-engages with students and</p> |

| Expected | Actual |
|---|--|
| <p>19-20</p> <ul style="list-style-type: none"> • The annual facilities assessment, local staff, student, and parent surveys, and the CHKS survey will demonstrate that the school facilities are maintained and in good repair. • Maintain monthly attendance rate at or above 96%. • Improve truancy rate to <8%. • Improve chronic absenteeism rate to < 8%. • Maintain Middle School drop-out rate at 0%. • Maintain student suspension rate <3%. • Maintain student expulsion rate at 0%. • Maintain School Climate Index on School Climate Report Card (Middle School) at or above 370. • Maintain overall satisfaction on School Site Council Parent Surveys at both schools at or above 93%. | <p>families more fully in 2021-2022.</p> |

| Expected | Actual |
|---|--------|
| <p>Baseline</p> <ul style="list-style-type: none"> • In the 2016-2017 school year, the annual facilities assessment, local staff, student, and parent surveys, and the CHKS survey demonstrate that the school facilities are maintained and in good repair. • The district-wide attendance rate was at or above 96% for the 2016-2017 school year. • The district-wide truancy rate was <10% for the 2016-2017 school year. • The chronic absenteeism rate was < 10% for the 2016-2017 school year. • The Middle School drop-out rate was 0% for the 2016-2017 school year. • The student suspension rate was <5% for the 2016-2017 school year. • The student expulsion rate was 0% for the 2016-2017 school year. • The School Climate Index on School Climate Report Card (Middle School) was above 370 for the 2016-2017 school year. • Overall satisfaction on School Site Council Parent Surveys at both schools was above 90% for the 2016-2017 school year. | |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| <p>4.1.1. The condition of the District’s facilities are evaluated annually and the deferred maintenance plan is up-to-date and ensures that the District’s facilities are maintained and in good repair.</p> | <p>Funds are transferred from the General Fund (01) to the Deferred Maintenance Fund (14) to support and contribute towards future facility project needs. 7000-7439: Other Outgo Base \$20,000</p> | <p>Funds are transferred from the General Fund (01) to the Deferred Maintenance Fund (14) to support and contribute towards future facility project needs. 7000-7439: Other Outgo Base \$20,000</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| | N/A Fund 14 - Deferred Maintenance 4000-4999: Books And Supplies Other \$2,000 Fund 14 - Deferred Maintenance 5000-5999: Services And Other Operating Expenditures Other \$10,000 Fund 14 - Deferred Maintenance 6000-6999: Capital Outlay Other \$17,500 | N/A Fund 14 - Deferred Maintenance 4000-4999: Books And Supplies Other \$600 Fund 14 - Deferred Maintenance 5000-5999: Services And Other Operating Expenditures Other \$9,570 Fund 14 - Deferred Maintenance 6000-6999: Capital Outlay Other \$0 |
| 4.1.2.a. Student engagement and connectedness: students are given opportunities to provide feedback on all aspects of the school program. | N/A | N/A |
| 4.1.2.b. Continue opportunities for students to participate in school leadership, a variety of clubs, activities, and other events that foster engagement and connectedness have increased, particularly at the middle school level. | 1000-1999: Certificated Personnel Salaries Base \$4,400 2000-2999: Classified Personnel Salaries Base \$3,000 3000-3999: Employee Benefits Base \$1,366 PTSA 4000-4999: Books And Supplies Other \$2,350 PTSA 5000-5999: Services And Other Operating Expenditures Other \$13,250 | 1000-1999: Certificated Personnel Salaries Base \$4,400 2000-2999: Classified Personnel Salaries Base \$3,000 3000-3999: Employee Benefits Base \$1,366 PTSA 4000-4999: Books And Supplies Other \$2,350 PTSA 5000-5999: Services And Other Operating Expenditures Other \$13,250 |
| 4.1.3. a. Parent engagement: parents need to be provided enhanced opportunities to provide feedback on all aspects of the school program. | N/A | N/A |
| 4.1.3.b. Conduct Spanish- and English-speaking parent education nights on topics requested by parents and/or parent groups. | N/A | N/A |
| 4.1.3.c. Continue the use of all forms of communication to inform parents of school and district activities and programs have increased and improved, especially through the use of ParentSquare. | 5000-5999: Services And Other Operating Expenditures Base \$2,900 | 5000-5999: Services And Other Operating Expenditures Base \$2,900 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| 4.1.3.d. Bilingual translation (English/Spanish) is provided at parent conferences and is being increased at events including Board Meetings to increase parent engagement. | 2000-2999: Classified Personnel Salaries Supplemental \$1,100 3000-3999: Employee Benefits Supplemental \$326 N/A | 2000-2999: Classified Personnel Salaries Supplemental \$2,200 3000-3999: Employee Benefits Supplemental \$630 N/A |
| 4.1.4.a. Staff engagement: staff need to be provided enhanced opportunities to provide feedback on all aspects of the school program. | CA Healthy Kids Survey 5000-5999: Services And Other Operating Expenditures Base \$150 | CA Healthy Kids Survey 5000-5999: Services And Other Operating Expenditures Base \$150 |
| 4.1.4.b. Staff engagement: staff is involved in the decision making process related to the instructional program. | N/A | N/A |
| 4.1.5.a. Provide a safe and positive learning environment: provide Professional Development and discussion on effective strategies to support positive student behavior, including increased supervision, as well as through enhanced MTSS planning. | Title IV 2000-2999: Classified Personnel Salaries Other \$7,809 Title IV 3000-3999: Employee Benefits Other \$2,316 N/A | Title IV 2000-2999: Classified Personnel Salaries Other \$16,381 Title IV 3000-3999: Employee Benefits Other \$4,011 N/A |
| 4.1.5.b. Provide a safe and positive learning environment: though reduced, counseling services will be provided to support positive student social and emotional behaviors and attitudes (0.5 FTE). | 1000-1999: Certificated Personnel Salaries Supplemental \$40,436 3000-3999: Employee Benefits Supplemental \$13,234 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000 | 1.0 FTE Counselor 1000-1999: Certificated Personnel Salaries Supplemental \$82,448 3000-3999: Employee Benefits Supplemental \$24,244 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000 |
| 4.1.5.c. Provide a safe and positive learning environment: develop a more specific intervention model (MTSS) for social/emotional learning and behavior, including implementation of a TK-8 curriculum for social/emotional learning district-wide. | N/A | N/A |
| 4.1.5.d. Provide a safe and positive learning environment: annual safety drills to provide for disaster and crisis response. | 4000-4999: Books And Supplies Base \$500 | 4000-4999: Books And Supplies Base \$500 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|---|
| | 5000-5999: Services And Other Operating Expenditures Base \$1,000 | 5000-5999: Services And Other Operating Expenditures Base \$1,000 |
| 4.1.5.e. Provide a safe and positive learning environment: visitor check-in system (Raptor) provided to increase security on each campus . | 5000-5999: Services And Other Operating Expenditures Base \$1,180 | 5000-5999: Services And Other Operating Expenditures Base \$1,080 |
| 4.1.5.f. Provide a safe and positive learning environment: alarms and surveillance cameras installed to increase security on each campus . | 5000-5999: Services And Other Operating Expenditures Base \$4,474 N/A N/A N/A | 5000-5999: Services And Other Operating Expenditures Base \$5,000 N/A N/A N/A |
| 4.1.6. Home to school transportation provided to support student access to school services. | 2000-2999: Classified Personnel Salaries Base \$44,328 3000-3999: Employee Benefits Base \$16,062 4000-4999: Books And Supplies Base \$11,300 5000-5999: Services And Other Operating Expenditures Base \$21,400 N/A | 2000-2999: Classified Personnel Salaries Base \$31,916 3000-3999: Employee Benefits Base \$10,721 4000-4999: Books And Supplies Base \$8,565 5000-5999: Services And Other Operating Expenditures Base \$12,872 N/A |
| 4.1.7 Positive attendance incentives provided to encourage school attendance, and reduce truancy and chronic absenteeism. | 4000-4999: Books And Supplies Base \$2,000 | 4000-4999: Books And Supplies Base \$2,000 |

Goal Analysis

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

Increased Counselor to 1.0 FTE from 0.50 FTE budgeted in 2017-2018; reduced transportation services due to pandemic.

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

The goal of school connectedness and the prioritization of social-emotional learning in response to overwhelming student and staff needs during the period of distanced learning became the highest priority. Student Engagement Teams (SET) were deployed at each site with a focus on maintaining connections with students and their families, especially those experiencing technical disconnection, isolation, depression, and those struggling overall. This continues to be the area of sustained focus for the district, with special attention to students' emotional well-being. The district's use of Student Engagement Teams (SET) during distanced learning was particularly effective at identifying and intervening to support students struggling with social-emotional needs during distanced learning.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|----------|--------|
|----------|--------|

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|-----------------------------|--------------------------|------------------------|
|-----------------------------|--------------------------|------------------------|

Goal Analysis

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| Purchase of Personal Protective Equipment (PPE)--masks, gloves, IR thermometers, face shields, gowns, plexi-glass barriers, etc) | \$11,299.07 | \$25,000.00 | Yes |
| Training of Custodial staff (certification) | \$2,100.00 | \$2,100.00 | Yes |
| Training of all staff on COVID-19/Safety Protocols | \$36,092.48 | \$36,092.48 | No |
| Purchase of hand-washing stations (5) | \$3,113.96 | \$1,100.00 | Yes |
| Purchase of disinfectant foggers (2) | \$11,569.57 | \$9,292.00 | Yes |
| Hiring of additional Health Aide | \$24,480.20 | \$33,599.00 | Yes |

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

Hand washing stations were difficult to procure due to issues with supply chain and error in shipping. Maintenance staff constructed hand washing stations with purchased materials, and additional stations were rented locally to ensure access for all students. Partitions to ensure appropriate distancing, as well as tools for voice amplification were not initially budgeted until the need became apparent with planning for in-person instruction. An increase in costs associated with re-opening included instructional supports (voice amplification, etc.) for a total of \$2,000.00.

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 biggest challenge was in keeping staff and students safe in light of ever-changing guidance from Public Health agencies, while at the same time adapting to provide a comprehensive, rigorous learning experience to meet the needs of all students (including those

with special needs). These challenges were met by staff at all levels. Through early March, students most vulnerable were served through an in-person "cohort" model while our "virtual academy" continued. Students attending in-person received special education services, were provided intervention and counseling services, accessed district technology resources, and were fed two meals daily. After returning to in-person instruction in March 2021, approximately 80% of students attended daily five days a week, while the remaining families chose to remain in distanced learning through the end of the academic year. Students made academic progress, though the district is still assessing needs related to extended learning. Through all of these challenges, the community has cause to celebrate the success of mitigation efforts resulting in no community transmission at district schools to date.

Distance Learning Program

Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| Purchase of additional devices for student use (I-Pads, Chromebooks) | \$65,538.93 | \$90,717.00 | Yes |
| Purchase of Kajeet hot-spots | \$15,450.87 | \$13,041.00 | Yes |
| Addition of software for on-line safety, management of Apple devices | \$19,722.80 | \$21,473.00 | Yes |
| Purchase of software/apps to support distance learning | \$3,536.54 | \$10,000.00 | Yes |
| Upgrades to digital infrastructure to improve access for teachers and students (WAPs, Switch upgrades in progress) | \$89,315.74 | \$140,000.00 | Yes |
| Additional time for device support and management | \$4,000.00 | \$5,000.00 | Yes |

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

N/A

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The "Virtual Academy" as designed and implemented was largely successful, though challenges related to access, especially for students with special needs, were daunting. With regard to each of these areas, specific successes and challenges are listed:

- Continuity of Instruction-- this was largely successful as students with access issues were brought onto campuses to access district technology resources.
- Access to Devices and Connectivity--the district invested quickly to provide all students with appropriate devices. Internet access was a tremendous challenges beyond the scope of the district to solve. Hot-spots were only moderately effective in some areas, requiring a pivot to a cohort model to ensure that all students were afforded opportunities to learn.
- Pupil Participation and Progress--Student Engagement Teams (SET) were deployed to support participation. Progress is still a concern being monitored closely using local assessments.

- Professional Development--instructional staff made the most of PLCs and regular opportunities for professional learning to support distanced learning.
- Staff Roles and Responsibilities--staff responded to the on-going crisis with heroic efforts to support all students.
- Support for Pupils with Unique Needs--district staff provided innovative approaches to supporting all students, including English Learners, students living in poverty, children and youth in foster care, and students with special needs. Providing services for students with an IEP was especially challenging. The district will continue to assess these services and respond appropriately.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| "Club Read" Intervention (Intervention Specialist and Instructional Aide support) | \$134,715.60 | \$148,852.00 | Yes |
| Individual tutoring as in-person instruction is initiated | \$6,000.00 | \$6,000.00 | Yes |

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

N/A

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.

Learning opportunities for students include planned targeted interventions based on the results of spring assessments utilizing the NWEA MAP Assessment program. In-person schedules utilized beginning in March 2021 for all grades began with primary grades to minimize the impact to these vulnerable students. Daily schedules maximize learning in the academic core with extended support for all in-person and distance learning students each day. Staff from Club Read were re-deployed to provide interventions throughout distanced learning. These increases will continue to expand services for all students as formative assessments are utilized to target learning gaps. Plans for a summer session are in place for those students demonstrating learning gaps on assessments. Challenges are especially pronounced in staffing summer programs in 2021.

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.

Social and emotional supports have emerged as the highest priority in supporting students as we emerge from the effects of the COVID-19 pandemic. This shift results from qualitative and anecdotal information as the schools have returned to in-person instruction, as well as through overwhelming stakeholder input which has defined this need as central to the success of learners as we return in the 2021-2022 school year. Throughout distanced learning, Student Engagement Teams (SET) at each site comprised of administration, counseling support, and a lead teacher, monitored student progress and engagement, made home visits, and intervened to provide support for staff, students and families. The district's full-time counselor continues to work with students struggling with transition back to in-person instruction. Services will be expanded to support staff, students and families in the coming academic year.

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.

During the period in which students were engaged through distanced learning, Student Engagement Teams (SET) at each site tracked student engagement under a clear protocol to reach out and re-establish connections with students and families, and to re-connect students with their learning. This re-engagement plan was clear and effective as students with barriers to learning were brought back onto campus in cohorts with support to ensure that all students had access to learn. Tiered reengagement for students absent or disengaged from their learning was focused, intentional, and successful. We have significantly increased the frequency of communication with families, and have also held periodic virtual "Town Hall" style meetings to connect the school community. These meetings also included virtual "Back-to-School Nights" for each grade level, ELAC/DELAC meetings, PTSA meetings, orientation meetings for incoming TK/K parents, and increased attendance and participation at virtual and hybrid meetings of the Board of Trustees.

Analysis of School Nutrition

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

Food Services staff are the unsung heroes of our pandemic response. As we have increased food service and expanded to include the provision of meals to all under the age of 18, staff has stepped up and met the challenge. The number of meals served increased, and the manner in which we distributed meals to those in need included home deliver for those without transportation during the height of shelter-in-place. This has required a complete re-conceptualization of systems related to food preparation and distribution in order to keep everyone safe.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---------|-------------|----------------------|-------------------------------|--------------|
| | | | | |

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

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

The primary change in focus related to the social and emotional needs of students and staff cannot be overstated. Commitment to ensuring that all students are clearly identified for extended learning opportunities to support proficiency with regard to appropriate grade level expectations and standards is not surprising given the high level of success experienced even with the transition to distanced learning. Challenges with support the SEL needs as the district returns to a new "normal" will continue as a higher priority even than it has been in the past. Attention to the developmental needs of children is essential as they cope with the trauma of the pandemic, as well as learning very normal skills and behaviors that simply were impossible during isolation and distanced learning.

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

Counseling will continue to be a priority with a full-time, full credentialed counselor to coordinate and address students' needs. Services will also be expanded with a Learning Coordinator to support the analysis of learning needs, and the coordination of expanded learning options to support all students (before- and after-school tutoring, summer and inter-sessions, interventions, and targeted supports will be coordinated to ensure all students have access and the support to achieve despite the challenges and setbacks that may have occurred during the pandemic.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

N/A

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

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

While the Buellton Union School District is very proud of the overall academic achievement of students in the district, we still have work to do to make sure that all students are making adequate progress toward proficiency with regard to the Common Core State Standards. Of continuing concern is the achievement of students with disabilities on state-wide assessments in both English/Language Arts and Mathematics. While suspension of the use of the CAASPP assessments in 2020 and the subsequent suspension of the California Dashboard make some comparisons more difficult over time, they continue to serve as important indicators to consider alongside local assessments. Spring 2021 administration of the NWEA MAP assessment indicate better than expected achievement in Reading/Language Arts, while Mathematics is an area of increasing concern across all grade levels. Students with special needs are of particular concern. Students living in poverty, students with disabilities, and EL students (as well as students in foster care or who are experiencing homelessness) are particularly vulnerable during this transition and will be identified for additional services through the use of progress monitoring tools. PLCs, the Learning Coordinator, Counselor and Intervention Coordinator will coordinate extended learning opportunities beginning with these students who are most vulnerable. As extended learning opportunities become a greater area of focus for instructional staff, intervention will target areas identified through formative assessments to ensure progress toward proficiency for all students. Special consideration is being given to the needs of all students in the area of social-emotional learning in light of the isolation due to the pandemic. The district will sustain and deepen its commitment to supporting the well-being of all members of the school community as we recover fully from the effects of the pandemic.

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 | 923,597.00 | 911,748.00 |
| Base | 260,845.00 | 210,255.00 |
| Other | 205,687.00 | 172,218.00 |
| Supplemental | 457,065.00 | 529,275.00 |

* 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 | 923,597.00 | 911,748.00 |
| | 100,000.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 278,204.00 | 329,044.00 |
| 2000-2999: Classified Personnel Salaries | 201,877.00 | 207,465.00 |
| 3000-3999: Employee Benefits | 118,408.00 | 131,087.00 |
| 4000-4999: Books And Supplies | 54,070.00 | 93,162.00 |
| 5000-5999: Services And Other Operating Expenditures | 133,538.00 | 130,990.00 |
| 6000-6999: Capital Outlay | 17,500.00 | 0.00 |
| 7000-7439: Other Outgo | 20,000.00 | 20,000.00 |

* 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 | 923,597.00 | 911,748.00 |
| | Other | 100,000.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Base | 23,745.00 | 22,168.00 |
| 1000-1999: Certificated Personnel Salaries | Other | 24,976.00 | 29,240.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental | 229,483.00 | 277,636.00 |
| 2000-2999: Classified Personnel Salaries | Base | 47,328.00 | 34,916.00 |
| 2000-2999: Classified Personnel Salaries | Other | 18,301.00 | 26,873.00 |
| 2000-2999: Classified Personnel Salaries | Supplemental | 136,248.00 | 145,676.00 |
| 3000-3999: Employee Benefits | Base | 21,264.00 | 15,164.00 |
| 3000-3999: Employee Benefits | Other | 12,810.00 | 15,835.00 |
| 3000-3999: Employee Benefits | Supplemental | 84,334.00 | 100,088.00 |
| 4000-4999: Books And Supplies | Base | 45,220.00 | 15,125.00 |
| 4000-4999: Books And Supplies | Other | 8,850.00 | 77,450.00 |
| 4000-4999: Books And Supplies | Supplemental | 0.00 | 587.00 |
| 5000-5999: Services And Other Operating Expenditures | Base | 103,288.00 | 102,882.00 |
| 5000-5999: Services And Other Operating Expenditures | Other | 23,250.00 | 22,820.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental | 7,000.00 | 5,288.00 |
| 6000-6999: Capital Outlay | Other | 17,500.00 | 0.00 |
| 7000-7439: Other Outgo | Base | 20,000.00 | 20,000.00 |

* 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 | 424,382.00 | 451,478.00 |
| Goal 2 | 150,239.00 | 45,065.00 |
| Goal 3 | 99,595.00 | 149,051.00 |
| Goal 4 | 249,381.00 | 266,154.00 |

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

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

| Total Expenditures by Offering/Program | | |
|--|-------------------------|-----------------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | \$88,655.28 | \$107,183.48 |
| Distance Learning Program | \$197,564.88 | \$280,231.00 |
| Pupil Learning Loss | \$140,715.60 | \$154,852.00 |
| Additional Actions and Plan Requirements | | |
| All Expenditures in Learning Continuity and Attendance Plan | \$426,935.76 | \$542,266.48 |

| Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement) | | |
|--|-------------------------|-----------------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | \$36,092.48 | \$36,092.48 |
| Distance Learning Program | | |
| Pupil Learning Loss | | |
| Additional Actions and Plan Requirements | | |
| All Expenditures in Learning Continuity and Attendance Plan | \$36,092.48 | \$36,092.48 |

| Expenditures by Offering/Program (Contributing to Increased/Improved requirement) | | |
|--|-------------------------|-----------------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | \$52,562.80 | \$71,091.00 |
| Distance Learning Program | \$197,564.88 | \$280,231.00 |
| Pupil Learning Loss | \$140,715.60 | \$154,852.00 |
| Additional Actions and Plan Requirements | | |
| All Expenditures in Learning Continuity and Attendance Plan | \$390,843.28 | \$506,174.00 |