

# 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
Cecil Avenue Math and Science Academy	Lionel Reyna Principal	lreyna@duesd.org 661-721-5030

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

CAMS will work to increase the quality and rigor of the core curriculum and standards based instruction to assure student success in career and college readiness.

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)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Priority 1 (a) - Basic Services – Teachers appropriately assigned and fully credentialed for assignment</p> <p><b>19-20</b>            The expected outcome is 100% for the 2019-2020 school year.</p> <p><b>Baseline</b>            CAMS currently has 2 teachers who are not fully credentialed. This indicates that 94% of teachers are appropriately assigned and fully credentialed.</p>	<p>Cecil Avenue Math &amp; Science Academy employed 27 teachers. 1 of them was not fully credentialed which yields a percentage of 96% fully credentialed staff members for the 2019-2020 school year.</p>
<p><b>Metric/Indicator</b>            Priority 1 (b) – pupils access to standards-aligned materials</p> <p><b>19-20</b>            The expected outcome for 2019-2020 school year is 100%</p> <p><b>Baseline</b>            Based on the Williams Team visits in August 2016, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams Visit webpage.</p>	<p>Cecil Avenue Math &amp; Science Academy currently has 100% of the students who have access to standards aligned materials.</p>
<p><b>Metric/Indicator</b>            Priority 1 (c) – School facilities maintained in good repair</p>	<p>Cecil Avenue Math &amp; Science Academy received an exemplary for school facilities maintained and in good repair.</p>

Expected	Actual
<p><b>19-20</b> The expected outcome for 2019-2020 school year is Exemplary.</p> <p><b>Baseline</b> Based on the Facilities Inspection Tool from the Williams Team visit in August, 2016, CAMS received a rating of Exemplary</p>	
<p><b>Metric/Indicator</b> Priority 2 (a) – Implementation of CCSS</p> <p><b>19-20</b> Expected outcome for 2019-2020 is 98% of teachers achieving full implementation.</p> <p><b>Baseline</b> CAMS will implement all content performance standards. Based on principal observations and district walkthroughs, 90% of teachers are fully implementing CCSS.</p>	<p>Cecil Avenue Math &amp; Science Academy has 100% of teachers implementing the Common Core State Standards for ELA and Math in all three grade levels. This is based on observations through virtual walkthroughs throughout the year.</p>
<p><b>Metric/Indicator</b> Priority 2 (b) – Programs/Services that enable EIs to access CCSS and ELD standards for academic content knowledge and English proficiency</p> <p><b>19-20</b> Expected outcome for 2019-2020 is 97% substantial implementation of ELD standards during the ELD block.</p> <p><b>Baseline</b> The ELD standards were partially implemented. Based on classroom walkthroughs by the ELD director and principals, 65% of teachers are implementing the ELD standards during an additional 30 minute ELD block. The implementation is only partial for Integrated ELD, as evidenced by SBAC, CELDT and Redesignation Data and lesson plans. The Next Generation Science Standards are still in the initial stages of implementation. A baseline will be established in 2017-2018 using classroom observations and lesson plans.</p>	<p>Cecil has 95% substantial implementation of ELD standards during the designated ELD block.</p>
<p><b>Metric/Indicator</b> Priority 4 (a) – Statewide Assessments</p>	<p>Cecil received the following results for the CAASPP assessment in 2018-</p>

Expected	Actual
<p><b>19-20</b>  CAASPP Results –  6th ELA: 40%  6th Math: 25%  7th ELA: 45%  7TH Math: 30%  8th ELA: 40%  8th Math: 30%  ELs ELA: 20%  ELs Math: 25%  SPED ELA: 15%  SPED Math: 15%</p> <p><b>Baseline</b>  CAASPP Results for 2017–  6th ELA: 35%  6th Math: 18%  7th ELA: 29%  7th Math: 15%  8th ELA: 30%  8th Math: 22%  ELs ELA: 1%  ELs Math: 1%  SPED ELA: 1%  SPED Math: 0%</p>	<p>2019:</p> <p>6th ELA: 34.62%  Math: 16.74%</p> <p>7th ELA: 34.17%  Math: 19.1%</p> <p>8th ELA: 32%  Math: 20.1%</p> <p>ELL ELA: 2.26%  Math: 0.89%</p> <p>SpEd ELA: 6.90%  Math: 1.72%</p>
<p><b>Metric/Indicator</b>  Priority 4 (b) – API</p> <p><b>19-20</b>  The Academic Performance Index – The site API for the last given results was 744 in 2013.</p> <p><b>Baseline</b></p>	<p>The Academic Performance Index - The site API for the last given results was 744 in 2013.</p>

Expected	Actual
<p>The Academic Performance Index – The site API for the last given results was 744 in 2013.</p>	
<p><b>Metric/Indicator</b> Priority 4 (c) – A-G courses and CTE</p> <p><b>19-20</b> The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A</p> <p><b>Baseline</b> The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A</p>	<p>The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A</p>
<p><b>Metric/Indicator</b> Priority 4 (d) – ELs who became English proficient</p> <p><b>19-20</b> The expected outcome for the 2019-2020 school year of the percentage of ELs progress toward English proficiency on the ELPAC results are: Level 1 = 10%, Level 2 = 30%, Level 3 = 30%, Level 4 = 30%</p> <p><b>Baseline</b> The percentage of ELs who progress toward English proficiency on the CELDT or any subsequent assessment of English Proficiency, as certified by the SBE – Results for 2016-2017 are: Level 1 = 8.6%, Level 2 = 9%, Level 3 = 36%, Level 4 = 37%, and Level 5 = 8% actuals</p>	<p>The percentage of ELs progress toward English proficiency on the ELPAC results are: Level 1 = 11.3%, Level 2 = 22.5%, Level 3 = 41.6%, Level 4 = 24.7%</p>
<p><b>Metric/Indicator</b> Priority 4 (e) – ELs reclassification rate</p> <p><b>19-20</b> Expected outcome for 2019-2020 is 20%.</p> <p><b>Baseline</b> The EL reclassification rate for the 2016-2017 school year the rate was .56%.</p>	<p>The ELL reclassification rate for 2018-2019 school year was 0.10 or 10.1%</p>
<p><b>Metric/Indicator</b> Priority 4 (f) – Students who passed AP exams</p>	<p>The percentage of pupils who have passed an AP exam with a 3 or higher – N/A</p>

Expected	Actual
<p><b>19-20</b> The percentage of pupils who have passed an AP exam with a 3 or higher – N/A</p> <p><b>Baseline</b> The percentage of pupils who have passed an AP exam with a 3 or higher – N/A</p>	
<p><b>Metric/Indicator</b> Priority 4 (g) – percent of pupils who passed EAP program</p> <p><b>19-20</b> The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A</p> <p><b>Baseline</b> The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A</p>	<p>The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>This action will no longer be funded due to the agreement with the high school district to provide advanced classes for accelerated students.</p>	<p>N/A N/A</p>	
<p>This action will no longer be funded but rather consolidated with action 3.</p>	<p>N/A N/A</p>	
<p>CAMS will provide staff with Common Core and intervention professional development and provide materials for program implementation. The trainings will provide enhanced and supplementary professional development.</p>	<p>1000-1999: Certificated Personnel Salaries Concentration</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$21,422.44</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>CAMS will provide staff development in the area of English Language Arts, Math, Technology, NGSS, Social Studies, Physical Education, and English Language Development. Priority will be given to unduplicated students.</p> <p>Priority 1,2,4 Roadmap Principles 2 (B,D, F)</p>	<p>3000-3999: Employee Benefits Concentration \$9,534</p> <p>1000-1999: Certificated Personnel Salaries Concentration \$3,546</p> <p>3000-3999: Employee Benefits Concentration \$5,000</p> <p>Supplies Concentration \$973</p> <p>Travel and Conference Concentration \$20,000</p> <p>Consulting Services Concentration \$2,000</p> <p>Concentration \$12,000</p>	<p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5,838.83</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$45,810.13</p> <p>Travel and Conference LCFF Supplemental and Concentration \$1,219.88</p> <p>Consulting Services and Operating Expenses LCFF Supplemental and Concentration \$13,581.47</p>
N/A	N/A	
<p>This action will no longer be funded because it was consolidated with action 3 under goal 1.</p>	<p>\$0</p> <p>\$0</p>	
<p>CAMSA will continue to employ a math teacher to help students understand and master the common core math standards.</p> <p>Roadmap Principles 2 (B, D)</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits Concentration \$63,602</p> <p>\$12,379</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$59,786.84</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$28,188.03</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>CAMSA will continue to fund a Common Core Resource Specialist for Math to assist teachers and provide modeling and professional development. Priority will be given to unduplicated students.</p> <p>Priority 2,4 Roadmap Principle 3 (B)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental \$86,982</p> <p>Concentration \$33,636</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$87,496.13</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$35,606.06</p>
<p>CAMSA will employ an Academic Counselor to help address various student academic needs. The Academic Counselor will monitor student progress for all three years, meet with those who are struggling academically, and conduct parent meetings with those students who are struggling. The Academic Counselor will also hold parent workshops to inform parents of various student needs and what the school has to offer to help students succeed.</p> <p>Roadmap Principles 1 (C, D)</p>	<p>1000-1999: Certificated Personnel Salaries Concentration</p> <p>3000-3999: Employee Benefits Concentration \$86,982</p> <p>Concentration \$33,830</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$83,581.75</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$34,753.22</p>
<p>CAMSA will employ a school Social Worker to assist students in dealing with issues involving home life, social pressures, and academic stresses to name a few. The Social Worker will conduct group sessions to help students cope with various personal issues. The Social Worker will also meet with parents to inform them of issues with their student to better help the student. The Social Worker will also inform teachers of student issues as needed. As students feel supported by the school, they will work harder academically to find success.</p> <p>Roadmap Principles 1 (C, D)</p>	<p>1000-1999: Certificated Personnel Salaries Concentration</p> <p>3000-3999: Employee Benefits Concentration \$104,014</p> <p>Concentration \$33,636</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.

Due to the COVID-19 school closures, Cecil Avenue Math & Science Academy shifted to a distance learning model from March to June 2020. As a result, several actions within this goal were not fully implemented and funds had to be redirected. To accommodate to the new form of teaching and learning, the school redirected funding to provide teachers with professional development that focused on utilizing digital learning platforms to deliver their core content and interventions to all students. Cecil Avenue Math & Science Academy teachers received specialized training from the school district's content area coaches on ways to support their students learning. Special efforts were made by the district ELD coaches to ensure that our English learner's received support through integrated and designated ELD times during distance learning. Cecil Avenue Math & Science Academy teachers were provided additional support from district academic coaches in providing tiered interventions for our significant subgroups of English learners, foster youth, low socioeconomic, and special education. The school provided hotspots to any student with connectivity difficulties or lack of WiFi in their home. This effort was intended to relieve any financial burden on parents and families. This allowed for all students, especially unduplicated student groups, to have full access to all learning opportunities including after school tutorials.

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

### Successes:

As soon as the district made the decision to close in-person instructional services for students, a continuity of learning plan was immediately implemented. As a result of this planning and rapid implementation of the plan, not a single day of instruction was lost during the shift to the distance learning model. Staff funded through this goal were instrumental in the implementation of the continuity of learning plan. This ensured that high needs students such as English learners and special education students were fully supported during this shift in instruction. Cecil Avenue Math & Science Academy teachers worked closely with site administration and district coaches to ensure that student needs were met and provided them with lesson design support to provide tiered interventions throughout the school day. Teachers were provided with videos from the district technology coaches that included step by step instructions on the use of Zoom and Google classroom to support their new mode of teaching. Teachers were also offered specialized training in various digital platforms to support their online instruction. The district's ELD and special education coaches provided training and support to Cecil Avenue Math & Science Academy teachers on high quality instruction and tiered interventions to facilitate learning for English learners and special education students. ELD coaches also provided additional support on lesson design and delivery in a virtual format to focus on each of the four language domains during both Integrated and Designated English Language Development Instruction.

### Challenges:

Many of the planned professional development opportunities, including those scheduled to be offered in the summer of 2020 for CAMSA teachers and staff were cancelled due to the COVID-19 school closures. The school had plans to send teams of teachers and site administration to conferences in the areas of ELD, AVID, and STEAM. A shift in professional development focus was made to provide teachers and staff with trainings to support distance learning and knowledge of different platforms. Staff had to learn how to shift their instruction and lesson delivery to a complete online format. This required many trainings in technology use and the

incorporation different platforms to continue to deliver high quality instruction. This presented a challenge especially for servicing English learners, special education students, and other unduplicated subgroups. Funding for the planned trainings was unused and had to be redirected.

## Goal 2

All students will be provided a safe and secure learning environment that is engaging and stimulating and supports all students with special attention to our English Learners, Long Term English Learners, Foster Youth and all other sub groups identified as low-performing groups.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Priority 5 (a) – School attendance rates</p> <p><b>19-20</b>            Expected outcome for 2019-2020 is 98.5% attendance rate.</p> <p><b>Baseline</b>            Attendance rate is 97.2%.</p>	<p>We are still at the baseline threshold of 97.94% daily attendance rate.</p>
<p><b>Metric/Indicator</b>            Priority 5 (b) – Chronic absenteeism rates</p> <p><b>19-20</b>            Expected outcome for 2019-2020 is 2% absentee rate.</p> <p><b>Baseline</b>            The chronic absenteeism rate is 4.3%.</p>	<p>Last year's chronic absenteeism rate was 3.6% which declined 0.7% according to the CA dashboard.</p>
<p><b>Metric/Indicator</b>            Priority 5 (c) – Middle School dropout rate</p> <p><b>19-20</b>            Expected outcome for 2019-2020 is to maintain rate at 0.</p> <p><b>Baseline</b>            Middle school drop-out rate is 0 students.</p>	<p>The actual drop out rate maintained at 0%</p>
<p><b>Metric/Indicator</b></p>	<p>High school dropout rate - N/A</p>

Expected	Actual
<p>Priority 5 (d) - High school dropout rate</p> <p><b>19-20</b> High school dropout-N/A</p> <p><b>Baseline</b> High school dropout-N/A</p>	
<p><b>Metric/Indicator</b> Priority 5 (e) - High School Graduation rate</p> <p><b>19-20</b> High School Graduation rates-N/A</p> <p><b>Baseline</b> High School Graduation rates-N/A</p>	High school dropout rate - N/A
<p><b>Metric/Indicator</b> Priority 6 (a) – Pupil suspension rates</p> <p><b>19-20</b> Expected outcome for 19-2020 is 2.5%</p> <p><b>Baseline</b> The current suspension rate is .07%</p>	The actual suspension rate is 7.7% of students suspended at least once, which is an increase of 0.7%.
<p><b>Metric/Indicator</b> Priority 6 (b) – Pupil expulsion rates</p> <p><b>19-20</b> Expected outcome for 2019-2020 is 0.</p> <p><b>Baseline</b> 0 students have been expelled this year.</p>	The pupil expulsion rate for 2019-2020 is 0%
<p><b>Metric/Indicator</b> Priority 6 (c) – Other local measures on sense of safety and school connectedness</p> <p><b>19-20</b> Expected outcome for 2019-2020 is 85%.</p> <p><b>Baseline</b></p>	Due to the climate school survey taken by our student body, approximately 66% of students have a sense of safety and school connectedness.

Expected	Actual
Due to the climate school survey taken by our student body, approximately 78% of students have a sense of safety and school connectedness.	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>CAMS will expand the duties of the nurse to enhance parent communication and the health and safety of the students. The nurse will serve as liaisons for the school sites and provide parents, and staff training. Training topics will include epi-pens, chronic disease management, HIV/AIDS for students, CPR and AED. Nurse will continue to train all front office staff and administrators in CPR and AED. The nurse will be trained by the Coordinator of Health Services in the following areas: HIV/AIDS, growth and development classes for students, and any other areas that need professional development.</p> <p>Priority 5</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental \$53,735</p> <p>Supplemental \$18,909</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$53,676.68</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$19,927.01</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,850.94</p>
<p>The school will provide materials (emergency procedure posters and supplies) to provide training in emergency management systems.</p> <p>Priority 6</p>	<p>Supplies Concentration</p> <p>Consulting Services Concentration \$5,000</p> <p>Concentration \$5,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$333.78</p>
<p>CAMS will continue to employ and train a vice principal on MTSS to continue to promote student safety and continued support of teachers. Priority will be given to unduplicated students.</p> <p>Priority 5, 6 Roadmap Principles 1 (C, D)</p>	<p>1000-1999: Certificated Personnel Salaries Concentration</p> <p>3000-3999: Employee Benefits Concentration \$64,109</p> <p>\$20,547</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$68,331.10</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$23,246.53</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>CAMS will work with the Delano Police Department to continue to employ one School Resource Officers (SRO) to assist students, staff, and parents. The SROs will provide training on school safety and other related topics.</p> <p>Priority 5, 6 Roadmap Principles 1 (C, D)</p>	<p>Consulting Services and Operating Expenses Concentration \$2,000</p>	
<p>The school will continue to promote student safety and visibility by employing campus security supervisor and noon duty aides/crossing guards to provide security on the school campus and surrounding areas.</p> <p>Priority 6 Roadmap Principles 1 (C, D)</p>	<p>2000-2999: Classified Personnel Salaries Concentration</p> <p>3000-3999: Employee Benefits Concentration \$81,903</p> <p>Concentration \$33,653</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$89,994.12</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$33,087.76</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$914.70</p>
<p>CAMS will promote a positive school culture by providing at least five culture building activities for students, staff and parents per year. Examples: Assemblies, family nights, rallies, parent education nights, etc.</p> <p>Priority 6 Roadmap Principles 1 (C, D)</p>	<p>1000-1999: Certificated Personnel Salaries Concentration</p> <p>3000-3999: Employee Benefits Concentration \$2,200</p> <p>Supplies Concentration \$428</p> <p>Rentals/Leases/Repairs Concentration \$46,656</p> <p>Consulting Services Concentration \$5,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$655.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$132.36</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$20,038.95</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$14,734.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Concentration \$1,000	
<p>CAMS will continue to provide informative meetings for parents and students to address issues such as: gang awareness, drugs, behavior, bullying, and communication.</p> <p>Priority 5, 6 Roadmap Principles 1 (C, D)</p>	<p>Supplies Concentration</p> <p>5800: Professional/Consulting Services And Operating Expenditures Concentration \$3,000</p> <p>Concentration \$6,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$969.46</p>
<p>CAMS will continue to employ and train an intervention teacher to support MTSS and provide the Tier 2 behavior intervention.</p> <p>Priority 6 Roadmap Principles 1 (C, D)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental \$106,075</p> <p>Concentration \$37,546</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$10,640.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2,051.70</p>
<p>Purchase of materials to support the MTSS Tier 1.</p> <p>Priority 6. Roadmap Principles 1 (C, D)</p>	<p>Supplies Concentration</p> <p>Concentration \$5,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$400.00</p>
<p>CAMS will provide academic and incentive field trips for all students with special focus on unduplicated students.</p> <p>Priority 5, 6 Roadmap Principles 1 (C), 2 (C)</p>	<p>District Transportation Concentration</p> <p>Concentration \$12,001</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$136.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$17,384.04</p>
<p>Additional costs incurred for clothing, health needs, dental and eye wear for unduplicated students in need.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$1,000</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Priority 5, 6 Roadmap Principles 1 (C, D)		

## Goal Analysis

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

Due to the COVID-19 school closures, Cecil Avenue Math & Science Academy shifted to a distance learning model from March to June 2020. As a result, several actions within this goal were not fully implemented and funds had to be redirected. Funds typically utilized to maintain and secure learning environment for students had to be redirected since many actions were not completed due to school closure. Funds directed for staff safety training were redirected to provide PPE to employees who continued to work in person for the remainder of the school year. During school closure, our mental health team, funded under this goal, became our front line employees helping many families cope with new social emotional behaviors from many of our students. Funds were redirected to provide these services after hours. Special efforts were made to reach out and provide extra support to our English learners, foster youth, homeless students, special education students, and other unduplicated subgroups. Funds from this goal were also redirected to purchase additional technology to equip every student with a Chromebook. The school provided hotspots to any student with connectivity difficulties or lack of WiFi in their home. This effort was intended to relieve any financial burden on parents and families. This allowed for all students, especially unduplicated student groups, to have full access to all learning opportunities including after school tutorials.

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

### Successes:

The use of our mental health team was one of the most important successes from the implementation of this goal. This goal helped to fund our vice principal and school nurse. This team played an essential role in transitioning to distance learning instruction. We had many students who struggled with the shift to an online format, and this team made special efforts to reach out to each individual student and their family. The team made home visits when necessary and they carefully monitored those that were not logging on. They followed up daily with those students and ensured that they helped with any barriers that impeded the students from daily instruction. Special efforts were made by this team to reach out to unduplicated subgroups such as English learners, newcomers, special education, homeless, foster youth, and low socioeconomic students. This group served as a link between home and school and they were essential in removing obstacles for learning.

### Challenges:



Several actions funded through this goal were not completed. Many of the planned parent events funded through this goal such as trainings and the parent university did not come to fruition due to school closure. Many activities to support a positive school climate for students were also canceled. This included many field trips and special events that served as incentives to promote positive discipline and school engagement. Although school sites continued to provide students with many incentives and special events virtually, many planned events had to be completely canceled and funds were redirected to support distance learning efforts.

## Goal 3

CAMS will implement a 21st Century learning community of students in partnership with parents and community to build a culture with opportunities for advancement in Science, Technology, Engineering, Mathematics, and the Arts.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Priority 3 (a) – Efforts to seek parent input in making decisions for district and school sites</p> <p><b>19-20</b>            Expected outcome for 2019-2020 is a continued effort to increase parent participation and to survey parents as to the effectiveness of the activities.</p> <p><b>Baseline</b>            Based on sign in sheets, CAMS had a significant increase in parent participation. Parent activities included: Assemblies, rallies, concerts, parent education nights, parent conferences, data talks, etc.</p>	<p>CAMSA continued to increase parent participation through 7 parent-student activities such as, assemblies, science night, back to school night, and concerts to name a few. CAMSA will continue to increase parent involvement next year.</p>
<p><b>Metric/Indicator</b>            Priority 3 (b) – How district promotes participation of parents for unduplicated pupils</p> <p><b>19-20</b>            Expected outcome for 2019-2020 is to continue to meet with parents and provide them with opportunities to be involved in their child’s school site activities and meetings. A continued special emphasis will be placed on inviting and promoting</p>	<p>CAMSA is continuing to promote parent involvement through blackboard connect. The principal sends out bi-weekly announcements to inform parents of upcoming school activities and parent involvement opportunities. Several stakeholder meetings were held to obtain input from special groups to help formulate next year's LCAP actions.</p>

Expected	Actual
<p>participation of parents of unduplicated pupils and parents of children with disabilities.</p> <p><b>Baseline</b> English and Spanish parent surveys were provided to parents. The results influenced the LCAP Goals and Action Steps. A stakeholder meeting was held and all parents were invited to attend, including the parents of unduplicated pupils.</p>	
<p><b>Metric/Indicator</b> Priority 3 (c) – How district promotes participation of parents for pupils with exceptional needs</p> <p><b>19-20</b> Expected outcome for the 2019-2020 school year is to continue to have 100% parent participation as evidenced through IEP and 504 documents.</p> <p><b>Baseline</b> Parents of students with exceptional needs were provided with opportunities to be involved in their child’s education and school activities. Through regular communications, parents were encouraged to attend IEP meetings. 100% of parents of students with exceptional needs attended scheduled IEP and 504 meetings as evidence through the IEP and 504 documents.</p>	<p>Not all parents attended IEPs and 504 meetings this year. A few parents opted to refrain from attending the IEPs due to unknown reasons. They phoned in to have the meetings move forward without them. CAMSA will continue to target 100% parent participation for IEPs and 504s.</p>
<p><b>Metric/Indicator</b> Priority 7 (a) – Extent to which pupils have access and are enrolled in a broad course of study</p> <p><b>19-20</b> Expected outcome for the 2019-2020 school year is 100%</p> <p><b>Baseline</b> 100% of students had access to ELA, Math, Science, Social Studies, PE, and Music. In addition, 100% of qualifying students attended the high school courses.</p>	<p>100% of students have access and are enrolled in a broad course of study.</p>
<p><b>Metric/Indicator</b> Priority 7(b) – Extent to which pupils have access to and are enrolled in programs /services for unduplicated pupils</p>	<p>100% of students have access to programs and services including (but not limited to) site based extended day intervention opportunities, extended day</p>

Expected	Actual
<p><b>19-20</b> Expected outcome for 2019-2020 is to continue to have 100% access for all students.</p> <p><b>Baseline</b> 100% of unduplicated pupils had access to programs and services including (but not limited to) site based extended day intervention opportunities, extended day through our ASES program and additional programs and services such as Migrant and GATE. Evidenced through class schedules and program attendance records.</p>	<p>through ASES program and additional programs and services such as Migrant and GATE.</p>
<p><b>Metric/Indicator</b> Priority 7(c) – Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs</p> <p><b>19-20</b> Expected outcome for 2019-2020 is to continue to have 100% access for all students.</p> <p><b>Baseline</b> 100% of unduplicated pupils, including students with exceptional needs, have been provided with extended learning opportunities, including access to extended day, ASES, and Summer School. Evidenced through class schedules and program attendance records</p>	<p>100% of students with exceptional needs have access to extended learning opportunities, including extended day, ASES, and summer school.</p>
<p><b>Metric/Indicator</b> Priority 8 – Other indicators of pupil performance in required areas of study</p> <p><b>19-20</b> Expected outcome for 2019-2020 is to set baseline data writing benchmark. Each grade level will increase at least by 5% each subsequent year.</p> <p><b>Baseline</b> Implementation of district writing benchmarks to measure improvement in writing skills.</p>	<p>The district is continuing to use Illuminate to further implement district-wide Interim Assessment Blocks in English and Math. Classroom teachers are using the IABs to help students practice for the SBAC assessment and to improve their ELA and Math skills. The classroom teachers are using the IABs to monitor student progress twice a Trimester.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>CAMS will continue to fund a music teacher and promote the arts and expand participation in current programs to all students. The programs will be offered in the following areas; music, visual and performing arts, and band.</p> <p>Priority 7 Roadmap Principles 1 (C), 2 (C, D)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental \$105,791</p> <p>Supplies Supplemental \$37,491</p> <p>Rentals/Leases/Repairs Supplemental \$10,000</p> <p>District Transportation Supplemental \$4,500</p> <p>Consulting Services Supplemental \$5,000</p> <p>Concentration \$6,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$103,456.46</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$39,006.71</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$20,671.07</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,750.27</p>
<p>CAMS will provide funds for parent involvement activities at the site. Activities will include Math nights, Literacy nights, Latino Family Literacy, Education Nights, and Technology.</p> <p>Priority 3 Roadmap Principles 1 (C, D)</p>	<p>Supplies Concentration \$13,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,148.97</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$87.50</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$204.62</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$41.85</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,587.25
<p>CAMS will support parent participation and learning opportunities for students by employing resource clerks and a librarian. These employees will offer opportunities for parent involvement before, during, and after school such as extended library hours.</p> <p>Priority 3 Roadmap Principles 1 (C, D)</p>	<p>Clerical and Office Salaries Concentration</p> <p>3000-3999: Employee Benefits Concentration \$75,266</p> <p>Concentration \$56,151</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$69,237.89</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$55,911.33</p>
N/A	N/A	
<p>CAMS will provide middle school students the opportunity to take elective classes.</p> <p>Priority 7 Roadmap Principles 2 (B, C, D)</p>	<p>Certificated Teachers' Salaries Concentration</p> <p>3000-3999: Employee Benefits Concentration \$67,500</p> <p>Supplies Concentration \$13,138</p> <p>Travel and Conference Concentration \$26,600</p> <p>Consulting Services and Operating Expenses Concentration \$5,000</p> <p>Concentration \$1,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$64,286.91</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$13,606.19</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,818.20</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,711.32</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>CAMS will enhance the current technology programs through the purchase of software and professional development.</p> <p>Priority 7 Roadmap Principles 1 (C), 3 (B)</p>	<p>Supplies Supplemental</p> <p>Concentration \$1,500</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$428.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$86.49</p>
<p>This action will no longer be funded because it is consolidated with goal 3 action 8 which also addresses STEAM issues.</p>	<p>0</p> <p>0</p>	
<p>CAMS will promote the development and implementation of the Next Generation Science Standards with the purchase of materials for classroom instruction.</p> <p>CAMS will promote the development and implementation of a school-wide STEAM program which will include training and conference attendance for staff and the purchase of materials used for a school wide STEAM-fair.</p> <p>Priority 7 Roadmap Principles 2 (B, C, D), 3 (B)</p>	<p>Supplies Concentration</p> <p>Concentration \$30,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,058.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$173.25</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$22,681.64</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$6,697.26</p>
<p>CAMS will continue to promote Science education for students in grade six by supporting participation in Scicon camp for students.</p> <p>Priority 7 Roadmap Principles 1 (C, D), 2 (D), 3 (D)</p>	<p>Certificated Teachers' Salaries Concentration</p> <p>3000-3999: Employee Benefits Concentration \$5,000</p> <p>District Transportation Concentration \$973</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,310.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$264.72</p> <p>5700-5799: Transfers Of Direct Costs LCFF Supplemental and Concentration \$2,305.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5800: Professional/Consulting Services And Operating Expenditures Concentration \$15,000 Concentration \$24,820	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$28,082.81
CAMS will enhance and expand student opportunities in GATE activities.  Priority 7 Roadmap Principles 2 (B, C, D), 3 (B)	Certificated Teachers' Salaries Supplemental  3000-3999: Employee Benefits Supplemental \$1,500 Concentration \$292	
Purchase of technology equipment to enhance daily classroom instruction.  Priority 7 Roadmap Principles 1 (C), 3 (B)	Supplies Supplemental  Non-Capitalized Equipment Supplemental \$31,413  Supplemental \$59,479	Supplies LCFF Supplemental and Concentration \$37,511.23  Non-Capitalized Equipment LCFF Supplemental and Concentration \$53,000.88  5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$7,602.07
		1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$47,058.07  3000-3999: Employee Benefits LCFF Supplemental and Concentration \$29,359.60



## Goal Analysis

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

Due to the COVID-19 school closures, Cecil Avenue Math & Science Academy shifted to a distance learning model from March to June 2020. As a result, several actions within this goal were not fully implemented and funds had to be redirected. Many of the trainings and special events for parents had to be canceled. Classes did not have the opportunity to attend their trip to SCICON. Additionally, the GATE festival for parents and students was also canceled. Funds from all of these action items were redirected to support the distance learning model. Many of the planned parent activities were reformatted to a virtual delivery so that parents could still have the opportunity to participate in planned trainings, meetings, and other school site events such as awards assemblies for their children. Parents and students received training from the school and district staff on the use of technology so that they could have accessibility to all the platforms being utilized for instruction and student events. The remainder of the funding from this goal was redirected to support the need for technology for the distance learning model. All students received a Chromebook to take home to facilitate their learning from home. Students who did not have access to WiFi received hotspots to ensure connectivity.

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

### Success:

Most of the action items within this goal were fulfilled even upon the school closures and the shift to distance learning. The district's learning continuity plan offered students the opportunity to continue with STEAM based instruction. All students continued to have access to music instruction via virtual sectionals provided by the site band teacher. Due to the action items within this goal that addressed technology, the school had nearly achieved a 1:1 technology model where almost all students had access to their own device, the transition to an online model was smooth and there were no days of instruction lost. The funds that were redirected from all three LCAP goals were utilized to complete the 1:1 technology model. The school provided hotspots to any student with connectivity difficulties or lack of WiFi in their home. This effort was intended to relieve any financial burden on parents and families. This allowed for all students, especially unduplicated student groups, to have full access to all learning opportunities .

### Challenges:

Parent involvement was one of the main challenges in implementing the actions within this goal. All meetings held at the site level had to be switched to a virtual format. Many parents struggled with accessing the meetings and therefore parent attendance in meetings dropped significantly. Although site provided trainings for parents on the use of the new learning and communication platforms, many parents have been unable to connect due to lack of technology knowledge. Although we continued to provide virtual student recognition assemblies, student events, and parent meetings, many parents did not connect therefore; attendance to many events dropped. Other items that were challenging to implement during school closure at the district level which impacted our school were the music festivals, GATE festival, science field trips, and the annual trip to SCICON for 2 of our 6th grade classes. These activities had to be completely canceled and the remaining funds were redirected to provide technology to support distance learning.

# 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
In preparation for the return to in-person instruction, the district will need to provide personal protective equipment (PPE) for all students and staff. Equipment will include: face shields, gloves, face coverings, hand sanitizer, protective barriers, disposable smocks, etc. School sites will have contactless temperature kiosks and triage tents at every school site to monitor students and staff.	\$43,650	\$27,922	No
The district will purchase sanitizing equipment and supplies to maintain disinfected classrooms.	\$24,250	\$0	No
Social distancing signage will be placed throughout all school sites and the district office to ensure that all students, staff and parents maintain appropriate social distancing upon their return to campus.	\$2,910	\$0	No
The district will provide appropriate training for all staff to prepare for in-person instruction. Training would include: appropriate use of sanitation supplies, adhering to physical distancing of staff and students, hand washing, symptom screening including temperature checks, use of PPE, etc.	\$485	\$0	No
The district will transition to provide meals in the classrooms and will need to purchase items needed to implement the change to facilitate the delivery and serving of meals. Items to include: delivery carts, coolers, insulated bags, etc.	\$9,700	\$10,860	No
The district will purchase individual instructional supplies and manipulatives to avoid classroom sharing and cross contamination	\$24,250	\$0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>within each classroom. Items to include: math manipulatives and counters, pencils, dry erase markers, dry erase boards, sharpeners, glue sticks, notebooks, etc. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first as they are the majority proportion of our student population and would likely not have the means to provide their own supplies and materials to avoid sharing classroom supplies.</p>			
<p>The district will provide personal clothing and health care items that McKinney-Vento and foster students may need to facilitate their physical return to campus. Special consideration will be made for students to receive this assistance while respecting their privacy, yet ensuring that they have all items they need. This action is intended to meet the needs of students in response to the COVID-19 pandemic.</p>	\$485	\$0	Yes
<p>In an effort to mitigate learning loss, the district will purchase the Nearpod platform to support English learners with language acquisition and provide them with extra academic support and formative assessments in real time to monitor their progress on a daily basis. Teachers will be provided with training support to implement this supplemental tool for English learners. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for specific support for English learners and immigrant students.</p>	\$1,455	\$0	Yes
<p>The district will hire temporary academic support personnel to help support students when they return to in-person instruction. Academic support personnel would principally direct intervention services to unduplicated student subgroups. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first.</p>	\$24,250	\$0	Yes
<p>Each school site will purchase large screens, sound systems, and projectors for parent meetings to be held outdoors upon the return to in-person instruction. This will allow for active parent participation in a setting that is more conducive to adhere to social distancing. These</p>	\$6,250	\$11,166	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
efforts will be made to reach parents of unduplicated pupils as they have less access to meetings in a virtual format.			
All school sites will have the opportunity to offer outdoor instruction weather permitting. The district will purchase shade structures and furniture to support outdoor instruction.	\$15,350	\$0	No
Purchase of additional technology for classroom instruction so that teachers have resources needed to provide instruction from home and in-person upon the reopening of the school sites.	\$7,760	\$17,953	No
Purchase of additional technology devices so that students have access to devices at home and at school. These funds are principally directed to serve unduplicated pupils as they are less likely to have the means to purchase an additional device to use at home.	155,200	\$148,691	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.

The following items were provided by the District: social distance signage, sanitizing equipment and supplies, Nearpod, personal protective equipment and outdoor furniture.

Expenses for in-person instruction were lower than budgeted because Cecil Avenue Math and Science Academy did not offer in-person instruction for the 2020-2021 school year. Temporary personnel to support in-person instruction were not hired, and clothing necessary for McKinney Vento and Foster youth to return to in-person instruction was not purchased. Funds were redirected to improve air quality in the classrooms through the purchase of GPS ionization devices. Funds were also redirected toward the conversion to touchless restrooms.

## Analysis of In-Person Instructional Offerings

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

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The district purchased chromebooks, hotspots, and vouchers for Wi-Fi to provide connectivity to all students to support their distance learning. The purchase of devices was made in an effort to assist unduplicated students with accessibility to both devices and WiFi however, all students will be provided with the devices and hotspots.	\$184,300	\$87,684	Yes
Technology was purchased for teachers and auxiliary staff to support distance learning instruction. Technology included laptops, chromebooks, cell phones, printers, and hotspots.	\$19,400	\$13,189	No
All students received learning kits equipped with supplies and materials to support their learning. Supplies include: dry erase markers, pencils, notebooks, sharpeners, etc. Although all students received the learning kits, they were purchased to assist unduplicated pupils as they are less likely to be able to provide their own supplies needed for instruction.	\$4,850	\$0	Yes
All students in grades 3-8 received physical education kits to enhance physical activities at home during distance learning instruction. The kits include: jump ropes, scarves, bean bags, foam balls, and a mesh bag to hold all equipment. The equipment is designed to help students build physical skills and staying active while learning from home. All students received the physical education kits, but they were purchased to assist unduplicated students as they are less likely to have access to the equipment or to be able to purchase it.	\$9,506	\$12,438	Yes
McKinney-Vento students received lap desks so that they can have a designated mobile work space.	\$194	\$0	Yes
The district purchased research based online platforms to supplement instruction. Platforms include: IXL, Stemtaught, Nearpod, ESGI, Activate Learning, Rethink, Zoom, and Screencastify. All of these platforms are supplemental to instruction and teachers have been provided with appropriate staff development to navigate these	\$94,575	\$169,538	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
programs. Special consideration is made for unduplicated pupils to provide them with additional resources to improve their learning and provide them with additional layers of support.			
The district's mental health team participated in social-emotional professional development to better serve staff and students and support their social-emotional needs. Special efforts are made to meet the Social Emotional Learning needs of unduplicated students.	\$485	\$0	Yes
The district provided professional development opportunities to all teachers and staff to enhance virtual instruction. Trainings included Zoom, Screencastify, and Google classroom among others.	\$970	\$0	Yes
Support for English Language Development instruction is provided through the district's ELD department. Training modules were provided to all staff to help design lessons for ELD instruction. The training modules include strategies for integrated and designated instruction, and special strategies for language acquisition for newcomers.	\$97	\$0	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.

Expenses for online platforms were greater than budgeted because Cecil Avenue Math and Science Academy purchased a digital science program to supplement the curriculum.

The District provided the following: Hot Spots, lap desks for McKinney Vento students, professional development for enhancing virtual instruction, English Language Development and Socio Emotional Learning.

## 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.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The district hired temporary academic support personnel to provide intervention services for all students in need. Tutoring services were principally directed to unduplicated subgroups.	\$24,250	\$0	No
A stipend is provided to employees to communicate with parents after hours in an effort to mitigate student learning loss and actively engage parents in their child's learning. Most parents in our district are farm laborers and are considered essential workers who are unavailable during the day for communication. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first as they are the majority proportion of our student population and would likely not be able to communicate during the regular school day. Translation services are provided to non-English speaking parents to ensure that they are active participants of their child's learning.	\$53,350	\$0	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.

The stipend for teachers to communicate with parents after hours was funded by the District.

## 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.



## **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.

## **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.

## **Analysis of School Nutrition**

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

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Professional Development for teachers - 4 hours. All teachers will be offered the opportunity to participate in a training to address the Social and Emotional Learning needs of their students.	\$6,499	\$1,187	Yes
Distance Learning Program (Distance Learning Professional Development)	Professional Development for Teachers - 16 hours. All teachers will be offered the opportunity to participate in professional development of supplemental platforms to provide additional supports to all students, but principally directed to unduplicated subgroups.	\$25,802	\$1,051	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	English Learner trainings - Nearpod professional development for the use of the platform for English Learners. In addition, the ELD director and coaches will be providing professional development opportunities for all staff on lesson design and language acquisition strategies for English learners.	\$1,455	\$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.

The professional development expenditures were lower than projected because the training was provided by the district. Funds were redirected to the purchase of social and emotional learning curriculum and for the teacher stipends for communicating with parents after hours.

## Overall Analysis

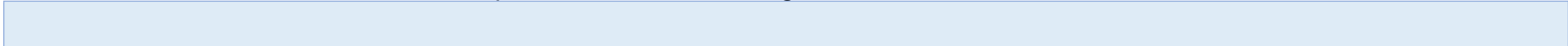
An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

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

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.

# 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.



## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

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

### **Actions Related to the Distance Learning Program**

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

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

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

## **Actions Related to Pupil Learning Loss**

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

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

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

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

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

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





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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,615,290.00	1,395,934.47
	32,926.00	0.00
Concentration	1,060,489.00	0.00
LCFF Supplemental and Concentration	0.00	1,395,934.47
Supplemental	520,875.00	0.00
Supplemental and Concentration	1,000.00	0.00

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	1,615,290.00	1,395,934.47
	444,379.00	0.00
1000-1999: Certificated Personnel Salaries	3,546.00	603,274.88
2000-2999: Classified Personnel Salaries	0.00	159,436.63
3000-3999: Employee Benefits	919,193.00	321,281.64
4000-4999: Books And Supplies	1,000.00	122,373.84
5000-5999: Services And Other Operating Expenditures	0.00	46,264.14
5700-5799: Transfers Of Direct Costs	0.00	2,305.00
5800: Professional/Consulting Services And Operating Expenditures	18,000.00	35,684.88
Consulting Services	17,000.00	0.00
Consulting Services and Operating Expenses	7,000.00	13,581.47
District Transportation	5,473.00	0.00
Non-Capitalized Equipment	31,413.00	53,000.88
Rentals/Leases/Repairs	56,656.00	0.00
Supplies	65,030.00	37,511.23
Travel and Conference	46,600.00	1,219.88

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	1,615,290.00	1,395,934.47
		32,926.00	0.00
	Concentration	333,065.00	0.00
	Supplemental	78,388.00	0.00
1000-1999: Certificated Personnel Salaries	Concentration	3,546.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	603,274.88
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	159,436.63
3000-3999: Employee Benefits	Concentration	565,110.00	0.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	321,281.64
3000-3999: Employee Benefits	Supplemental	354,083.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	122,373.84
4000-4999: Books And Supplies	Supplemental and Concentration	1,000.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	46,264.14
5700-5799: Transfers Of Direct Costs	LCFF Supplemental and Concentration	0.00	2,305.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	18,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	35,684.88
Consulting Services	Concentration	12,000.00	0.00
Consulting Services	Supplemental	5,000.00	0.00
Consulting Services and Operating Expenses	Concentration	7,000.00	0.00
Consulting Services and Operating Expenses	LCFF Supplemental and Concentration	0.00	13,581.47
District Transportation	Concentration	973.00	0.00
District Transportation	Supplemental	4,500.00	0.00
Non-Capitalized Equipment	LCFF Supplemental and Concentration	0.00	53,000.88
Non-Capitalized Equipment	Supplemental	31,413.00	0.00
Rentals/Leases/Repairs	Concentration	46,656.00	0.00
Rentals/Leases/Repairs	Supplemental	10,000.00	0.00
Supplies	Concentration	27,539.00	0.00
Supplies	LCFF Supplemental and Concentration	0.00	37,511.23
Supplies	Supplemental	37,491.00	0.00

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
Travel and Conference	Concentration	46,600.00	0.00
Travel and Conference	LCFF Supplemental and Concentration	0.00	1,219.88

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	508,114.00	417,284.78
<b>Goal 2</b>	510,762.00	359,504.13
<b>Goal 3</b>	596,414.00	619,145.56

\* 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	\$315,995.00	\$216,592.00
Distance Learning Program	\$314,377.00	\$282,849.00
Pupil Learning Loss	\$77,600.00	
Additional Actions and Plan Requirements	\$33,756.00	\$2,238.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$741,728.00</b>	<b>\$501,679.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$104,105.00	\$56,735.00
Distance Learning Program	\$113,975.00	\$182,727.00
Pupil Learning Loss	\$24,250.00	
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$242,330.00</b>	<b>\$239,462.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$211,890.00	\$159,857.00
Distance Learning Program	\$200,402.00	\$100,122.00
Pupil Learning Loss	\$53,350.00	
Additional Actions and Plan Requirements	\$33,756.00	\$2,238.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$499,398.00</b>	<b>\$262,217.00</b>