

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

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

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Goal 1: Implement state adopted content and performance standards in CCSS ELA/ELD, Math and Literacy in the Content Areas focusing on strong early literacy skills in grades K-3 and supporting continued literacy development through grades 4-8 to ensure that all students have access to and opportunity to learn the broad course of study from highly qualified teachers who are appropriately assigned in a safe, secure learning environment.

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 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Credentialed Teacher Rate [R] 19-20 100% Baseline 90%	86%
Metric/Indicator teacher misassignment rate [R] 19-20 0% Baseline 0%	0%
Metric/Indicator teacher of English learners misassignment rate [R]	0%

Expected	Actual
19-20 0% Baseline 0%	
Metric/Indicator Most recently adopted textbooks rate [R] amended to standards-aligned instructional materials rate 19-20 100% Baseline 100%	100%
Metric/Indicator student lacking own copy of textbook rate [R] (Percentage of students lacking standards-aligned instructional materials) 19-20 0% Baseline 0%	0%
Metric/Indicator Overall facility rating [R] measured by the Facilities Inspection Tool Degree to which facilities are maintained in good repair amended to all facilities are maintained and in good repair 19-20 Good Baseline Good	good

Expected	Actual
Metric/Indicator safe, secure facility conducive to learning [L] 19-20 Good Baseline Good	good
Metric/Indicator State Standards implementation of English Language Arts [R] 19-20 Full implementation and sustainability (5) Baseline Initial implementation (3)	4=full implementation
Metric/Indicator State Standards implementation of Mathematics [R] 19-20 Full implementation and sustainability (5) Baseline Initial implementation (3)	4=full implementation
Metric/Indicator state standards implementation: other state standards [R] 19-20 History/Social Studies: Full implementation (4) Science: Full implementation (4) Health: Full implementation (4) Model Physical Education: Full implementation (4) Visual and Performing Arts: Full implementation (4) Model Library Standards: Full implementation (4) Baseline Initial implementation (3)	History/Social Studies: Full implementation (4) Science: Full implementation (4) Health: Full implementation (4) Model Physical Education: Full implementation (4) Visual and Performing Arts: Full implementation (4) Model Library Standards: Full implementation (4)
Metric/Indicator	90%

Expected	Actual
availability of technology for student and teacher use [L] 19-20 100% Baseline 95%	
Metric/Indicator students on- demand access to a basic set of technology resources [L] 19-20 100% Baseline 95%	90%
Metric/Indicator teachers on- demand access to a basic set of technology resources [L] 19-20 100% Baseline 95%	100%
Metric/Indicator CAASPP ELA distance from standard schoolwide [R] 19-20 54.3 points below standard increase 20 points Baseline 95.2 points below level three	67.9 points below increased 6.4 points
Metric/Indicator CAASPP ELA	82.1 points below increased 3 points

Expected	Actual
distance from standard White subgroup [R] 19-20 65.1 points below standard increase 20 points Baseline 99.2 points below	
Metric/Indicator CAASPP ELA distance from standard Hispanic subgroup [R] 19-20 54.6 points below standard increase 20 points Baseline 94.1 points below	67.1 points below increased 7.5 points
Metric/Indicator CAASPP ELA distance from standard English Learners subgroup [R] 19-20 55 points below standard increase 20 points Baseline 92.1 points below level three	67.4 points below increased 8 points
Metric/Indicator CAASPP ELA distance from standard Socioeconomically Disadvantaged subgroup [R] 19-20 55.7 points below standard increase 20 points Baseline 95.9 points below level three	70 points below increased 5.7 points

Expected	Actual
Metric/Indicator CAASPP Math distance from standard schoolwide [R] 19-20 77.1 points below standard increase 20 points Baseline 112.1 points below level three	100.8 points below declined 3.7 points
Metric/Indicator CAASPP Math distance from standard White subgroup [R] 19-20 60 points below level 3 Baseline 80.4 points below standard increase 20 points	114.8 points below declined 14.5 points
Metric/Indicator CAASPP Math distance from standard Hispanic subgroup [R] 19-20 76.7 points below standard increase 20 points Baseline 110.9 points below level three	100.2 points below declined 3.4 points
Metric/Indicator enrollment in broad course of study schoolwide and by unduplicated count students and by students with exceptional needs [R] 19-20 100% Baseline 100%	100%

Expected	Actual
Metric/Indicator programs and services to increase access to broad course of study by unduplicated count students and students with exceptional needs [R] 19-20 100% Baseline 100%	100%
Metric/Indicator Percent of students who demonstrate the technology skills needed for successfully taking the state mandated exams [L] 19-20 100% Baseline 18%	85%
Metric/Indicator CAASPP Math distance from standard Socioeconomically Disadvantaged subgroup [R] 19-20 77.5 points below standard increase 20 points Baseline 97.5 points below standard 2017-18 baseline	101.6 points below declined 4.2 points

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
#1.1: All teachers participate in appropriate State Standards, ELD, subject area, Literacy, and other professional learning to deepen and reinforce knowledge and support implementation.	operating expenses, travel conference, and contracted expenses LCFF S/C \$25,000	operating expenses, travel conference, and contracted expenses

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		LCFF S/C \$ 13,475
#1.2: Support increasing teacher capacity and retention through the teacher induction program to build teacher capacity in implementing State Standards.	contract for service LCFF S/C \$6,170	contract for service LCFF S/C 7,117
Provide for identification through diagnosis and prescription, monitoring, oversight and coordination by trained staff in a system of support in order to coordinate intervention and support for students who are achieving below grade level as well as for English Learner students who are not making core academic growth as determined by state and local assessment and students with disabilities. Increase part-time position to fulltime position.	salary and benefits LCFF S/C \$106,670	salary and benefits LCFF S/C 109,579
#1.4: Design and implement cocurricular work study trips for students in order to raise student achievement by expanding educational experiences beyond the classroom.	salary and benefits LCFF S/C \$25,000	salary and benefits LCFF S/C \$ 2,166
#1.5: Maintain Visual and Performing Arts, which will include the development of music in phase I.	instructional materials LCFF S/C \$85,000	salary and benefits LCFF S/C \$109,529
#1.6: Complete the purchase of supplemental standards-aligned materials to complement district core materials in order to enhance and expand student opportunities for learning through differentiated instruction. Provide publisher training and consultant training in Math for all teachers.	Contracted Services LCFF S/C 5,000	materials and supplies LCFF S/C \$ 126,273
#1.7: Maintain security system in order to continue to have a safe school environment	Equipment and supplies LCFF S/C \$3,000	Equipment and supplies LCFF S/C 0
#1.8: Provide funds for classroom supplies and supplemental learning tools so that students, primarily English Learners, Low Income, Foster Youth and students with disabilities can successfully access core content and activities.	materials and supplies LCFF S/C \$1,000	materials and supplies LCFF S/C 0
1.9: Make adaptations to the school and classroom learning environment to address the needs of our unduplicated count students. For example: provide resources for teachers to create learning stations	equipment and supplies LCFF S/C \$15,000	equipment and supplies LCFF S/C \$ 23,308

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
in their classrooms, create in-class and on-campus learning spaces, and resources for adapted collaborative groups.		
#1.10: Purchase materials, supplies and rentals for continued implementation of the Music program.	instructional materials LCFF S/C \$2,500	instructional materials LCFF S/C \$ 659
1.11: Deepen and expand retention program to retain master teachers who are highly qualified, well-trained and committed to Alta Vista School and who will remain at Alta Vista School to assure continuity and consistency of high quality program delivery to high-need students. This will include research-validated retention practices such as incentives and active participation in the instructional leadership team.	salaries and benefits LCFF S/C \$46,245	salaries and benefits LCFF S/C \$ 37.393
# 1.12:Assure that every teacher and every student has on-demand access to the technology required to acquire the skills and knowledge embedded in the state content and performance standards. This includes beyond one-on-one access to computer tools such as ChromeBooks, classroom and school library research tools, presentation and production technology for project-based learning, and specialized tools for science, career, and related subjects. It also includes adaptive technology as needed for differentiation of instruction and specialized learning plans for high-need students.	equipment LCFF S/C \$100,000	equipment LCFF S/C \$ 78,093
# 1.13 Continued Instructional Technology Technician Support Staff in order to build the capacity to maintain and improve site technology to support student learning	salary and benefits LCFF S/C \$104,900	salary and benefits LCFF S/C \$ 107,451
# 1.14: Evaluate and maintain bandwidth; improve as needed and as resources are available to maintain and further develop the district's ability to deliver sufficient bandwidth to support student learning.	Contracted services federal E- Rate \$99,000	Contracted services federal E- Rate \$ 8,799
#1.15 Provide leadership for the Early Literacy program and services in order to support teachers and students in implementation of curriculum and instruction. This includes supporting the growth of current teaching staff in leadership roles throughout all aspects of curriculum and instruction as well as all aspects of student personal and academic growth thereby building local capacity to enhance and support students.	salary and benefits LCFF S/C \$48,895	salary and benefits LCFF S/C 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.16: Title I: Provide evidence-based program of support and intervention for students who are achieving below standard to remediate gaps in knowledge and skills and assure student access to the broad course of study. This will include extended learning time provided by certificated and classified staff in classroom settings of one-on-one and small-group instruction as well as in extended day settings. These staff will be provided training and supplemental materials to differentiate instruction to maximize student learning and achievement.	salaries and benefits Title I Part A \$320,000 instructional materials Title I Part A \$20,000 professional development Title I Part A \$23,467	salaries and benefits Title I Part A \$ 353,757 instructional materials Title I Part A \$ 9,346 professional development Title I Part A \$ 0
1.17 Title II: Provide for optimum teacher effectiveness through a professional development program that deepens and expands teacher knowledge and skills in developing student achievement as well as by recruiting, hiring and retaining fully credentialed, high quality teachers.	salaries and benefits instructional materials professional development Title II Part A \$33,686	salaries and benefits instructional materials professional development Title II Part A \$ 57,590

Goal Analysis

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

All actions and services were in the process of implementation as planned until February of 2020. When the March, 2020 emergency order mandated distance learning as the primary mode of instruction district-wide, many LCAP actions were halted entirely for the year and/or deferred until adjustments in the instructional and student support delivery system could be achieved. For other actions, the costs were shifted to COVID relief funding. Continuity of instruction for the remainder of the 2019-20 year was planned, developed, and implemented. Goal one actions were budgeted at \$ 620,045 with actual expenditures of \$ 628,844. Funds not expended (\$55,335) were expended to partially fund these actions the subsequent year to meet the needs of unduplicated count students.

Actions in goal one that continued through the end of the year with Resource 07200 funding were:

#1.2: Support increasing teacher capacity and retention through the teacher induction program to build teacher capacity in implementing State Standards.

1.3: Provide for identification through diagnosis and prescription, monitoring, oversight and coordination by trained staff in a system of support in order to coordinate intervention and support for students who are achieving below grade level as well as for English Learner students who are not making core academic growth as determined by state and local assessment and students with disabilities. Increase part-time position to fulltime position.

#1.5: Maintain Visual and Performing Arts, which will include the development of music in phase I.

#1.6: Complete the purchase of supplemental standards-aligned materials to complement district core materials in order to enhance and expand student opportunities for learning through differentiated instruction. Provide publisher training and consultant training in Math for all teachers.

1.9: Make adaptations to the school and classroom learning environment to address the needs of our unduplicated count students. For example: provide resources for teachers to create learning stations in their classrooms, create in-class and on-campus learning spaces, and resources for adapted collaborative groups.

1.13 Continued Instructional Technology Technician Support Staff in order to build the capacity to maintain and improve site technology to support student learning. Brian Faught

Actions that were not yet started or curtailed in progress and deferred due to the COVID school closure were:

#1.1: All teachers participate in appropriate State Standards, ELD, subject area, Literacy, and other professional learning to deepen and reinforce knowledge and support implementation.

#1.4: Design and implement co-curricular work study trips for students in order to raise student achievement by expanding educational experiences beyond the classroom.

#1.7: Maintain security system in order to continue to have a safe school environment

#1.8: Provide funds for classroom supplies and supplemental learning tools so that students, primarily English Learners, Low Income, Foster Youth, and students with disabilities can successfully access core content and activities.

#1.10: Purchase materials, supplies and rentals for continued implementation of the Music program.

1.11: Deepen and expand retention program to retain master teachers who are highly qualified, well-trained and committed to Alta Vista School and who will remain at Alta Vista School to assure continuity and consistency of high quality program delivery to high-need students. This will include research-validated retention practices such as incentives and active participation in the instructional leadership team.

Actions that were not carried out due to continuing teacher and professional shortages were:

#1.15 Provide leadership for the Early Literacy program and services in order to support teachers and students in implementation of curriculum and instruction. This includes supporting the growth of current teaching staff in leadership roles throughout all aspects of curriculum and instruction as well as all aspects of student personal and academic growth thereby building local capacity to enhance and support students.

Actions that were continued with the costs transferred to COVID relief funds were:

1.12: Assure that every teacher and every student has on-demand access to the technology required to acquire the skills and knowledge embedded in the state content and performance standards. This includes beyond one-on-one access to computer tools such as ChromeBooks, classroom and school library research tools, presentation and production technology for project-based learning, and specialized tools for science, career, and related subjects. It also includes adaptive technology as needed for differentiation of instruction and specialized learning plans for high-need students.

1.14: Evaluate and maintain bandwidth; improve as needed and as resources are available to maintain and further develop the district's ability to deliver sufficient bandwidth to support student learning.

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

In the winter and early spring of 2019-20, LCAP planners examined our progress on LCAP goals, evaluated the impact of actions and services, and made plans for the future 2021-24 LCAP. We were looking forward to spring 2020 state testing because we had worked very hard to improve student outcomes, especially in math, and were looking forward to seeing the results. All stakeholders had positive comments in multiple surveys, provided substantive, thoughtful comments, and provided anecdotal evidence of success. Because state testing was suspended, we were not able to see those results. Our biggest "challenge", therefore, was disappointment in not seeing the payoff we were expecting after almost three years of school improvement efforts. What we saw, in fact, was an increase in the risk factors for our unduplicated count students brought on by the sudden loss of the supports we were providing through LCAP resources. We were gratified to see that our investment in technology had at least laid a strong foundation on which to build the online learning program that we were compelled to carry on during the subsequent year. The shift to online communication actually greatly increased parent participation. But at the end of 2019-20, stakeholders agreed that our goal not only was not achieved, but we were suffering a major setback in the progress we had achieved. Challenges in implementing this goal include: a persistent teacher turnover rate of two to three teachers per year. This keeps Alta Vista in a constant state of tiered professional development. Teacher shortages and our rural location make recruitment of fully credentialed teachers very difficult and we are forced to hire Intern and emergency teachers almost every year. After we get them trained and experienced, they often are recruited away from us by a large neighboring district who can take advantage of the training we have provided and pay much higher salaries and benefits. These teachers are most often in the critical primary and early elementary grades where our early literacy efforts then become frustrated by lack of teacher experience and training. SED research validates that a teacher's years of experience and quality of training are correlated with children's academic achievement.

Goal 2

Goal 2: Implement broad and supportive parent involvement, student engagement and school climate programs and services which result in improved student achievement and active involvement of all parents, including parents of unduplicated count students, in school and district decision making.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator participation rate in parent training/involvement opportunities in school and district decision- making schoolwide and subgroups including parents of unduplicated count students and parents of students with exceptional needs[R] 19-20 85% Baseline 75%	85%
Metric/Indicator availability of parent training/involvement opportunities in school and district decision- making schoolwide and subgroups including parents of unduplicated count students and parents of students with exceptional needs[R] 19-20 14 Baseline 5	14
Metric/Indicator	95%

Expected	Actual
<p>parents schoolwide and subgroups who report in increased satisfaction with technology resources, communication, and instruction at the school [L]</p> <p>19-20 95%</p> <p>Baseline 85%</p>	
<p>Metric/Indicator schoolwide and subgroups parent access to computer lab resources after school hours for parent education and support including classes such as ESL, computer literacy, etc. [L]</p> <p>19-20 50%</p> <p>Baseline 30%</p>	50%
<p>Metric/Indicator attendance rate schoolwide/subgroups [R]</p> <p>19-20 schoolwide: 95% White: 95% Hispanic: 95% Disadv: 95% EL: 95%</p> <p>Baseline 96.60%</p>	<p>district/schoolwide 90.70% White 82.90% Hispanic 92.40% Socioeconomically Disadvantaged 90.40% English Learner 92.40%</p>
<p>Metric/Indicator chronic absenteeism schoolwide/subgroups [R]</p> <p>19-20 Schoolwide: 2% White: 2% Hispanic: 2%</p>	<p>district/schoolwide 9.6% White 23.5% Hispanic 6.0% English Learner 6.0% Socioeconomically Disadvantaged 10.2%</p>

Expected	Actual
Disadvantaged: 2% English Learners: 2% Baseline 2.62%	
Metric/Indicator middle school dropout rate schoolwide/subgroup [R] 19-20 0 Baseline 0	0
Metric/Indicator % of students schoolwide and subgroups participating in co-curricular and extra-curricular programs [L] 19-20 80% Baseline 70%	80%
Metric/Indicator % of students schoolwide and subgroups participating in leadership programs [L] 19-20 25% Baseline 5%	80%
Metric/Indicator suspension rate schoolwide/subgroups [R] 19-20 Schoolwide: 3% White:3% Hispanic: 3%	district/schoolwide 5.20% White 9.60% Hispanic 4.60% English Learner 3.20% Socioeconomically Disadvantaged 5.60%

Expected	Actual
<p>Disadvantaged: 3% English Learners: 3%</p> <p>Baseline 6.10%</p>	
<p>Metric/Indicator expulsion rate schoolwide/subgroups [R]</p> <p>19-20 Schoolwide: 0 White:0 Hispanic: 0 Disadvantaged: 0 English Learners: 0</p> <p>Baseline 0%</p>	<p>district/schoolwide 0 White 0 Hispanic 0 English Learner 0 Socioeconomically Disadvantaged 0</p>
<p>Metric/Indicator healthy, positive learning environments where students, parents, and staff feel respected and feel both physically and emotionally safe. Schoolwide [R] measured by parent, student and staff surveys</p> <p>19-20 Parent feeling of connectedness: 95% Student feeling of connectedness: 95% Teacher feeling of connectedness: 95% Parent feeling of safety: 95% Student feeling of safety : 95% Teacher feeling of safety : 95%</p>	<p>Parent feeling of connectedness 95% Student feeling of connectedness 95% Teacher feeling of connectedness 95% Parent feeling of safety 95% Student feeling of safety 95% Teacher feeling of safety 95%</p>

Expected	Actual
Baseline Parent feeling of connectedness: 90% Student feeling of connectedness: 90% Teacher feeling of connectedness: 90% Parent feeling of safety: 90% Student feeling of safety : 90% Teacher feeling of safety : 90%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1: Professional learning for paraprofessionals in order to implement strategies for the MultiTiered Student Support (MTSS) system to enhance student access to State Standards curriculum including students with disabilities.	operating expenses LCFF S/C \$1500	operating expenses LCFF S/C \$ 900
# 2.2: Participation in county sponsored student (event expenses and teacher stipend = \$5,500) Local student recognition events (Character Counts!, perfect attendance, ELPAC proficiency, Honor Roll 48, All American Academic Competition (\$5,500) All county events support the State Standards and in all subject areas.	salary and benefits LCFF S/C \$10,000 materials and supplies LCFF S/C \$1000	salary and benefits LCFF S/C 0 materials and supplies LCFF S/C \$3,266
# 2.3 Maintain Crossing Guards for before and after school to increase student safety (7:309: 30 and 2:004: 00 each school day) (4 x 3 x \$15.00 per hour x 180 days plus benefits)	salary and benefits LCFF S/C \$46,480	salary and benefits LCFF S/C \$ 57,258
#2.4 Continue TCOE contracts for school nurse for additional day (for a total of four days) to improve parent engagement, pupil outcomes, pupil engagement, and school climate by expanding the availability of the nurse for communication with parents to manage health needs. School Psychologist an extra 1.5 days. Health Aide to full time. Provide Intervention Aide to support intervention services. for students with high needs. Provide a Behavioral Technician for intervention for special needs students and students with disabilities.	contract for services LCFF S/C \$406,565	contract for services LCFF S/C \$\$ 215,897

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
# 2.5: Maintain an Intervention Resource Classroom to provide additional behavioral support for students, including students with disabilities, as determined by individual student need established by discipline process, in order to improve academic achievement.	salary and benefits LCFF S/C \$19,990	contract for services LCFF S/C \$ 9,056
# 2.6: Develop workshops, including adult ESL, for parents to assist their children in school assignments and student events. 2 parent events per trimester.	Contract for services LCFF S/C \$8,100	Contract for services LCFF S/C \$682
# 2.7: Continue community liaison (8hrs/day @ 5 days/wk @ 40 wks @ salary and benefits) in order to increase parental involvement, including parents of students with disabilities, so that parents are equipped to support their child's academic achievement.	salary and benefits LCFF S/C \$77,225	salary and benefits LCFF S/C \$ 81,873
#2.8: Maintain, improve and monitor the district website to enhance and promote parent/school communication	Salary and benefits LCFF S/C \$6,660	Salary and benefits LCFF S/C \$ 6,651
# 2.9 In order to expand student engagement opportunities and access to community resources for student support, employ fulltime physical education teacher who will expand standards-based intramural program.	Salary and benefits LCFF S/C \$97,685	Salary and benefits LCFF S/C \$ 97,865
2.10 Title IV: Provide evidenced-based program to assure that students engage in the school community and a well-rounded education through interaction with experiential learning, extended learning in alternative settings, through the use of standards-aligned supplemental materials including technology resources.	instructional materials Title IV Part A \$25,841	instructional materials Title IV Part A \$ 4,012

Goal Analysis

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

All actions and services were in the process of implementation as planned until February of 2020. When the March, 2020 emergency order mandated distance learning as the primary mode of instruction district-wide, many LCAP actions were halted entirely for the year and/or deferred until adjustments in the instructional and student support delivery system could be achieved. For other actions, the

costs were shifted to COVID relief funding. Continuity of instruction for the remainder of the 2019-20 year was planned, developed, and implemented. Goal two actions were budgeted at \$ 675,205 with actual expenditures of \$ 473,448. Funds not expended (\$201,757) were expended to partially fund these actions the subsequent year to meet the needs of unduplicated count students. Actions in goal two that continued through the end of the year with Resource 07200 funding were:

2.3 Maintain Crossing Guards for before and after school to increase student safety (7:30-9:30 and 2:00-4:00 each school day) (4 x 3 x \$15.00 per hour x 180 days plus benefits)

2.7: Continue community liaison (8hrs/day @ 5 days/wk @ 40 wks @ salary and benefits) in order to increase parental involvement, including parents of students with disabilities, so that parents are equipped to support their child's academic achievement.

#2.8: Maintain, improve and monitor the district website to enhance and promote parent/school communication

2.9 In order to expand student engagement opportunities and access to community resources for student support, employ fulltime physical education teacher who will expand standards-based intramural program.

Actions that were not yet started or curtailed in progress and deferred due to the COVID school closure were:

2.2: Participation in county sponsored student (event expenses and teacher stipend = \$5,000) Local student recognition events (Character Counts!, perfect attendance, ELPAC proficiency, Honor Roll 4-8, All American Academic Competition (\$5,000) All county events support the State Standards and in all subject areas.

#2.4 Continue TCOE contracts for school nurse for additional day (for a total of four days) to improve parent engagement, pupil outcomes, pupil engagement, and school climate by expanding the availability of the nurse for communication with parents to manage health needs. School Psychologist an extra 1.5 days. Health Aide to full time. Provide Intervention Aide to support intervention services. for students with high needs. Provide a Behavioral Technician for intervention for special needs students and students with disabilities.

2.6: Develop workshops, including adult ESL, for parents to assist their children in school assignments and student events.

Actions that were not carried out due to continuing teacher and professional shortages were:

2.5: Maintain an Intervention Resource Classroom to provide additional behavioral support for students, including students with disabilities, as determined by individual student need established by discipline process, in order to improve academic achievement.

Actions that were continued with the costs transferred to COVID relief funds were:

2.1: Professional learning for paraprofessionals in order to implement strategies for the Multi-Tiered Student Support (MTSS) system to enhance student access to State Standards curriculum including students with disabilities.

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

Goal 2 addresses parent involvement, school climate and student engagement. These state priorities have great significance and impact on student personal and academic growth. Overall, prior to the pandemic effect starting in the spring of 2020, actions and services were carried out as planned and with no significant challenges thanks to strong stakeholder support and increased funding available for professional services. Actions and services in this goal are designed to engage students and families by decreasing factors that negatively impact student personal and academic growth and increasing availability of supportive school and community assets. This requires professional development for existing staff and the employment of specialized support staff and services. Our purpose is to reverse negative trends such as high rates of suspension and chronic absenteeism. Local indicators include involvement

in student activities and leadership, as well as parent participation in decision-making and parent training. These positive local indicators are increasing while negative indicators such as chronic absenteeism increased, presenting a great challenge in changing student and family behaviors. Although stakeholders continue to report very high satisfaction with actions and services such as the community liaison and student incentives and awards, negative behaviors remain a major concern and will continue to be addressed in the new LCAP as we seek to make systemic changes and improvements for our students.

Goal 3

Goal 3 Implement a standards-aligned program for English Learners to close local and state achievement gaps, assure English learner access to the broad curriculum, and achievement of SBE standards and expectations including English Learner progress toward English proficiency..

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
Metric/Indicator teacher misassignment rate [R] 19-20 0% Baseline 0%	0%
Metric/Indicator teacher of English learners misassignment rate [R] 19-20 0% Baseline 0%	0%
Metric/Indicator Most recently adopted textbooks rate [R] 19-20 100% Baseline	100%

Expected	Actual
100%	
Metric/Indicator student lacking own copy of textbook rate [R] 19-20 0% Baseline 0%	0%
Metric/Indicator State Standards (CCSS) implementation in ELD [R] 19-20 100% Baseline 83%	86%
Metric/Indicator percent of teachers fully implementing "designated" and "integrated" ELD in daily lessons [L] 19-20 90% Baseline 65%	86%
Metric/Indicator state standards implementation: access by English learners [R] 19-20 90% Baseline 75%	100%
Metric/Indicator availability of intervention and remediation programs [L]	100%

Expected	Actual
19-20 90% Baseline 75%	
Metric/Indicator availability of supplemental materials for differentiation of instruction [L] 19-20 90% Baseline 50%	100%
Metric/Indicator availability in parent training/involvement opportunities in school and district decision- making schoolwide and subgroups including parents of unduplicated count students and parents of students with exceptional needs[R] 19-20 15 Baseline 5 opportunities	15 opportunities
Metric/Indicator participation rate of parent training/involvement opportunities in school and district decision- making schoolwide and subgroups including parents of unduplicated count students and parents of students with exceptional needs[R] 19-20 90% Baseline 85%	90%
Metric/Indicator	95%

Expected	Actual
<p>parents schoolwide and subgroups who report in increased satisfaction with technology resources, communication, and instruction at the school [L]</p> <p>19-20 50%</p> <p>Baseline 30%</p>	
<p>Metric/Indicator schoolwide and subgroups parent access to computer lab resources after school hours for parent education and support including classes such as ESL, computer literacy, etc. [L]</p> <p>19-20 95%</p> <p>Baseline 30%</p>	50%
<p>Metric/Indicator CAASPP ELA distance from level three English learners [R]</p> <p>19-20 50 points below level 3</p> <p>Baseline 92.1 points below level 3</p>	67.4 points below increased 8 points
<p>Metric/Indicator CAASPP Math distance from level 3 English learners [R]</p> <p>19-20 60 points below level 3</p> <p>Baseline 111.4 points below level 3</p>	101.7 points below declined 4.2 points
<p>Metric/Indicator English Learner Progress in learning academic English</p>	51.5%

Expected	Actual
19-20 65% Baseline 48.90%	
Metric/Indicator English learner redesignation rate [R] 19-20 7% Baseline 2%	0%
Metric/Indicator attendance rate schoolwide/subgroups [R] 19-20 98% Baseline 96.60%	90.70%
Metric/Indicator chronic absenteeism English learners [R] 19-20 1.9% Baseline 2.62%	9.6%
Metric/Indicator middle school dropout rate English learners [R] 19-20 0% Baseline 0%	0%
Metric/Indicator	80

Expected	Actual
<p>% of English learner students participating in co-curricular and extra-curricular programs [L]</p> <p>19-20 80%</p> <p>Baseline 70%</p>	
<p>Metric/Indicator % of English learner students participating in leadership programs [L]</p> <p>19-20 20%</p> <p>Baseline 5.00%</p>	80%
<p>Metric/Indicator suspension rate English learners [R]</p> <p>19-20 3.5%</p> <p>Baseline 6.10%</p>	3.20%
<p>Metric/Indicator expulsion rate English learners [R]</p> <p>19-20 0%</p> <p>Baseline 0%</p>	0%
<p>Metric/Indicator healthy, positive learning environments where students, parents, and staff feel respected and feel both physically and emotionally safe. Parents of English learners [R] per parent, student and staff surveys</p> <p>19-20</p>	95%

Expected	Actual
<p>Parent feeling of connectedness: 95% Student feeling of connectedness: 95% Teacher feeling of connectedness: 95%</p> <p>Parent feeling of safety: 95%</p> <p>Student feeling of safety : 95%</p> <p>Teacher feeling of safety : 95%</p> <p>Baseline good</p>	
<p>Metric/Indicator enrollment in broad course of study schoolwide and by unduplicated count students and by students with exceptional needs [R]</p> <p>19-20 100%</p> <p>Baseline 100%</p>	100%
<p>Metric/Indicator programs and services to increase access to broad course of study by unduplicated count students and students with exceptional needs [R]</p> <p>19-20 100%</p> <p>Baseline 100%</p>	100%
<p>Metric/Indicator Percent of English learners who demonstrate the technology skills needed for successfully taking the state mandated exams [L]</p> <p>19-20 100%</p> <p>Baseline 18%</p>	85%

Expected	Actual
<p>Metric/Indicator Percentage of English Learners who make progress toward English Proficiency as measured by ELPAC and percentage of EL students that progress at least one level”</p> <p>19-20 Well Developed – 49.3% Moderately Developed – 29.8% Somewhat Developed – 13.7% Beginning Stage – 7.3% Baseline 2017-2018 ELPAC Percentage of students progressing at least one growth level – No comparable information available to date</p> <p>Baseline Well Developed – 28.8% Moderately Developed – 35.7% Somewhat Developed – 27.1% Beginning Stage – 13.9% Baseline 2017-2018 ELPAC Percentage of students progressing at least one growth level – No comparable information available to date</p>	<p>n/a No results due suspension of ELPAC testing due to the COVID-19 pandemic and resulting school site closures</p>
<p>Metric/Indicator State Standards implementation in English Language Development (ELD) [R]</p> <p>19-20 full implementation and sustainability</p> <p>Baseline full implementation</p>	<p>full implementation</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
#3.1 To extend learning time, provide summer school for acceleration and remediation (Grades 68= two teachers; grades 15= five teachers) 4 hours per day at 15 days	salaries and benefits LCFF S/C \$37,025	salaries and benefits LCFF S/C 0
#3.2: Reinforce and support grade span lesson design, including integrated and designated ELD, training for all teachers in order to improve instruction in the California State Standards, including ELD standards, to improve all student academic achievement and the attainment of achievement objectives for second language learners. Enhance English acquisition for preschool learners by placing a fulltime certificated teacher with ELD training and experience at the preschool level.	salary and benefits LCFF S/C \$88,500	salaries and benefits LCFF S/C 0
# 3.3 Continue to hire and retain highly qualified bilingual teachers and bilingual para professionals in order to improve communication with all parents, especially parents of second language learners, so that all parents have an increased understanding of how to support their student's academic growth.	salaries and benefits LCFF S/C \$257,490	salaries and benefits LCFF S/C \$ 241,961
# 3.5 Provide an evidenced-based program of support and intervention for English Learners to assure they attain proficiency in academic English language and success in the broad course of study. This will include certificated support staff who provide direct instruction as well as mentoring and coaching for classroom teachers and supplemental materials to support differentiation of instruction for English Learners.	Salaries and benefits Title III Part A English Learners \$36,847 instructional materials Title III Part A English Learners \$4,347	Salaries and benefits Title III Part A English Learners \$ 27,182 instructional materials Title III Part A English Learners 0

Goal Analysis

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

All actions and services were in the process of implementation as planned until February of 2020. When the March, 2020 emergency order mandated distance learning as the primary mode of instruction district-wide, many LCAP actions were halted entirely for the year and/or deferred until adjustments in the instructional and student support delivery system could be achieved. For other actions, the costs were shifted to COVID relief funding. Continuity of instruction for the remainder of the 2019-20 year was planned, developed,

and implemented. Goal one actions were budgeted at \$ 383,015 with actual expenditures of \$ 241,961. Funds not expended (\$141,054) were expended to partially fund these actions the subsequent year to meet the needs of unduplicated count students.

Actions in goal one that continued through the end of the year with Resource 07200 funding were:

3.3 Continue to hire and retain highly qualified bilingual teachers and bilingual paraprofessionals in order to improve communication with all parents, especially parents of second language learners, so that all parents have an increased understanding of how to support their student's academic growth.

Actions that were either not yet started or curtailed in progress and deferred due to the COVID school closure were:

#3.1 To extend learning time, provide summer school for acceleration and remediation (Grades 6-8=two teachers; grades 1-5=five teachers) 4 hours per day at 15 days

Actions that were not carried out due to continuing teacher and professional shortages were:

#3.2: Reinforce and support grade span lesson design, including integrated and designated ELD, training for all teachers in order to improve instruction in the California State Standards, including ELD standards, to improve all student academic achievement and the attainment of achievement objectives for second language learners. Enhance English acquisition for preschool learners by placing a fulltime certificated teacher with ELD training and experience at the preschool level.

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

There two major challenges. First, we had to cancel summer school. Alta Vista students were reluctant to attend summer school when LCAP resources allowed us to bring it back. We had been successful in greatly increasing the number of students attending summer school. Research indicates that just two years of summer school can greatly increase student achievement. Having to cancel it and start again is a great challenge. The second challenge is the continuing teacher shortage, especially in the specialty fields. We recruited aggressively to fill the position of fulltime teacher/coach at the preschool level and were not successful. A success is slow and steady progress in improving outcomes for our English Learners.

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
Additional software for online and in-person gradebooks and planning		\$12,170	No
Increased bandwidth for 3 mig fiber access		\$22,290	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 expanded need and costs of these actions were as yet unknown at the time the LCP was adopted; these actions were added as soon as the need became known after the LCP was adopted.

Analysis of In-Person Instructional Offerings

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

There were two major challenges in the return to in-person instruction. First, many parents remain reluctant to return their children to school due either to continuing concerns about safety for the children and families or due to the desire to remain in online learning. Second, the rules, advice, and regulations, even now, are changing and sometimes confusing. When difficult for us to understand, it is very difficult to explain to families and the general community. We have been successful in bringing back the majority of students and teachers are working very hard to implement our learning loss identification and remediation plan. We continue the online option for parents who choose this option. We will have to make adjustments in the online-only option when the state legislature and governor enact changes to the Independent Study program. Both of these challenges have implications for the LCAP and specific actions to provide support for teachers, staff and students are planned as well as continued support for students whose parents choose to keep them in an online-only program.



Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Consultation services from TCOE for training and support in the area of online instruction	\$50,000.00	\$40,132	Yes
Provide additional reading books and supplies to read at home.	\$40,000.00	\$37,395	Yes
Provide two weeks of intensive training and planning for all staff in the area of distance learning.	\$250,652.00	\$180,688	Yes
Provide PUSD hot spots to needy students.	\$20,000.00	0	Yes
Video cameras, additional document cameras	\$20,000.00	\$45,159	Yes
Provide hot spots through various providers	\$20,000.00	\$28,208	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.

Budgets were best estimates at the time LCP adopted. Our understanding of "contributing" was that it was a term unique to the LCAP. Because 80.1% of our students are "unduplicated count" students, our first consideration in all district budget decisions must be for their growth and well-being. When developing the budget for distance learning there were many unknowns. For example, as the program got up and running and teachers began to teach from their classrooms at school, we needed to purchase additional document cameras for the classrooms and update existing document cameras. The final cost of these was more than we had budgeted. We knew that we would have to provide connectivity for students because we are located in an Internet desert and the majority of our families do not have or cannot afford the quality of connectivity required for the online program. Our plan was to partner with a neighboring district, but in the end, we decided to purchase this from multiple vendors. Another material difference was the total cost of professional development. It was materially less than budgeted due to overestimate of the cost of consultants and teacher compensation for the summer work. Overall, the cost was 17% less than budgeted.

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.

Continuity of Instruction:

Challenges:

- Every student having access to the curriculum.
- How do we deal with students who refuse to participate and parents who refuse to support the school regarding attendance?
- Preparing staff for the next crisis, contrived or otherwise to ensure ongoing instruction and academic monitoring.

Successes:

- Started small cohorts to provide access to special synchronous and asynchronous learning groups.
- Provided community outreach services with our liaison and attendance process.

LCAP Implications:

- The skills distance learning skills learned must be integrated into the ongoing curriculum.
- It is essential that the district continues the remote learning applications and strategies learned and practiced in the period of online-only and not throw out the baby with the bath water.
- Continue to offer online only model access to students who choose to learn from home.
- Ongoing services to support families in need.
- Most students have remained participatory. The 15% of students who were failing miserably before the pandemic continue to fail during and after the pandemic. Must provide recovery for these students.

Access to Devices and Connectivity

Challenges:

- At the beginning, only 60% had internet access.
- Chrome Books were dated and unable to meet the demand.
- Challenging bandwidth.
- Access points were bottlenecking the system.

Successes:

- Upgraded chrome books and provided access for all students.
- Expanded from 1 gig to three gigs in terms of bandwidth.
- Purchased all new access points and installed.
- New Wifi installed and linked with PUSD to provide better coverage.

LCAP Implications:

- Continue to maintain system.

- Ongoing upgrades.
- Continue to pay the bill on the expanded services.
- Continue on going costs. Maintain hotspots.
- Develop an ongoing plan for replacing technology as improvements occur.
- Remaining current as we move into the next era.

Pupil Participation and Progress

Challenges:

- Students attending regularly.
- Students demonstrably remaining on task.
- Students disappearing from the program.

Successes:

- Attendance improved as the remote program expanded.
- Students utilized district platform and teachers were able to monitor progress and participation.
- The use of the liaison proved exceptional to ensuring students remained engaged and reintegrated into the system.

LCAP Implications:

- Training and monitoring must be an ongoing piece to support technology, EL skills, and to develop writing skills.
- We now have a three-year plan that integrates all areas of need and provides solid solutions to learning loss and progress.
- This will be guided by the direction determined through training.

Distance Learning Professional Development

Challenges:

- Teachers had minimal online skills and little notion regarding implementation.
- Teachers needed ongoing support with online ELA and ELD.
- The need for an ongoing plan that is not simply a patch, but a well-planned pathway.
-

Successes:

- Invested in two weeks of training utilizing TCOE and several consultants.
- We have an ongoing relationship with TCOE and we are establishing long range goals.
- The district will integrate the TCOE technology expert into the training regimen over the next three years.

LCAP Implications:

- The district must continue to invest in the best tools possible to insure instructional prowess.
- Training and monitoring must be an ongoing piece to support technology, EL skills, and to develop writing skills.

Staff Roles and Responsibilities

Challenges:

- Maintaining staff motivation and interests.
- Remaining Safe and Sane
- All staff members must continue to be trained and remain on the cutting edge with integration as the operative word.
- The staff switched over to the Aeries platform to create a consistent way to provide lesson plans and relevant grading for the students and parents.

Successes:

- Staff was able to work from home using the online program. Supported staff with additional materials and programming.
- Emphasizing health and safety for staff helped keep the infection rate to an absolute minimum.
- Successful training has opened the door to a new way of doing business. This is the wave of the future.
- This was exceptionally successful though the teachers did push back. Lesson planning was now logical and consistent and helped teachers plan for all student learning.

LCAP Implications:

- Some teachers embraced the model and took it to the next level. Must develop methods to keep teachers motivated in this particular area.
- The new LCAP will maintain the thrust to keep the training program in place.
- This is a process that must be supported in LCAP. It has made a significant improvement in planning and relating that back to directly to grading.

Support for Students with Unique Needs

Challenges:

- BIT Cohort
- Special Education

Successes:

- This was support in the cohort model and provided strong services for children.
- The special education department provided online assistance.

LCAP Implications:

- BIT is an ongoing model to be supported by the LCAP.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Contracted services with TCOE to enhance learning for supplemental groups.	\$25,000.00	\$35,700	Yes
Provide small group asynchronous groups with certificated teachers and paraprofessionals.	\$35,000.00	0	Yes
Additional computer programs to enhance learning, AZ-Razz Kids, etc.	\$20,000.00	\$36,859	Yes
Additional special education assistant for students who are at risk of identification	\$20,000.00	0	No

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

Planned budgets were estimates based on our knowledge of pupil learning loss at the time the plan was written. We were at that time of the understanding that "contributing" was a term used only in relation to LCAP, not realizing that in the context of the LCP, it also referred to these subgroups regardless of source of funds. These funds were expended on behalf of our unduplicated count students. Overall, the projected year-end actual expenditure is 27% less than budgeted. Pupil learning loss is a continuing issue that is addressed in the 2021-22 district budget, both in the LCAP Supplemental and Concentration grant budget and in the general fund LCFF Base, state and federal emergency funds, and federal entitlement budgets. The increase in expenditure over budget for contracted services is due to identification of and services for support of students. The increase in computer programs is due to the need to provide multiple options for teachers and students to access and learn knowledge and practice skills. Small grouping of students was accomplished without additional cost by re-defining roles and responsibilities of current staff , thus reducing the need for hiring additional staff. Identification of students at risk was also accomplished with current staff.

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.

Addressing Learning Loss; Measures and strategies

Challenges:

- Many students were struggling to access the curriculum and are far behind.
- How to develop local assessment plan to determine student progress. In the middle of the emergency
- Too many assumptions about learning loss and too little reliable information and assistance

Successes:

- Developed a plan utilizing Star Early Literacy, STAR ELA, and STAR Math as our assessment tools. They are in place and have been collecting information all year.

LCAP Implications:

- There may be a need for continuing mitigation after the year of state assistance.

Effectiveness of efforts taken.

Challenges:

- Extent of learning loss cannot be accurately measured until the new year begins and school returns to normal.

Successes:

- Teachers have confidence in the plan and their ability to implement it.

LCAP Implications:

- LCAP will be the force that enables mitigation to continue and expand if needed.

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.

Monitoring mental health

Challenges:

- Contacting parents and families.
- Need more in-depth support for students with Mental Health Issues.

Successes:

- County Triage program has been quite successful.
- Community liaison was highly effective in working locating and monitoring parents.

LCAP Implications

- Protect this position (community liaison) at all costs.
- Hiring LCSW full time for the district.

Supporting mental health

Challenges:

- There are simply insufficient mental health services available for schools.
- Behavioral support in the classroom and at home.

Successes:

- Hire our own social worker to work with children.
- There is a Behavioral Intervention Technician on staff teaching a cohort class to support these students.

LCAP Implications:

- Ongoing LCAP commitment
- Maintain funding for this position (Behavioral Intervention Technician).

Monitoring social and emotional well-being

Challenges

- Need more in-depth support for students with Mental Health Issues.
- Need better system of early identification of problems.
- Teacher training in identification

Successes:

- County Triage program has been quite successful.

LCAP Implications

- Hiring LCSW full time for the district.

Supporting social and emotional well-being

Challenges

- Teacher training is needed.
- How to provide behavioral support in the classroom and at home.

Successes:

- There is a Behavioral Intervention Technician on staff teaching a cohort class to support these students.

LCAP Implications

- Ongoing LCAP commitment

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.

Challenges:

- Parents are traditionally non-participatory.
- Increasing parent involvement in the home due to the COVID.
- Parents need a direct link to health and mental health services.

Successes:

- We have received more opinions and comments than ever before, parents feel freer to share their views in the online environment.
- Online parent school site council meetings are quite successful though utilizing a different format.
- Nurse Practitioner on staff to work with parent health support.

LCAP Implications:

- Expand the online parent involvement model. There is tremendous potential in this area.
- The old SSC format is archaic and needs to be pushed in a way that promotes modern access. Time to re-tool.
- Ongoing LCAP support.

Analysis of School Nutrition

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

Challenges:

- Providing healthy lunches to students during online learning model.
- When returned to hybrid model, how do we serve attendees and the drive through program.
- Need to expand cafeteria seating to provide safe social distancing and other dining options.

Successes:

- Offered the drive through lunches for the community featuring hot meals and breakfast that is attractive to students. Served 150% above normal.
- Established two lines, one for the drive through, and one for the attendees. It was a smashing success with no loss to the counts.

LCAP Implications:

- The district is planning to build an outside eating area tables and serving appliances to facilitate eating arrangements.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil and Family Engagement	Alta Vista has invested in a new phone app that will concentrate all outreach on to one platform. There was a huge problem contacting parents and keeping them informed. The app will provide instant access to the school, the teachers, the calendar, and all of the critical plans that the learning community needs to function.	\$35,000.00	\$ 18,827	Yes
Distance Learning Technology	There is an ongoing need to expand the infrastructure at the school site, yet the needs are not fully identified at this point. We anticipate replacing chrome books, purchasing modern laptops for the teachers, providing much needed support technology for the teachers, and we will need to purchase hot spot access on the commercial market to meet the needs of our isolated students.	\$100,000.00	\$ 142,037	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.

Planned budgets were estimates based on our knowledge of pupil learning loss at the time the plan was written. We were at that time of the understanding that "contributing" was a term used only in relation to LCAP, not realizing that in the context of the LCP, it also referred to these subgroups regardless of source of funds. These funds were expended on behalf of our unduplicated count students. Overall, the projected year-end actual expenditure is 19% higher than budgeted. The decreased actual expenditure for the communication system is due to our ability to purchase an excellent system at competitive pricing. The increase expenditure for technology infrastructure is the result of unexpected yet critical needs in order to provide high quality online teaching to our students. Technology support for teachers is a known cost in which we have experience; technology support for students was a cost for which we had no previous experience on which to base our budget projections.

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.

Distance Learning:

Lessons learned:

- We must not lose the progress we have made during the Covid-19 crisis.
- This is a never-ending process. We must continually update chrome books by any way possible. Purchasing material is difficult due to shipping restriction and bid requirements.

LCAP Impact:

- Out of 519 students, 160 are choosing the online model. This mode of instruction must be maintained, expanded, and improved in the same way in-person instruction must be constantly nourished, expanded and improved.
- Distance learning will remain a part of the regular curriculum and must be supported with material, programming, and training.
- Be prepared to spend a lot more money on technology to support both the online and distance learning process.

In-Person Instruction:

Lessons Learned:

- In person instruction provides the greatest benefit to parents and students despite the fact that online learning provides the most utility during a pandemic. Parents had a tremendous shift in their education paradigm and despite strong pushback by the parents, it was to no avail. The Governor and the Health Department had all the cards.

LCAP Impact:

- From this point, a true blended model must be in place that is prepared to drive the instructional model in the event of a like situation.
- We must recognize that our role all along is to provide a place for children to go during the day so parents can work. Once the crisis was in full swing, parents realized the value of the school system not only as childcare, but as an instructional mechanism. Parents were not pleased with this mechanism. In the future, we must work on improving the technological prowess of the parents, so they understand all of the platforms, and not just in person.
- It is easy to return to face to face, far more difficult to maintain a hybrid program. The LCAP must invest in this area.

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

Pupil Learning loss continues to be addressed as planned with teachers and administration taking the lead. Funding is planned to be provided by state ELO funding, federal ESSER III funding, federal entitlement funding, and Supplemental Concentration grant funding in the new LCAP. Teachers are participating in professional development to assess student needs, address those needs and monitor student progress. In addition, the district is administering local assessments to monitor student progress and identify specific gaps in student learning which will then be addressed by extended learning opportunities such as tutoring, summer school, and academic academies. Supplemental learning materials have been purchased to further enhance the teacher's ability to differentiate instruction based on identified gaps in knowledge and skills. Supplemental professional staff are available to address student needs based upon

the learning plans developed by teachers, administrators and parents. Administration is monitoring progress and will adjust actions and services in the plan based upon student outcomes.

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.

This has been addressed in each of the previous response sections.

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

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

The pandemic motivated the Alta Vista, indeed, the entire state school system, to surge forward in the area of technology. Unfortunately, the technology industry was not prepared for the surge. For those who invested early, like Alta Vista through our LCAP Supplemental/ Concentration grant and other resources, the technology was soon outdated and much of our new technology was "antiquated" and just not up to the task at hand. This includes not only Chromebooks, but switches, access points, bandwidth, an ever-increasing financial burden that we must now bear without any hope of receiving ongoing and reasonable financial support. Fast forward one year and there is a huge divide in terms of what is available today versus what we had a year ago. Huge shifts in technology do not occur quickly, and implementing new infrastructure is slow and tedious. Most items needed were either gone or out of stock. If we are to maintain momentum in the area of technology, we have to commit huge sums of money to remain current and ready in the event that another pandemic or like tragedy comes along. Continuing support through LCAP resources is critical. We are addressing this in continued attention to technology infrastructure, connectivity, devices and training in the new LCAP as well as through COVID relief emergency funding.

The area of mental health and wellness is the most tragic area of need. There is simply a lack of funding for these critical positions. Even if we use federal one-time funding for these positions, we will need to layoff these positions unless there is a commitment to ongoing funding that make these positions permanent. One or two years will not be sufficient, to see the long-term benefit of this type, the critical element of time is needed. A long range LCAP investment in the area of social welfare services will have a huge impact in the overall well-being for Alta Vista Students. In the new LCAP we will: Continue TCOE contracts for a school nurse for a total of four days a week to improve parent engagement, pupil outcomes, pupil engagement, and school climate by expanding the availability of the nurse for communication with parents to manage health needs; increase the health Aide to full time; provide a Health Intervention to provide intervention services for students with high needs; provide a Behavioral Technician for intervention for special needs students and students with disabilities; and continue to support the General Education Intervention program.

Teacher preparation for online teaching and learning was an extremely worthwhile investment, and with a minimum two-week investment, the teachers were able to enter the world of remote learning with a competent and confident level of expertise. They had strategies and forward-thinking preparation. This allowed the teachers to deliver excellent lessons, and they were well prepared for the online pitfalls. Now that the pandemic is now waning and most schools are hustling to go back to normal (the way things were before), Alta Vista plans to expand the distance learning platform with strategies that will permit active integration into the program. The idea is to continue developing the remote learning skills as we move toward the middle of the 21st century. This also prepares us for the next pandemic, which will surely follow. The most critical aspect is that AVESD understands that the pandemic pushed modern schools to the next level. Now we will see who seizes the moment.

The recent pandemic has been the principal driver of the greatest education reform we have seen in over a century. For the first time in years, we are examining the deeper areas of modern pedagogy and finding new and unique solutions designed to improve an antiquated system. It is the opportunity of a lifetime, and the AVESD is grabbing this opportunity with both hands and implementing many of the new changes before the familiar resistant attitude returns to government. In this case tragedy will provide the basis for huge systemic change if we take the bold first moves. This includes investment in professional staff to address social-emotional learning as well as investment in professional development of current staff. Every student and teachers will have on-demand access to the tools of learning in a classroom and school learning environment re-designed with student learning in mind.

Our colleagues in our collaborative small single-school districts agree unanimously on this. We need to clearly and unequivocally state that emergency school closure and the abrupt shift to “distance learning” as the default mode of teaching and learning was a traumatic experience for every single person involved. Its “challenges and successes” will be studied for years. Even though we had built a strong framework of technology through LCAP and other resources, we were as unprepared as nearly everyone else to abruptly shut down our default mode of in-person, classroom based instruction and learning for which we were professionally, personally, and pedagogically prepared. Our Learning Continuity Plan successfully carried us through a very traumatic eighteen months with the additional resources provided by state and federal funds, especially in the area of technical support, acquisition of devices, and provision of emotional and mental health support for staff and students. As teachers and students return to familiar classroom based in person learning, teachers are identifying and quantifying learning loss, but they are also noting the incredible resilience of children and youth and are very optimistic that, through LCAP and additional state and federal assistance, we will quickly remediate and get back on track to close the achievement gap in the next three-year LCAP cycle. For this reason, all stakeholders agreed with planners that the goals, actions, and services we have worked so hard on in the LCAP should be expanded, strengthened, and continued in the 2021-24 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.

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	2,195,788.00	1,531,234.39
LCFF S/C	1,632,600.00	0.00
federal E-Rate	99,000.00	8,799.00
LCFF S/C	0.00	1,070,548.39
Title I Part A	363,467.00	363,103.00
Title II Part A	33,686.00	57,590.00
Title III Part A English Learners	41,194.00	27,182.00
Title IV Part A	25,841.00	4,012.00

* 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	2,195,788.00	1,531,234.39
	2,195,788.00	1,531,234.39

* 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	2,195,788.00	1,531,234.39
	LCFF S/C	1,632,600.00	0.00
	federal E-Rate	99,000.00	8,799.00
	LCFF S/C	0.00	1,070,548.39
	Title I Part A	363,467.00	363,103.00
	Title II Part A	33,686.00	57,590.00
	Title III Part A English Learners	41,194.00	27,182.00
	Title IV Part A	25,841.00	4,012.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,070,533.00	1,007,179.39
Goal 2	701,046.00	254,912.00
Goal 3	424,209.00	269,143.00

* 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		\$34,460.00
Distance Learning Program	\$400,652.00	\$331,582.00
Pupil Learning Loss	\$100,000.00	\$72,559.00
Additional Actions and Plan Requirements	\$135,000.00	\$160,864.00
All Expenditures in Learning Continuity and Attendance Plan	\$635,652.00	\$599,465.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		\$12,170.00
Distance Learning Program		
Pupil Learning Loss	\$20,000.00	
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$20,000.00	\$12,170.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		\$22,290.00
Distance Learning Program	\$400,652.00	\$331,582.00
Pupil Learning Loss	\$80,000.00	\$72,559.00
Additional Actions and Plan Requirements	\$135,000.00	\$160,864.00
All Expenditures in Learning Continuity and Attendance Plan	\$615,652.00	\$587,295.00